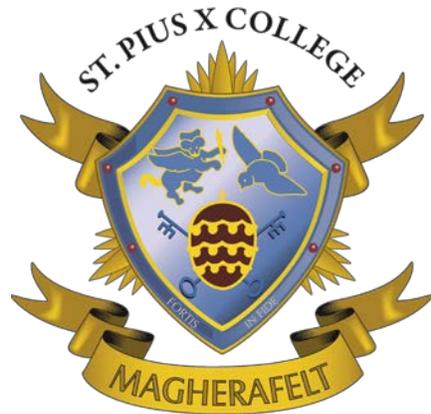


St. Pius X College



Sixth Form Prospectus

Academic Year 2017 / 2018

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Foreword

At St. Pius X College, we aim to nurture, challenge and motivate students to meet their high expectations through excellent standards of teaching and learning.

In an atmosphere of mutual respect, staff and students work in a climate which encourages high aspirations and achievements as well as individual thought and expression.

At Post-16, you will experience a diversity of learning styles and approaches across the school and with our partner schools in the Magherafelt Learning Partnership.

Our 6th Form Centres facilitate high quality and up to date learning.

We are very proud of our Sixth Form students who make a valuable contribution to our College and indeed to our wider community.

We strive to ensure that all our students leave the college with transferable skills as well as the educational experience which encourages everyone to succeed.

Our reputation for equity and excellence was recognised this school year in the outstanding results of 100% A*-E and 70% A*-C for our Sixth Form students. These results put us at the forefront for all-ability colleges in Northern Ireland.

This outstanding achievement is justified recognition for our pupils and staff who have collectively made achievement and excellence a part of their daily lives. Such success is vital for Northern Ireland's future prosperity in an increasingly competitive world.

Good luck with your choices!

Ms. J Bartley
Principal

Introduction

As successful young people you have probably already thought about what you want to do after completing your GCSE course. If you are considering continuing your full-time education then St. Pius X College may well be the best place for you.

We are pleased to welcome Year 13 students into our Sixth Form, but before making your final decision, keep an open mind and gather as much information as you can. This prospectus explains what Sixth Form at St. Pius X College has to offer and what you can expect if you enrol.

Sixth Form is very different from your previous college experience. You can expect to be treated in a more adult manner than may have been the case to date. However, the transition from Year 12 to Year 13 is not an easy one and you will need time to adjust. You will be helped to do this by an experienced team of form teachers, Heads of Year and Sixth Form staff.

Remember that Years 13 and 14 are not separate entities, but remain very much part of the college experience which is now being made available to you. Sixth Form students have considerable freedom to run their own affairs. This brings many advantages. There are several opportunities to get involved and work with younger students and to promote the ethos of the college at Parents' Evenings and other events.

The teachers will be sensitive to your needs and will treat you as an individual. You can expect their confidence and support in all you do. Their expectations of your commitment will be high.

Year 13 experiences are intended to instil self-discipline and acceptance of responsibility. This is achieved through ensuring that students are supported and encouraged to work independently outside lesson time.

Throughout the year there is a programme of organised events that allows students to develop socially, morally and academically. You will be taught how to learn, how to deal with challenges and how to further interests. Students in the Sixth Form will gain a lot from opportunities to encourage academic and social interaction.

Our Sixth Form teachers will promote hard work, organisational skills, independent learning and co-operation, helping to provide a firm foundation for further and higher education and beyond.

Mr. J Mulholland
(Vice-Principal)

Mr. N Hassan
Mr. G Duffy
(Sixth Form Year Heads)

Meeting Students' Needs

St Pius X College works to develop each student's intellectual capacity to the full. To this end, a wide-ranging curriculum is provided for all students.

When planning the Sixth Form curriculum at St. Pius X College we bore in mind the need to:

- ensure parity of esteem between different types of qualifications
- provide a range of qualifications from which students may choose programmes which meet their needs and earn credit for their achievements
- enable students, where desirable and appropriate, to mix and match different types of qualifications
- offer clear progression routes to further and higher education, training and employment
- offer concise and impartial careers advice, thus enabling our students to make informed decisions regarding their chosen career paths

Sixth Form Education

The Sixth Form should benefit you in several ways:

- it should enable you to further your studies in subjects which you enjoy
- it should provide you with the means to acquire the better academic qualifications needed for admission to higher or further education or to enhance your application for a career
- through discussion and contact with others in the Sixth Form (in and out of the class) you should cultivate a wider range of interests
- it should help you to “mature” as a person by providing opportunities for mixing with others, for taking responsibility and for participating effectively in the corporate life of the college
- to obtain the most benefit from the years spent in the Sixth Form, you must be prepared to work hard and to play a full part in the extra-curricular life of the school community

A Selection of Students who joined Sixth Form in 2016



Student: Aoife Farren **Year: 13**
Subjects: Biology, Chemistry, Physics
Placement: Antrim Area Hospital
Future: Medicine



Student: Johnnie Hamilton **Year: 13**
Subjects: Geography, Construction, Environmental Technology
Placement: TES Cookstown
Future: Engineering



Student: Hannah McCormack **Year 13**
Subjects: English, History, Sociology
Placement: Millenium Forum Derry
Future: Media & Theatre Studies



Student: Aodhan Conway **Year 13**
Subjects: Biology, Geography, Sports Science
Placement: GTG Biogas Toomebridge
Future: Renewable Energy



Student: Shauna McAtamney **Year 13**
Subjects: History, Religion, Health & Social Care
Placement: McNally Solicitors Magherafelt
Future: Law



Student: Padhraic McCorry **Year 13**
Subjects: Maths, ICT, Engineering
Placement: Heron Brothers Draperstown
Future: Construction Engineering

Sixth Form Criteria for Admission

A student will be approved for entry if:

- He/she has achieved a minimum of 6 GCSE grades A*- C (or Occupational Studies Level 2 equivalents) including GCSE English Language **and** Mathematics
- He/she has achieved a minimum of 6 GCSE grades A*- C (or Occupational Studies Level 2 equivalents) including GCSE English Language **or** Mathematics and signs up to resit whichever core subject is lower than a C
- There is a place available, given that places in Year 13 will be allocated based on a ranking system that employs an average points score. These points will be in accordance with the 'Entry Equivalences for GCSE' as used by C2K. Those students who have an equal score, will then be ranked by the number of A*s, As, Bs, etc

A student will be placed on a waiting list for entry if:

- He/she has achieved a minimum of 6 GCSE grades A*-C (or equivalents) **excluding** English and Maths and signs up to resit both core subjects
- There is a place available, given that places in Year 13 will be allocated based on a ranking system that employs an average points score. These points will be in accordance with the 'Entry Equivalences for GCSE' as used by C2K. Those students who have an equal score, will then be ranked by the number of A*s, As, Bs, etc.

Special Circumstances

- A student who does not meet the criteria, due to medical or other problems which may have affected his/her performance in GCSE examinations, may have his / her academic record reviewed by the Principal and Board of Governors of the college with a view to being offered a place within the Sixth Form.
- The Principal and Board of Governors of the college reserve the right to amend the admissions criteria to consider students who have achieved 5 A*-C grades at GCSE, subject to places being available and the efficient use of college resources not being prejudiced.

