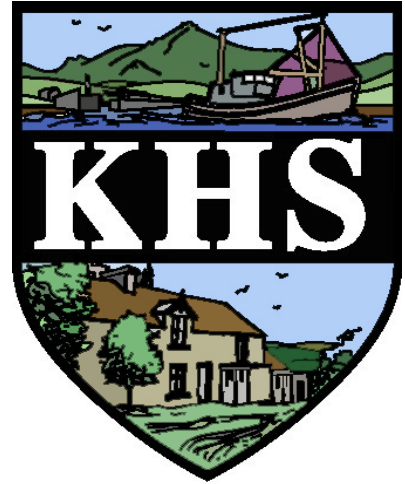


**Kilkeel  
High  
School**



# **Key Stage 5 Curriculum**



**2020 - 2022**

*Creating Opportunity ~ Realising Potential ~ Developing Individuals*



---

---

**KILKEEL HIGH SCHOOL**

---

---

Dear Student,

This Sixth Form Booklet has been specially compiled to help you as you transfer from GCSE to post-16 education and begin to prepare for your 'A', 'AS' and / or Applied GCE 'A' choices. In the process you will have to make some important decisions about your subject preferences. Already from your KS 4 Careers' Programme your knowledge and understanding about possible career choices were increased; in the next few weeks you will have to make up your mind as to which route and which subjects would be suitable for you.

In this Booklet you will find:

- information telling you about the various examination subjects and levels we are able to offer in L6 and U6;
- other subjects and courses which will broaden and enrich your curriculum;
- and some helpful advice and guidance about how to choose.

SOME 'DO's' and 'DO NOT's'

DO:

- Read through the Booklet carefully and discuss with your parents, teachers, Careers' staff and friends. If there are areas which you do not understand, please contact us and we will offer as much help as we can.
- Choose subjects that you enjoy and in which you have had some success.

BE CAREFUL!

Choosing a subject that fits your idea of a 'glamorous' career may be dangerous; it may be a subject which you find difficult and in which you are not really interested. If this particular subject is a requirement for the career you think you might like, then that career is possibly not the best choice for you.

DO NOT:

Choose subjects because your friends are choosing them or because you think you may have a particular teacher for that subject.

REMEMBER:

YOU are the person who will have to do the studying and NOT anyone else! The decisions you are about to make are important; please choose with care.

## SIXTH FORM CURRICULUM, 2020 – 2022

### BACKGROUND

Following the review of post-16 provision (in N Ireland by CCEA and the Department of Education), a **Qualifications' Framework** has now been developed in order to clarify the different options available to young people.

The following is a summary :

<b>LEVELS OF ATTAINMENT</b>	<b>GENERAL QUALIFICATION</b>	<b>GENERAL VOCATIONAL QUALIFICATIONS</b>	<b>OCCUPATIONAL QUALIFICATIONS</b>
<b>HIGHER LEVELS 4 and 5</b>	FURTHER and HIGHER EDUCATION / TRAINING / EMPLOYMENT		
<b>LEVEL 3 ADVANCED</b>	GCE 'A' and 'AS'	APPLIED GCE 'A' and 'AS'	NVQ 3
<b>LEVEL 2 INTERMEDIATE</b>	GCSE Grades A* - C	APPLIED GCSE Grades A* - C	NVQ 2
<b>LEVEL 1 FOUNDATION</b>	GCSE Grades D - G	APPLIED GCSE Grades D - G	NVQ 1

## INTRODUCTION

The range of qualifications provided by Kilkeel High School for the Sixth Form has been developed to :

- a. allow you to choose programmes which meet your needs and gain credit for your achievements;
- b. ensure that the qualifications offered to you are worthwhile and valued;
- c. enable you, where desirable and appropriate, to mix and match different types of qualifications;
- d. encourage you to achieve qualifications in Key Skills;
- e. **offer clear progression routes into further and higher education, training and employment.**  
(Sixth Form is not just to prepare you for college/university; it is to encourage you to take your qualifications as far as possible!)

Increased breadth of curriculum is advised for all students. This will involve:

- (a) studying a wider range of subjects;
- (b) increasing the range and types of qualifications which you obtain;
- (c) developing competence in Key Skill areas;
- (d) continuing to participate in the school's Enrichment Programme;
- (e) having access to high quality careers' advice.

### How does study at Advanced level differ from GCSE?

- At GCSE, students study 9 / 10 subjects.
- At Advanced level, students study 3/4 subjects, but to much greater depth.
- At A level students, are expected to study for approximately 3 hours a night, 5 nights a week.
- At A level students are expected to take more responsibility for their own work and use Private Study wisely.
- At A level students are expected to apply understanding, to analyse and evaluate. To develop these skills students will need to undertake independent study (e.g. extra questions and/or background reading).

## L6 CURRICULUM, 2020 - 2022

### 'A' and 'AS' GCE subjects offered :

ART and DESIGN  
BIOLOGY  
APPLIED BUSINESS  
CHEMISTRY  
DIGITAL TECHNOLOGIES  
ENGLISH LITERATURE  
FRENCH  
GEOGRAPHY  
\*HEALTH and SOCIAL CARE

HISTORY  
MATHEMATICS  
\*MOVING IMAGE ARTS  
NUTRITION AND FOOD SCIENCE  
\*PERFORMING ARTS  
PHYSICS  
\*PSYCHOLOGY  
RELIGIOUS STUDIES  
TECHNOLOGY and DESIGN

### **A Level Equivalent subjects**

PE – SPORT (BTEC = 1 x AS/A level)  
\*ENGINEERING (BTEC = 1 x AS/A Level)  
\* MUSIC TECHNOLOGY (BTEC = 1 x AS/A Level)

\* Subjects offered in conjunction with St Louis GS

We have organised a Sixth Form Information Afternoon (Wednesday, 19<sup>th</sup> March, 2.00 – 3.00) when staff will be available to give advice on subjects, etc. Year 12 students will then have a final opportunity to select their FOUR subjects in order of preference and these will be arranged and time-tabled in Option Blocks ready for the August interviews. At that point students will have their GCSE results and will make their choices from the Option blocks time-tabled.

