



**Sixth-form  
Prospectus  
2026-2028**

# Principal's Welcome

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The warmest welcome to Parkhall Integrated College.

Our vision is to provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential. We continue to support the ethos of integrated education where children should be educated together, without segregation or division. We welcome children from both the Catholic and Protestant traditions, as well as children of other faiths and none.

Our college is rightly proud of its long-standing reputation of securing academic achievement and providing a rich range of extra-curricular opportunities for our students, regardless of their background or personal circumstances. We recognise the importance of student support, ensuring everyone has access to a committed team of professionals who work tirelessly to maintain their well-being. This ensures our students develop the confidence and resilience to make the most of their time with us. Students with additional needs are supported and participate fully in every aspect of college life. At our core, we regard the education of our students as a partnership between the students, their parents/guardians, the college and the local community.

Entry into our sixth form represents an exciting new stage of a student's academic career, where students can specialise in their chosen subjects and embrace more mature relationships with their peers and teachers. We believe that all students have the potential to succeed in life and in our sixth form, we give them the opportunity to do just that. Our dedicated team of well qualified and highly skilled teachers encourages students to strive for their academic best, in a supportive environment with smaller class sizes, which gives plenty of opportunity for enrichment and personal development so that students leave us prepared for post-18 studies and ready to enter the world of work.

Thank you for your interest in our sixth form. I look forward to meeting you and working in partnership with you to help make your future a successful and exciting one.



Mr N D Owen  
Principal



## Our vision

To provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential.

## Our core values



### Achievement

striving to be the best that we can be



### Community

contributing positively to our college and local community



### Kindness

being kind, helpful and polite in all we do



### Respect

respecting ourselves, each other, and our environment



### Responsibility

working hard, being committed, and taking responsibility for our own actions and development

## To help realise our vision we will:

- ✓ Place the core principles of Integrated Education at the heart of our college, through promoting equality, faith and values, parental involvement and social responsibility in all we do.
- ✓ Promote academic excellence through a challenging and ambitious curriculum and evidence-informed pedagogy.
- ✓ Give high quality pastoral care to meet individual needs and support the development of the well-being of our students.
- ✓ Offer a range of enrichment opportunities which develop life skills and character beyond the classroom.
- ✓ Provide high quality professional development for all our staff to ensure ongoing continuing personal and college improvement.

# The Parkhall Integrated College

## Sixth Form Experience

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The transition from school to sixth form and beyond is an exciting time and one which brings many opportunities and challenges. At Parkhall Integrated College, we invite you to embrace the change, offering you the opportunity to grow and flourish in a supportive and inclusive environment where you have greater independence and are treated like the young adult that you have become.

Parkhall Integrated College is a friendly, welcoming community. Here you'll find outstanding specialist teaching and excellent facilities. There's challenging learning and extra-curricular programmes, parent/student support and a respectful culture, all geared at getting the best out of our students, ensuring you are fully prepared for higher education and the world of work.

## Why choose us?

We have a track record of success, from excellent exam results to flourishing personalities, here are some reasons for our widespread appeal:

- High-quality and excellent results which help students secure successful next steps into their preferred post-18 destinations
- The sixth form is a vibrant learning community, where every student is valued as an individual.
- In sixth-form lessons, teachers plan stimulating and challenging learning opportunities. These help students to make strong progress.
- Students are offered a range of opportunities including leadership roles and work experience.
- Specialist staff – students are taught by teachers that are specialists in their subject.
- First-rate IT and study facilities with a high standard of specialist teaching areas.
- We are proud of the pastoral care we provide students and have a wide range of support to enable students to grow and flourish.
- Destination and pathways. We provide a comprehensive and wide-ranging careers programme for all our sixth-form students.

# What to expect

- Life at Parkhall Integrated College doesn't end with the bell. Instead of lessons, lunch, lessons and home, we provide a wide range of further opportunities, both academic and extra-curricular. From sport to languages, there's something for everyone.
- Your own space: sit back, relax and socialise in the sixth-form common room, a grown-up environment for students to eat, catch up and make new friends.
- Students, have your say! The student council, with voting members, plays a leading role in promoting and organising student activities. So if you have a good idea, let it out.
- Leadership Opportunities: we have prefects, book buddies as well as work experience.

## There's help at hand

We're not going to spoon feed you, but we don't expect you to do it all alone. Here are the many ways we support you:

- Tutors: You'll be part of a tutor group that meets daily for registration. During this time there will be an opportunity to discuss your academic and personal development.
- Any questions or concerns can be discussed in the sixth form office. The head of post-16, the sixth-form study supervisor, the senior leadership team or our head of Careers, are all happy to help support you.
- Confidential support. We understand the sensitive nature of some things. This is why there's a caring pastoral team who are available and anything discussed is confidential.
- The Careers team is here to help you prepare for your future after Parkhall Integrated College. In the study room, you can browse prospectuses, careers books, look at leaflets and displays, use the computers to research course and career options and speak to a member of the Careers team about your next steps and future plans. Miss Smyth, our head of Careers, delivers lessons to explore all the opportunities that you have available to you on leaving sixth form, including college, university, apprenticeships, employment and volunteering. Throughout your time at Parkhall Integrated College sixth form, you will have the opportunity to take part in a number of careers and enterprise activities. Highlights include university visits, careers days, work experience and workshops.
- Progress interviews: During the first term of year 14, students will undertake a progress interview with members of staff responsible for the attainment of post-16 students. During these interviews, students will discuss their future choices, explore a range of higher-level courses, both at university and further education colleges and gain advice in making decisions about their future. The interviews are informal and are around thirty minutes long, with the main purpose of ensuring all students are supported and making progress towards the next steps in preparing to leave school

# Financial support – EMA information

If you decide to stay on at school or go to a further education college in Northern Ireland, you may be able to get the Education Maintenance Allowance (EMA). It is available for both academic and vocational courses.

EMA is a means-tested allowance of £30 a week which is paid fortnightly into your bank account for students who meet the eligibility criteria below:

It is intended to help cover the day-to-day costs that you have to meet when you stay on at school or college such as travel costs, books and equipment for your course.

Who is entitled to EMA?

You can get an EMA if you're aged 16, 17, 18 or 19 years on or between 2 July 2024 and 1 July 2025 and all of the following statements apply to you:

- your household income is £20,500 or less for households with one dependent child
- your household income is £22,500 or less for households with more than one dependent child
- you are full time at school or doing a minimum of 15 guided hours per week at college
- you are studying an eligible course and attending all classes
- you meet the nationality and residency rules set out in the EMA scheme
- you have not already received the maximum allowance for EMA which is 117 positive or negative weekly attendance confirmations over the total length of your course

Further information is available here:

<https://www.nidirect.gov.uk/articles/how-apply-education-maintenance-allowance>

## Enrichment programme

An important aspect of post-16 curriculum provision here in Parkhall Integrated College is the range of enrichment studies which we offer. Such programmes play a significant part in the general educational, personal and vocational development of our young people. Sixth-form students are encouraged to take part in a wide range of opportunities to develop their skills and passions outside the classroom.

Sixth-form students will also have the opportunity to select from a menu of enrichment activities to develop life skills. This programme serves to enhance student confidence, resilience, teamwork skills and generate a deeper understanding and appreciation of our vision and values. Enrichment opportunities include:

- Spanish
- Sport
- Young Enterprise scheme
- Volunteering opportunities
- Survival cookery
- First aid
- Resit GCSE Maths/English tuition

## Leadership Opportunities

The student council is a group of elected students who work as a team to improve the school community and represent students to the senior leadership of the school and outside observers. Every year 12 student can stand for election to join the student council. This is a great role if you are passionate about your sixth-form experience and would like to contribute to the decisions being made by the school.

All sixth-form students also have the opportunity to contribute to our successful prefect system within the school. The prefect team lead and organise many key events and there are numerous opportunities for our students to develop their leadership skills. Students can apply to be considered as head boy or head girl.

## Study and Recreational Spaces

We are fortunate in Parkhall Integrated College to have bespoke areas for study and recreation. We have supervised independent study area, a recreational youth area boasting a vending machine, pool table, tea and coffee points where students can relax and collaborate with peers.