Criteria for any extra places made available by the Department of Education

The Department of Education may, on request, increase the number of students that the college can admit to Year 13. Places shall be allocated only to students who meet the eligibility criteria for entry into year 13 (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have recently completed Year 12 in St Pius X College
2. Pupils from other schools where admission to an extra place at St Pius X College has been agreed by the Department of Education

Sixth Form Course Options

St. Pius X College is committed to providing a quality education, which will enable every student in the college to realise their true potential. Our students now have an excellent opportunity to sample Post 16 provision; we offer them a positive and friendly environment, where concern for the individual is important. Our focus is on helping them gain the intellectual skills and qualifications necessary for employment or higher / further education.

The College is currently implementing changes to the Sixth Form curriculum. The range of qualifications on offer will enable our students to build individual learning programmes, ‘tailor made’ to equip them for tertiary level education or the world of work. The emphasis in Sixth Form is on giving each student as wide a choice as possible and providing opportunities to mix and match qualifications, in order to meet his/her own specific requirements.

The main pathways through Sixth Form are:-

1. GCE AS / A Level (The Academic Pathway)

This involves the study of one, two or three subjects at advanced subsidiary / advanced level. The AS level may be taught over one year or longer and provides an end point in itself for students wishing to broaden their curricular diet without proceeding to complete the full A level qualification. Academic subjects offered may include:

Art & Design

Biology

Chemistry

English Literature

Geography

Government & Politics - See *MLP Prospectus*

History

Mathematics

Music

Nutrition & Food Science – See *MLP Prospectus*

Physics

Religious Studies

Sociology

2. Applied GCE's / OCR Technical Awards / BTEC Subsidiary Diplomas (The Vocational Pathway) –

Applied GCEs are broad-based vocational educational qualifications that offer students the independence and the opportunity to take responsibility for their own learning. They develop the skills and knowledge needed in employment and include practical assignments in a work-based setting. Students may decide on focussing on a single award which is equivalent to an A level or a Double award which is equivalent to two A levels. Vocational subjects offered at St. Pius X College include:

Business - Applied

Design & Technology: Product Design - Applied

Engineering – BTEC - *See MLP Prospectus*

Environmental Technology – Applied - *See MLP Prospectus*

Health & Social Care Double Award - Applied

Health & Social Care Single Award - Applied

Hospitality - BTEC

ICT – Cambridge Technical

Life & Health Science - Applied

Moving Image Arts – Applied - *See MLP Prospectus*

Performing Arts - Applied

Sports Science & the Active Leisure Industry – Applied

Sport – Cambridge Technical

Students may also have the opportunity to choose one or more of the following Level 3 ACETS qualifications:

- **CCEA Certificate of Personal Effectiveness (CoPE)**
- **Interview Skills (New Era Academy)**

Personal, Social and Health Education (PSHE)

Programme (PSHE) for Sixth Form Students

St. Pius X College is committed to providing a quality education which will enable each student in the College to realise his/her potential. We believe that this would be best achieved by promoting tolerance and respect within an atmosphere where there is no discrimination towards any group. All members of our College community will have an opportunity to guide the progress of the College.

Rationale

The PSHE Programme for Sixth Form is headed up by our RE department to meet the needs of young people must be met by a caring pastoral organisation and this pastoral task is a central one in the College.

Aims

The purpose of the Sixth Form PSHE programme is to:

- assist you as an individual to enrich your personal life and develop your own lifestyle
- help to prepare for educational choice
- offer guidance or counselling to encourage you to make your own decisions
- support your subject teaching
- to promote respect for the views of others and help others less fortunate than ourselves through a range of activities from Mentoring to Fundraising
- maintain an orderly atmosphere in which all this becomes possible

Visiting Groups

Diocesan Youth Organisation - John Paul II Award

Sr. Margaret - Sri Lanka Blanket Programme

Children in Crossfire – Advent Campaign

Ulster Cancer Foundation – Health & Wellbeing

Relationships and Sexuality Education

Sister Consilio – Drugs and Alcohol Addiction

Student Positive Behaviour Policy for Sixth Form

Culture and Values

St Pius X College is determined to develop a learning community founded on the principles of courtesy and mutual respect.

Fundamental to the successful development of such a community is the quality of the students' learning experience. This will be nurtured and managed with insight and vision in order that we create the culture and values reflected in our mission statement.

Students attending St. Pius X College must observe certain standards of behaviour while in College and when engaged in activities associated with or representing the College. On entry students are requested to sign a behavioural contract and a learning contract.

The College, in its Behaviour Management Programme, has outlined the standards of behaviour which must be observed by students. These promote effective social and working relationships between students and members of staff.

The Student Discipline Procedure outlined below will be used when we have evidence that the student has not observed appropriate standards of behaviour.

There are four stages in the Discipline Procedure, but it should be noted that the Head of Year or Vice-Principal may place a student directly onto Stage IV if the breach of conduct is considered sufficiently serious. Students are advised that Stage IV of the Discipline Procedure **may** result in suspension and in certain cases dismissal from the College.

Summary of Stages

Stage I: Oral Warning

Stage II: Written Warning

Stage III: Final Written Warning

Stage IV: Possible suspension and dismissal from the College

Health and Safety

The college accepts its duty to provide:

- a safe place of study
- safe plant and equipment
- safe arrangements for the use, handling, storage and transport of articles and substances
- sufficient information, instruction, training and supervision to enable all students to avoid hazards and contribute positively to their own safety and health
- a healthy environment
- access to adequate welfare facilities

All students are advised that they:

- are responsible to act in such a manner as to ensure their own and fellow students' safety
- are required to observe safety rules and procedures
- should not intentionally or recklessly interfere with or misuse any equipment provided within the College
- are expected to report to their class teacher any instruments, machinery or other College equipment or facilities, which constitute hazards
- must report all accidents immediately to the class teacher

Performance Support

Our teachers will seek to facilitate an improvement in:

- your communication skills
- your use of English
- your ICT skills
- your research and study skills
- your ability to carry out assignments and projects
- your preferred learning styles and time management skills
- examination techniques which will enhance your performance

Learning Centre Facilities

A number of Learning Centre Facilities are available at St Pius X College in order to promote the quality of teaching and learning. They include:

- Two Supervised Sixth Form Study Centres (and Study Room)
- Hi-tech Computer Suites
- Library Services (Books and IT Software Tutorials)
- WIFI (for student devices)
- Learning Resources

You will find as you embark on your Sixth Form studies at St Pius X College that not all of your week is taken up in the classroom. If you are to be successful in your studies, it is vital that you supplement what you learn in the classroom with personal study. Learn how to use our computers to word process assignments. Use the library for research projects. Take advantage of the study room to complete work directed by your class teachers. Your teachers will often supply you with study materials to work through outside class. These flexible learning materials are best used in our library where other facilities are nearby. Indeed some materials are permanently available to you to take and use, especially ones which help with study skills, number work and communications.

The need to organise your work was mentioned earlier. You must strike the right balance between your academic work and your extra-curricular activities. Important though it is to cultivate wide interests and friendships, you must not allow these interests to undermine your academic progress. The proper use of private study periods is an essential part of your management of time. It is only too easy to let these periods drift by without anything positive being achieved.

The college library is constantly being developed to meet a wide variety of needs. As well as books and periodicals, an abundance of materials relating to higher and further education and to careers. In addition, university prospectuses and UCAS books are also housed in the library and in the sixth form study (these are not to be removed without express permission from the Librarian / Head of Careers or respective Head of Year). In addition to consulting reference materials, students are able to borrow books, it is important that all borrowers should return library books within the issue period, and not retain them to the disadvantage of other users. Wide background reading and research to supplement issued textbooks should form an essential part of your studies.

