

ASHFIELD BOYS' HIGH SCHOOL



Year 13

Options Booklet

2018

General Information

This booklet provides details of the courses which are offered in Ashfield Boys' High School to Year 13 and 14 students. It contains information which will help students to progress with their chosen career path.

Step 1

Year 12– Parents to discuss options with their sons.

Letter to parents on 12 March 2018

Career Options Talk – Ms Jill Lemon, Careers Officer, DfE – 15 March 2018

Step 2

Year 12– Subject mapping to assist with option choices – 9 April 2018

Step 3

Year 12 Options Evening – 12 April 2018 – Presentation and Departmental Stalls
– Issue of Booklet and forms

Step 4

Interviews with CLT, HOY, using options booklet, parents complete form with interviewer

Step 5

April 2018 – information from Year 12 pupils – planning for timetable

Step 6

April/June – parents contacted on choices, contact made with some parents regarding timetable clashes

Step 7

August – choices finalised after results and interviews have taken place

Curriculum Plan for GCE/Level 3 Studies

Pupils will be asked to choose 3 subjects from the following.

Courses at Ashfield Boys' High School
GCE Level 3 AS/A2 Art & Design
GCE Level 3 Life & Health Sciences AS/A2 (Double)
GCE Level 3 AS/A2 English Language / Literature
GCE Level 3 AS/A2 Geography
GCE Level 3 AS/A2 Government & Politics
GCE Level 3 AS/A2 Mathematics
GCE Level 3 AS/A2 Moving Image Arts
GCE Level 3 AS/A2 Photography
BTEC Level 3 Business
BTEC Level 3 Engineering
BTEC Level 3 Hospitality (Double Award)
BTEC Level 3 Hospitality (Single Award)
BTEC Level 3 ICT
BTEC Level 3 Science
BTEC Level 3 Sport Studies
BTEC Level 3 Travel & Tourism

Courses and entry criteria for courses in schools within the collaboration may be subject to change.

Courses at Ashfield Girls' High School

GCE Level 3 AS/A2	Applied ICT
GCE Level 3 AS/A2 Health and Social Care	
GCE Level 3 AS/A2 History	
GCE Level 3 AS/A2 Religious Studies	
GCE Level 3 AS/A2 Design & Technology	
BTEC Level 3 Performing Arts (Acting)	

Courses at Strathearn School

GCE Level 3 AS/A2	Food Science
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Courses at Bloomfield Collegiate

GCE Level 3 AS/A2	Physics
GCE Level 3 AS/A2	Chemistry
GCE Level 3 AS/A2	Biology

Collaborative Course with the Coaching Academy at Hanwood Centre, Dundonald

**BTEC Level 3 Extended Sports Diploma – Coaching & Performance
(Equals 3 'A' Levels)**

GUIDANCE ON TYPES OF QUALIFICATIONS

Qualifications are vitally important and whilst they will not guarantee a job it is often the case that those people who have more qualifications are more likely to be in employment and earning higher rates of pay.

There are many different types of qualifications in education and different ways in which you can study them in different settings.

Types of Qualifications

In NI we have 2 main types of qualifications:

- Academic
- Vocational

Academic qualifications

These are also called **general** qualifications. They include GCSE's, AS and A Levels. They involve in-depth study and target those students who have a strong interest and ability in a subject and wish to study this to a high level.

Examples of academic subjects include Mathematics, Physics, English Literature. Some of these academic courses can have a practical application also.

Vocational qualifications

These are more focussed on skills and often linked closely to specific jobs sectors. They can also be described as 'work related' or 'applied' qualifications. In these types of qualifications the focus is on the practical abilities that you need to get a job in that sector.

Changes

Qualifications including those at GCSE, A Level and vocational are being revised, to be aware of these changes please check for more information on www.ccea.org.uk and www.ofqual.gov.uk (body that regulates qualifications, examinations and assessments in vocational areas in NI)

Qualification Levels

Qualifications can be studied at different levels depending on the grades of a student. All qualifications have a level, and completion of qualifications at GCSE level allows for progression to a higher level.

The National Qualifications Framework (NQF) shows the level of qualifications, their size and subject.

GCE AS/A LEVEL

Structure

GCSE A Levels are generally for post-16 students who will complete a two-year full-time course of in their chosen subject(s). A Levels will usually contain units which are of equal size.

The **Advanced Subsidiary (AS)** qualification is the first year of an Advanced Level course. The **A2** is therefore the second year (year 14).

AS + A2 = A Level

They will be assessed in stages or at the end of the course.

Assessment

A Level will have robust assessments throughout the course and external assessment through examinations; there can also be different forms of **internal assessment**.

A Levels also test the student's ability to link different parts of the subject – know as **synoptic assessment**

Grading for AS/A Levels are graded A to E for pass grades, with U (unclassified) for fail.

AS Level exam marks are usually 'cashed in' for grades in August, and so are available to universities in the first term of Year 14. 10

VOCATIONAL/APPLIED AS/A LEVELS

Structure

Vocational A Levels enable students to develop skills, knowledge and understanding in the vocational area they are studying and prepare them for both the world of work and progression to higher education. These include a 12 unit qualification equivalent in size and demand to 2 GCE A Levels; and a six unit qualification, equivalent in size and demand to a single GCE A Level. They are available in subjects such as Double Award Science.

Assessment

For these courses, a student can build up a qualification unit by unit, through coursework and exams. There are some compulsory units and some optional units to choose from. As with GCE A Level both are graded A to E.

BTEC NATIONAL CERTIFICATES AND DIPLOMAS

BTEC National Diplomas are specialist vocational qualifications at Level 3 and they have equivalencies to A level grades and are highly valued by industry employers, universities and colleges. The Subsidiary Diploma is equivalent to one 'A' Level and is offered full-time for two years with differing units depending on the course studied. (The National Certificate equates to two 'A' Levels and consists of twelve units.)

The student will study:

Core Units + Optional Units = BTEC

Assessment

For these courses, at present, they are assessed by assignments in each unit.

ADDITIONAL INFORMATION

NVQS (NATIONAL VOCATIONAL QUALIFICATIONS)

NVQs are based in real work with tests on how competent a worker is in the actual tasks involved in a job. Most industries and employment sector will have NVQs. An employee can work from Level 1 to Level 5 (degree level). These are based exclusively in workplaces.

APPRENTICESHIPS

An apprenticeship is taken by students who would like the training and qualifications which are very specific to their chosen career. The types of apprenticeship and the qualifications for each are set out in what is known as a framework.

Apprenticeship qualifications

Apprenticeships are currently available at Level 2 and/or Level 3.

Level 2 is the first level and is the one that most new apprentices will choose. You can either progress from Level 2 to Level 3 or go straight in at Level 3, however this will depend on your ability and the qualifications you already have. It normally takes up to two years to complete one level and up to four years to finish the two levels depending on the type of apprenticeship and your ability. You must speak to Ms Lemon, Careers Officer, DEL.

Choice of apprenticeships

There are different types of apprenticeships available at each level. The standards and criteria you must meet to complete the apprenticeship programme and receive your apprenticeship certificate are set out in apprenticeship frameworks. There are around 100 apprenticeships to choose from, including computer science, motor vehicle, mechanical engineering and retail. For some there are minimum entry requirements, such as GCSEs. You must check the information available on the www.nidirect.gov.uk website under Education and Career pathways. To complete an apprenticeship you need to be employed or about to take up paid employment as an apprentice with a Northern Ireland based company.

To find a job, check local and national newspapers. Investigate possible contacts through family or friends or contact employers directly. Other options available include local Training providers.

GOING TO COLLEGE

If you are thinking about going to a Further Education college, you will need to decide which course to choose. There are seven FE Colleges in Northern Ireland offering a variety of courses.