# How do I choose my subjects?

Deciding which subjects to apply for can be challenging. We've listed a few tips to help you:

1. Make a list of the subjects you enjoy. Rank them in preference order.
2. Highlight the subjects you are good at. This will give you a shortlist of subjects to research.
3. Learn more about what the subject involves. Look carefully at the subject information in this booklet - look at the way it's taught and assessed.
4. Check the entry requirements to make sure you qualify.
5. Talk to current A-level students. Find out how post-16 qualifications differ from the qualifications you have studied in key stage 4.
6. Research your career options. Speak to your parents/guardians, teachers and your careers adviser about your future pathway.
7. Find out which subjects support specific career paths. Visit [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk) to discover which qualifications are required for certain degree programmes.

# Your Application Journey

February 2026	Complete your choices using Google Forms. The deadline for this is 20 <sup>th</sup> February 2026
March 2026	We will be in contact with you to advise if you have been successful in receiving a conditional offer. You will need to send a response back to accept your place. Please feel free to contact us should you have any further questions.
May/June 2026	Study hard for your exams and aim for the best results you can.
August 2026	GCSE results day is Thursday 20 <sup>th</sup> August 2026. Make sure you keep an eye out for any emails over the summer for important information about enrolling after you collect your GCSE results. We will also have information on our social media pages and website. You will be invited for enrolment on the same day you collect your GCSE results to confirm the subjects you would like to study.
	You will be invited to spend a couple of days in our sixth form for our induction days. It will be a good opportunity to get to know the staff and students, as well as obtaining some important information about your chosen subjects and sixth-form life.



# SIXTH FORM APPLICATION TIMELINE

Thinking about joining Parkhall Integrated College Sixth Form?

Here are all the key dates you need for your diary



Achievement



Community



Kindness



Respect



Responsibility

# Curriculum Offer and Entrance Criteria

- Minimum of five grade C subjects or equivalents
- At least a grade C in English and Maths
- Some subjects will ask for a B grade
- Some subjects require a previous knowledge at KS4
- Numbers in classes must be feasible
- A good record of attendance, punctuality and behaviour

Students wishing to enter sixth-form study in Parkhall Integrated College must:

Be committed to the ethos, aims, policies and regulations of the school.

Clearly demonstrate previous good attitudes to learning corresponding with the high standards at Parkhall Integrated College. This includes a good attendance record, a record of good behaviour and a good academic work ethic. The principal, on behalf of the board of governors, will determine the standards expected.

Show evidence of good conduct, attendance, punctuality and contribution to the extra-curricular life of the school.

Any pupil wishing to enter sixth form is expected to have a satisfactory attendance rate of 95% or higher and a record of co-operative behaviour.

Where any of the above conditions have not been met, the principal may refuse admission or admit a pupil, conditional upon interview between the pupil, their parents and the principal and acceptance of a contract.

Submit an application and have an interview with a member of the Parkhall Integrated College Senior Leadership Team to choose an appropriate course of study including suitable choices. Students who gain admission to Sixth Form are expected to take 3 or 4 subjects to Level 3 qualifications and will sit externally set examinations at the end of Year 13. They will then proceed with the study of subjects to A2 level and will again be externally assessed at the end of Year 14.

# Post-16 Course

# Entry Requirements

Subject	Course Entry Requirements*	
Business	No additional entry requirements	
Employability		
Health and Social Care DA or SA		
ICT		
Public Services		
Travel & Tourism DA or SA		
Art	GCSE Art	C*
Drama	GCSE Drama or GCSE English Language and practical audition	C B
English Literature	GCSE English Literature or English Language	C* B
Geography	GCSE Geography	C
History	GCSE History and GCSE English Language	B
Media Studies	GCSE Media Studies or GCSE English Language or Level 2 Certificate in Creative Arts & Digital Technologies	C* Pass
Government & Politics	GCSE History and/or GCSE English Language	C
Religious Studies	GCSE RE or GCSE English Language	C*
Sport DA or SA	BTEC Sport Level 2 or OS Sport and GCSE Science	L2P C
Biology	GCSE Science DA (Biology unit)	A
Chemistry	GCSE Science DA (Chemistry unit)	A
Life & Health Science SA	GCSE Science DA or GCSE Science SA	BC* B
Life & Health Science DA	GCSE Science DA	BB
Mathematics	GCSE Mathematics (M4 & M8) or GCSE Mathematics & GCSE Further Mathematics	A BB
Music	GCSE Music	B
Spanish / French	GCSE Spanish / GCSE French	B

\*Entry requirements may be enhanced in courses that are oversubscribed

# Which Subjects are on Offer?

Over the next pages are the courses which we will be offering in our sixth form from September 2026.

We offer an extensive range of successful subjects which provide progression pathways to university, apprenticeships and employment.

As in any other year, the information in this prospectus describes the courses we fully intend to offer in as much detail as we have at present. We do, however, reserve the right to make changes according to circumstances.

# Art & Design

## OCR Level 3 Cambridge Technical Introductory Diploma: Equivalent to 1 A level

### COURSE OVERVIEW:

This qualification provides an understanding of art, design, and craft through engagement with the work of artists and designers. Students will have the opportunity to gain practical and creative skills by working with a variety of 2D and 3D materials, processes, and techniques.

### ASSESSMENT SUMMARY:

The course is 100% internally assessed, with an OCR visiting moderator external assessment. There is no exam for this course.

### Examination Board: OCR

### COURSE CONTENT:

Year 13	
Unit 1	Art and Design in context
Unit 60	Fine art drawing
Unit 61	Fine art painting
Year 14	
Unit 10	How artists and designers use 2D materials, techniques and processes
Unit 12	Planning, researching and developing ideas for a specialist art or design brief
Unit 13	Realising an outcome for a specialist art or design brief

### ENTRANCE REQUIREMENTS / DESIRABLE QUALITIES:

Students are required to achieve a **minimum grade of a C\* in Art at GCSE level** or equivalent qualification with a portfolio or work as evidence, and **a grade C in GCSE English** would be beneficial for this course.

### ESSENTIAL PERSONAL QUALITIES:

Creativity, time-management skills, organisational skills, research skills, communication, ability to work independently and an interest in Art and Design.

### CAREER OPPORTUNITIES:

The Introductory Diploma in Art and Design can and has led to advancement onto a variety of degree courses, at a range of universities and higher education institutions for our graduating students or into career pathways in the creative industries such as:

Animation	Illustration	Fine art	Game design
Architecture	Ceramics	3D modelling	Photography
Tattoo design	Fashion design	Graphic design	Teaching

Art can be preparation for any career that requires fine motor skills, an eye for aesthetics and creative thinking. Come create with us.

# Biology

## CCEA GCE – 1 A level

### Course Content:

Biology is a fascinating subject that allows us to make a difference to tomorrow's world by helping us understand the world we live in today. Today's biologists are involved in researching and understanding some of the most controversial advances in human knowledge, including the cloning of embryos, designer babies and genetically modified food.

UNIT	CONTENT	ASSESSMENT
<b>AS 1: Molecules and Cells</b>	The study of molecules, enzymes, viruses, cells, cell physiology, continuity of cells, and tissues and organs.	External exam (1hr 30mins) 37.5% of AS, 15% of A level
<b>AS 2: Organisms and Biodiversity</b>	The transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity.	External exam (1hr 30mins) 37.5% of AS, 15% of A level
<b>AS 3: Practical Skills in Biology</b>	Students complete at least seven practical tasks and record evidence of completing these tasks	Portfolio of practical work. External exam (1hr) 25% of AS, 10% of A level
<b>A2 1: Physiology, Co-ordination and Control, and Ecosystems</b>	The study of homeostasis, including the kidney and excretion, immunity, co-ordination and control in plants and animals, and ecosystems.	External exam (2hr 15mins) 24% of A level
<b>A2 2: Biochemistry, Genetics and Evolutionary Trends</b>	Respiration and photosynthesis. Genetics, including DNA, gene technology, patterns of inheritance and the mechanism of change in population genetics.	External exam (2hr 15mins) 24% of A level
<b>A2 3: Practical Skills in Biology</b>	Students complete at least seven practical tasks and record evidence of completing these tasks.	Portfolio of practical work. External exam (1hr 15mins) 12% of A level

### Coursework Details:

This will include a series of practical assessments and a one-hour written examination assessing practical skills.

### Subject Specific Requirements:

GCSE grades AB in Double Award Science (grade A or above in Biology components). It is also preferable for students to hold a GCSE in Maths.

### Other Information:

Knowledge of biological processes has implications for a wider range of fundamentally important areas, including health, food production, conservation and, increasingly, technology. It is aimed at those with an interest in science and is a requirement for many STEM-related degrees at university.