In pursuit of the principle of equality of opportunity the college Staff will:

- meet individual learning requirements
- be flexible to modes of delivery
- make use of a range of relevant learning resources
- recognise that students with special needs may require individual arrangements with regard to a variety of aspects of provision

- **Student Services**

Clearly the main aim of attending College is to study for qualifications; however, you may require advice on a range of other issues.

- **Form Teacher System**

You will have a Form Teacher who will review your academic progress and liaise directly with your parents/guardians. You will be timetabled daily with your form teacher and he/she should be your first point of contact if any difficulties should arise.

- **Careers Service**

St Pius X College provides a comprehensive Careers Guidance Service. Careers Education aims to help you acquire skills, aptitudes and abilities to enable you to progress confidently in a variety of roles. You will be provided with magazines, leaflets, videos, prospectuses and interactive computer software that you may browse through.

All students have the opportunity to speak to the Careers Advisor who will encourage you to develop your career route through consultation with the local careers officers and your Form Teacher.

- **Student Participation Systems**

This College will endeavour to develop confident, self-motivated, creative and reliable students who have the necessary skills to fully engage as citizens and have a positive attitude to learning.

Students will have the opportunity to have their opinions and views sought through a number of student participation systems. These include:

- PSHE Programme
- Enrichment Programme
- Prefect System
- Mentoring Programme (includes collaboration with other schools - Kilronan)
- Membership of the College Council
- Counselling Support

- **Counselling Services**

Counselling is considered by the College to be an essential aspect of your whole educational experience. Our designated contacts are:

Mrs E. Toner (Vice-Principal)

Mr J. Mulholland (Vice-Principal)

ART & DESIGN – GCE

Through studying GCE Art and Design, students have opportunities to:

- record observations and experiences using drawing and/or other appropriate visual forms;
- research, select and organise visual and other relevant sources;
- explore, analyse, discuss and evaluate images, objects and artefacts and make independent judgements;
- make meaningful connections between their own work and the work of artists, designers and craftspeople;
- use knowledge and understanding of the work of artists, designers and craftspeople to develop and extend their own thinking and to inform their own work;
- generate ideas and visual enquiry using a range of appropriate media, techniques and processes; apply formal elements when creating their own work;
- evaluate their progress and refine their work;

Overview of new specification:

There are 4 compulsory units in the new specification. These are:

AS

- Unit AS1: Experimental portfolio
- Unit AS2: Personal response

A2

- Unit A21: Personal and critical investigation
- Unit A22: Thematic outcome

Specification at a Glance

Content	Assessment	Weightings
AS 1: Experimental Portfolio	Teachers assess students' work and CCEA moderates their marks. Students develop, explore and record ideas. Assessment Objectives 1, 2, and 3 only.	50% of AS 20% of A level
AS 2: Personal Response	Teachers assess the controlled task and CCEA moderates their marks. Students present a personal outcome. This is brought to completion during a 10 hour controlled test. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3	50% of AS 20% of A level
A2 1: Personal and Critical Investigation	Written investigation 1000–3000 words – externally assessed 20% of A2 12% of A level Teachers assess the practical investigation and CCEA moderates their marks. 40% of A2 24% of A level Written and practical work inform each other and are integrated, but are marked separately. Assessment Objectives 1,2 and 3 only	60% of A2 36% of A level
A2 2: Thematic Outcome	Teachers assess students' work, and CCEA moderates their marks. Students present an outcome in response to the theme. This is brought to completion during a 15 hour controlled test. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3	40% of A2 24% of A level

Criteria for entry: It is desirable that a student should have achieved a Grade B in GCSE Art & Design.

BIOLOGY - GCE

This specification will encourage students to:

- develop an interest in and enthusiasm for Biology (including developing an interest in further study and careers in the subject);
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical and mathematical and problem solving;
- carry out practical tasks and present their findings in different formats;
- develop an appreciation and understanding of scientific methods; and
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

The specification builds on the knowledge, understanding and skills developed in both GCSE Double Award Science and GCSE Biology.

Mathematical content

Knowledge, understanding and skills developed within GCSE Mathematics are also relevant. Students must be competent in mathematics to develop their skills, knowledge and understanding of Biology.

The A2 specification builds on the knowledge, understanding and skills developed within the AS course.

The specification provides a firm grounding for those wishing to enter higher education courses in Medicine, Dentistry, Radiography, Research and Teaching. In most of these courses an A Level award is a prerequisite for entry.

- The *Notes for Guidance*, downloadable from our website at www.ccea.org.uk, support teachers and students.

Unit format:

AS 1 - Molecules and Cells

AS 2 - Organisms and Biodiversity

AS 3 - Practical Skills in AS Biology

A2 1 - Physiology, Co-ordination and Control, and Ecosystems

A2 2 - Biochemistry, Genetics and Evolutionary Trends

A2 3 - Practical Skills in Biology

Criteria for entry: AA in Double Award Science
Grade A in Year 12 Double Award Science Biology Paper
Minimum B in both Mathematics and English

BUSINESS APPLIED (Level 3 Extended Certificate) - AQA

The **objectives** of this qualification are:

- preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding
- meeting relevant programmes of learning
- preparing learners for employment
- giving learners personal growth and engagement in learning

	Unit Title	Assessment Type
<u>Mandatory Units</u>		
1	Financial planning and analysis	External examination
2	Business dynamics	Internally centre assessed
3	Entrepreneurial Opportunities (Synoptic Assessment Unit)	External assignment
4	Managing and Leading people	External examination
5	Developing a business proposal	Internally centre assessed
<u>Optional Units</u>		
6	e-business implementation	Internally centre assessed
7	Managing an event	Internally centre assessed
8	Marketing communications	Internally centre assessed

Units 1, 2 and 3 are studied in Year 13.

Units 5 and 6 along with **ONE** of the optional units are studied in Year 14.

<u>Unit weighting</u>	33.3% each unit
Externally assessed	66.6% externally assessed
Internally assessed	33.3% internally assessed

<u>Grading</u>	The UNITS are graded Pass, Merit or Distinction
	The overall qualification is graded as P, M, D, D*
	NB (Learners must pass each unit in order to pass the qualification)

Criteria for entry: GCSE English and Maths at grade C or above
GCSE Business Studies preferable but not essential

DESIGN & TECHNOLOGY: PRODUCT DESIGN – APPLIED GCE

Why study GCE Technology and Design- Product Design?

If you have an interest in the area of product design and product development, then this is the course for you. You can take a one year AS course as a standalone qualification or you can continue your study for another year and gain the full A Level qualification. The fields of **Art, ICT, Business Studies and Physics** are just a few of the areas which would be enhanced by the skills and knowledge gained through the study of Technology and Design.

What can I do with a qualification in Technology and Design?

GCE Technology and Design can lead to study in further or higher education in a wide range of areas such as engineering and Design. There are a number of career options open to students of Technology whether they go directly into employment or choose to continue their studies at a higher level. Some of the fields open to Technology and Design students include **Product Designer, Engineering, Medical Technology, Teaching, Architecture, Graphic Design and Desktop Publishing.**

Course Content

AS

Two Sections:

1. Written Exam - 50%

- Technical principles
- Designing and making principles
- Specialist knowledge
- 2 hours

2. Design and Make Task -50%

- Students will be required to undertake a substantial design and make task. The context of this task will be set by the AQA
- Approximately 30 – 35 hours in duration
- Written or electronic portfolio plus models, test pieces and final outcome.