**Parents are welcome to attend.**

Please have this booklet with you.

### **PLEASE NOTE:**

*As the school is obliged to run all courses in a cost-effective manner, it may be necessary to change the above offer if there is insufficient uptake.*

## ***ENRICHMENT PROGRAMME***

An important aspect of post-16 curriculum provision here in Killeel High School has always been the range of enrichment studies which we have offered. Such programmes play a significant part in the general educational, personal and vocational development of our young people. They also provide valuable opportunities for our students to gather evidence for competence in Key Skills, particularly 'Working with Others' and 'Improving own Learning and Performance'.

The following subjects/areas will be available :

Physical Education and Games;  
Personal, Social and Health Education;  
Careers' Education;  
Peer Tutoring;  
PSNI Traffic Branch Presentation;  
Volunteering Opportunities;

## **ENTRY REQUIREMENTS**

### **GCE 'A' and 'AS' courses**

**FIVE or more GCSE passes at Grades A\* - C** are required as a **minimum** with **at least** a Grade C in the chosen Sixth-Form subjects (**Grades A\*, A and B will always provide a much better base for 'A' and 'AS' level studies.**)

### **Applied 'A' courses (Advanced GCE)**

**FOUR GCSE passes at Grades A\* - C**, including as far as possible **English** and **Mathematics**, are required.

The above are general guidelines. Those students who opt for a combination of GCE 'A' / 'AS' and Applied 'A' subjects will be required to have achieved the five or more GCSE passes at Grades A\* - C.

## **ACTION NOW REQUIRED**

Students should study this booklet, paying particular attention to the subject descriptions and requirements, and, in consultation with Careers' staff, subject teachers and parents, make their own informed choices.

**In L6, four subjects**, one from each of four of the five Option Choices, **should be chosen**, leading to 'AS' qualifications or equivalent at the end of the year.

**In U6, only three of these subjects should be continued**, leading to the full 'A' qualification in these subjects.

### **N.B.**

- (i) If a student hopes to follow mainly an Applied (Vocational) route, e.g. choosing both Information Technology and Business, he/she may opt for only **one** other subject (to 'AS' and 'A' levels).
- (ii) Students with lower GCSE results (mainly Grade C) may opt to follow only **three** subjects in the L6 year (to 'AS' level).
- (iii) The COPE qualification may be taken in lieu of a fourth subject.

**GCSE results will be taken into consideration as well as aspirations for the future when decisions about individual subject choices are being made during the August interviews for Sixth Form entry.**

**It is essential that the student opts to follow a post-16 programme commensurate with his/her own individual ability.**

---

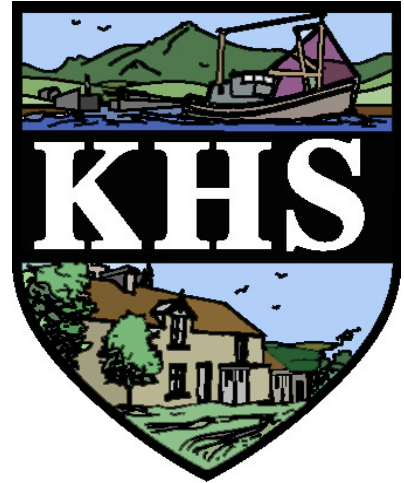
***As always, ALL students wishing to return to school for Sixth Form studies MUST be willing to adhere to the school's rules on behaviour, attendance, appearance and dress!***

---

### **EDUCATIONAL MAINTENANCE ALLOWANCES**

**Sixth-Form students may apply for these allowances  
(up to £30 per week) + bonuses (2 x £100 each year)**

**Kilkeel  
High  
School**



# **CAREERS' ADVICE**

*Creating Opportunity ~ Realising Potential ~ Developing Individuals*



## **HOW DO I CHOOSE MY SUBJECTS FOR 'A' AND 'AS'?**

### **ADVICE:**

When choosing your subjects for 'A' and 'AS' levels, you should use EXACTLY the same criteria as you did when you were choosing your subjects for GCSE i.e.

#### **1. CHOOSE SUBJECTS WHICH YOU LIKE**

You will be studying a small number of subjects in considerable depth: therefore, it is only sensible to choose subjects which you will enjoy.

#### **2. CHOOSE SUBJECTS WHICH YOU ARE GOOD AT**

Your GCSE results will provide a good guide, but you should also take into account your performance over the previous five years. In general, you should have achieved a high grade in GCSE in those subjects which you would wish to choose – minimum is a 'C'; better if it is a 'B', or even an 'A'!

#### **3. FIND OUT WHAT STUDYING THE SUBJECT REALLY INVOLVES**

There can be big differences between a GCSE and A level. Look carefully at the syllabus, even if it's a subject you have already studied, and look at the way it's taught and assessed. With new subjects check out whether they share any similarities with other subjects, or with extra curricular activities you currently like. Try to talk to year 13/14 students about their experiences.