# Business

## BTEC Level 3 National Extended Certificate: Equivalent to 1 A level

### **COURSE OVERVIEW:**

The Extended Certificate is a two-year course for students who are interested in learning about the many aspects of the business world.

### **ASSESSMENT SUMMARY:**

The Extended Certificate in Business consists of four units. Of these units:

- Two units are assessed by assignments (42%).
- Two units are externally assessed using an examination or supervised task (58%).

**Examination Board: Pearson BTEC**

### **COURSE CONTENT:**

**Exploring business:** In this unit, students will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. They will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

**Developing a marketing campaign:**

Marketing is a dynamic field central to the success of any business. Students will gain an understanding of how a marketing campaign is developed. They will explore different stages of the process that a business goes through when developing its campaign and develop their own campaign for a given product/service.

**Personal and business finance:**

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing money can help prevent future financial difficulties. The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash-flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require students to prepare and analyse statements of comprehensive income and statements of financial position.

**Recruitment and selection process:**

Students will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. They will explore the various selection tools and the enhanced use of technology in this area. This unit gives you the opportunity, through role play, to take part in selection interviews. Through undertaking recruitment activities, the unit will help to develop the skills needed in an interview situation. Students will have an opportunity to review their individual performance and analyse skills for development.

**ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES:**

GCSE English and Maths at C and above. Study of a business-related course at GCSE or equivalent is preferred but not essential.

Today's BTEC Nationals are demanding, as would be expected of the most respected applied learning qualifications in the UK. Successful completion of this course will require:

- Commitment to work hard
- Effective research skills
- Excellent attendance
- Good time-management

### **CAREER OPPORTUNITIES:**

Whether students decide to study further, go onto work or an apprenticeship, or set up their own business, a BTEC National will be a passport to success in the next stage of life.

BTEC Business can open doors to careers in:

- Accounting
- Advertising and publicity
- Banking
- Event and retail management
- Financial services
- Human resource
- Insurance
- Sales and marketing
- Self-employment

...to name but a few.

# Chemistry

## CCEA – 1 A level

Course Content: GCE Chemistry aims to develop an interest in and enthusiasm for chemistry and builds on knowledge and understanding of different areas of chemistry. It encourages students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works and how this contributes to society through pharmaceutics, environmental applications and the chemical industry.

UNIT	CONTENT	ASSESSMENT
<b>AS 1: Basic Concepts in Physical and Inorganic Chemistry</b>	Students study quantitative techniques such as titrations and build on GCSE knowledge.	External exam (1hr 30mins) 40% of AS 16% of A level
<b>AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry</b>	A qualitative introduction to equilibrium, kinetics and thermochemistry. Organic chemistry is developed from GCSE.	External exam (1hr 30mins) 40% of AS 16% of A level
<b>AS 3: Basic Practical Chemistry</b>	Students carry out AS practical activities and analysis embedded throughout the course.	External exams Part A: Practical (1hr 15mins) Part B: Analysis (1hr 15mins) 20% of AS, 8% of A level
<b>A2 1: Further Physical and Organic Chemistry (24%)</b>	Students quantitatively study rates of reaction, equilibria, thermochemistry, acids and bases and expand their study of organic chemistry.	External exam (2hrs) 40% of A2 24% of A level
<b>A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry</b>	Students examine instrumental and analytical technique and study redox and complex ion formation with transition metals.	External exam (2hrs) 40% of A2 24% of A level
<b>A2 3: Further Practical Chemistry</b>	Students carry out A2 practical activities and analysis embedded throughout the course.	External exams Part A: Practical (1hr 15mins) Part B: Analysis (1hr 15mins) 20% of AS, 12% of A level

### Subject-specific Requirements:

GCSE grades AB in Double Award Science (grade A or above in Chemistry components). A sound understanding of mathematical techniques, such as using standard form and rearranging equations, is essential to study GCE Chemistry. GCSE Mathematics grade B is preferable.

### Other Information:

A-level Chemistry provides a wide-reaching base of scientific knowledge and brings great career opportunities in science, industry and commerce. It is aimed at those with an interest in science and is essential for many STEM-related degrees at university such as Medicine, Dentistry, Pharmacy, Veterinary Science, as well as many more science and engineering degrees. The course is often studied alongside GCE Physics, Mathematics and Biology

# Drama

## AQA – 1 A level

### **COURSE OVERVIEW:**

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

### **COURSE CONTENT:**

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

- Drama and theatre
- Creating original drama
- Making theatre

### **ASSESSMENT:**

- Drama and theatre:  
Written exam: 3 hours • Open book • 80 marks • 40% of A-level
- Creating original drama:  
Working notebook (40 marks) Devised performance (20 marks) • 60 marks in total • 30% of A level
- Making theatre:  
Working notebook (40 marks) Devised performance (20 marks) • 60 marks in total • 30% of A level

### **DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:**

A qualification in **Drama at GCSE level** would be beneficial but not essential. It is desirable for candidates to have a **grade C\* or higher in English Language**.

### **CAREER AND FUTHER STUDY OPPORTUNITIES:**

Actor	Runner (film/video broadcasting)
Broadcaster	Theatre director/stage manager
Secondary school teacher	
Community arts worker	
Drama therapist	

# Employability

## Open College Network (OCN) NI Level 3 Diploma

Are you determined to stand out to future employers?

Are you interested in making a name for yourself in the world of work?

Are you unsure about what you would like to do in the future?

Do you want to develop skills that will help you succeed in a range of jobs?

If this sounds like you, then you should consider our course in Employability and Professional Development

### **COURSE CONTENT:**

This course is taught over the two years of post-16, totalling 360 guided learning hours. Each unit is weighted by credits – the longer or more challenging the unit, the more credits it is worth. Each unit is designed to develop transferrable skills that will be useful to students across a wide range of jobs.

Some of the units include:

- Application and interview processes
- Developing effective time-management skills
- Health and safety procedures in the workplace
- Improving presentation skills
- Teamwork and collaboration skills
- Team-leading skills
- Understanding job-market trends

### **ASSESSMENT:**

All of the assessment for this course is **portfolio-based**. There are no exam or external units. The completed portfolios are moderated by teachers and verified by OCN. Therefore, attendance is crucial as all work completed in class counts towards the final grade. Upon full completion of the portfolio, students will be awarded a Level 3 Diploma, which is equivalent to a grade C at A level and recognised by UCAS.

### **DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:**

To succeed in this course, a **GCSE English Grade C** and above is desirable but not essential.

Computer literacy skills will be required for the completion of some units – confidence using word, PowerPoint, Excel and Publisher.

It is essential that students are prepared to work independently in study classes and at home to complete all required coursework.

### **CAREER AND FURTHER STUDY OPPORTUNITIES:**

This course is ideal for anyone who is unsure of what career pathway they would like to take, as it provides the opportunity to develop several transferrable skills which are appealing to employers from a wide range of sectors.

There is a pathway for students to continue to university with this qualification, undertake an apprenticeship or enter employment.

# English Literature

**CCEA Level 3 GCE: 1 A level**

## **COURSE OVERVIEW:**

English Literature encourages students to be independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading across three key genres: prose, poetry and drama.

## **ASSESSMENT SUMMARY:**

**AS level – two examinations.**

**A2 – two examinations and one controlled-assessment task (2500 words).**

**Examination Board: CCEA**

## **COURSE CONTENT:**

### **AS 1: The Study of Poetry and Drama: 1900-Present:**

Section A – Poetry (Seamus Heaney & Robert Frost)

Section B – Drama (Tennessee Williams' 'A Streetcar Named Desire') 40% of AS grade

### **AS 2: The Study of Prose Pre-1900:**

(Mary Shelley's 'Frankenstein') 60% of AS grade.

### **A2 1: The Study of Poetry 1300-1800 and Drama:**

Section A – The Poetry of Emily Dickinson

Section B – unseen poetry (20% closed-book examination)

### **A2 2: The Study of Shakespeare's 'King Lear' (20% closed book)**

**A2 3: The Study of Prose** (theme-based). Exemplar theme: The American Dream – 'The Great Gatsby' with a 21<sup>st</sup> century novel of pupil's choice for controlled assessment (2500 words and 20% open-book exam)

## **ENTRY REQUIREMENTS:**

A GCSE English Language grade **C\*** or higher is required to study this subject at A level. A grade **C\* or above in GCSE English Literature** would be an advantage but not essential.