Find out more about the courses available by checking out the following websites: Belfast Metropolitan College www.belfastmet.ac.uk Northern Regional College www.nrc.ac.uk North West Regional College www.nwrc.ac.uk South Eastern Regional College www.serc.ac.uk Southern Regional College www.src.ac.uk South West College www.swc.ac.uk College of Agriculture, Food and Rural Enterprise (CAFRE) www.cafre.ac.uk

Student Guidance on Post-16 Choices

Choosing the subjects you will study in the next 2 years is vitally important. You should talk through your options with the Careers staff, your subject teachers, form tutors and DEL Careers Officer. At this point you need to be very honest about yourself and what you would like to do. You should be realistic about your own capabilities, interests and your strengths. You should look carefully at your Personal Career Plan and the interview notes from your meeting with the DEL Careers Officer in school. You need to find out about the pathway that you would like to follow and how that links to AS and A level or other options if that would be better for you.

Advice on selecting subjects

- ✓ Do your **research by** finding out as much as you can from the subject teachers. Listen to information which is passed onto you. Find out what is covered in the subject? Is the course practical or will it be more theory based? What percentage of your final grade is coursework? How much weighting is placed on passing examinations?
- ✓ Check out the university websites for information on essential subjects which are needed for some courses but do remember that many courses do not have subject requirements at university level, but make sure you do your homework.
- ✓ Look at the Level 2/GCSE subjects you have enjoyed, what are your strengths? Are there parts of these subjects that you are particularly good at? Is the subject going to be interesting to you?
- ✓ Research the new subjects on offer, would you enjoy these subjects?
- ✓ Look at your Personal Career Plan, what careers are you thinking of? In employment and university some areas will need certain subjects at A Level, others may list it as helpful. Find out information from Mrs C Moore Head of Careers if you are in doubt.
- ✓ Do ask as many questions as possible - ask your teachers, family and others.
- ✓ Use Fronter at home to access information on the school Careers area. Also use www.careersserviceni.com and other internet resources listed on our websites to help you make your decision.

UNIVERSITY ENTRY REQUIREMENTS

For many careers a diploma or degree from a Higher Education institution is needed or is advantageous. When choosing AS/A-level subjects the entrance requirements of degree courses should be considered, and these can differ from university to university. All universities will set a "general requirement" which is usually 4/5 GCSE "passes" of which at least two of these should be at A-level.

GCSE English is normally specified and sometimes GCSE Mathematics or a GCSE Science subject.

Some universities also state which subjects they will not accept at Applied and general A-Level. In addition, the specific "course requirement" must be satisfied. This not only varies between universities but can even vary within a university depending on the level of entry (level 0 or level 1).

Some AS/A-level subject combinations required for entry at level 1 at most universities in the UCAS system are shown below.

AGRICULTURE/ FOOD SCIENCE	A level Science subject (Biology/DA Science)
BIOLOGICAL SCIENCE	Double Award or Biology and Chemistry + one other subject (need to check specific universities for detailed requirements)
BUSINESS STUDIES/SOCIAL SCIENCE	Any three subjects Although Level 3 Business is not required for entry to Economics, Business Studies, Management or Accountancy courses at university it is regarded as a highly useful preparation for such courses.
COMPUTER SCIENCE	Universities place a strong emphasis on A level Mathematics in addition to Level 3/A Level courses in IT/Computing / Software Systems Development and other Science based subjects.
DENISTRY	A minimum of two A-Level Science subjects to include Chemistry. If Biology is not taken at A2, an AS Biology at grade B is required.
EDUCATION	NI – grades can range from AAA-BBC. England - A level entry requirements for teacher training courses range from ABB-BBC. All applicants are expected to have a grade C or higher in English, Maths and Science. Some institutions will favour a grade B in English and Maths.
ENGINEERING (Chemical)	Maths and/or Chemistry/Physics and Engineering (need to check specific universities for detailed requirements)
ENGINEERING (Civil, Electrical etc.)	Maths and/or Engineering (or Physics) + one other subject (need to check specific universities for detailed requirements)
LAW/ACCOUNTANCY	Any three subjects

MEDICINE	Most require two A-Level Science subjects but others require three A-level Science subjects. The minimum A-level grade requirement is AAA along with an AS grade A in a fourth subject. All universities will require applicants to have studied 3 science subjects at GCSE level or have completed a Double Award in Science.
NURSING	Some competitive nursing degree courses in the UK favour students with an AS or A2 Biology. All Nursing degree courses require students to have a minimum of a grade C in English Language.
OPTOMETRY	Two from Physics, Maths, Chemistry, Biology (need to check specific universities for detailed requirements)
PHARMACY	Two Science A-levels and one other A-Level subject. (need to check specific universities for detailed requirements)
POLITICS	Any three subjects
PHYSICS	Maths and or Physics and other subject
QUB MANAGEMENT SCHOOL	All applicants to degree courses in Actuarial Science, Accounting, Business Management, Business Economics, International Business with a language and Finance at Queen's must have a grade B in GCSE Mathematics
SPORT SCIENCE	University of Ulster applicants are required to offer at least one A-level from a list of subjects specified in the current University of Ulster prospectus – check online for details
VETERINARY SCIENCE	Chemistry and Biology and/or Physics or Maths (need to check specific universities for detailed requirements)

A-level Mathematics is also required for some Chemistry, Computer Science and some Architecture degree courses. (A-level Art is desirable but not always required for Architecture courses).

General guidelines from QUB and University of Ulster (degree courses)

- ✓ All students will need a minimum of two full A-levels (AS + A2)
- ✓ All students must study at least three subjects in their Upper Sixth year
- ✓ A-level qualifications should normally be obtained over a two-year period

The new UCAS Tariff for AS/A levels is illustrated below:

A-level Grade	Tariff Points	AS-level Grade	Tariff Points	BTEC Grade	Tariff Points
A*	56			Distinction *	56
A	48	A	20	Distinction	48
B	40	B	16		
C	32	C	12	Merit	32

D	24	D	10		
E	16	E	6	Pass	16

See www.ucas.com for other qualifications attracting tariff points. It is **very important** to remember that entrance requirements can **vary from university to university**. ALL students MUST check the entrance requirements for any particular course which they have in mind. A student can do this by logging on to their chosen university website or by going onto the UCAS (Universities and Colleges Admission Service) website - www.ucas.com. It is important that students should ask all questions with a careers teacher, Head of Careers or Career Officer before making their final choice of subjects – remember some of these choices may be irreversible after the courses have commenced.

Students considering any of the degree courses outlined below Careers are advised to research requirements across a range of university websites as not all universities apply the same criteria.

Useful Websites

www.ucas.com

This site allows you to search for courses on the basis of subject, university / college or location. The site also provides links to individual university and college websites.

www.ccea.org.uk

Northern Ireland's Exam Board

www.aqa.org.uk

AQA examining board

www.edexcel.org.uk - Pearson / Edexcel

BTEC/Pearson examining board website

www.ocr.org.uk

Oxford Cambridge and RSA General Websites for Career Information and projected job trends

www.nidirect.gov.uk/careers

Register on the website and use the Careers A-Z facility to research job information and links between GCSE subject choices and careers. Research the information about the skills which are in demand in NI.

www.icould.com

Complete the buzz quiz to identify what type of work you maybe suited to. Research different careers and listen to case studies.

www.cao.ie

Excellent website for searching degrees in ROI and applying online Exam Board websites

www.recruitni.com and www.nijobs.co.uk

Recruitment websites with jobs specific to NI

www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/howto-write-a-cv
www.kent.ac.uk/careers/cv.htm

Careers website with guidance on CV

Information on varied careers and application advice

www.thecompleteuniversityguide.com

Compare university ratings and investigate subject league tables.

www.hotcourses.com

A course database with search facilities

www.unistats.com

Designed to help students compare institutions and subjects.