A2

Two Sections

1. Written Exam – 50%

- Technical principles
- Designing and making principles
- Specialist knowledge
- 2 exams – 2 hours each

2. Design and Make Task – 50%

- Students will be required to undertake a substantial design and make task. The context of this task will be set by the AQA
- Approximately 40 hours in duration
- Written or electronic portfolio plus models, test pieces and final outcome.

Criteria for entry: Desirable to have GCSE English – Grade C or above.
Strong background in STEM and creative subjects

ENGLISH LITERATURE - GCE

The revised specification will give students the opportunity to study not only a wide range of literature written by home-grown Irish writers but also literature from outside the UK and literature in translation. Through independent and critical reading, students will develop their interest and enjoyment in literary studies and become accomplished, discerning readers.

As with the current specification, the revised GCE English Literature specification is made up of two parts: AS and A2. Students may take the AS as a 'stand-alone' qualification without progression to A2. However, to gain the full GCE, students need to complete both the AS and the A2 courses.

Course Outline

There are 5 units altogether, **4 with externally set examinations** which are:

AS 1: The study of Poetry (Frost and Heaney) Open Book 1 hour; the study of Drama (Williams or Friel – one play only) Closed book, 1 hour;

AS 2: The study of Prose Pre 1900 (Frankenstein, Dracula, Wuthering Heights or Silas Marner) Closed book, 1 hour;

A2 1: Shakespearean Genres (As You Like it or King Lear) Closed Book, 1 1/2 hours;

A2 2: The study of Poetry pre 1900 and Unseen Poetry (Chaucer or Donne) closed book, 2 hours.

Internal Assessment

At **A2 3**, students must complete a 2500 word essay which is internally assessed (study of 2 personally selected novels). This accounts for 20% of the marks awarded at A Level.

Criteria for entry: For English Literature Advanced Level, B Grade in English Language and/or English Literature.

GEOGRAPHY - GCE

Through studying GCE Geography, students will learn about:

- geographical concepts and processes; interactions between people and their environment; challenges of sustainability; importance of attitudes and values

Students become aware of relationships between societies, economies, cultures and environments. They will also have the opportunity to relate what they have studied to the world around them. They will acquire skills valued in education and the workplace. Through fieldwork/trips students will have the opportunity to investigate the dynamics of their local environment and take advantage of attending a GIS/Remote sensing workshop at Ulster University. It is envisaged that students may also have access to attend an international based fieldtrip. The Geography GCE specification has a modular structure and builds on GCSE Geography. All exams are set and marked by CCEA. There is **no coursework** requirement.

Content - snapshot	External assessment & weightings
AS1 Physical Geography – investigation of fluvial environments, local and global ecosystems, and processes that shape weather and climate.	1 hour 15 minutes exam 40% of AS level 16% of A level
AS2: Human Geography – investigation of how different human systems and relationships across our world change over space and through time.	1 hour 15 minutes exam 40% of AS level 16% of A level
AS3 : Fieldwork skills and techniques in Geography – students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies and first hand data collection.	1 hour exam 20% of AS level 8% of A level
A2 1: Physical Processes, Landforms and Management – plate tectonics, tropical ecosystems, dynamic coastal environments and climate change (2 optional studied)	1 hour 30 minutes exam 24% of A level
A2 2: Processes and Issues in Human Geography – cultural geography, planning for sustainable developments, ethnic diversity and tourism (2 optional studied)	1 hour 30 minutes exam 24% of A Level
A2 3: Decision Making in Geography – students develop decision making skills in a real world scenario.	1 hour 30 minutes exam 12 % of A level

Other information: Statistics show that people who study Geography are among the most employable. It is likely that your career path will be varied and you will need the transferable skills and flexibility that Geography provides. The ability to handle data, make decisions, solve problems, be spatially aware and be good communicators. Geography links to a wide range of careers. Those directly related to the subject include teaching, environmental management, green technologies, town and country planning, travel and tourism, development worker and GIS mapping. Other careers include information technology, the financial sector, law, media, marketing and retailing.

Criteria for entry: Ideally students will have studied Geography at GCSE
 Non GCSE Geography students will be considered on an individual basis, based on a strong GCSE profile
 All students must have GCSE Maths and English Grade C or above

HEALTH & SOCIAL CARE – APPLIED GCE

(Single and Double Award)

This course is aimed at students who would like to learn something about the vocational area of health and social care. To gain an award you will have to complete three, six or twelve units which cover a range of aspects of health and social care.

You will follow a core programme of compulsory units, designed to provide a broad introduction to the nature of health, social care and early years' service. Alongside the organisation and funding of services, you will investigate the care values, skills and knowledge required to work within the wide-ranging health and social care field. You can then choose from a range of optional units which allows you to specialize in an area of your choice.

This course will appeal to students who:

- Are interested in a career in the caring field
- Have an interest in people of different ages – children through to the elderly
- Are reasonably competent in Biology.

Students studying Applied Health and Social Care for the first time are welcome to take this course. However students must be aware that the specification examines and builds upon the concepts first introduced in GCSE Health and Social Care.

In GCE Applied Health and Social Care, students learn about health and well-being, child development and human behaviour. Students study care services including traditional and holistic therapies. They examine the rights and responsibilities of both patients and service providers. Students also look at the importance of communication in care settings and how positive care can be promoted.

Through practical activities, students apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem-solving skills.

What can students do with a qualification in Health & Social Care?

This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in GCE Applied Health and Social Care go on to degree-level study in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing and/or social work. Other students go on to complete a BTEC Diploma in Health and Social Care. Some students go straight into employment in the fields of health and social care.

Criteria for entry: 6 GCSE's Grade C or above

APPLIED GCE HEALTH & SOCIAL CARE (Single and Double)

SPECIFICATION OVERVIEW

Content	Assessment	Single Award Weightings	Double Award Weightings
AS 1: Promoting Quality Care Compulsory for AS Single and Double Award	Internal assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and we moderate the results.	25% of AS 10% of A level	12.5 % of AS 5% of A level
AS 2: Communication in Health, Social Care and Early Years Settings Compulsory for AS Single and Double Award	Internal assessment Students produce a written report on communication in a health, social care or early years setting. Teachers mark the tasks and we moderate the results.	25% of AS 10% of A level	12.5 % of AS 5% of A level
AS 3: Health and Well-Being Compulsory for AS Single and Double Award	External written examination 2 hours Students answer three compulsory questions.	50% of AS 20% of A level	25 % of AS 10% of A level
AS 4: Safeguarding Children Compulsory for AS Double Award and A level Double Award	Internal assessment Students produce a written report and an information resource for staff working in an early years setting. Teachers mark the tasks and we moderate the results.		12.5% of AS 5% of A level
AS 5: Adult Service Users	External written examination 2 hours Students answer three compulsory questions.		25% of AS 10% of A level
AS 6: Holistic Therapies Compulsory for AS Double Award and A level Double Award	Internal assessment Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings. Teachers mark the tasks and we moderate the results.		12.5% of AS 5% of A level
AS 7: Understanding the Physiology of Health and Illness	External written examination 2 hours Students answer three compulsory questions.		25% of AS 10% of A level

Content	Assessment	Single Award Weightings	Double Award Weightings
A2 1: Applied Research Compulsory for A level Double Award only	Internal assessment Students produce a research report on a health and social care or early years topic of their own choosing. Teachers mark the tasks and we moderate the results.	15% of A level	7.5% of A level
A2 2: Body Systems and Physiological Disorders Compulsory for A level Double Award only	Internal assessment Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder. Teachers mark the tasks and we moderate the results.	15% of A level	7.5% of A level
A2 3: Providing Services Compulsory for A level Single and Double Award	External written examination based on pre-release material. 2 hours Students answer three compulsory questions.	30% of A level	15% of A level
A2 4: Health Promotion Compulsory for A level Double Award only	Internal assessment Students produce a report on health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and we moderate the results.	15% of A level	7.5% of A level
A2 5: Supporting the Family Compulsory for A level Double Award only	Internal assessment Students produce a review of changed to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and we moderate the results.	15% of A level	7.5% of A level
A2 6: Understanding Human Behaviour	External written examination 2 hours Students answer three compulsory questions.		15% of A level
A2 7: Human Nutrition and Health	External written examination 2 hours Students answer three compulsory questions.		15% of A level

HISTORY - GCE

Students will explore the key political, economic and social events that have helped shape today's institutions, governments and societies.