## **CAREER OPPORTUNITIES:**

English Literature prepares students to go into careers that demand the analytical skills of such a rigorous academic subject.

These include barrister, solicitor, marketing, sales and advertising, copywriting, public relations, journalism, author/writer, animator, librarian, designer, public speaking, teaching, curator, TV producer, and many more.

# French

## CCEA: 1 A level

### Why study A-level French?

- French is spoken by over 320 million people worldwide, making it the fifth most-spoken language globally. However, the A level course is more than just learning a language. It opens up a world of cultural opportunities, enhances career prospects by developing valuable transferable skills, and provides a competitive edge for university admission.
- It is highly flexible and well suited to almost all subject combinations. Studying French A level will allow you to acquire the knowledge, skills and understanding for practical use, further study and employment.
- It will allow you to gain an appreciation of a different culture as well as challenging you to think from a different perspective. It will also improve your English.
- It fosters a range of transferable skills including communication, critical thinking, research and creativity, which are valuable to the individual and society.

### COURSE CONTENT:

Students develop knowledge and understanding of themes relating to the society and culture, past and present, of a country or community where the French language is spoken. This course has six units: three at AS level and three at A2. GCE French gives students the opportunity to explore two broad areas of interest. These are:

- social trends and issues; and either
- political culture, intellectual culture or artistic culture

Students explore the areas of interest by studying four themes:

- Relationships (AS)
- Culture and Lifestyle (AS)
- Young People in Society (A2)
- Our Place in a Changing World (A2)

### ENTRY REQUIREMENTS:

It is desirable that students have a grade B in GCSE French

### CAREER OPPORTUNITIES:

A level French provides an extremely wide variety of career options which include but are not exclusive to:

- Translating and interpreting
- Teaching
- Tourism and hospitality
- Publishing and business services
- Law
- Broadcasting and journalism
- Business and economics
- Government and politics
- Sales and marketing
- Transport and logistics

**COURSE CONTENT:****Course Content**

<b>Unit</b>	<b>Assessment</b>
AS 1: Speaking	External exam: 30% of AS level 12% of A level Students give a presentation based on an AS level theme related to an aspect of a French-speaking country or community, followed by a conversation in French
AS 2: Listening, Reading and Use of Language	External exam: 40% of AS level 16% of A level Section A: Listening Students answer questions based on a recording in French Section B: Reading Students answer questions based on a passage and translate a passage from French into English Section C: Use of Language Students complete a series of short grammatical and lexical exercises. Students translate short sentences from English into French
AS 3: Extended Writing	External exam: 30% of AS level 12% of A level AS: 40% of A level Students write one essay in French in response to a set film or literary text
A2 1: Speaking	External exam: 18% of A level Students introduce and discuss one individual research project based on either a cultural aspect of a French-speaking country or community, a historical period from the twentieth century of a French-speaking country or community or a region of a French-speaking country or community. This is followed by a conversation in French
A2 2: Listening and Reading	External exam: 24 % of A level Section A - Listening - students answer two sets of questions based on two discrete passages recorded on disk. Section B - Reading - students answer two sets of questions and complete one summary exercise and one translation exercise
A2 3: Extended Writing	External exam: 18% of A level A2: 60% of A level Students write one essay in French in response to a set literary text

# Geography

## CCEA Level 3 GCE: 1 A level

This course will enable students to develop a wide range of *transferable employment skills*, such as:

- investigating, collecting and recording data with accuracy,
- analysing, interpreting and evaluating information
- being able to contribute to important debates on current global issues.

AS and A2 Geography continue to build on the knowledge, understanding and skills that students have built up during GCSE Geography.

### WHAT STUDENTS WILL STUDY:

UNIT	CONTENT
<b>AS 1: Physical Geography</b>	<ul style="list-style-type: none"><li>• Rivers: processes, landforms, channel management and flooding</li><li>• Ecosystems: location, characteristics, how ecosystems function and plant succession</li><li>• Weather and Climate: processes which create our weather, weather systems in the British Isles and global weather issues</li></ul>
<b>AS 2: Human Geography</b>	<ul style="list-style-type: none"><li>• Population: population data, fertility, mortality and population change, the balance between population and resources including fertility policies</li><li>• Settlement: issues in the rural-urban fringe, planning in rural environments, urban challenges in LEDCs and MEDCs</li><li>• Development: measuring development, development goals, aid, globalisation and emerging markets</li></ul>
<b>AS 3: Fieldwork Skills and Techniques in Geography</b>	<ul style="list-style-type: none"><li>• Students will have the opportunity to become conversant with the skills and techniques required for the collection of primary data (including planning and carrying out fieldwork to investigate a geographical question) and the analysis of secondary data. Students will also develop data-processing skills through constructing and analysing maps and graphs and applying statistical techniques</li></ul>
<b>A2 1: Physical Processes, Landforms and Management</b>	<ul style="list-style-type: none"><li>• Tropical Ecosystems: Nature and Sustainability – locations and climate characteristics, irrigation in arid/semi-arid tropical ecosystems, sustainable development in the tropical forest ecosystem</li><li>• Dynamic Coastal Environments: coastal processes and features, regional outlines, coastal management</li></ul>
<b>A2 2: Processes and Issues in Human Geography</b>	<ul style="list-style-type: none"><li>• Planning for Sustainable Settlements: sustainability in relation to urban areas, the role of urban design and planning, the impact of transport modes and traffic management</li><li>• Tourism: the changing nature of tourism, mass tourism, ecotourism</li></ul>
<b>A2 3: Decision-making in Geography</b>	<ul style="list-style-type: none"><li>• Students will be provided with a variety of resources relating to an issue which has arisen and which requires a decision</li><li>• Students will make and justify a decision based on the greater overall benefits</li></ul>

## ASSESSMENT:

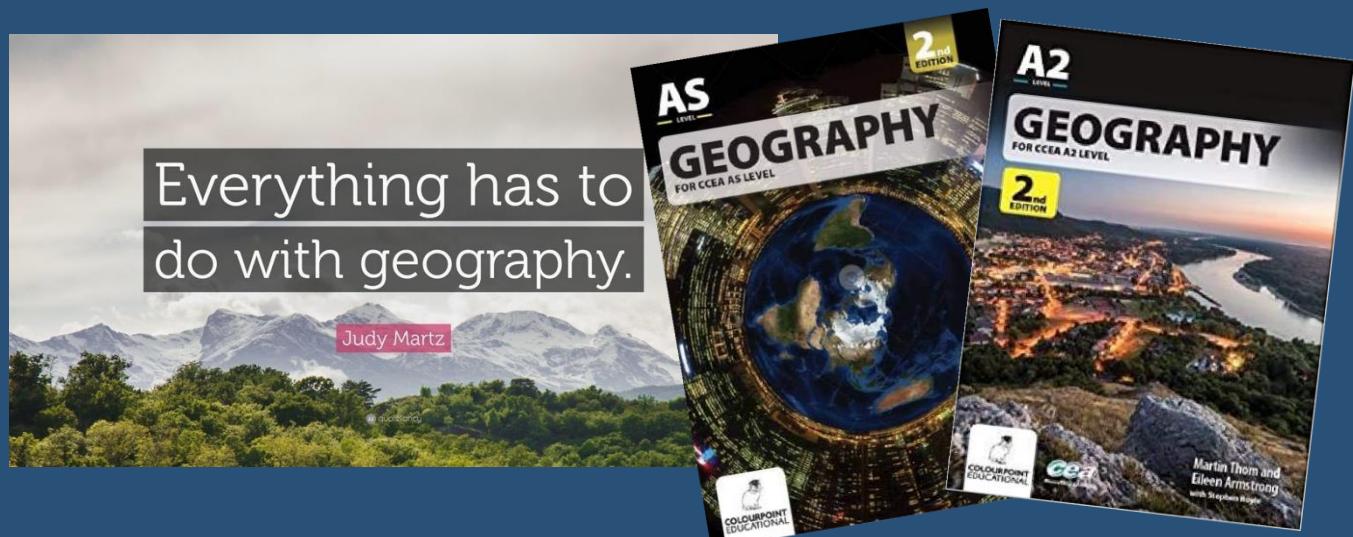
UNIT	ASSESSMENT	WEIGHTING
AS 1:	External written examination: 1 hour 15 minutes	40% of AS 16% of A level
AS 2:	External written examination: 1 hour 15 minutes	40% of AS 16% of A level
AS 3:	External written examination: 1 hour	20% of AS 8% of A level
A2 1:	External written examination: 1 hour 30 minutes	24% of A level
A2 2:	External written examination: 1 hour 30 minutes	24% of A level
A2 3:	External written examination: 1 hour 30 minutes	12% of A level