Regional Colleges

www.belfastmet.ac.uk - Belfast Metropolitan

www.nrc.ac.uk – Northern Regional College

www.serc.ac.uk - South Eastern Regional College

www.src.ac.uk - Southern Regional College

ADVICE TO PARENTS

- ✓ Read through the Options Booklet about your son's subject choices and make sure that you will attend **Options Evening on 12 April 2018, 6.30 pm – 8.30 pm** to hear about the options available and talk to staff.
- ✓ Talk to your son about his future. Discuss with him his interests, subjects he has particularly enjoyed at GCSE/Level 2 or subjects he would like to study in more detail.
- ✓ Discuss the DEL careers interview with your son, what research he has undertaken to follow up the information he was given in this interview.
- ✓ Ask your son about the information he found out in **the Careers Mapping Event on 9 April 2018**. Also discuss his Personal Career Plan ideas with him.
- ✓ Look at what your son would like to pursue for his career, research the universities and employers to make sure he is choosing the right combination of subjects. Ask the Head of Careers if you are in doubt.
- ✓ Pupils often change their minds when it is too late. Openly discussing choices with the form teacher, Careers teacher and the subject teacher, is the only way to avoid this.
- ✓ Check the assessment methods for each subject with your son and make sure he chooses the course which will suit his learning style.
- ✓ Use <http://jed.c2kni.net> or www.careersserviceni.com and other internet resources to look at the range of careers and further education courses open to them at the end of Year 12 in order to discover what entry qualifications are required for further courses.
- ✓ Finally, remember that activities or clubs outside normal class time are also very important. Your son should realise that when they are interviewed later for University or a job, they will be asked about their interests and pastimes. There is an excellent range of these available in school and they help pupils to develop as many different skills as possible. Pupils in the past have even found career interests through such activities.

Courses at Ashfield Boys' High School	Entrance Criteria
GCE Level 3 AS/A2 Art & Design	Grade C in Art
GCE Level 3 AS/A2 Life & Health Sciences (Double)	GCSE Single Award science grade B GCSE Double Award Science grade BB
GCE Level 3 AS/A2 English Language / Literature	It is <i>preferred</i> that pupils have a <u>GCSE English Language</u> and/or a <u>GCSE English Literature</u> qualification <u>at grade B or above</u> to progress on to the A' Level course in Year 13.
GCE Level 3 AS/A2 Geography	Grade B in Geography
GCE Level 3 AS/A2 Government & Politics	Preference will be given to pupils who have achieved the following grades, or higher, at GCSE: a B in GCSE LLW and a C in English.
GCE Level 3 AS/A2 Mathematics	GCSE Mathematics grade B (Must have achieved at least a C grade in T6) OR GCSE Mathematics Grade C AND GCSE Further Mathematics Grade C
GCE Level 3 AS/A2 Moving Image Arts	Preference will be given to a GCSE grade C in MIA or another creative subject
GCE Level 3 AS/A2 Photography	Experience of a creative subject
BTEC Level 3 Business	Level 2 Pass (Preference given to Business)
BTEC Level 3 Engineering	Level 2 Pass in Engineering GCSE Mathematics Grade C or above
BTEC Level 3 Hospitality (Double Award)	Level 2 Pass in Home Economics or Occupational Studies Patisserie and Cuisine

BTEC Level 3 Hospitality (Single Award)	Level 2 Pass in Home Economics or Occupational Studies Patisserie and Cuisine
BTEC Level 3 ICT	Level 2 Pass in ICT
BTEC Level 3 Certificate in Applied Science	BTEC Level 2 Pass GCSE Single Award science grade C GCSE Double Award Science grade CD
BTEC Level 3 Sport	BTEC Level 2 in Sport An interest in Sport (play for a sports team)
BTEC Level 3 Travel & Tourism	Level 2 Pass Preference will be given to pupils with a grade C or above in GCSE English.



ASHFIELD BOYS' HIGH SCHOOL
SUBJECTS
2018

Name of Subject: A Level Art & Design

Examining Board: WJEC

Course Outline:

This qualification is divided into a total of 3 units, 1 AS unit and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.



AS Unit 1 – Personal Creative Enquiry – Non-exam assessment – equal to 40% of the qualification

This is an extended, exploratory project/portfolio and is outcome/s based on themes /subjects which are personal and meaningful to the learner. The Enquiry must integrate critical, practical and theoretical work.

A2 – Unit 2 – Personal Investigation - – Non-exam assessment – equal to 36% of the qualification

Consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

A2 – Unit 3 – Externally Set Assignment – Non-exam assessment – equal to 24% of the qualification

Consists of two parts:

Part 1: Preparatory study period of an externally set assignment materials which are to be presented to the learner at the start of the preparatory study period.

Part 2: 15 hour period of sustained focus work

This preparatory work must be completed during the designated 15 hours.

Assessment:

The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.

A2 Part 2 The period of sustained focus work must be completed under supervised conditions

Progression:

This qualification provides a suitable foundation for the study of Art and Design or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides an excellent and worthwhile course of study for learners who do not progress to further study in this subject but may enjoy careers linked to creativity such as Media and Computer Games Development.

Useful Websites: www.wjec.co.uk

Careers

- Advertising Art Director
- Architect
- Arts Administrator
- Art Therapist
- Art Gallery Worker
- Auctioneer / Valuer
- Community Arts Worker
- Exhibition Designer
- Fashion Clothing Designer
- Graphics Studio Assistant
- Illustrator
- Interior Designer
- Landscape Architect
- Medical illustrator
- Multimedia Specialist
- Photographer
- Printmaker
- Fashion / Retail Buyer
- Silversmith
- Teacher / Lecturer
- Textile Designer

Name of Subject: Life and Health Sciences Double Award (2 A-levels)

Examining Board: CCEA

Course Outline:

This new applied qualification responds to the needs of the growing life and health sciences sector in Northern Ireland, which generates sales worth about £800 million a year and growing. It was developed as a result of the findings of the 2015 Northern Ireland MATRIX report into life and health sciences, which identified the need to support and develop the future workforce with the full range of scientific skills and knowledge necessary for the sector to continue to thrive.



Assessment:

Year 13

AS Units	Assessment	Results, weightings
Unit AS 1: Experimental Techniques	Internal Portfolio	16.67% of AS 6.67% of A level
Unit AS 2: Human Body Systems	External Exam	16.67% of AS 6.67% of A level
Unit AS 3: Aspects of Physical Chemistry in Industrial Processes	External Exam	16.67% of AS 6.67% of A level
Unit AS 4: Brain Science	Internal Portfolio	16.67% of AS 6.67% of A level
Unit AS 5: Material Science	External exam	16.67% of AS 6.67% of A level
Unit AS 6: Medicine, Drugs and Clinical Trials	Internal Portfolio	16.67% of AS 6.67% of A level

Minimum Course Requirement:

GCSE Single Award science grade B

GCSE Double Award Science grade BB

Careers

- Biochemist
- Biotechnologist
- Chemical Engineer
- Colour Technologist
- Dentist
- Dietician
- Food Technologist
- Forensic Scientist
- Fuel & Energy Engineer
- Geochemist
- Horticultural Scientist
- Materials Scientist
- Pharmacist
- Pharmacologist
- Production Manager
- Scientific Journalist
- Sport Scientist
- Teacher / Lecturer
- Toxicologist
- Veterinary Surgeon
- Water Quality Scientist

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/life_health_sciences/gce/specification/index.asp

Name of Subject: GCSE English Language and English Literature

Examining Board: Edexcel

Course Outline:

This is a two year course involving two externally examined components and coursework.



AS and A' Level English Language and Literature are linear qualifications; assessments for each qualification will take place at the end of the course.

The maximum percentage for each part of the course is as follows:

Component 1 – Voices in Speech and Writing 40%

Component 2 - Varieties in Language and Literature 40%

Component 3 – Investigating and Creating Texts 20%

Assessment:

Component 1 = examination = 2 hour 30 minutes = maximum total of 40%

Texts = 'Voices in Speech and Writing: An Anthology' (includes literary, non-literary and digital texts) and one drama text

Component 2 = examination = 2 hour 30 minutes = maximum total of 40%

Texts = one prose fiction text plus one other literary text from a chosen theme

Component 3 = coursework = maximum total of 20%

Texts = one fiction and one non-fiction text related to a chosen topic



Assignment 1 – one piece of fiction writing



Assignment 2 – one piece of creative non-fiction writing



Assignment 3 – one analytical commentary reflecting on the two pieces produced

Progression



The course will broaden your understanding and appreciation of literary and non-literary texts from different social, cultural and historical perspectives.



It prepares you for the research and study skills required in higher education and the workplace.