The specification aims to help students:

- develop an interest in and enthusiasm for history;
- build on their understanding of the past;
- improve as effective learners, and as critical and reflective thinkers with enquiring minds;
- gain an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence;
- make links and draw comparisons with and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgments.

The revised GCE History specification is divided into two levels: AS and A2.

The AS Level can be taken as a stand-alone course without progression to the A Level. However students wishing to obtain the GCE qualification must complete both levels.

Each level, AS and A2, contains *two* required units of study:

AS Units

AS 1: Historical Investigations and Interpretations (*Germany 1918-1945*)

AS 2: Conflict and Change in Europe (*Italy*)

A2 Units

A2 1: Change Over Time (*Nationalism and Unionism in Ireland in the 1800s*)

A2 2: Historical Investigations and Interpretations (**The Partition of Ireland 1901-1925**)

For each unit, teachers must choose *one* study option (see brackets above).

There is no coursework requirement in the revised GCE History specification.

Criteria for entry: B in GCSE History or if they haven't done History at GCSE, require an A in GCSE English Language.

HOSPITALITY - BTEC

The BTEC Subsidiary Diploma in Hospitality provides a specialist work-related programme of study for sixteen to nineteen year olds that covers some of the key knowledge and practical skills required in the sector.

It also offers a choice of specialist units which may be directed towards a career route the learner wishes to follow. This qualification can extend a programme of study and provide a vocational emphasis for learners following a GCE route.

Edexcel Level 3 BTEC Subsidiary Diploma in Hospitality

The Edexcel Level 3 BTEC Subsidiary Diploma in Hospitality consists of three mandatory units **plus additional specialist** units that provide for the completed qualification.

Mandatory Units

- The Hospitality Industry
- Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism
- Providing Customer Service in Hospitality

Additional Specialist units

- Supervisory Skills in Hospitality
- European Food [Theory and Practical]
- Contemporary Food [Theory and Practical]
- Advanced Skills and Techniques in Producing Desserts and Petits Fours [Theory and Practical]

Career Prospects

On successful completion of the two year course, students may enter into employment within the Hospitality and Catering industry or pursue higher level qualifications such as HND, Foundation Degree or Degree.

Criteria for entry: 6 GCSE's Grade C or above

IT - CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA (LEVEL 3)

IT is at the heart of everyday life, at home, work and in our leisure time from computer graphics and control systems to communications and problem-solving, IT has an ever increasing role to play.

A Cambridge Technical qualification in IT consist of a wide range of units such as installing hardware, creating a website, identifying an IT fault, computer animation and e-commerce. It is an ideal foundation for students entering the workplace, providing them with a theoretical background reinforced with practical skills that transfer into the modern workplace.

The qualification enables students to develop analytical thinking and practical skills through investigating commercial and industrial information technology systems. It also promotes the skills required to use a range of software applications. The course provides a sound basis for higher level studies in multimedia and information technology as well as other degree courses. The course has six units – the following two are mandatory and the remaining four are selected by the ICT department:

Communication and employability skills for IT

This unit allows students to understand what an employer expects of an individual and how to communicate effectively while developing their own personal development needs.

Information systems

This unit will ensure that students have a greater understanding of how organisations use information internally and externally. The skills gained by completing this unit will give students knowledge of the functionality of information and the ability to produce management systems.

Future studies?

Students with an IT Technical qualification can use it to support applications to many Higher Education courses, especially information technology based courses. Direct employment opportunities are prevalent in areas such as computer-aided design, publishing, multimedia, animation designers, web designers, administration, project management, game design and business planning and systems analysis.

Benefits

- Wide choice of units including hardware, software and online
- Includes practical activities in all units - learn, do, review
- Develops transferable skills for the workplace or future studies

An IT Technical qualification will appeal to students who ...

- have a lively and enquiring mind
- have an interest in Information Technology
- have a willingness to explore new ideas
- have an ability to communicate ideas effectively
- want to study a subject that will be more and more relevant in their lives, at home and at work
- enjoy practical work and being creative

What is the grading system used?

Course Title: OCR Level 3 Cambridge Technical Introductory Diploma in IT
Guided Learning Hours: 360
Credits: 60

OCR Result	Equivalent Grade	UCAS Points
D*	A*	56
D	A	48
M	C	32
P	E	16

Criteria for entry:

Students must have achieved at least Grade B in GCSE ICT.
Students must be able to balance coursework deadlines during this course. Time management is crucial as all six units are assessed through portfolio based assignment work.

LIFE & HEALTH SCIENCES – APPLIED GCE SINGLE AWARD

This specification will encourage students to:

- develop an interest in and enthusiasm for science (including developing an interest in further study and careers in research science);
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem solving skills;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for higher education.

The Single Award qualification at AS level comprises three units, and the full A Level qualification has 6 units.

The specification builds on the knowledge, understanding and skills developed in both GCSE Double Award Science and GCSE Single Award Science.

Mathematical content

Knowledge, understanding and skills developed within GCSE Mathematics are also relevant. Students must be competent in mathematics to develop their skills, knowledge and understanding of Life and Health Sciences.

The A2 specification builds on the knowledge, understanding and skills developed within the AS course.

The specification provides a firm grounding for those wishing to enter higher education courses in science related subjects such as Biology, Biomedical Science, Human Nutrition, Nursing and Sport Studies. In most of these courses an A Level award is a prerequisite for entry.

The *Notes for Guidance*, downloadable from our website at www.ccea.org.uk, support teachers and students.

Unit format :

AS 1 - Experimental Techniques [Biology, Chemistry and Physics]

AS 2 - Human Body Systems

AS 3 - Aspects of Physical Chemistry in Industrial Processes

A2 1 - Scientific Method, Investigation, Analysis and Evaluation

A2 2 - Organic Chemistry

A2 3 - Medical Physics (optional)

A2 4 - Sound and Light (optional)

A2 5 - Genetics, Stem Cell Research and Cloning (optional)

Only one of the above optional units will be studied at A2 and the decision will be made by the science department.

Criteria for entry: AA in Double Award Science
A*/A in Single Award Science
Minimum B in both Mathematics and English

MATHEMATICS - GCE

Mathematics is a challenging subject at AS and A2 level and pupils would need to be sufficiently motivated to succeed. This course enables pupils to develop problem-solving skills, an ability to reason, classify, generalise and prove. Mathematics is suitable for both specialists in the subject and those whose main interest lie in other spheres.

AS LEVEL: Pupils study three units of assessments and sit an exam in each.

A2 LEVEL: Pupils study three units of assessments and sit an exam in each.