#### **4. CHECK YOUR COMBINATION OF SUBJECTS**

Ensure that the combination of subjects you choose meets the requirements of any careers or courses that you are considering. You can do this and still keep your options open - very few careers or courses specify more than one or two subjects within their overall requirements.

#### **5. CHECK OUT WHETHER THE SYLLABUS PLAYS TO YOUR STRENGTHS**

If examinations are your forte, for example, a predominantly coursework based A level might not be a good option. Talk to your current teachers for an honest, informed assessment of your potential in individual subjects.

#### **6. CHOOSE SUBJECTS WHICH YOU WILL NEED FOR YOUR CAREER**

If you know what you want to do there is no problem. If you have not yet decided on a career, you should try to keep your options open. On the sheet overleaf, the most common careers are mentioned in relation to subjects needed; if you are interested in other careers or if you need more guidance, please speak to the Careers' teachers or the Careers' Officer.

## WHAT'S ESSENTIAL? WHAT'S PREFERRED? WHAT'S USEFUL?

Bear in mind that some careers and courses need particular 'A' levels.

- Engineering/Technology requires Maths and Physics.
- Medicine requires Chemistry, plus at least one other Science - preferably Biology.
- Health care professions such as physiotherapy look for Biology.
- For many degrees like English, French, Maths you will normally need an A level in this subject.
- For others like Law, Psychology, or Economics, no prior knowledge is required, though it's useful to study a similar subject to show your aptitudes and interest.
- For many careers or courses, no subjects are specifically required but there are a number that could be useful.
- Vocationally linked 'A' levels in subjects like Business Studies are not required for careers or courses in that area, but can be a useful way of testing out and demonstrating an interest without totally committing yourself to one occupational area.

## USEFUL WEBSITES

Check out the prospectus on the following sites.

- Queen's University, Belfast - [www.qub.ac.uk](http://www.qub.ac.uk)
- University of Ulster – [www.ulster.ac.uk](http://www.ulster.ac.uk)
- Stranmillis University College – [www.stran.ac.uk](http://www.stran.ac.uk)
- Agricultural College (Greenmount and Loughry.)- [www.cafre.ac.uk](http://www.cafre.ac.uk)
- Southern Regional College (Newry Tech)– [www.src.ac.uk](http://www.src.ac.uk)
- South Eastern Regional College (East Down Institute)– [www.serc.ac.uk](http://www.serc.ac.uk)
- Good advice can be found at [www.careersserviceni.com](http://www.careersserviceni.com)

## WHAT IS THE RUSSELL GROUP? WHAT ARE FACILITATING SUBJECTS?

The Russell Group is a collection of 24 British public universities which are committed to the highest standards of academic excellence in both teaching and research. Queen's University, Belfast is a member of the Russell Group. The Russell Group has published Informed Choices, a guide for students making decisions about their education after the age of 16 (<http://www.russellgroup.org/InformedChoices-latest.pdf>).

Some courses at universities require applicants to have studied certain subjects already, so you should be clear how your choices at school and college may close off certain subjects at university. Within Informed Choices they list subjects that are usually considered by universities to be helpful and/or required at A-level for particular courses. Some A-Level subjects are more frequently required for entry to degree courses than others. They call these subjects '**facilitating**' because choosing them at advanced level leaves open a wide range of options for university study.

A GUIDE TO NI UNIVERSITY COURSES

QUEEN'S UNIVERSITY, BELFAST

QUB COURSE	GCSE Requirements	A LEVEL Requirements	2019 TARIFF
Medicine/Dentistry	All science subjects are recommended	Chemistry, plus at least one from Biology, Maths, Physics. If Biology is not offered at A2, it must be an AS	AAA + A (AS)
Pharmacy/ Pharmaceutical Sciences	Biology	Chemistry, plus at least one from Biology, Maths or Physics. If Biology is not offered at A2, it is preferred at AS	AAB - BBB
Engineering (all disciplines)	Mathematics, Physics	Maths and one science subject (Physics preferred)	AAB-BBB (depending on type)
Architecture	Maths, a broad spread of scientific, creative and language-based subjects is desirable	No specific subjects. If you do not offer Art at GCSE or A level, you may be invited for a portfolio interview	AAB
Structural Engineering with Architecture	Physics (Grade B)	Maths and at least one from Biology, Chemistry, Geography, ICT, Physics or Software Systems Development	AAB
Actuarial Science	English, Maths (B)	Maths	A*AA or AAA+ A (AS)
Agricultural Technology	Maths, Chemistry (if not offered at A level)	Biology or Chemistry	ABB - BBB
Chemistry	Maths, Chemistry and another science	Chemistry and a Science	BBB
Computing and Information Technology	Maths	Maths or Science preferred but not essential	ABB or BBB (with Mathematics/ Science A level)
Computer Science	Maths	Mathematics or Software Systems Development (preferred). If not a Science may be offered	BBB ABB (with a science)
Finance	Maths (B)	Maths	ABB