Useful Websites: www.exexcel.org.uk

Name of Subject: A Level Geography

Examining Board: CCEA

Course Outline: This course can help you develop a wide range of skills that are attractive to employers. For example, it can help you develop your skills in investigation, collating and evaluating information and being able to contribute to important debates on current issues facing our world today. You may wish to study Geography for your own personal interest, but if you wish to continue the study of Geography at degree level, you will need to complete the full A Level course.



AS Level

AS1 : Physical Geography

- Rivers
- Ecosystems
- Weather

AS2 Human Geography

- Population
- Settlement
- Development

AS3 Fieldwork Skills & Techniques

Assessment:

AS 1 : Externally assessed 1hr15m exam. 40% of AS, 16% of A level.

AS 2 : Externally assessed 1hr 15m exam. 40% of AS, 16% of A level.

AS3 : Externally examined 1 hour exam. 20% of AS, 8% of A level

A2 1 : Externally assessed. 1hr30m exam. 24% of A level.

A2 2 : Externally assessed. 1hr30m exam. 24% of A Level

A23 : Externally assessed 1hr30m exam 12% of A level

Progression:

This course can help you develop a wide range of skills that are attractive to employers. For example, it can help you develop your skills in investigation, collating and evaluating information and being able to contribute to important debates on current issues facing our world today. You may wish to study Geography for your own personal interest, but if you wish to continue the study of Geography at degree level, you will need to complete the full A Level course.

Useful Websites: <http://www.rewardinglearning.org.uk/>

A2 Level

A2 1 Physical Processes, Landforms & Management

A2 2 Processes and Issues in Human Geography

A23 Decision Making in Geography

Name of Subject: A Level Government and Politics

Examining Board: CCEA

Course Outline:

AS 1: The Government and Politics of Northern Ireland

This unit covers the arrangements for government of Northern Ireland since 1994, the strategies, policies and electoral support of the main Northern Ireland political parties and the political effects of the different electoral systems used in Northern Ireland.

AS 2: The British Political Process

This unit focuses on how Britain is governed and on the inter-relationships of the executive, legislature and judiciary in particular. Students will also have the opportunity to learn about the impact of the European Union on the British political process.

A2 1: Comparative Government

In this unit, students have the option to study either the UK and USA or the UK and Ireland. This will enable them to compare the legislative and executive processes for their chosen option.

A2 2: Political Power and Political Ideas

In A2 2, students have a choice of studying either Political Power or Political Ideas. Political Power focuses on the concepts of political power, the factors involved in exercising this power, and the basis of political authority, legitimacy and stability. Political Ideas considers liberalism, socialism and conservatism as expressed in three classical political texts and how these ideas differ.



Assessment:

Content	Assessment	Weightings
AS 1: The Government and Politics of Northern Ireland	External written examination with one source and four questions 1 hour 15 mins	40% of AS 16% of A level
AS 2: The British Political Process	External written examination with five questions 1 hour 45 mins	60% of AS 24% of A level
A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom or Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom	External written examination with one source and six questions 2 hours 15 mins	35% of A level
A2 2: Option A: Political Power or Option B: Political Ideas	External written examination with one source and five questions 1 hour 30 mins	25% of A level

Progression:

The study of Government and Politics encourages you to become actively involved as a citizen and helps you to develop your critical thinking and communication skills. This course can provide a sound foundation for further study of politics and related courses in higher education. Studying government and politics can help prepare you for a career in a number of fields such as law, business, finance, government services, education, journalism, public relations or political research.

Useful Websites: <http://www.rewardinglearning.org.uk/microsites/government/gce/>

Name of Subject: GCE Mathematics

Examining Board: CCEA

Course Outline:

GCE Mathematics is split into two AS modules (40%) and two A2 modules (60%). Candidates will sit two modules in June of Year 13 and two in June of Year 14. Pure Mathematics covers content

such as proofs, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, vectors, calculus and numerical methods. Applied Mathematics covers content such as sampling, presenting and interpreting data, probability, statistical distributions, statistical hypothesis testing, kinematics, forces, momentum and impulse and Newton's Laws.



Assessment:

Year 13

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

Year 14

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

Minimum Course Requirement:

GCSE Mathematics grade B (Must have achieved at least a C grade in T6)

OR

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

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/mathematics/revised_gce/index.asp

Name of Subject: GCE Moving Image Art

Examining Board: CCEA

Course Outline: Moving Image Arts is an exciting A level that incorporates two key moving image art forms: *Film* (Live action fictional narrative films); and *Animation*. The AS course is 40% of your overall A level. The A2 course is 60% of the overall A level.



**Whilst previous experience in a creative subject, such as Art, MIA or Media would be advantageous, it is not compulsory. Pupils should have a creative interest in Film, Film-making, Art and /or Photography. An avid interest in watching Film and Television would be beneficial to any pupils wishing to study MIA.*

Due to the theoretical content of this specification, pupils will need to have achieved a D or higher in English Language at GCSE.

Assessment:

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

You will produce a **Foundation Portfolio** exploring a broad range of film-making styles including historical and contemporary approaches.

- a statement of intention (including a synopsis and an evaluation);
- pre-production materials; and
- one 3–4 minute narrative film sequence (or 1½ – 2 minute sequence if animated)

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

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

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

AS Unit 2 & A2 Unit 2

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

Skills Developed:

By studying Moving Image Arts you will:

- develop the skills of a screenwriter, director, production designer, cinematographer and editor with full creative ownership of your own filmmaking process;
- explore a wide range of moving image styles and movements, broadening your critical understanding and enjoyment of a rich history of film culture;
- learn how to experiment and confidently use digital technologies, applying techniques, skilfully and purposefully; and
- use an impressive range of skills for employment, including working from your own initiative, planning and managing schedules, equipment and human resources, providing leadership and creative direction and demonstrating innovative problem solving abilities and strategic thinking.

Progression Routes:

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

Career Opportunities:

Editorial Assistant	Film Video Editor	Multimedia Specialist
Camera Operator	Interactive Media Designer	Technical Author
Photographic Technician	Reprographics Assistant	Floor Assistant
Retail Display Assistant	Screen Printer	Machine Printer
Production Designer	Producer	Director

Useful Websites:

http://www.rewardinglearning.org.uk/microsites/moving_image_arts/revised_gce/index.asp

<http://www.bfi.org.uk/>

<https://www.intofilm.org/>

<http://www.nervecentre.org/>

Name of Subject: GCE Photography

Examining Board: WJEC

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



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

Assessment:

AS Outline

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

- AS Unit 1 Coursework Portfolio. 40%

A2 Outline

- A2 Unit 2 Personal Investigation: candidates are required to build upon the knowledge, understanding and skills gained in AS with a greater depth of study. 36%
- A2 Unit 3 Externally set assignment. 24%

Skills Developed:

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

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

Progression Routes:

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

Career Opportunities:

- Advertising Account Executive
- Advertising Copywriter
- Animator
- Arts Administrator
- Broadcast Assistant
- Camera Operator
- Editorial Assistant
- Event / Exhibition
- Film / Video Editor
- Information Manager
- Journalist
- Marketing Manager
- Market Research Executive
- Media Buyer
- Media Planner
- Multi Media Programmer
- Multi Media Specialist
- Press Officer
- Public Relations Officer
- Publishers Representative
- Sales Executive
- Scriptwriter
- TV Researcher
- Web Designer

Useful Websites:

<https://www.magnumphotos.com>
<http://www.belfastexposed.org>
<http://nmni.com/spaces>
<https://www.squarespace.com>
<http://www.lightboxresource.co.uk>
www.pinterest.co.uk

Name of Subject: BTEC Level 3 Subsidiary Diploma in Business

Examining Board: Pearson

Course Outline:

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



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

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

A BTEC National in Business can lead to university study within the business field. **Regardless of what type of employment you end up doing in later life, it will be within one type of business or another**, so knowledge of the business world will be beneficial in knowing how things work.

Due to its relevance in modern society and the breadth and depth of study, Business Studies is an ideal subject for preparation for many degree programmes. It is also a valuable subject for employment as you will have a firm grounding of the day-to-day running of a business.