AS LEVEL

Paper C1 (Core Maths 1) 1.5 hours Non Calculator Exam–May/June

Algebra and Functions / Quadratic Functions / Equations and Inequalities / Sketching Curves / Coordinate Geometry / Sequences and Series / Differentiation / Integration

Paper C2 (Core Maths 2) 1.5 hours Calculator Exam – May/June

Algebra and Functions / Sine and Cosine Rule / Logs and Exponentials / Circle Equation / Binomial Expansion / Radian Measure / Geometric Sequences and Series / Graphs of Trig Functions / Differentiation / Trig Identities / Integration

Paper M1 (Mechanics 1) 1.5 hours Calculator Exam – May/June

Mechanical Models / Vectors / Kinematics of a particle / Statics of a particle / Dynamics of a particle in a straight line / Moments

A2 LEVEL

Paper C3 (Core Maths 3) 1.5hours Calculator Exam - June

Algebraic Fractions / Functions / Exponential and Log Graphs / Numerical Methods / Transformation of Graphs / Trigonometry / Further Trigonometry / Differentiation

Paper C4 (Core Maths 4) 1.5 hours Calculator Exam - June

Partial Fractions / Parametric Equations / Binomial Expansion / Differentiation / Vectors / Integration

Paper S1 (Statistics 1) 1.5 hours Calculator Exam – May/June

Statistical Models / Representing Data / Summarising Data / Dispersion of Data / Probability / Correlation / Regression / Discrete Random Variables / Normal Distribution

The Differentiation, Integration and Trigonometry section in each topic is a continuation from module to module.

Criteria for entry: Only those students who obtain a grade A or A* in GCSE Mathematics should consider GCE A level Mathematics as an option.

MUSIC – GCE

Why choose music?

Music is a combination of sounds, silence, rhythm, pitch, tone, melody and harmony that communicates emotions and ideas. Studying GCE Music allows students to create and express their own particular musical interests and style and develops critical thinking, spatial reasoning and cognitive skills. It also helps develop communication skills and encourages creativity and expressiveness. Students who play music develop skills in self - discipline, self-esteem and the ability to manage information.

This Specification aims to encourage students to:

- engage actively in studying music
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- recognise the interdependence of musical knowledge, understanding and skills and make links between the integrated activities of performing, composing and appraising
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music related and other careers
- develop as effective , independent learners and as critical and reflective thinkers with enquiring minds
- develop skills in literacy
- reflect critically and make personal judgements on their own music and the music of others
- engage with and extend appreciation of the diverse heritage of music to promote personal, social, intellectual and cultural development
- develop awareness of music technologies and their use in creating and presenting music

The course comprises three units at AS level and three at A2 level which incorporate the following three fundamentally musical activities:

- Performing (Unit 1)
- Composing (Unit 2)
- Responding to Music (Unit 3)

Examinations Weightings:

AS 1: Performing - 32.5% of AS, 13% of A level

AS 2: Composing - 32.5% of AS, 13% of A level

AS 3: Responding to Music - 35% of AS, 14% of A level

A2 1: Performing – 19.5% of A level

A2 2: Composing – 19.5% of A level

A2 3: Responding to Music –21% of A level

Criteria for entry: It is desirable that students will have achieved at least a Grade B in GCSE or Grade 4 level on their chosen instrument.

PERFORMING ARTS – APPLIED GCE

Performing arts is a growth industry in Northern Ireland. It encompasses drama, dance, music and any form that involves performing to an audience. From the latest global blockbuster to local drama groups and street theatre, performing arts plays an important part in our cultural industries.

Performing arts is a collaborative discipline involving teamwork and self-management, which are important aspects of any role. It offers students the opportunity to develop production and performance skills and their own personal style.

The performing arts industry offers diverse employment opportunities in, for example, dance, drama, music, theatre, film, television, puppetry, costume design, set design, direction, sound engineering, lighting, make-up, special effects etc.

GCE Performing Arts has two levels: AS and A2. Students may choose to take the AS course as a stand-alone qualification without progressing to A2. To obtain the full A Level qualification, they must also complete the A2 course.

AS Course

In Unit AS 1, students develop their skills and apply them to practical contexts. They must produce a portfolio of evidence, including research, a skills audit, a risk assessment and a record and evaluation of their work.

Unit AS 2 consists of planning and realising a performing arts event. Students produce a supporting document to record their work as they plan, develop and realise their performing arts event.

A2 Course

In Unit A2 1, students learn about planning for employment in the performing arts industry. They produce a promotional portfolio and take part in an interview. Performance students have an audition and production students give a presentation.

In Unit A2 2, students form a production company to research, plan, promote and realise a performing arts event in response to a commission brief. They produce a record of work, which includes a research report, promotional materials and evidence of tasks completed. Students continue in their production or performance role and, as a group, perform their arts event

Criteria for entry: Ideally pupils will have a good pass grade at GCSE English
GCSE Drama is desirable but not essential
Pupils must at the very least have the ability to show an interest in performing and some experience of doing so

PHYSICS - GCE

Through studying GCE Physics, students will have opportunities to:

- develop their interest in and enthusiasm for Physics, including developing an interest in further study and careers in the subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem-solving skills;
- develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for third level education.

The specification builds on the knowledge, understanding and skills developed in both GCSE Double Award Science and GCSE Physics.

Mathematical content

Knowledge, understanding and skills developed within GCSE Mathematics are also relevant. Students must be competent in mathematics to develop their skills, knowledge and understanding of physics.

The A2 specification builds on the knowledge, understanding and skills developed within the AS course.

The specification provides a firm grounding for those wishing to enter higher education courses in Physics related subjects, Teaching, Engineering and Electronics. In most of these courses an A Level award is a prerequisite for entry.

- The *Notes for Guidance*, downloadable from our website at www.ccea.org.uk, support teachers and students.

Unit Format:

AS 1 - Forces, Energy and Electricity

AS 2 - Waves, Photons and Astronomy

AS 3 - Practical Techniques and Data Analysis

A2 1 - Deformation of solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics

A2 2 - Fields Capacitors and Particle Physics

A2 3 - Practical Techniques and Data Analysis

Criteria for entry – AA in Double Award Science
Grade A in Year 12 Double Award Science Physics Paper
Minimum Grade B in Mathematics and English

RELIGIOUS STUDIES – GCE

Through studying GCE Religious Studies, students will have opportunities to:

- develop knowledge and understanding of religion;
- discuss and evaluate religious beliefs, practices and values;
- develop an interest in and enthusiasm for religious studies;
- adopt an enquiring, critical and reflective approach to the study of religion;
- reflect on and develop their own values, opinions and attitudes.

GCE Religious Studies is made up of two levels: AS and A2. The AS can be taken as a ‘stand alone’ qualification without progression to A2.

The specification has a modular structure and students are required to study two units of study at each level. Students must study the same units at AS and A2. The table below highlights the units available at each level:

AS Units	A2 Units
Textual Studies	Textual Studies
AS 1: An Introduction to the Gospel of Luke	A2 1: Themes in the Synoptic Gospels
AS 2: An Introduction to the Acts of the Apostles	A2 2: Themes in Selected Letters of St Paul
AS 3: An Introduction to Themes in the Old Testament	A2 3: An Introduction to Themes in the Old Testament
Systematic Study of One Religion	Systematic Study of One Religion
AS 4: The Origins and Development of the Early Christian Church to AD 325	A2 4: Themes in the Early Church and the Church Today
AS 5: The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries	A2 5: Themes in the Celtic Church, Reformation and Post-Reformation Church
AS 6: An Introduction to Islam	A2 6: Islam in a Contemporary Context
Religion and Ethics	Religion and Ethics
AS 7: An Introduction to Philosophy of Religion	A2 7: Global Ethics
Philosophy of Religion	Philosophy of Religion
AS 8: An Introduction to the Philosophy of Religion	A2 8: Themes in the Philosophy of Religion

There is no coursework requirement for this specification. There are four examinations in GCE Religious Studies: two exams at AS and two at A2 level.