## ENTRANCE CRITERIA:

To study A-level Geography, students must have **GCSE at grade C and above in Geography with English and Maths at C and above.**

## CAREER OPPORTUNITIES:

Geography introduces and enhances key skills in further education and employment, and students of Geography are highly prized for their broad-based and relevant knowledge and skills, entering professions such as: *environmental engineer, urban planner, real-estate developer, demographer, travel/tourism planning, waste management, forestry technician, hydrologist, ecologist, geologist, climatologist, cartographer, ecotourism planner, remote-sensing analyst, GIS/GPS analyst, field surveyor, conservationist, outdoor recreation management, computer mapping and software development*



# Health & Social Care Single Award

## Pearson Level 3 National Extended Certificate: Equivalent to 1 A level

### COURSE OVERVIEW:

This course provides a basic knowledge and skills for those wishing to work in the vocational areas of care, social care, and health.

### ASSESSMENT SUMMARY:

The course is split into four units; two of which are external written examinations, in addition to two units of written assignments.

### Examination Board: Pearson BTEC

### COURSE CONTENT:

**Unit 1:** Human lifespan (**external exam**): learners cover physical, intellectual, emotional, and social development across the human lifespan and the factors affecting development and the effects of ageing.

**Unit 2:** Working in health and social care (**external exam**): learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

**Unit 5:** Meeting individual care and support needs (**assignment**): learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

**Unit 12:** Supporting individual needs (**assignment**): learners explore the role of health and social care services in providing care and support to individuals with additional needs.

### ENTRANCE CRITERIA/DESIRABLE QUALITIES:

A qualification of **Child Development or Health and Social Care at GCSE level** would be beneficial but not essential. It is desirable for candidates to have a **grade C in English**.

For applicants wishing to pursue a career in nursing, they must have at least five GCSE grades of C or above. GCSE passes in English, Maths and Science are essential.

### CAREER OPPORTUNITIES:

Nursing	Dietician	Occupational Therapist	Care Worker	Nursery assistant
Counsellor	Health & Safety Advisor	Mental Health Worker	Primary Teaching	Teacher

# Health & Social Care Double Award

**Pearson Level 3 National Extended Certificate:  
Equivalent to 2 A levels**

## **COURSE OVERVIEW:**

This course enables learners to develop a range of employability skills, such as interpersonal, communication and team-working skills and to develop their knowledge of the professional roles and responsibilities in the health and social care sector.

## **ASSESSMENT SUMMARY:**

The course comprises eight units, two of which are external written examinations, as well as one unit of external assessment and five units of written assignments.

**Examination Board: Pearson BTEC**

## **COURSE CONTENT:**

**Unit 1:** Human lifespan (**external exam**): learners cover physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing.

**Unit 2:** Working in health and social care (**external exam**): learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

**Unit 5:** Meeting individual care and support needs (**assignment**): learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

**Unit 12:** Supporting individual needs (**assignment**): learners explore the role of health and social care services in providing care and support to individuals with additional needs.

**Unit 4:** Enquiries into current research in health and social care (**externally assessed task**): learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services.

**Unit 7:** Principles of safe practice in health and social care (**assignment**): learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health and social care settings.

**Unit 8:** Promoting public health (**assignment**): learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

**Unit 19:** Nutritional health (**assignment**): learners explore concepts of nutritional health and influences on dietary intake and learn how to assess and improve health through nutrition plans for individuals.

# History

## CCEA Level 3 GCE: 1 A level

### **COURSE OVERVIEW:**

The four topics covered are Germany 1919-1955, Russia 1914-1941, The American Presidency 1901-2000 and the Partition of Ireland 1900-1925.

### **ASSESSMENT SUMMARY:**

Each year, students will have to complete **two external examinations**. There is no coursework in this subject.

**Examination Board: CCEA**

### **COURSE CONTENT:**

#### **AS Unit 1: Option 5 Germany 1918-1945: 50% of AS, 20% of A level.**

**External examination:** 1 hour 30 minutes – short response question and a two-part source question.

This option examines the Weimar Republic (1919-1933) and Nazi Germany (1933-1945). This includes the political and economic challenges the Weimar Republic faced up to 1923; the emergence of Hitler and the Nazi Party during the Weimar era; the creation of a Nazi dictatorship and the impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-45.

#### **AS Unit 2: Option 5 Russia 1914-1941: 50% of AS, 20% of A level.**

**External examination:** 1 hour 30 minutes – students answer two questions from a choice of three.

The first part of this option focuses on the causes and consequences of the Russian Revolution of 1917. It analyses the reasons why the Tsarist regime collapsed in February 1917 and the Bolsheviks' seizure and consolidation of power from October 1917. Students also evaluate the aims and consequences of Lenin's economic policies in the period 1917-1924. The option concludes with a study of Stalinist Russia.

#### **A2 Unit 1 Option 2: Ireland Under the Union 1800-1900. 20% of A level.**

**External examination:** 1 hour – students answer a synoptic essay question.

The first section of the course investigates Irish support for the Union from Ulster and Southern Unionists and their reasons for doing so. This is followed by an investigation of the development of constitutional, revolutionary, and cultural nationalism in Ireland from 1800-1900.

#### **A2 Unit 2 Option 4: Partition of Ireland 1900-1925. 40% of A level.**

**External examination:** 2 hours 30 minutes – students answer three questions. Two are source-based and one is an extended essay.

This option focuses on how Ireland was partitioned in the early years of the twentieth century. There is a broadly chronological approach, from the crisis over the Third Home Rule Bill for Ireland in the pre-war years, through events in Ireland between 1914 and 1918, the Anglo-Irish War of 1919-21, the Government of Ireland Act of 1920, which established the state of Northern Ireland, the Anglo-Irish Treaty of 1921, which set up the Irish Free State and the subsequent Civil War.

**ENTRANCE REQUIREMENTS:**

It is desirable that students have **a grade C\* in either GCSE History or English**. A good level of written and communication skills will be necessary for the essay-based structure of the examinations.

**CAREER OPPORTUNITIES:**

History is a convenient steppingstone to any arts-based degree. Apart from careers that specifically use History, it is very relevant for anyone intending to study Law. Skills developed in A-level History are transferable and very useful in a variety of careers that require the ability to collect, evaluate and analyse evidence.



## Cambridge Technical Introductory Diploma Level 3 Equivalent to 1 A level

### COURSE OVERVIEW:

We deliver the Emerging Digital Technology Practitioner pathway in this course. The pathway consists of five units. **Two are exam-based and three are portfolio-based.**

**Examination Board: OCR**

### COURSE CONTENT:

**Unit 1: Fundamentals of IT** – a sound understanding of IT technologies and practices is essential for IT professionals. Information learned in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

**Unit 2: Global Information** – the purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the Cloud and across the Internet, by individuals and organisations.

**Unit 3: Virtual and augmented reality** – students will learn about both technologies and how they are used. They will research both technologies and design both a virtual and an augmented-reality resource. Finally, students will use their research skills learned whilst designing and creating resources to suggest future applications of virtual and augmented reality.

**Unit 4: social media and digital marketing** – this unit looks at digital marketing as a concept and then offers students the opportunity to explore the possible impacts, both positive and negative, that may be generated by using social media as a digital marketing tool.

**Unit 5: Internet of everything** – students will learn about the Internet of Everything (IOE) and how it is used. Using their knowledge, students will carry out a feasibility study for a potential idea. They will pitch their idea to potential stakeholders and use feedback to revise their proposal.

### ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES:

Ideally, a student wanting to take this course should have a sound **background knowledge in ICT** and should have an **ICT qualification at GCSE level at grade C or above**, be self-motivated and able to deliver work on time and to a high standard.

### CAREER OPPORTUNITIES:

This qualification is designed to enable learners to enter employment at an operative or trainee level within a wide range of information and communication-technology environments. Such learners would normally enter employment through a work-related training programme.