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

<u>UNITS in Year 13</u>	<u>UNITS in Year 14</u>
1: Business Environment: Mrs C Moore/ Mrs L Cassidy	4:Business Communication: Mrs C Moore/ Mrs L Cassidy
2: Business Resources: Mrs L Cassidy	16:Human Resource Management in Business: Mrs L Cassidy
3: Introduction to Marketing: Mrs C Moore	5: Business Accounting: Mrs C Moore
Completion of Year 13 equal to 1 AS Level qualification	

Assessment:

This qualification has 3 units in Year 13 and 3 in Year 14. All Units are internally assessed with assignments which are written by the teachers. Students are graded Pass, Merit, Distinction and Distinction *. These grades are achieved on the successful completion of assignments.

Progression:

The subject is a perfect match for almost any combination of subjects or for employment in a wide variety of careers. Specific career paths followed include: law, accountancy, administration, marketing, insurance, management and the civil service.

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

**Career Opportunities:**

- | | | |
|--------------------------|----------------------------------|----------------------------|
| ● Accountant | ● Human Resources Officer | ● Public Relations Officer |
| ● Barristers Clerk | ● Local Government Administrator | ● Purchasing Manager |
| ● Events Manager | ● Logistics Manager | ● Retail Buyer |
| ● Financial Adviser | ● Management Services Officer | ● Secondary School Teacher |
| ● Health Service Manager | ● Marketing Executive | ● Transport Planner |
| ● Housing Officer | ● Pensions Manager | ● Valuer |

Useful Websites: www.pearson.org.uk

Name of Subject: BTEC Level 3 Subsidiary Diploma in Engineering

Examining Board: Pearson

Course Outline:

Year 13

Unit 1 – Health & Safety in the Engineering Workplace

Unit 4 – Mathematics for Engineering Technicians

Unit 6 – Electrical & Electronic Principles

Year 14

Unit 22 – Fabrication Processes and Technology

Unit 26 – Applications of CNC in Engineering

Unit 31 – Computer Aided Manufacture

Essential Criteria:

- Level 2 Certificate in Engineering
- GCSE Mathematics A* - C

Desirable / preferential entry criteria:

- GCSE English A* - C

Assessment:

BTEC Level 3 Subsidiary Diploma in Engineering is equivalent to one A Level

All assessment is carried out via short tasks (both written and practical) undertaken in class throughout the year. No examinations are undertaken.

BTEC L3 Engineering can lead to a varied choice of possible career paths as shown below.

Progression:

Engineering employers widely recognise BTEC L3 Engineering as a relevant vocational qualification which will give you a head start from other applicants that do not have a relevant Engineering qualification.



Additionally, Technical Colleges and Universities recognise BTEC L3 Engineering as entry requirements for a wide range of courses including Higher National Certificate Courses together with Degree courses.

Useful Websites: www.pearson.com/btec

Name of Subject: BTEC Level 3 Subsidiary Diploma in Hospitality

Examining Board: Pearson

Course Outline:

Mandatory units

- 1 The Hospitality Industry
- 2 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism
- 3 Providing Customer Service in Hospitality
- 4 Financial Control in Hospitality (Extended diploma only)

Optional units

- 5 Supervisory Skills in the Hospitality Industry
- 6 Food and Drinks Service
- 7 Alcoholic Beverage Service
- 8 The Principles of Food Safety Supervision for Catering
- 9 Food Service Organisation
- 10 European Food
- 11 Asian Food
- 12 Contemporary World Food
- 13 Advanced Skills and Techniques In Producing Desserts and Petits Fours
- 14 Environment and Sustainability in Hospitality
- 15 Principles of Nutrition for Healthier Food and Special Diets
- 16 Hospitality Business Enterprise
- 17 E-business for Hospitality
- 18 Marketing for Hospitality
- 19 Personal Selling and Promotional Skills for Hospitality
- 20 Human Resources in Hospitality
- 21 Events Organisation in Hospitality
- 22 Planning and Managing a Hospitality Event
- 23 Accommodation Operations in Hospitality
- 24 Front Office Operations in Hospitality
- 25 Personal and Professional Development in Hospitality
- 26 Industry-related Project in Hospitality

Assessment:

Through unit assessments continuously during the course.

Progression: There are growing opportunities in the hospitality industry in N.I and opportunities to study this further at university level.

Useful Websites: www.rewardinglearning.org.uk/microsites/home_economics/

www.bbc.co.uk › Home › Design & Technology



Name of Subject: BTEC Level 3 Subsidiary Diploma in Information Technology

Examining Board: Pearson

Course Outline:

Unit 1 - Communication and Employability Skills for IT

The aim of this unit is to ensure that learners understand both the personal attributes valued by employers and the principles of communicating effectively whilst developing effective communication skills and addressing their own personal development needs.



Unit 2 - Computer Systems The aim of this unit is to enable learners to understand the components of computer systems and develop the skills needed to recommend appropriate systems for business purposes and set up and maintain computer systems.

Unit 8 – Ecommerce - The aim of this unit is to ensure that learners know the technologies involved in e-commerce, understand the impact of e-commerce on organisations and on society, and that they are able to plan e-commerce strategies.

Unit 22 - Developing Computer Games The aim of this unit is to ensure learners know about different types of computer game, understand the impact gaming has on society and are able to design, develop, test and document computer games.

Unit 28 - Website Production The aim of this unit is to enable a learner to understand web architecture and the factors that affect its performance and to be able to design and create interactive websites.

Unit 30 - Digital Graphics This unit aims to enable learners to understand different types of digital graphics images and file formats and to be able to create, edit, modify and manipulate digital images of various types and complexity.

Assessment:

The units are assessed by a number of internal assignments that will be designed and marked by the teacher. The assignments are designed to allow you to show your understanding of the unit outcomes. These relate to what you should be able to do after completing the units. For example, you could be asked to produce an information booklet or observed using communication skills by your teacher.

Progression:

Choosing to study for a BTEC Level 3 National Information Technology qualification is a great decision to make for lots of reasons. This qualification is a further step towards a career in the IT industry. The IT industry is an exciting and constantly changing one with a wide range

of opportunities – from working in computer games development to working with robotic systems or supporting scientists in combating global warming. The opportunities are endless. The BTEC Level 3 National in Information Technology is a vocational or work-related qualification. This does not mean that it will give you all the skills you need to do a job, but it does mean that you will have the opportunity to gain specific knowledge, understanding and skills that are relevant to your future career.

Useful Websites: <http://www.rewardinglearning.org.uk/>

Name of Subject: Pearson BTEC Level 3 Certificate in Applied Science

Examining Board: Pearson

Course Outline: The BTEC qualifications are designed to provide highly specialist, work-related qualifications in a range of vocational sector. They give learners the knowledge, understanding and skills that they need to prepare for employment. On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same or related vocational course.



Assessment:

Year 13: 3 Mandatory units

Unit Name	Assessment Method
Fundamentals of Science	Internal assessment
Working in the Science Industry	Internal assessment
Scientific Practical Techniques	Internal assessment

Year 14: 3 Optional units

Unit Name	Assessment Method
Perception of Science	Internal assessment
Chemical Laboratory Techniques	Internal assessment
Astronomy	Internal assessment

Minimum Course Requirement:

BTEC level 2 pass GCSE Single Award science grade C

GCSE Double Award Science grade CD

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

Name of Subject: BTEC Level 3 Subsidiary Diploma in Sport

Examining Board: Pearson

Course Outline:

This course provides an exciting opportunity for all students who have a passion for Sport. You will follow a vocationally specific qualification which will develop a range of personal skills and knowledge that will be essential for successful performance in developing a career in the sports industry. You will study a range of topic areas which will require you to participate practically as well as research and produce written responses to work related assignment briefs.



Pupils will study the following units:

- Unit 1: Principles of Anatomy and Physiology in Sport
- Unit 2: The Physiology of Fitness
- Unit 3: Assessing Risk in Sport
- Unit 5 : Sports Coaching
- Unit 7 : Fitness Testing for Sport and Exercise
- Unit 11 : Sports Nutrition
- Unit 28 : The Athletes Lifestyle

Preference will be given to pupils with:-

- BTEC Level 2 in Sport
- An interest in Sport (play for a sports team)

Assessment:

You will complete assignments work for each of the seven units. The methods of assessment will vary across the course to include written work, oral presentations, posters, and practical work observations. All units in the programme are internally or externally assessed (non-examination) and all candidates will receive a pass, merit or distinction for each completed unit.