QUB COURSE	GCSE requirements	A LEVEL requirements	2019 TARIFF
Human Biology	Biology, Chemistry, Maths	Biology and Chemistry	ABB
Physics	Mathematics, Physics	Maths and Physics	BBB
Food Quality, Safety and Nutrition/Food Science and Food Security	Biology, Chemistry, Mathematics	Biology or Chemistry (preferably both)	ABB-BBB
Linguistics	English	English	ABB
Marine Biology	Biology, Chemistry, Mathematics	Biology	BBB
Nursing	English, Maths, one science	One Science preferred but not compulsory	BBC (where a science is not offered)/BCC
Software Engineering	Maths	Mathematics (preferred) or Chemistry, Physics, Technology, Software/Computing	BBB (with A level Mathematics) ABB (with Chemistry, Physics or Technology)
Product Design Engineering	Physics (C) for those not offering A level Physics	Maths and one subject from Science (Physics preferred), Further Mathematics or Technology	BBB
Zoology	Maths, Chemistry	Biology, Geography, Maths, Physics – Chemistry beyond GCSE is preferable but not essential	BBB
Environmental Biology/Biological Sciences/Biochemistry	Maths, Chemistry	Biology, Geography, Maths, Physics – Chemistry beyond GCSE is preferable but not essential	BBB

**UNIVERSITY OF ULSTER**

<b>UU COURSE</b>	<b>GCSE Requirements</b>	<b>A LEVEL Requirements</b>	<b>2019 TARIFF</b>
Accounting	Maths (min B)	Mathematics (preferred)	AAB-ABB (without A level Maths) ABB-BBB (with A level Maths)
Animation		Art and Design or Technology	BCC-BBB
Architectural Technology and Management		To include one from Maths/Chemistry/Biology/Physics/Technology	BBC
Architecture	Art and Physics		BBB
Biomedical Engineering	Chemistry, Biology and Physics	To include one from Physics/ Maths/ Chemistry/Technology / Biology	BBB
Biomedical Sciences	Chemistry	Two Science subjects (see prospectus for details)	BBB
Construction Engineering and Management	Mathematics and Physics	To include one from Maths/ Physics/Technology/ Chemistry/ ICT/ Business Studies/ Geography	BBB
Civil Engineering	Physics B for those who have not offered A level Physics	Maths and one from Physics/Technology/ Chemistry/ Biology/ Geography	BBB
Computer Engineering	Maths	One from Physics, Mathematics, Chemistry, Technology and Design	BBB
Computer Science	Maths	Applicants with one of the following will receive an offer for lower grades: Mathematics, Physics, Chemistry	BBB



UU COURSE	GCSE Requirements	A LEVEL Requirements	2019 TARIFF
Dietetics	Maths and Chemistry	Two Science subjects from Chemistry/Physics/Maths/ Biology/HE (Chemistry preferred)	BBB
Electronic Engineering	Maths (Grade A if Technology only offered at A level)	Maths or one from Physics/Chemistry/Technology	BBB
Engineering (all disciplines)/ Energy	Maths (Grade A if Technology only offered at A level)	Maths or one from Physics/Chemistry/Biology/Technology	BBB
Environmental Health	Mathematics	Grade A in one of the following: Mathematics, Physics, Geography, Chemistry, Biology or Home Economics	ABC
Environmental Science/Studies	Maths	Two Science subjects (Geography/ICT/PE/HE counted as Science subjects)	BCC-CCD
Food and Nutrition		At least one science subject (HE/Maths/Geography/Biology/ICT counted as Science subjects)	CCC
Health Physiology	Maths and Physics	Grade B in one of the following: Biology, Chemistry, Mathematics or Physics	BBC
Human Nutrition		Two science subjects [see prospectus for details]	BCC
Information Technologies	Maths	Applicants with one of the following will receive an offer for lower grades: Mathematics, Physics, Chemistry	BBB
Nursing (Adult)	Maths and minimum of Single Award Sci.	No specific subjects	BBC

UU COURSE	GCSE Requirements	A LEVEL Requirements	2019 TARIFF
Optometry		Two science subjects (A grade) from Biology/Chemistry/Physics/Maths	AAB
Pharmacy	Chemistry	Chemistry and one from Maths/ Biology/ Physics	AAB
Sport, Physical Activity and Health	Maths and a Science	One of Biology, Chemistry, Mathematics, Psychology or Sports Studies	BBC-BBB
Physiotherapy /Podiatry		Minimum of one Science or Maths	BBB
Radiography/ Radiotherapy	Maths, Physics and Biology or Chemistry	One subject from Physics, Mathematics, Chemistry or Biology	BBB
Speech and Language Therapy	At least one science	One subject from English/Maths/one Science/one Modern Foreign Language/Geography/ Psychology/Health and Social Care	BBB
Sport and Exercise Sciences	At least one science	To include an A grade from Biology/Chemistry/Maths/Sports Studies/Physics/ Psychology	AAB
Sports Coaching		Maths and one science	NA
Stratified Medicine	Maths and Biology	Two Science subjects – see Prospectus for further details	BBB
Technology with Design		To include one from Maths/Physics/Chemistry/ Biology/Technology	BBB

**THE FOLLOWING COURSES WILL REQUIRE AN A LEVEL IN THE SUBJECT SPECIFIED:**  
 Geography/English/French/History etc.

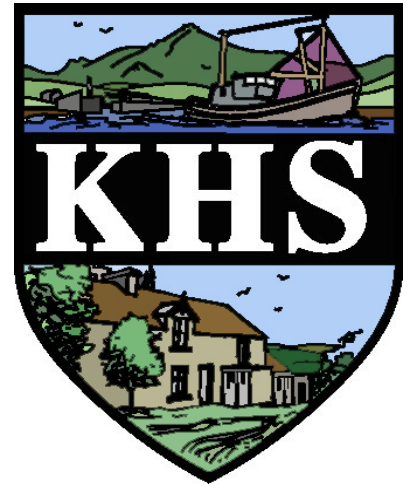
**THE FOLLOWING COURSES HAVE NO SPECIFIC A LEVEL REQUIREMENTS:**  
 Law/Building Surveying/Social Work/Psychology/Business Management/Business Studies/Media Studies/Journalism/Consumer Studies/Occupational Therapy/Criminology/ Hotel and Tourism/Marketing/Sociology/Economics/Human Resources/Leisure and Events Management