Criteria for entry: Essential criteria: C in GCSE Religious Education and C in English Language / Literature.
Desirable criteria: B in GCSE Religious Education and B in English Language / Literature.

SOCIOLOGY – GCE

‘AS’ Elements

- **Compulsory content**

1. Education with Methods in Context
 2. Research Methods
3. Families and Households

- **Assessments**

Two written papers at the end of year 13

Paper 1: Education with Methods in Context

1 hour 30 minutes written exam / 60 marks 50% of AS level

Paper 2: Research Methods and Topics in Sociology

1 hour 30 minutes written exam / 60 marks 50% of AS level

NB- the AS grade does NOT count towards your final A level mark: An A grade may be CASHED IN for 20 UCAS points.

‘A Level’ Elements

- **Compulsory content**

1. Education with Theory and Methods
2. Topics in Sociology – Families and Households, The Media
3. Crime and Deviance with Theory and Methods

- **Assessments**

3 x two hour written papers at the end of year 14

Paper 1: Education with Theory and Methods

2 hour written exam / 80 marks- 33.3% of A-level

Paper 2: Topics in Sociology – Families and Households, The Media

2 hour written exam / 80 marks- 33.3% of A-level

Paper 3: Crime and Deviance with Theory and Methods

2 hour written exam / 80 marks- 33.3% of A-level

NB- all areas covered in AS exams are also examined at a greater depth at A Level

THERE IS NO CONTROLLED ASSESSMENT REQUIREMENT IN THIS A LEVEL: ALL MARKS ARE ACHIEVED THROUGH WRITTEN EXAMINATIONS.

Criteria for entry:

It is preferred that a pupil will have achieved a grade C or above in English Literature and English Language. This course is entirely exam based and involves three two hour written papers at the end of a two year course.

SPORTS SCIENCE & THE ACTIVE LEISURE INDUSTRY - APPLIED GCE

Learning about the scientific side of physical fitness can give us greater control over our body's health. Those who are interested in sports science can go on to enjoy careers in personal and fitness training, the leisure industry, event management, sports massage and therapy, physical education and teaching.

GCE Sports Science and the Active Leisure Industry is made up of two parts: AS and A2. Students may take the AS as a stand-alone qualification if they wish. To get the full GCE students must complete both AS and A2. AS and A2 each comprise two units. There are four units in all.

Unit AS 1 develops students' knowledge, understanding and skills involved in fitness and training. They administer a range of fitness tests and analyse the results. They devise a training programme and lead the sessions. This unit is internally assessed through a portfolio (Portfolio worth 60% AS / 24% A Level)

Unit AS 2 introduces students to key concepts in health, fitness and lifestyle and explores the relationships between them. They study nutrition for health and exercise as well as components of fitness. They also analyse the health of the nation compared with other European countries. This unit is assessed by a written examination of short and extended questions and stimulus response questions. (Examination worth 40% AS / 16% A Level)

Unit A2 1 is designed to develop students' higher level skills through greater depth, complexity, and application of knowledge and understanding. It is internally assessed and externally moderated through an internal assessment portfolio. This unit provides students with the opportunity to organise and run an active leisure event. A2 1 helps students to prepare for employment in this industry by giving them the opportunity to develop essential workplace business skills. (Portfolio worth 36% A Level)

Unit A2 2 concentrates on examining the structure of the respiratory, circulatory, muscular and skeletal systems. Students learn about how these systems function during and after exercise, and at rest. They develop a knowledge and understanding of the structural apparatus of each system and discuss the functions. Students study how the acquisition of skills and the principles of learning are relevant to skilled performance. This unit is assessed by a synoptic written examination consisting of short and extended questions and stimulus response questions. (Examination worth 24% A Level)

Criteria for entry: Preferable to have a 'B' grade in GCSE PE and a 'C' grade in English and Double Award Science.

LEVEL 3 ENHANCEMENT QUALIFICATION
CERTIFICATE OF PERSONAL EFFECTIVENESS - CoPE

This qualification earns 16 UCAS points, but is not a GCE.

The aims of the qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden experience and manage learning through the enrichment activities;
- to receive formal recognition and accreditation for the above.

In order to earn the Certificate of Personal Effectiveness candidates must complete three challenges, through which evidence of skill development in six areas is demonstrated to level 3. This involves three main strands:

- taking responsibility for planning, organizing and carrying out a number of activities or challenges, and evidencing this work in a portfolio;
- developing and evidencing the three wider key skills of working with others, improving own learning and performance and problem solving at level 3.
- developing and evidencing three other skills, based on the Communication key skill at level 3, of planning and carrying out a piece of research, communicating through discussion, and planning and giving an oral presentation (criteria enclosed).

Points to consider:

- Course assessment is based entirely on coursework
- Final accreditation is worth 16 UCAS points.
- Relevant to those students who wish to pursue higher education places where there is great demand (ie) Law, Teaching, Humanities, etc. The additional qualification or UCAS points may make the difference in attaining a place.

LEVEL 3 ENHANCEMENT QUALIFICATION

INTERVIEW TECHNIQUE [New Era Academy)

This qualification earns between 6 and 12 UCAS points, but is not a GCE.

Pass: 6 UCAS Points.

Merit: 10 UCAS Points.

Distinction: 12 UCAS Points.

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of qualitative research. They are also used in journalism and media reporting and in various employment-related contexts, such as a job interview. Those wishing to attend further education may be interviewed to secure their place at college or university.

The NEA Interview Technique syllabus takes Learners through a process where they will learn the important aspects of taking part in an interview and the importance of self-presentation. A successful interviewee will be able to engage interest, possibly persuade and inform their interviewer, sharing their thoughts and ideas with clarity of thought, confidence and ease.

These examinations are suitable for schools, colleges, universities, youth and government organisations, as well as stage schools, acting, dance and drama schools. Those interested in these examinations may also be interested in the Skills for Life Workshops and Examinations.

Learning and Development

NEA's Interview Technique syllabus builds self-confidence and self-esteem, speaking and listening skills, as well as clarity of thought, the syllabus taking them through:

- CV Writing
- Preparing for and taking part in a formal interview
- Learning interview techniques
- Presentation Skills
- Public Speaking
- Relaxation Techniques
- Receiving constructive and encouraging feedback.