Progression:

This exciting BTEC Sport course is suited to anyone who is interested in going to university to study sports at degree level, or employment in the leisure industry. This course is particularly aimed at learners who want to become sports coaches, PE teachers, Sports Development Officers, Fitness Instructors.

On completing the BTEC in Sport pupils are ready for both employment and further education. At the University of Ulster, you could apply for a degree in Sports

Studies/Science or Foundation Degrees in Health Related Exercise and Fitness or Sports Coaching. Belfast Met also has a wide range of sport courses.

Useful Websites: www.bbc.co.uk www.pearson.com/btec

Name of Subject: BTEC Level 3 Subsidiary Diploma in Travel and Tourism

Examining Board: Pearson

Course Outline:

Preference will be given to pupils with a grade C or above in GCSE English.

Pupils will study 4 mandatory units throughout the course

- Unit 1 = Investigating the Travel and Tourism sector
- Unit 2 = The Business of Travel and Tourism
- Unit 3 = The UK as a destination
- Unit 4 = Customer service in Travel and tourism

2 additional units will also be studied.

Assessment:

All units are internally assessed.

Progression:

Why study this subject?

The travel and tourism industry is dynamic, wide ranging and fast growing.

This qualification teaches young people about the travel and tourism sector and helps to prepare them for employment. The content is endorsed by employers and is up-to-date and relevant, reflecting the blend of travel and tourism sector knowledge, practical skills, customer service, communication and team working skills required to progress to further study or employment in the sector and beyond.

Career Opportunities:

- | | | |
|---------------------------------|-----------------------------|----------------------------|
| • Airport Information Assistant | • Flight Operations Manager | • Outdoor Pursuits Manager |
| • Business Travel Consultant | • Hotel Manager | • Tour Manager |
| • Conference Centre Manager | • Immigration Officer | • Tourism Officer |
| • Customer Services Manager | • Lecturer | • Travel Agency Manager |
| • Event /Exhibition Organiser | • Marketing Manager | • Travel Writer |



Useful Websites: www.connexions-direct.com/jobs4u www.springboarduk.org.uk

ASHFIELD GIRLS' HIGH SCHOOL SUBJECTS 2018

Admissions Criteria

BTEC Health & Social Care

A Level History

BTEC IT

A Level Media

A Level RE

Subject Criteria

Students need to be aware of the requirements for entry into Year 13 courses which are:

Subject	Previous study required	GCSE Grade desirable
Life & Health Sciences (Double Award)	GCSE Double Award Science or Single Award Science (exceptional circumstances will be considered) (Grade C in GCSE Eng & Maths preferred)	BC or above B or above
Life & Health Sciences (Single Award)	GCSE Double Award Science (Grade C in GCSE Eng & Maths preferred)	BC or above
Art & Design	GCSE Art	C or above
Professional Business Services	None	-
BTEC in Public Services	GCSE LLW and/or GCSE History	C or above
Design and Technology	GCSE Technology and Design	B or above
BTEC in Performing Arts	Either GCSE Drama or experience in drama performance (in/outside school)	-
English Literature	GCSE English Language (exceptional circumstances will be considered)	B or above
Geography	GCSE Geography	B or above
Government and Politics	GCSE English Language (GCSE History beneficial)	C or above
BTEC in Health & Social Care	GCSE English (GCSE Child Development beneficial)	C or above
History	GCSE History (Higher Tier) GCSE English Language	B or above
BTEC ICT	GCSE ICT GCSE English Language/Literature desirable	C or above
Media Studies	GCSE Media Studies/English	C or above
Music	GCSE Music + performing in chosen instrument at minimum Grade 4 standard	C or above
Religious Studies	GCSE RE (Full Course) GCSE RE (Short course)	C or above A
BTEC in Sport	BTEC Sport – Level 2	Level 2 Pass or above
BTEC Travel and Tourism	None	-

Edexcel BTEC Level 3

Diploma in Health and Social Care



The BTEC Level 3 Diploma covers the key knowledge and practical skills required in the Health and social care sector. It is equivalent to one GCE A Level. It gives you the opportunity to develop a range of skills, techniques, personal skills and attributes essential for a successful career in any health, social care or early years setting. The BTEC Level 3 Diploma consists of three mandatory units (30 credits) plus three additional units that will provide 60 credits for the completed qualification.

Units studied in Year 13

Unit 1 Developing Effective Communication in Health and Social Care (10 credits)

This unit aims to enable learners to understand effective communication, the barriers that may exist and ways to overcome these. The unit will give learners the opportunity to gain the interpersonal skills needed to embark on a career within the health or social care sectors.

Unit 2 Equality, Diversity and Rights in Health and Social Care (10 credits)

This unit aims to develop learners' understanding of concepts related to equality, diversity and rights in health and social care. Learners will be able to gain knowledge of discriminatory practice and means of combatting this. They will also develop understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.

Unit 3 Health, Safety and Security in Health and Social Care (10 credits)

This unit aims to enable learners to gain an understanding of the health, safety and security of individuals in a health and social care context. They will explore legislation, policies and procedures and gain an understanding of the purpose of risk analysis. Learners will also gain an understanding of how to deal with incidents and emergencies in a health and social care environment.

Units studied in Year 14

Unit 4 Development Through the Life Stages 10 credits

This unit aims to enable learners to gain knowledge and understanding of the different stages throughout the human lifespan. Learners will be able to develop an understanding of both the physical and psychological changes of ageing and be able to apply theories of ageing to health and social care provision.

Unit 20 Promoting Health Education 10 credits

This unit aims to enable learners to understand the principles underpinning health education and related models of behaviour change. This will enable them to apply these principles to the design and implementation of a small health education campaign.

Unit 21 Nutrition for Health and Social Care 10 credits

This unit aims to give learners an understanding of current thinking on nutritional health particularly relating to users of health and social care services. Learners will then be able to apply this understanding and make recommendations to improve the nutritional health of an individual.

Assessment is through a variety of assignments, written reports, interactions and presentations. *Preference will be given to students who have achieved a C in GCSE English Language.*

Further information can be obtained from Mrs James.

“History teaches everything, including the future”

– Alphonse de Lamartine, poet, writer and politician.



History is a chronicle of human behaviour - a real-life drama full of villains and heroes, the mighty and the meek. It examines the circumstances that moved its players to transform people and places (for better and for worse), and it holds the answers to how and why our lives are fashioned the way they are today - from our language, fashion and technology to our sports, political systems and religious practices.

A Level History involves the study of significant individuals, societies, events, developments and issues within the twentieth century.

FIRST YEAR

The first year of this course, leading to an **AS Level**, will involve the study of:

AS 1 Germany 1919 - 45

AS 2 Russia 1914 - 41

SECOND YEAR

In the second year of the course, pupils study **two** further units to attain the full ‘A’ Level:

A2 1 Clash of Ideologies 1900 - 2000

A2 2 Partition of Ireland 1900 - 25

AS 1 and A2 2 involve the use of sources, while A2 1 allows students to study change and development over a 100 year period.

Nelson Mandela said, ***“Know where you are coming from and then you will understand where you are going.”***

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

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

Further information can be obtained from Miss Dunlop, Mrs Traynor or Miss Lee.

Pearson BTEC Level 3 Subsidiary Diploma in Information Technology



Information Technology (IT) involves the use of computers in industry, commerce, the arts and elsewhere. IT includes aspects of IT systems architecture, human factors, project management and the general ability to use computers. Increasingly businesses are implementing IT strategies to manage and process data both to support many business processes and to deliver new opportunities.

Is the course for you?

This course is most suited to those who have an interest in ICT or would like to study any aspect of *ICT at a higher level or wish to pursue a career in the IT sector (although good ICT skills are desirable in most areas of employment).

*ICT is a *vast* and *developing* sector, including software development, game development, hardware development, information systems, website design and development, graphic design, advertising media, animation, technical support and CAD. This is not a complete list, but gives you an idea of the possibilities that this course could give you.