**STRANMILLIS UNIVERSITY COLLEGE**

<b>COURSE</b>	<b>GCSE requirements</b>	<b>A LEVEL requirements</b>	<b>2019 TARIFF</b>
BEd (Hons) Primary	Minimum C in Maths, English and Science	At least one subject from the list: Art, English, Geography, History, Maths, Music, Physical Education, Religious Studies, Science	AAB
BEd (Hons) Post-Primary Business and Enterprise	Minimum C in English and Maths	Business Studies	BBC
BEd (Hons) Post-Primary Mathematics and Science	Minimum C in Maths, English and B in Science	Maths and Physics or Chemistry and Biology	BCC
BEd (Hons) Post-Primary Religious Studies	Minimum C in English and Maths	Religious Studies	ABB
BEd (Hons) Post-Primary Technology and Design	Minimum C in English and Maths	Technology or Art or Physics	BCC
BA (Hons) Early Childhood Studies	Minimum C in English and Maths	Curriculum subjects or Psychology or Health and Social Care	BBB
BSc (Hons) Physical Activity and Sport	Minimum C in Maths, English and Science	Sports Studies/Biology/HE	BCC



**Kilkeel  
High  
School**



# **MAIN STUDIES**

**GCE 'A' and 'AS'**

**APPLIED GCE & BTec**

*Creating Opportunity ~ Realising Potential ~ Developing Individuals*

# GCE ART

## Overview

The study of Art and Design nourishes, enhances and celebrates students' creative, intellectual and artistic abilities. CCEA's new GCE Art and Design course builds on the art, craft and design experiences gained by students who followed GCSE Art and Design or other similar qualifications. The **AS** (Advanced Subsidiary)/**A2** structure of this GCE means you can study for the **AS** Level award, completing units AS 1 and AS 2 and then decide if you wish to continue to **A2** Level where you will complete the two additional units: A2 1 and A2 2. This will lead to an award for the **full Advanced GCE**.

**The new specification (for first teaching in Sep. 2016) includes the following options:**

- Art, Craft and Design – Combined Studies <sup>[1]</sup><sub>[SEP]</sub>
- Photography and Lens-Based Media <sup>[1]</sup><sub>[SEP]</sub>
- Three-Dimensional Design
- Textiles <sup>[1]</sup><sub>[SEP]</sub>



### Q. Why study GCE Art and Design?

The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in a creative-industries- related field.

This specification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art, craft and design disciplines. It prepares students for further study in art and design or in a related field.

This qualification is designed to promote and reward:

- independent learning; <sup>[1]</sup><sub>[SEP]</sub>
- personal development and <sup>[1]</sup><sub>[SEP]</sub> motivation; <sup>[1]</sup><sub>[SEP]</sub>
- the ability to make creative <sup>[1]</sup><sub>[SEP]</sub> connections, find alternative approaches and take risks in creating art and design work; and <sup>[1]</sup><sub>[SEP]</sub>
- aesthetic awareness and intellectual capabilities. <sup>[1]</sup><sub>[SEP]</sub>

Art and Design encourages students to make personal connections, explore their identity, and develop their philosophical and spiritual understanding. <sup>[1]</sup><sub>[SEP]</sub> The study of Art and Design has an inherent capacity to develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem solving, resourcefulness, resilience, imagination, empathy, and innovation. Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification. <sup>[1]</sup><sub>[SEP]</sub>

### Q. What do I need to take this course?

The course is designed to promote continuity and progression from the study of Art and Design at GCSE level and other similar art and design qualifications. The AS level builds on but does not depend upon the knowledge, understanding and skills developed at GCSE level. The GCE builds upon the knowledge, understanding and skills developed at AS.

## Examination Board

- CCEA

## AS Level

Unit	Content	Assessment
<b>AS 1 Experimental Portfolio</b>	<p>This unit provides an opportunity for students to develop creative, investigative, experimental, practical, technical and expressive skills; aesthetic understanding; and contextual and critical knowledge. It is designed to give students space to be creative and learn through visual enquiry without the burden of a specified outcome.</p> <p>Students develop, explore and record ideas.</p> <p>Students base their portfolio on a theme that CCEA issue in a stimulus paper at the beginning of the AS course.</p>	<ul style="list-style-type: none"> <li>○ 50% of AS</li> <li>○ 20% of A level</li> </ul>