The OCR Cambridge Technical in ICT has been designed to provide a broad educational basis for further education or for moving into employment within the ICT sector. Students will develop the general skills, knowledge and understanding needed in the sector.

# Life & Health Science Single Award

CCEA Level 3 GCE: 1 A level

## COURSE OVERVIEW:

This course builds on learning from KS4 and gives students the opportunity to develop and demonstrate an appreciation of the skills, knowledge and understanding of how science works. On completion, students will have developed advanced study skills to help prepare them for higher education and the world of work.

## ASSESSMENT SUMMARY:

Students will complete six units: three units in AS and 3 units in A2.

Each year, students will have to complete **one portfolio** and **two external examinations**.

**Examination Board: CCEA**

## COURSE CONTENT:

AS Level	A2 Level
<b>AS 1: Experimental Techniques</b>	<b>A2 1: Scientific Methods</b>
<b>AS 2: Human Body Systems</b>	<b>A2 2: Organic Chemistry</b>
<b>AS 3: Aspects of Physical Chemistry in Industrial Processes</b>	<b>A2 3: Medical Physics</b>

## ENTRY REQUIREMENTS:

Students must attain a **B grade or higher in Single Award Science**.

## CAREER OPPORTUNITIES:

Biochemical Sciences	Materials Science
Chemistry	Medical Physics
Food Technology	Chemical Industries
Human Physiology	Medical and Laboratory-based Science
Nursing & Healthcare	Biomedical science
Sports Science	

# Life & Health Science Double Award

CCEA Level 3 GCE: 2 A levels

## COURSE OVERVIEW:

This course builds on learning from KS4 and gives students the opportunity to develop and demonstrate an appreciation of the skills, knowledge and understanding of how science works. On completion, students will have developed advanced study skills to help prepare them for higher education and the world of work.

## ASSESSMENT SUMMARY:

Students will complete 12 units – 6 units in AS and 6 units in A2.

Each year, students will have to complete **three portfolios** and **three external examinations**.

**Examination Board: CCEA**

## COURSE CONTENT:

AS Level	A2 Level
<b>AS 1</b> – Experimental Techniques	<b>A2 1</b> – Scientific Methods
<b>AS 2</b> – Human Body Systems	<b>A2 2</b> – Organic Chemistry
<b>AS 3</b> – Aspects of Physical Chemistry in Industrial Processes	<b>A2 3</b> – Medical Physics
<b>AS 4</b> – Brain Science	<b>A2 4</b> – Genetics, Stem Cell Research & Cloning
<b>AS 5</b> – Material Science	<b>A2 5</b> – Dentistry & Oral Health
<b>AS 6</b> – Medicine, Drug and Clinical Trials	<b>A2 6</b> – Histology & Pathology

## ENTRY REQUIREMENTS:

Students must attain a **CC grade or higher in Double Award Science**.

## CAREER OPPORTUNITIES:

Biochemical Sciences	Materials Science
Chemistry	Medical Physics
Food Technology	Chemical Industries
Human Physiology	Medical and Laboratory-based Science
Nursing & Healthcare	Biomedical science
Sports Science	

# Mathematics

CCEA Level 3 GCE: 1 A level

## COURSE OVERVIEW:

GCE Mathematics is **100% external exam-assessed** and is split into two AS modules (40%) and two A2 modules (60%). Candidates will sit two modules in June of year 13 and two in June of year 14.

## ASSESSMENT SUMMARY:

Year 13:

**AS1:** Pure Maths

**AS2:** Applied Maths (Mechanics & Statistics)

Year 14:

**A21:** Pure Maths

**A22:** Applied Maths (Mechanics & Statistics)

**Examination Board:** CCEA

## COURSE CONTENT:

AS/A2 Pure Maths covers content such as proofs, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, vectors, calculus, and numerical methods.

AS/A2 Applied Maths covers content such as sampling, presenting and interpreting data, probability, statistical distributions, kinematics, forces, and Newton's Laws.

## ENTRY REQUIREMENTS:

GCSE Mathematics grade **B** and have sat **M4 & M8** or GCSE Mathematics and GCSE Further Mathematics grade **C**.

## CAREER OPPORTUNITIES:

Most jobs and careers will need you to use maths in some way, and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.

# Media Studies

## Cambridge Technical Introductory Diploma Level 3 Equivalent to 1 A level

### COURSE OVERVIEW:

Digital Media engages students in the in-depth study of media products in relation to real-world applications.

This course offers a more practical approach to Media Studies, with a focus on creating and working with media products.

### ASSESSMENT SUMMARY:

**Two exam papers:** Media Products and Audiences and Pre-production and Planning.

**Four internal assessments** spread across two years:

Creating a Media Product, Pitching a Media Product, Advertising and Scripting for Media Products.

**Examination Board:** OCR

### COURSE CONTENT:

Across the two years, students will engage with a range of media products through research, analysis and practical tasks. Students will use contemporary sources and engage with the ever-changing media industry. Students are required to study a diverse range of media products and approach them in a much more practical way than at key stage 4.

The course offers opportunities to study products such as the Marvel Universe in areas such as film, television, advertising, gaming, music, and social media and to examine how radio and television are created and how social media is changing the media landscape in real time.

### ENTRY REQUIREMENTS/ DESIRABLE QUALITIES:

The skills required to succeed in this course include the development of high-order reading skills, research skills, analytical skills, organisational skills, and the skills associated with framing, sustaining and communicating a coherent argument, as well as skills in creativity in combination with an engagement in media.

**A GCSE in Media Studies – grade C\*/5 or higher – or a grade B or higher GCSE in English Language or a Level 2 Award in Creative Arts and Digital Technologies (Media Studies).** A grade C\* or above GCSE in English Literature would be an advantage but not essential.

### CAREER OPPORTUNITIES:

There is a range of vocational qualifications (BTECs, NVQ/SVQs and Diplomas) in Media Studies, including:

- performing arts
- broadcast & media
- publishing and journalism
- advertising and marketing

There is a range of apprenticeships, including:

- arts, media and publishing, e.g. digital design, digital journalism
- advertising & marketing, e.g. digital marketing, social media & digital marketing
- information technology, e.g. web developer

#### **CAREERS LINKED TO MEDIA STUDIES:**

Broadcast Journalist	Arts administrator
Cinematographer	Primary/Secondary school teacher
Computer games tester	Social media manager
Copywriter	Television/film producer
Editorial assistant	Theatrical producer
Medical illustrator	TV or film camera operator
Newspaper journalist	User acceptance tester
Photographer	Video editor
Advertising account executive	Web content manager
Magazine Journalist	Web editor
Advertising media buyer	Writer

There is a range of degree pathways open to a Media Studies student:

- 89 UK universities offer degrees in Media Studies.
- Ulster University offers Digital Media Production - BA (Hons) on its Coleraine Campus.
- Ulster University offers Screen Production - BA (Hons) in its Belfast Campus.
- Ulster University offers Cinematic Arts - BSc (Hons) on its Magee Campus.
- Other pathways include a range of BA Hons in Creative Writing, Digital Arts, Game Development, Cinematography and Journalism

# Politics

## CCEA GCE 1 A level

### AS Government and Politics Specification – Examining Board CCEA

This course follows on from GCSE Politics, but *you do not have to have completed GCSE Politics to study this course.*

It is also a great module to study alongside A-level History, as the skills used are very similar and would benefit both subjects.

#### Course Description:

The study of Government and Politics encourages young people to develop knowledge and understanding of the political systems in which they live. It encourages students to develop critical thinking and other essential skills which will be helpful in all of their subjects.

**There are four modules in A-level Politics:**

**Two modules in year 13 (AS Level Politics):**

**AS 1: The Government and Politics of Northern Ireland**

This unit focuses on the:

- arrangements for **government of Northern Ireland since 1994**
- strategies and policies of the **main Northern Ireland political parties**
- changes in **electoral support** for the main parties and
- political effects of the **different electoral systems** used in Northern Ireland.

**AS 2: The British Political Process**

Students should be able to:

- demonstrate knowledge and understanding of the role of **prime minister and cabinet**;
- demonstrate knowledge and understanding of the operation of the executive, legislature (**The House of Commons and the House of Lords**) and judiciary (judges). **This will hopefully involve a trip to the Houses of Parliament**
- demonstrate knowledge and understanding of the main **British political parties**.