NOTE: There is a *considerable* amount of written work therefore it is *desirable* that you have achieved GCSE English Language/Literature to be able to cope with the demands of the course.

Overview of the Course

Year 13 Units

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

- Unit 1 - Communication and Employability Skills for IT
- Unit 2 - Computer Systems
- Unit 8 - e-Commerce

Year 14 Units

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

- Unit 18 - Database Design
- Unit 28 - Website Production
- Unit 30 - Digital Graphics

Further information can be obtained from Mrs Walker

AS and A level Media Studies

Students will study **3 components** in Year 13 and a further **3 components** in Year 14.
Assessment of the course will be a mixture of externally assessed examinations and practical coursework pieces.

YEAR 13 AS

The first year of the course, leading to an AS level, consists of 3 components:

Component 1: Investigating the Media

Section A-Investigating Media Language and Representation

Section B-Investigating Media Industries and Audiences

Externally assessed written exam: 1 hour 30 minutes 35% of qualification

Component 2: Investigating Media Forms and Products

Section A Television

Section B Magazines

Section C Online Media

Externally assessed written exam: 2 hours 35% of qualification

Component 3: Media Production (Practical)

The creation of a media product

Non-exam assessment: 30% of qualification

Year 14

Like the AS, the A Level consists of 3 separate components.

Component 1: Media Products, Industries and Audiences

Section A-Analysing Media Language and Representation

This will focus on 2 media forms from advertising, marketing, music videos or newspapers.

Section B-Understanding Media Industries and Audiences

Externally assessed written exam: 2 hours 35% of qualification

Component 2: Media Forms and Products in Depth

Section A-TV in the Global Age

Section B-magazines, Mainstream and Alternative Media

Section C-Media in the Online Age

Externally assessed written exam: 2 hours 30 minutes 35% of qualification

Component 3: Cross-Media Production (Practical)

An individual cross-media production.

Non-exam assessment: 30% of qualification

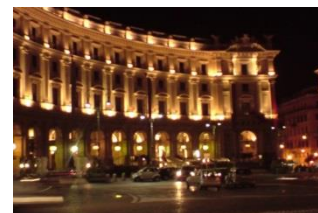
Exam Results

2016	2015	2014
87%	100%	83%

Further information can be obtained from Ms Rossborough

AS/A2 Level Religious Studies

This subject is based on the revised **CCEA** syllabus



Overview

For both AS level and A2, students complete two units from the following areas of study:

1. Textual Studies
2. Systematic Study of One Religion

Students who continue to A2 will explore in greater depth these same broad areas or units from different areas of study with an emphasis on critical evaluation and synoptic assessment.

Unit	Assessment Description
AS	Two externally assessed written papers, 1 hour 20 minutes each
A2	Two externally assessed written papers, 2 hours each

Weighting

Each paper is worth:

0% of AS

Both papers comprise 40% of A level

Both papers comprise remaining 60% of A level

Benefits to students

Students will become equipped with many of the skills needed in further and higher education and the workplace. Students will develop critical evaluation skills and the ability to construct logical and convincing arguments.

Careers

Students of Religious Studies can go on to have careers in areas such as teaching, medicine, law, public service, counselling, journalism, ministry, social work, charity organisations, youth work and community work.

Trips and Speakers

To enhance teaching and learning we have organised school trips to Queen's University, Belfast Bible College and Rome and have had local minister and charity workers into school as visiting speakers.

Subject Criteria

Religious Studies	GCSE RE (Full Course)	C or above
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For more information please speak to Mrs G Craig or Mrs N Christie.

STRATHEARN
SUBJECTS
2018

Admissions Criteria
A Level Food Science
A Level Physics

ADMISSIONS CRITERIA

Strathearn:

A-Level Nutrition & Food Science: Minimum GCSE Grade B (Home Economics)

A-level Physics: Minimum DA Science Grades BB with examination grade B in the Physics exam unit

NUTRITION & FOOD SCIENCE

Specification Overview

Nutrition and Food Science are high in the public's perception and there could not be a better time to develop knowledge and understanding of this subject, given the current global and national food issues. Each day, food choices affect health – how people feel today, tomorrow and in the future. Good nutrition is an important part of leading a healthy lifestyle and can help to reduce the risk of chronic illness and promote overall health.

Nutrition is a fast-moving discipline that focuses on understanding the role of diet in maintaining a healthy human body and preventing disease.

There are many career opportunities within this field of work as scientific knowledge and research develops. The subject can open up a range of possibilities in the world of work, both at home and worldwide, with opportunities for further and higher education.

AS Course

In the AS units, students will explore:

Unit AS 1: Principles of Nutrition

This unit requires the study of macronutrients and micronutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied.

Unit AS 2: Diet, Lifestyle and Health

This unit requires the study of current research in relation to diet, lifestyle and health. Students will have the opportunity to explore dietary-related disorders and how they impact on health.

A2 Course

Students who continue to A2 will choose between Option 1 and Option 2 as their area of study:

Either:

Unit A2 1 Option 1: Food Security and Sustainability

This unit requires the study of consumer behaviour in relation to food purchasing decisions. Students will develop a critical appreciation of the issues affecting our food supply, how they impact upon the environment, and the ethical implications of their choices.

Or:

Unit A2 1 Option 2: Food Safety and Quality

This unit requires the study of issues related to securing a safe food supply from the primary producer to the consumer. The importance of food safety and quality will be explored as well as the steps taken to ensure safe food provision.

Unit A2 2: Research Project

For this unit all students will select an area of personal interest to study for a research project. The report should not exceed 4000 words. The student should choose their research area from AS 1, AS 2 or A2 1. This will provide the opportunity to develop a wide range of transferable skills and capabilities relevant to higher education and the world of work such as critical and creative thinking, decision-making, problem-solving, designing a research tool, analytical skills and target-setting.

The project will require the student to:

- identify and discuss issues associated with their chosen research area;
- select and interpret appropriate and relevant information;
- analyse information and judge its relevance to their chosen research area;
- plan and conduct primary research;
- present and interpret findings from research they have undertaken;
- draw conclusions using reasoned arguments; and
- make recommendations for future study.

How is the subject assessed?

The examination board used is CCEA.

- There are four assessment units: three externally assessed and one internally assessed.
- Students will take a written exam in the following units:

AS 1: Principles of Nutrition – Onewritten examination that includes both short answer and extended writing questions (1 hour 30mins)

AS 2: Diet, Lifestyle and Health – Onewritten examination that includes both short answer and extended writing questions (1 hour 30mins)

A2 1: Option 1: Food Security and Sustainability or Option 2: Food Safety and Quality.

For either option – one written examination that includes both structured and extended writing questions (2 hours and 30mins).

Who can I get more information form?

Additional information on Home Economics provision at Strathearn can be obtained from Mrs Blayney, Head of Department.

Further details on specification content are available from any teacher in the Home Economics Department and also on the CCEA website.

PHYSICS

By studying physics you will gain a better understanding of how the world works. The aim of A Level physics is to develop the student's interest in and enthusiasm for physics, including developing an interest in further study and careers in the subject.

Specification Overview

AS Physics is comprised of 3 modules. AS 1: Forces, Energy and Electricity, AS 2: Waves, Photons and Astronomy, AS 3: Practical Techniques and Data Analysis.

A2 Physics comprises 3 modules. 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.

AS Course

Module 1: This unit teaches students to deal with physical quantities and scalars and vectors, which are required in all branches of this subject. Students will build on their knowledge and understanding of Newtonian mechanics and electricity to explain many economic and social applications of physics.

Module 2: The ideas about waves in this topic provide vital links to the study of light and how defective vision is corrected. The section on photons introduces the quantum theory and the concept of wave-particle duality. A section on Astronomy is now included.

Module 3: In this unit students will acquire essential practical techniques, including planning, implementing, analysis, evaluation design and communication. Formal preparation for the practical examination begins here but there are many opportunities for practical work in modules 1 and 2. Our resources allow students to carry out many experiments individually.