	<p>The following assessment objectives apply to this unit:</p> <ul style="list-style-type: none"> <li>• AO1 – Knowledge and understanding;</li> <li>• AO2 – Creative process; and <sup>[1]</sup><sub>SEP</sub></li> <li>• AO3 – Skills.</li> </ul> <p>No final outcome.</p>	
<b>AS 2 Personal Response</b>	<p>In this unit, students respond a theme that CCEA issue in a stimulus paper at the beginning of the AS course. It includes developmental work and an outcome that stems from the research and exploratory work completed for Unit AS 1.</p> <p>All four assessment objectives are assessed in this unit, but Assessment Objective 4 (Outcome) is weighted more heavily than the other three assessment objectives.</p>	<ul style="list-style-type: none"> <li>○ 50% of AS</li> <li>○ 20% of A level</li> </ul>
<b>A2 Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
<b>A2 1 Personal and Critical Investigation</b>	<p>This unit includes both practical and written investigations and the use of theoretical research. Students demonstrate understanding through integrated practical and written forms. The following assessment objectives apply to this unit:</p> <ul style="list-style-type: none"> <li>• AO1 – Knowledge and understanding;</li> <li>• AO2 – Creative process; and <sup>[1]</sup><sub>SEP</sub></li> <li>• AO3 – Skills.</li> </ul> <p>Written investigation 1000–3000 words – externally assessed 20% of A2 12% of A level</p> <p>Teachers assess the practical investigation, and CCEA moderate the results.40% of A2 24% of A level</p> <p>Written and practical work inform each other and are integrated, but are marked separately. No final outcome.</p>	<ul style="list-style-type: none"> <li>○ 60% of A2</li> <li>○ 36% of A level</li> </ul>
<b>A2 2 Thematic Outcome</b>	<p>In this unit, students respond to a theme that CCEA issue in a stimulus paper at the beginning of the A2 course. This unit includes developmental work and an outcome which stems from the personal investigation completed for Unit A2 1.</p> <p>Teachers assess students’ work, and CCEA moderate the results.</p> <p>All four assessment objectives are assessed in this unit, but Assessment Objective 4 (Outcome) is weighted more heavily than the other three assessment objectives.</p>	<ul style="list-style-type: none"> <li>○ 40% of A2</li> <li>○ 24 % of A level</li> </ul>
<b>Careers</b>		
<p>Animator, Architect, Careers in Art Galleries/Museums, Art Therapist, Display/Window Dresser, Exhibition Designer, Fashion Designer, Fine Artist, Florist, Furniture Designer, Graphic Designer, Hairdresser, Illustrator, Interior Designer, Landscape Designer, Make-up Artist, Packaging Designer, Painter &amp; Decorator, Photographer, Costume/Set Designer, Art &amp; Design Teacher, Careers in Advertising, Model Maker, Jewellery Maker, Web Author/Designer, Nursery School/Early Years Teacher, Sign Writer, Traditional Crafts Worker, Special/Visual Effects Designer Textile Designer, Cartoonist, Cabinet Maker, TV/Film Director, App Designer and more.</p>		

## GCE BIOLOGY (A Russell Group facilitating subject)

<b>Overview</b>		
The course encourages you to develop skills alongside understanding of concepts and principles in Biology and the thinking skills needed for the use of these in new and changing situations. It emphasises the way in which scientists work and the contributions of science to modern society and the economy. You are also encouraged to recognise the responsible use of Biology in society.		
<b>Examination Board</b>		
○ CCEA <a href="http://www.ccea.org.uk/biology">www.ccea.org.uk/biology</a>		
<b>AS Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
AS 1: Molecules and Cells	This unit deals with molecules, enzymes, viruses, cells, cell physiology, continuity of cells, and tissues and organs.	○ 37.5% of AS 15% of the total A level marks
AS 2: Organisms and Biodiversity	This unit covers transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity with an emphasis on local contexts.	○ 37.5% of AS 15% of the total A level marks
AS 3: Practical Skills in AS Biology	External written examination assessing practical skills - 1 hour and internal practical assessment. Students should submit at least seven practical tasks listed in the syllabus.	○ 25% of total AS marks 10% of total A-level marks
<b>A2 Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
A2 1: Physiology, Co-ordination and Control and Ecosystems	This unit covers homeostasis including the kidney and excretion, immunity, co-ordination and control in plants and animals, and ecosystems.	○ 24% of the total A-level marks
A2 2: Biochemistry, Genetics and Evolutionary Trends	This unit covers the biochemical processes of respiration and photosynthesis. Students explore genetics on a number of levels. Students also learn about a variety of phyla in the plant and animal kingdoms.	○ 24% of the total A-level marks
A2 3: Practical Skills in AS Biology	This unit includes a series of required practical tasks and a 1 hour 15 minute written examination assessing practical skills. Students should submit at least five of the practical tasks listed in the syllabus.	○ 12% of the total A-level marks
<b>Careers</b>		
Biochemist, Biology Teacher, Botanist, Dietician, Optometrist, Doctor, Ecologist, Environmental Health Officer, Environmental Scientist, Health Care Assistant, Careers in Horticulture, Laboratory Technician, Landscape Architect, Marine Biologist, Microbiologist, Careers in the Ambulance Service, Nutritionist, Pathologist, Pharmacist, Physiotherapist, Radiographer, Veterinary Nurse, Veterinary Surgeon, Zoo Keeper, Zoologist, Biologist, Biotechnologist, Beauty Therapist Nurse, Careers in Forestry, Careers in Agriculture, Oceanographer.		

## EXTENDED CERTIFICATE IN APPLIED BUSINESS

### Overview

A-level (Level 3) Extended Certificate in Applied Business helps you to develop knowledge and understanding of the practices and techniques used within marketing, finance, operations management, human resource management and the links between them. It helps you develop knowledge of the processes, attractions and risks of setting up an enterprise; the relationship between the business and the changing external environment social and ethical issues. The specification also encourages you to contribute to the development of the skills required for success as an entrepreneur, manager or employee; apply numerical and written business techniques to a variety of business contexts; explore business problems and learn to identify possible solutions.