Destinations of Year 14 Leavers (September 2016)

Name	Course Offered	Destination
Sara Averell	Gap Year	
Megan Boyle	Further Study	Belfast Metropolitan College
Emer Bradley	BSc (Hons) Psychology	Queen's University Belfast
Jane Burns	Gap Year - Australia	
Matthew Campbell	Gap Year	
Orlaith Conway	BSc (Hons) Human Resource Management	Ulster University, Jordanstown
Shea Conway	Foundation Degree in Computing	South Eastern Regional College, Bangor
Jazel Cruz	BSc (Hons) International Travel & Tourism	Ulster University, Coleraine
Meabh Deery	BSc (Hons) Policing & Criminal Investigation	University of Central Lancashire
Clare Devlin	BSc (Hons) Therapeutic Communication and Counselling Studies	Ulster University, Jordanstown
Colleen Devlin	BSc (Hons) Physiotherapy	Ulster University, Jordanstown
Eadaoin Devlin	BSc (Hons) Fashion Management	Belfast Metropolitan College
Eoin Devlin	BSc (Hons) Finance	Queen's University Belfast
Oisín Devlin	BSc (Hons) Quantity Surveying & Commercial Management	Ulster University, Jordanstown
Catrina Diamond	BSc (Hons) Healthcare Science (Cardiac Physiology/Respiratory & Sleep Physiology)	Ulster University, Jordanstown
James Diamond	BSc (Hons) Agriculture	Harper Adams University
Jude Diamond	BSc (Hons) Marketing	Ulster University, Jordanstown
Rachel Diamond	BSc (Hons) Communication Management & Public Relations	Ulster University, Jordanstown
Conor Doherty	Quantity Surveying Apprenticeship	Balfour Beatty PLC
John Donaghy	BTEC Level 3 Extended Diploma in IT	South West College, Cookstown
Adam Donnelly	BSc (Hons) Business Studies with Human Resource Management	Ulster University, Magee
Gary Donnelly	Engineering Apprenticeship	South West College, Dungannon
Owen Doyle	Foundation Degree in Sports Science	North West Regional College, Derry
Seanan Doyle	BSc (Hons) Environmental Science	Liverpool Hope University
Conaill Duffin	BSc (Hons) Civil Engineering(Geoinformatics)	Ulster University, Jordanstown
Oisín Duffin	BSc (Hons) Sport Studies	Ulster University, Jordanstown
Patryk Dulemba	Gap Year	
Cathal Farren	BEng (Hons) Engineering Management	Ulster University, Jordanstown
Georgia Fitzgerald – Wilson	Gap Year - Australia	
Leah Fitzpatrick	Employment	
Ciara Forsythe	Foundation Degree in Early Childhood Studies	Stranmillis University College, Belfast
Dara Glasgow	Employment	
Caitlin Heron	Further Study	Belfast Metropolitan College
Max Hurl	BSc (Hons) Quantity Surveying & Commercial Management	Ulster University, Jordanstown
Ryan Kennedy	BSc (Hons) Sport & Physical Education	Liverpool Hope University
Lorcan Kerr	BEng (Hons) Civil Engineering	Queen's University Belfast
Dearbhla Lappin	Gap Year	
Megan Lennon	BSc (Hons) Communication, Advertising & Marketing	Ulster University, Jordanstown
Roberts Lejnicks	Gap Year	
Jack Logue	Gap Year – Australia. BSc (Hons) Marketing – deferral Sept 2017	University of Liverpool
Alice Mackle	BEd (Hons) Primary (Science)	St Mary's University College, Belfast
Patrick Mallon	BSc (Hons) Construction Engineering & Management	Ulster University, Jordanstown
Conor Maunsell	Employment	
Robert Maynes	BSc (Hons) Construction Engineering & Management	Ulster University, Jordanstown
Padraig McAtamney	BSc (Hons) Building Surveying	Ulster University, Jordanstown
Kate McCormick	BSc (Hons) Actuarial Science	Heriot-Watt University, Edinburgh
Kelly McCracken	NVQ L2 in Beauty Therapy	Belfast Metropolitan College
Shannon McIlwee	Gap Year - volunteering	Kilronan School, Magherafelt
Leonie McErlain	BA (Hons) English with Creative Writing	Queen's University Belfast
Eimear McErlane	BEd (Hons) Post-Primary Religious Studies	St Mary's University College, Belfast
Chantelle McGlone	BSc (Hons) Psychology	Ulster University, Coleraine
Aislinn McGuckin	BSc (Hons) Healthcare Science (Cardiac Physiology/Respiratory & Sleep Physiology)	Ulster University, Jordanstown
Katie McGuckin	BA (Hons) Liberal Arts - English	St Mary's University College, Belfast
Jack McGuigan	Level 3 - Software Systems Development	Belfast Metropolitan College
Michael McIvor	BSc (Hons) Marketing	Ulster University, Jordanstown
Conor McKee	Foundation Degree in Electrical Engineering	Belfast Metropolitan College
Conrad McKee	Foundation Degree in Computing	South West College, Dungannon
Francesca McKee	BSc (Hons) Energy	Ulster University, Jordanstown

Courtney McKeever	Gap Year	
Dara McKinless	BSc (Hons) Marketing	Ulster University, Jordanstown
Matthew McLarnon	BSc (Hons) Architecture	Ulster University, Belfast
Aoife McNabb	BSc (Hons) Physical Activity, Exercise & Health	Ulster University, Magee
Ciaran McNally	Employment	
Sorcha McNally	BA (Hons) Liberal Arts - English	St Mary's University College, Belfast
Rebecca Monaghan	BSc (Hons) Human Resource Management	Ulster University, Jordanstown
Eamonn Morgan	Foundation Degree in Computing	South West College, Dungannon
Ronan Mulhern	Gap Year - Australia	
Anna Mulholland	Further Study	
Kayleigh Mullan	BTCT Level 3 Fashion, Photographic and Media Make-up Studies	Belfast Metropolitan College
John Nevin	Gap Year	
Amy O'Kane	BSc (Hons) Communication, Advertising & Marketing	Ulster University, Jordanstown
Carla O'Kane	BA (Hons) Theology	Queen's University Belfast
Megan O'Loughlin	BEEd (Hons) Post-Primary (Mathematics & Science)	St Mary's University College, Belfast
Aisling O'Neill	NVQ L2 in Beauty Therapy	Belfast Metropolitan College
Eilish O'Neill	Gap Year - reapplying to Nursing next year	
Emma O'Neill	Foundation Degree in Art & Design	Belfast Metropolitan College
Sean O'Neill	BSc (Hons) Planning, Environment and Development	Queen's University Belfast
Caoimhe Purvis	BSc (Hons) Geography DPP	Ulster University, Coleraine
Roisin Purvis	BSc (Hons) Business Studies with Advertising	Ulster University, Magee
Sean Quigley	Foundation Degree in Computing	Sheffield Hallam University
Brian Quinn	BDS Dentistry	Queen's University Belfast
Emma Quinn	MPharm (Hons) Pharmacy	Queen's University Belfast
Edel Quinn	LLB (Hons) Law	Ulster University, Jordanstown
Shannon Quinn	Foundation Degree in Health & Social Care	Belfast Metropolitan College
Keeley Rocks	BSc (Hons) International Hospitality Management	Ulster University, Belfast
Eimear Shivers	BSc (Hons) Nursing (Adult)	Queen's University Belfast
Eadaoin Smylie	BSc (Hons) Sport & Exercise Sciences	Ulster University, Jordanstown
Sophie Speirs	Foundation Degree in Early Childhood Studies	Stranmillis University Belfast
Declan Wilkinson	Gap Year	
Caoimhe Young	NVQ L2 in Beauty Therapy	Belfast Metropolitan College
Ronan Young	LLB (Hons) Law	Queen's University Belfast
Past Pupils		
Aimee Crozier	BSc (Hons) Nursing (Adult)	Queen's University Belfast
Oisin Devlin	BSc (Hons) Physiotherapy	Ulster University, Jordanstown
Ciaran McKay	BSc (Hons) Agricultural Technology	Queen's University Belfast
Aidan McSwiggan	BSc (Hons) Nursing (Adult)	Queen's University Belfast
Neil McKenna	BSc (Hons) Accounting with Marketing	Ulster University, Magee
Paul McCoy	BSc (Hons) Geography	Ulster University, Coleraine
Emer Stinson	BSc (Hons) Communication, Advertising & Marketing	Ulster University, Jordanstown