**Two modules in year 14 (A2 Level Politics):**

**Unit A2 (1): The United Kingdom and the United States of America**

This module links with the knowledge and understanding already gained in the study of Unit AS 2: The British Political Process. This option includes:

- a study of the **United States Constitution** and its main features
- how it can be **amended** or interpreted
- how it impacts on **policy making**
- the **relevance of the Constitution** to modern American society

- a direct comparison of the **president and prime minister** and **Congress and the House of Commons** of the USA and the UK.

### **Unit A2 (2): Political Power**

The focus of this option is on:

- the competing theories of the **nature and distribution of political power**
- the various factors involved in the **exercise of political power**
- the basis of **political authority, legitimacy and stability**.

### **A-Level Politics/Careers Information and Advice for year 12 pupils**

**Politics will help in virtually any job or career by:**

- Helping you to think for yourself
- Helping you to work with others
- Helping you to be adaptable and to communicate well

**A-Level Government & Politics will teach you key skills that will be of use in the following professions/employment areas:**

- Marketing
- Law
- Libraries
- Retailing
- Journalism
- Teaching
- Personal services: Banking & Insurance
- Social Services: Police, Civil Service, Social Work & local Government
- Tourism/Travel Companies and Travel Agencies
- Museum/Heritage/Leisure Services
- Estate Agencies
- Nursing
- Photography
- The Armed Forces (Intelligence Services/Adjutant Generals Corps)
- Management
- Politics

### **Entrance Criteria:**

A C\* in English Language and/or History.

# Public Services

## Pearson BTEC Level 3 Extended Certificate

### COURSE OVERVIEW:

Are you interested in how the uniformed protective services work together to support our communities?

Have you always wanted to explore the world of criminology? Are you keen to explore how the country is tackling crime?

Do you follow criminal trials and want to learn more about the legal processes?

If this sounds like you, then you should consider our course in Public Services

Examination Board - Pearson

### COURSE CONTENT:

This course is taught over the two years of post-16, totalling 360 guided learning hours.

There are two compulsory units of work (units 2 and 5) and two optional units (units 13 and 15).

#### Unit 2: Behaviour and Discipline in the Uniformed Protective Services

**Unit type:** Exam unit

**Unit overview:** The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. There are many influences on the behaviour of those working in the uniformed protective services. In this unit, students will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. They will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. This unit will support progression to higher-education courses that focus on behavioural dynamics, organisation and behaviour in the public sector and investigative psychology in public service, and to degree programmes specifically related to the uniformed protective services, such as policing, fire and rescue or offender management.

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

**Unit type:** Coursework unit

**Unit overview:** In this unit, students will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. They will learn how to be an effective team member, while developing leadership skills and will have the opportunity to apply these skills in different situations. Students will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient.

## Unit 13: Introduction to Criminology

### **Unit type: Coursework unit**

**Unit overview:** Criminology is the study of crime and criminal behaviour, drawing on psychology, sociology, law, and other disciplines, to explain the causes and prevention of crime. In this unit, students will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour. Students will look at the impact of crime on society, exploring concepts such as 'fear of crime' and how this may manifest itself in both individuals and communities. They will determine why, according to criminological theories, that certain groups are more likely to commit crimes than others. Students will look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, students will explore how those who have been victims of crime or who have witnessed crime, and those who may be at risk of threats and intimidation, can be supported by the uniformed protective services, other public services, and other related bodies.

## Unit 15: Police Powers and the Law

### **Unit type: Coursework unit**

**Unit overview:** In this unit, students will develop an understanding of the criminal justice system. They will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders, receive specific sentences, students will explore the different types of sentencing and what the aims of sentencing are. This unit will introduce the various personnel involved in the administration of justice and their respective roles in the criminal trial process. Students will explore the legal framework within which the police must work when searching, arresting, detaining, and interviewing individuals, including how the rights of the individual are safeguarded. Students will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed.

### **ASSESSMENT:**

In year 13, units 2 and 13 are assessed. Unit 2 is an **external examination** which is 2 hours in duration. Unit 13 is a **coursework-based unit** assessed internally.

In year 14, units 5 and 15 are assessed both as **internal coursework units**.

### **DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:**

To succeed in this course, a **GCSE English Grade C\* and above** is desirable, with **at least a Grade C in English** being essential.

It would be beneficial for students to have completed the **Level 2 Public Services** qualification at GCSE level; however, this is not compulsory.

It is essential that students are prepared to work independently in study classes and at home to complete all required coursework.

### **CAREER AND FURTHER STUDY OPPORTUNITIES:**

This course is ideal for anyone who is wishing to apply to university to study law, criminology, psychology, social work, or any uniformed services related degree areas.

It will also open doors when applying for higher level apprenticeships or junior roles within the emergency or armed services.

# Religious Studies

## CCEA GCE 1 A level

### COURSE OVERVIEW:

The CCEA GCE Religious Studies specification offers an academic approach to the study of religion, ethics and philosophy. It gives students opportunities to develop their knowledge and understanding of religion and to be able to relate these to local cultural and religious environment and to the wider world.

### ASSESSMENT SUMMARY:

Each year, students will have to complete **two external examinations**. There is no coursework in this subject.

#### Examination Board: CCEA

### COURSE CONTENT:

#### AS Unit 1: An Introduction to the Acts of the Apostles

The Context of Acts, The Beginning of the Church, Growth and Expansion of the Church, Paul the Apostle and other aspects of human experience.

**External examination:** 1 hour 20 minutes      Summer of year 13

50% of AS

20% of A Level

#### AS Unit 2: Foundation of Ethics

Deontological approaches to decision making, Teleological approaches to decision making, Life & Death Issues, Development in bioethics and other aspects of human experience.

**External examination:** 1 hour 20 minutes      Summer of year 13

50% of AS

20% of A Level

#### A2 Unit 1: Themes in selected letters of St Paul-

Paul's Letter to the Galatians, to the Corinthians and Ephesians.

Synoptic: Controversy, Division and Reconciliation.

**External examination:** 2 hours      Summer of year 14

30% of A Level

## **A2 Unit 2 Global Ethics**

Moral theory, Global Rights, Global Issues

Synoptic: Conscience, Freedom and Tolerance

**External examination:** 2 hours

Summer of year 14

30% of A Level

### **ENTRANCE REQUIREMENTS:**

It is desirable that students have **a grade B in GCSE RE and minimum B in English**. A good level of written and communication skills will be necessary for the essay-based structure of the examinations. Any pupil without GCSE Religious Studies wishing to take the A-Level course must demonstrate a solid overall GCSE profile including grade B in English. Students not meeting these criteria must discuss entry for this course with the head of department after results day in August. However, entry will only be permitted at the discretion of the head of department.

### **CAREER OPPORTUNITIES:**

Advanced GCE Religious Studies forms an excellent preparation for further study at degree level in Theology and forms a great basis for other career areas such as teaching, medicine, law, public service, counselling, journalism and social work, amongst others.

# Spanish

## CCEA A level

### COURSE OVERVIEW:

#### Course Content

Students develop knowledge and understanding of themes relating to the society and culture, past and present, of a country or community where the Spanish language is spoken. This course has six units: three at AS level and three at A2. GCE Spanish gives students the opportunity to explore two broad areas of interest. These are:

- social trends and issues; and either
- political culture, intellectual culture or artistic culture

Students explore the areas of interest by studying four themes:

- Relationships (AS);
- Culture and Lifestyle (AS);
- Young People in Society (A2); and
- Our Place in a Changing World (A2)

### CAREER OPPORTUNITIES:

A-level Spanish provides an extremely wide variety of career options which are not exclusive to:

- Translating and interpreting
- Teaching
- Tourism and hospitality
- Publishing and business services
- Law
- Broadcasting and journalism
- Business and economics
- Government and politics
- Sales and marketing
- Transport and logistics

**COURSE CONTENT:****Course Content**

<b>Unit</b>	<b>Assessment</b>
AS 1: Speaking	External exam: 30% of AS level 12% of A level Students give a presentation based on an AS level theme related to an aspect of a Spanish-speaking country or community, followed by a conversation in Spanish
AS 2: Listening, Reading and Use of Language	External exam: 40% of AS level 16% of A level Section A: Listening Students answer questions based on a recording in Spanish Section B: Reading Students answer questions based on a passage and translate a passage from Spanish into English Section C: Use of Language Students complete a series of short grammatical and lexical exercises. Students translate short sentences from English into Spanish
AS 3: Extended Writing	External exam: 30% of AS level 12% of A level AS: 40% of A level Students write one essay in Spanish in response to a set film or literary text
A2 1: Speaking	External exam: 18% of A level Students introduce and discuss one individual research project based on either a cultural aspect of a Spanish-speaking country or community, a historical period from the twentieth century of a Spanish-speaking country or community or a region of a Spanish-speaking country or community. This is followed by a conversation in Spanish
A2 2: Listening and Reading	External exam: 24 % of A level Section A - Listening - students answer two sets of questions based on two discrete passages recorded on disk. Section B - Reading - students answer two sets of questions and complete one summary exercise and one translation exercise
A2 3: Extended Writing	External exam: 18% of A level A2: 60% of A level Students write one essay in Spanish in response to a set literary text

# Sport Single Award

## Pearson BTEC Level 3 Extended Certificate Equivalent to 1 A level

### COURSE OVERVIEW:

Level 3 BTEC Sport is an ideal foundation to continue the study of Sports at degree level.