### Examination Board

- AQA

### AS Level

Unit	Content	Assessment
1 – Financial Planning and Analysis	In this exam unit, you will get the opportunity to investigate how a business controls and monitors its finances. The emphasis is on management accounting to aid decision-making and the effective management, motivation and development of staff.	<ul style="list-style-type: none"> <li>○ Portfolio</li> <li>○ 33.3% of final AS mark</li> </ul>
2 – Business Dynamics	In this portfolio assessed unit, you will investigate a case study of a large multi-national company. The emphasis is on a detailed report highlighting the business structure, functions, business opportunities and SWOT analysis.	<ul style="list-style-type: none"> <li>○ Portfolio</li> <li>○ 33.3% of final AS mark</li> </ul>
3 – Entrepreneurial Opportunities	In this externally assessed unit, you will investigate the entrepreneurial characteristics needed to succeed in business. Using a given case study, you will use your entrepreneurial skills to identify a gap in the market in order to make the idea a success.	<ul style="list-style-type: none"> <li>○ External Exam</li> <li>○ 33.3% of final AS mark</li> <li>○ 1 ½ hour paper</li> </ul>

### AS Level

Unit	Content	Assessment
4 – Managing and Leading People	In this unit, you will explore how organisations, operating in a changing environment, use managers and employees to meet objectives. You will look at leadership and how managers and employees work together.	<ul style="list-style-type: none"> <li>○ External Exam</li> <li>○ 33.3% of final AS mark</li> <li>○ 1 ½ hour paper</li> </ul>
5 -Developing a Business Proposal	In this unit will select a business idea and develop your proposal. You will outline the marketing, financial, operations and human resources of your idea. You will evaluate how to raise capital and assess the viability of your business idea.	<ul style="list-style-type: none"> <li>○ Portfolio</li> <li>○ 33.3% of final AS mark</li> </ul>
8 - Marketing Communications	- Pupils will explore the most effective ways of marketing their business which they have planned in Unit 5. This will include designing and analysing market research and promotional methods aimed at their chosen target market.	<ul style="list-style-type: none"> <li>○ Portfolio</li> <li>○ 33.3% of final AS mark</li> </ul>

### Careers

Accountant, Actuary, Administrative Assistant, Careers in Advertising, Bank Manager/Officer, Building Society Manager/Clerk, Business Manager, Distribution/Logistics, Administrator, Economist, Careers in Insurance, Investment Analyst, Local Government, Clerical Officer/Assistant, Local Environment Manager, Market Researcher, Careers in Marketing, Retail Manager, Financial Adviser, Civil Service Administrative, Civil Service Executive Officer, Hotel Manager, Quantity Surveyor, Management Consultant, Systems Analyst, Human Resources Officer, Business Development Adviser, TV/Film/Video Producer, Theatre Manager, Buyer/Purchasing Officer, Credit Manager/Controller, Charities Fundraiser/Appeals Manager, Company/Chartered Secretary.

## GCE CHEMISTRY (A Russell Group facilitating subject)

Overview		
Chemistry at A level will follow the CCEA specification. Further information on Chemistry at A level can be viewed on the CCEA website: <a href="http://www.ccea.org.uk">www.ccea.org.uk</a> .		
Chemistry is the study of the elements and the compounds they form. The spiritual, moral, ethical, social and cultural issues which arise from this study will provide the opportunity for students to discuss and analyse the contribution of Chemistry to society. This will involve a critical appraisal of the use of finite resources, the way in which they are used, and the development of global responsibility for ethical use of advances in Chemistry. The Key Skill of Communication can be used to explore these issues.		
Examination Board		
○ CCEA		
AS Level		
Unit	Content	Assessment
AS 1: Basic Concepts in Physical and Inorganic Chemistry	Formulae, equations and amounts of a substance; Atomic structure; Bonding and structure; Shapes of molecules and ions; Intermolecular forces; Redox ; The Periodic Table; Group V11 (fluorine, chlorine, bromine and iodine); Titrations	○ 35% of AS ○ 17.5% of A level
AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	Formulae and amounts of a substance; Nomenclature and isomerism in organic compounds; Hydrocarbons – alkanes; Hydrocarbons – alkenes; Halogenoalkanes; Alcohols; Infra-red spectroscopy; Energetics; Equilibrium; Kinetics; Group II elements and their compounds (Mg to Ba); Qualitative analysis	○ 35% of AS ○ 17.5% of A level
AS 3: Internal Assessment	In this section you will be carrying out practicals, recording results and analysing your findings.	○ 30% of AS ○ 15% of A level
A2 Level		
Unit	Content	Assessment
A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry	Lattice enthalpy; Enthalpy, entropy and free energy; Kinetics; Equilibrium (including principles from Unit 2); Acid-base equilibria; Isomerism (incorporates examples from Unit 2); Aldehydes and ketones; Carboxylic acids ; Esters, fats and oils; Periodic trends; Environmental chemistry (simple treatment only)	○ 20% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry	Mass spectrometry; Nuclear magnetic resonance spectroscopy; Volumetric analysis; Colorimetry; Chromatography; General properties; Complexes; Oxidation states; Catalytic behaviour; Applications of transition metal complexes; Electrode potentials; Arenes; Amines; Amides; Amino acids; Polymer chemistry	○ 20% of A level
AS 6: Internal Assessment	This involves practical work at a more advanced level than last year.	○ 10% of A level
Careers		
Agricultural Scientist, Chemist, Biochemist, Environmental Health Officer, Scenes of Crimes Officer, Biotechnologist, Pharmacist, Pharmacologist, Pharmacy Technician, Forensic Scientist, Industrial Chemist, Materials Scientist, Oceanographer, Dentist, Medicine, Nature Conservationist, Animal Technician, Metallurgist, Scientific Archaeologist, and many more.		