A2 Course

Module 1: The work on circular motion and oscillations extends the mechanics foundation included in AS. Thermal physics connects the properties of gases to the basic principles of kinetic theory. The section on atomic and nuclear physics has important social and economic applications and leads to an introduction to particle physics.

Module 2: This is a fundamental area of physics which has numerous applications in everyday life. Students will study action-at-a-distance forces that arise between bodies that are separated from each other. An idea of the work carried out at CERN is studied.

Module 3: In this unit, students will build on the essential practical techniques that they acquired in AS module 3. Independent study is required to support the work carried out in the classroom. The pupils are provided with an A2 CCEA textbook to assist them with this.

How is the subject assessed?

Students are assessed by regular homework and tests. There is a mock examination for each module. CCEA assess each of the AS and A2 modules 1 and 2 in a written examination. Module 3 at AS and A2 is assessed in a practical examination and a Data Analysis examination.

There is no coursework in A level physics. The A2 module examinations require knowledge of the AS specification.

Who can I get more information from?

Dr. K. Ross (Teacher in charge of physics)

BLOOMFIELD COLLEGIATE
A LEVEL SUBJECTS
2018

Admissions Criteria

A Level Biology

A Level Chemistry

A Level Physics

ADMISSIONS CRITERIA

Bloomfield Collegiate:

A-level Physics: Minimum DA Science BB with GCSE Maths to Higher level grade B

A-level Chemistry: Minimum DA Science BB with examination grade A in the Chemistry exam unit

A-level Biology: Minimum DA Science BB with examination grade A in the Biology exam unit

BIOLOGY

INTRODUCTION

The specification sets out the content and assessment details of the Advanced Subsidiary (AS) and Advanced Level (A-level) courses in Biology.

The complete specification can be viewed and downloaded from the CCEA website www.ccea.org.uk.

SPECIFICATION - CCEA

The AS course can be taken as a final qualification or as the first half of the A-level qualification. If students wish to obtain a full A-level qualification they must also complete the second half of the course, which is referred to as A2.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The specification is designed to promote continuity, coherence and progression within the study of Biology. The A-level award provides a basis for the further study, at tertiary level, of Biology and related courses. For those progressing directly into employment an AS or A-level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and the public service in which problem solving and practical skills are valued. The specification helps to provide an understanding of how biological developments affect the environment. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

EXAMINATION SUMMARY

AS 1 Molecules and Cells 1 hour 30 minutes written examination,
externally assessed 40% of AS 20% of A-level 40% of AS, 20% of A-level

AS 2 Organisms and Biodiversity 1 hour 30 minutes written examination,
externally assessed 40% of AS 20% of A-level

AS 3 Assessment of Practical Skills in AS Biology Teacher assessed coursework
20% of AS 10% of A-level

A2 1 Physiology and Ecosystems 2 hour written examination,
externally assessed 40% of A2 20% of A-level

A2 2 Biochemistry, Genetics and Evolutionary Trends 2 hour written examination,
externally assessed 40% of A2 20% of A-level

A2 3 Assessment of Investigational and Practical Skills in Biology
Teacher assessed coursework 20% of A2
10% of A-level

CONTROLLED ASSESSMENT

Two practical tasks are assessed. Each task will involve an experimental test of a prediction provided by the teacher. The candidate will not be required to plan or devise a procedure for the practical test. The specification lists twenty five criteria which each practical investigation should fulfill.

A2 A practical investigation that is planned, implemented, analysed and interpreted by the candidate working independently. The specification lists forty individual criteria which the investigation should fulfill.

CAREER PATHWAYS

The A-level award provides a basis for further study, at tertiary level, of Biology and related courses which would lead to careers, including the following,

Biomedical Research Scientist, Biochemical Engineer, Biology Teacher, Medical Doctor, Microbiologist, Nurse, Occupational Therapist, Optometrist, Physiotherapist, Podiatrist

CHEMISTRY

INTRODUCTION

The AS and A2 specifications in Chemistry encourage pupils to develop essential knowledge and understanding of the concepts of Chemistry, as well as building upon the practical skills used in GCSE Chemistry. Pupils gain an appreciation of the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence.

SPECIFICATION - CCEA

There are three AS modules which are completed in Year 13. These are:

MODULE AS1 Basic concepts in Physical and Inorganic Chemistry

MODULE AS2 Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

MODULE AS3 Basic practical Chemistry

These constitute the free standing AS course.

The three A2 modules studied in Year 14 complete the A-level course. These are:

MODULE A21 Further Physical and Organic Chemistry

MODULE A22 Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

MODULE A23 Further Practical Chemistry

EXAMINATION SUMMARY

Assessment consists of six written papers, one for each module

AS1 1 hour 30 minutes, 40% of AS, 16% of A-level

AS2 1 hour 30 minutes, 40% of AS, 16% of A-level

AS3 Part A is a 1 hour 15 minutes practical exam and part B is a 1 hour 15 minutes written paper 20% of AS, 8% of A-level

A21 2 hours, 40% of A2, 24% of A-level

A22 2 hours, 40% of A2, 24% of A-level

A23 Part A is a 1 hour 15 minutes practical exam and part B is a 1 hour 15 minutes written paper 20% of A2, 12% of A-level

CAREER PATHWAYS

A Chemistry qualification can lead to careers in the Pharmaceutical, Food, Textile, Paint and Dye Industries. Other fields include Forensic Science, Environmental Science, Biochemistry, Material Science and Nanotechnology. Chemistry is also an essential requirement for university courses such as Medicine, Pharmacy, Dentistry, Food Science, Medicinal Chemistry and Chemical Engineering. It has links to other subjects such as Biology, Physics, Geography, Geology and all types of Engineering. For this reason a solid background in Chemistry is beneficial to careers related to these subjects. In addition, it is deeply ingrained into so many areas of Business and Government that specialised knowledge of it can give a career edge in fields as varied as Product Development, Marketing, Management, Computer Science, Technical Writing and even Law.

PHYSICS

INTRODUCTION

13.7 billion years ago the universe was so dense that all the galaxies were squashed into a volume smaller than a proton. Tiny density fluctuations collapsed to form galaxies with stars that burned, grew old and exploded ejecting heavier nuclei into the surrounding space. You are holding some of those nuclei in the piece of paper you are now reading, as you sit on the surface of a spinning ball of rock, whirling around the sun at 30 km per second, stuck to your chair by an invisible force that we describe as a curvature in space and time. We know all of this because the study of physics reveals patterns in the behaviour of the natural world which physicists formulate into mathematical laws. But, physics isn't just about these fundamental laws; it includes figuring out how the laws result in the complicated phenomena we find in nature, from elementary particles to lasers and semiconductors. And if satisfying your curiosity about the universe isn't enough, keep in mind that understanding nature's phenomena at a basic level is a key to new technology and a modern economy.

SPECIFICATION - CCEA

The Physics AS and A-level specification followed is that produced by CCEA

EXAMINATION SUMMARY

Assessment consists of six written papers, one for each module

AS1 Forces, Energy and Electricity

1 hour 45 minutes, 40% of AS, 16% of A-level

AS2 Waves. Photons and Astronomy

1 hour 45 minutes, 40% of AS, 16% of A-level

AS3 Practical Techniques and Data Analysis

2 (1 hour) sub components, 20% of AS, 8% of A-level

A21 Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics

2 hour, 24% of A-level

A22 Fields, Capacitors and Particle Physics

2 hours, 24% of A-level

A23 Practical Techniques and Data Analysis

2 (1 hour) sub components, 12% of A-level

CAREER PATHWAYS

The specification provides a firm grounding for those wishing to enter higher education courses in physics, related subjects, and in engineering and electronics. In most of these courses an A-Level award is a prerequisite for entry.

Some specific careers for physicists are: Astronomer, Development Aid Researcher, Econophysicist, Forensic Physicist, Games Developer, Geophysicist, Imaging Processing Engineer, Laser Physicist, Low Yield Analyst, Mathematical Modeller, Medical Physicist, Meteorologist, Nanotechnology Researcher, Particle Physicist, Radiological Protection Officer, Rocket Scientist, Solar Physicist, Video Producer, Wind Analyst

An AS or A-Level award is also relevant to areas of commerce and public service that value problem-solving and practical skills.