This course contains four units – a mixture of practical and theory – with **two exam-based units** (67% of the course) assessed externally and **two portfolio-based units** (33% of the course) assessed internally.

**Examination Board: Pearson BTEC**

### COURSE CONTENT:

#### Compulsory

**Unit 1:** Anatomy and Physiology: explore how the skeletal, muscular, cardiovascular, and respiratory systems function and the fundamentals of the energy systems (**exam** 33%).

**Unit 2:** Fitness Training and Programming for Health, Sport, and Well-being: explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being (synoptic **exam** paper 33%).

**Unit 3:** Professional Development in the Sports Industry: explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities (**coursework** 17%).

#### Optional

**Unit 7:** Practical Sports Performance: study the skills, techniques, tactics, and rules of selected sports through active participation in individual/team sports (**coursework** 17%).

### ENTRANCE CRITERIA/DESIRABLE QUALITIES:

To succeed in this BTEC Level 3 Sport qualification, the following GCSE grades would be beneficial and prepare the pupil for success at BTEC Level 3 in Sport: **BTEC Sport level 2 / GCSE Maths grade C / GCSE English grade C / GCSE Science grade C.**

### CAREER OPPORTUNITIES:

Sport and exercise science  
Sports management  
Outdoor education  
Sports development  
Sports coaching and leadership

Teacher training  
Sports marketing  
Event management  
Sport, leisure and business  
Fitness training

# Sport Double Award

**Pearson BTEC Level 3 Extended Certificate**  
**Equivalent to 2 A levels**

## COURSE OVERVIEW:

Level 3 BTEC Sport is an ideal foundation to continue the study of Sports at degree level.

This course contains nine units – a mixture of practical and theory – with **three exam-based** units (45% of the course) assessed externally and **six portfolio-based units** (55% of the course) assessed internally.

**Examination Board: Pearson BTEC**

## COURSE CONTENT:

### Compulsory

**Unit 1:** Anatomy and Physiology (**exam**).

**Unit 2:** Fitness Training and Programming for Health, Sport, and Well-being (**synoptic exam**).

**Unit 3:** Professional Development in the Sports Industry (**coursework**).

**Unit 4:** Sports Leadership (**coursework**).

**Unit 22:** Investigating Business in Sport and the Active Leisure Industry (**synoptic exam**).

**Unit 23:** Skill Acquisition in Sport (**coursework**).

### Optional

**Unit 5:** Application of Fitness Testing (**coursework**).

**Unit 7:** Practical Sports Performance (**coursework**).

**Unit 8:** Coaching for Performance (**coursework**).

## ENTRANCE CRITERIA/DESIRABLE QUALITIES:

To succeed in this BTEC Level 3 Sport qualification, the following GCSE grades would be beneficial and prepare the pupil for success at BTEC Level 3 in Sport: **BTEC Sport level 2 / GCSE Maths grade C / GCSE English grade C / GCSE Science grade C**.

## CAREER OPPORTUNITIES:

Sport and exercise science  
Sports management  
Outdoor education  
Sports development  
Sports coaching and leadership

Teacher training  
Sports marketing  
Event management  
Sport, leisure and business  
Fitness training

# Travel & Tourism Single Award

## Pearson BTEC Level 3 Extended Certificate Equivalent to 1 A level

**Do you have a passion for travel? Are you interested in learning about the world's fastest growing industry? Are you a people person? Can you see yourself joining one of the 3.3 million people employed in the travel and tourism industry in the UK alone? If you have answered yes to any of the above questions, then this is the course for you.**

The course is taught over 360 hours (over two years) and has three mandatory units (M) and an optional unit (O).

Assessment will either be external (E) such as an official exam set by Pearson, Synoptic (S), which means the task is set by Pearson or internal (I), approved by Pearson but assessed by your teacher.

### **COURSE CONTENT:**

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

Unit type: **External Exam/Mandatory Unit**

Guided learning hours: **90**

#### **Unit in brief:**

The travel and tourism industry in the UK is growing and is of major importance to the economy. In this unit, students will develop the skills needed to examine, interpret, and analyse a variety of statistics that measure the importance of tourism to the UK. There are many influences on the industry, and they are changing all the time, currently the long-term effects of COVID. Some of them are within the control of travel organisations, while others are beyond their control. Students will need to know how organisations react to changes and trends to determine their present and future operating policies.

#### **Unit 2: Global Destinations**

Unit type: **External Synoptic Exam / Mandatory Unit**

Guided learning hours: **120**

#### **Unit in brief:**

Global destinations are a key aspect of travel and tourism, and their appeal is strongly influenced by factors such as their location, access and changing trends. In this unit, students will use a range of resources to investigate the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism.

This unit will enable students to progress to higher-education courses by developing knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare students for a career in the travel and tourism industry as they apply geographical knowledge and evaluate travel and tourism data to meet a given brief.

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

Unit type: **Internal Portfolio/Mandatory Unit**

Guided learning hours: **90**

### **Unit in brief:**

Marketing is an important focus for any successful organisation in travel and tourism where products, services and the expectations of customers are constantly changing. A successful business must have a strategy for understanding its customers and targeting them with a profitable offer. In this unit, students will develop a marketing plan through examining the specific aims and objectives of the marketing function and researching the needs and expectations of different customer types.

### **Unit 9: Visitor Attractions**

Unit type: **Internal Portfolio/Optional Unit**

Guided learning hours: **60**

### **Unit in brief:**

Visitor attractions can draw both domestic and overseas visitors by providing opportunities for relaxation, amusement, and education. They are a major source of revenue for the travel and tourism industry as well as for the UK and the global economy. In this unit, students will investigate visitor attractions and the different ways they are funded. They will explore what is meant by the visitor experience and how visitor attractions develop, diversify, and use technology in order to meet the needs of their different types of visitors.

### **What other subjects go well with Travel and Tourism?**

This qualification is designed to be taken as part of a broad and balanced curriculum at key stage 5. It can be complementary learning for a wide range of subjects. It will particularly complement Geography, putting into context much of the knowledge and skills developed in the study of that subject, and there are strong links with Business and Sport.

### **ENTRANCE CRITERIA:**

**GCSE Maths and English at Grade C or above. BTEC L2 in Travel and Tourism** is preferred but not essential.

### **CAREER OPPORTUNITIES:**

The Travel and Tourism Extended Certificate can, and has, led to advancement onto a variety of degree courses at a range of universities and higher education institutions for our graduating students e.g.

Tourism Operational Management

Adventure tourism

International Tourism Management

Leisure Management

Business and Tourism studies

Rural Tourism

Cruise industry management

International Travel Management

Venue and Events management

*To see many more options, view UCAS*

# Additional Information

## Subject combinations accepted by Queen's University, Belfast

A-level 1	A-level 2	A-level 3	
A-level 1	A-level 2	BTEC/OCR equivalent to one A-level (L3)	
A-level 1	BTEC/OCR equivalent to two A-levels (L3)		
BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to two A-levels (L3)		
BTEC/OCR equivalent to three A-levels (L3)			
A-level 1	BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	
BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	

Please note: OCNNI level 3 diploma qualifications are certified by DENI as recognised equivalencies of a grade C at A level; however, Ulster University, as a minority, have taken the decision to not currently accept any OCNNI Level 3 qualifications for entry to their courses. The majority of esteemed, well-established universities recognise the commitment required in completing an OCNNI qualification and accept an OCNNI qualification as equivalent to a grade C/merit for entry onto their courses.