# GCE DIGITAL TECHNOLOGY

Overview		
The GCE Digital Technology specification: <ul style="list-style-type: none"> <li>○ is made up of a combination of AS and A2 Units;</li> <li>○ enable progression to study at further and higher education level, training and employment;</li> <li>○ enable candidates to apply their knowledge in realistic ICT and Computing contexts;</li> <li>○ emphasise the development of the transferable skills necessary in a changing and dynamic working environment.</li> </ul>		
Examination Board		
<ul style="list-style-type: none"> <li>○ CCEA</li> </ul>		
AS Level		
Unit	Content	Assessment
1 - Approaches to System Development	In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. The content of this unit underpins the learning that will take place in each of the three subsequent units. Key terms such as software crisis, systems analyst, fact finding techniques, DFD's, test plans, changeovers, RAD, Agile etc. use of Programming environments will be necessary for understanding and practice.	External written examination 1hr 30 mins  50% of AS 20% of A level
2 - Fundamentals of Digital Technology	In this unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface. Along with Unit AS 1, the content of this unit will provide a foundation for progression to A2.  The core theory of Computing will be covered from Bits and Bytes, Bit Addition, 2s Complement, Modulus 11, I/O controllers, Open versus Closed Source software, CSS, SSL and HTTPs.	External written examination 1hr 30 mins  50% of AS 20% of A level
A2 Level		
Unit	Content	Assessment
1 - Information Systems	In this unit students learn to extend your previous knowledge from the AS in Fundamental Technologies and learn about the additional areas of Computing such as networks and their protocols, technologies used such as repeaters and how they work. The purpose and use of MAC and IP addressed. How Collision detection works and its importance in a network system. The areas of transmission will be focused, how information is transmitted, checked and error detections applied or corrected. The use of databases is a key element in this section of learning and focuses on Normalisation of data to 3 <sup>rd</sup> Normal form and also takes into account the use of Entity Relationship Diagrams, DFD's and SQL language. The investigation into Artificial intelligence and the current developments available in Japan and the US at present. The understanding of Expert systems being used through the medical and business professions. The introduction of Cloud Technology and the implication from a legal perspective for all this technology in our lives.	External written examination 2hr 30 mins  40% of A level
2 - Application Development	In this unit students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client. Students apply their practical skills to produce a solution and associated detailed documentation for the client. They can adopt a range of approaches. You will be required to understand normalisation to third level, relational database structures, queries and the development of a relational database to implement a model. You will be required to design, implement, test and document solutions to given problems. You will be required to develop and apply project management skills to their work. You will be required to examine and apply standard ways of working in this context.	Portfolio  20% of final A2 mark
Careers		
Technical Manager, Information Technology Manager, Systems Development Manager, Computer Operator, Data Centre Manager, Network Manager, User Support Manager, Technical Support Manager, Project Manager, Systems Analyst, Business Analyst, Systems Developer/Programmer, Help Desk Supervisor, Help Desk Operator, Information Technology Trainer, PC Support Officer, User Support Analyst, Technical Support Officer, Database Administrator, Network and Communications Analyst, Network and Communications Support Officer, Programmer, Web Designer, Web Analyst, Graphic Designer, Software Engineer, Telecommunications Engineer, Sales Consultant, ICT Teacher/Lecturer, Systems Integrator, Network Administrator, Systems Operator		

## BTEC ENGINEERING

### Overview

The GCE in Engineering gives students an understanding of different areas of engineering, helping them to build and apply knowledge within a wide variety of engineering contexts.

The GCE in Engineering helps students to:

- understand the nature and demands of different areas of engineering
- develop an understanding of engineering technologies and the complex sub-groups that make up engineering and related industries
- apply their understanding of engineering and its practical and technological aspects, through project based study of engineering design, production, commissioning and maintenance.

The qualification has an AS/A2 structure. It can take the form of a Single Award AS GCE (3 units) or a Single Award Advanced GCE (6 units) Students design and manufacture engineering products at both AS and A2 level. They will also examine existing engineered products and investigate the role of the engineer in their design or manufacture. The A2 external assessment is based on three practical engineering activities for which Edexcel sets the brief. Students who successfully complete the qualification will be well equipped to move onto degrees, BTEC Higher National Diplomas or NVQs.

### Examination Board

- Edexcel

### AS Level

Unit	Content	Assessment
Unit 1 – Engineering Materials, Processes and Techniques	Students become familiar with a range of engineering materials and processes, and how these can be used to manufacture high quality finished products	○ Externally assessed
Unit 2 – The Role of the Engineer	Students investigate the role of a professional engineer responsible for the design or manufacture of an engineered product or service	○ Internally assessed
Unit 3 – Principles of Design, Planning and Prototyping	Students produce a design solution to a client brief and demonstrate its effectiveness through developing a prototype	○ Internally assessed

### A2 Level

Unit	Content	Assessment
Unit 4 – Applied Engineering Systems	Students look at ways in which a systems approach can be used to provide engineering solutions. Edexcel will set a brief asking students to complete three practical activities under controlled conditions. Teachers mark the work against the assessment criteria in the specification, and Edexcel sample-moderates the work	○ Externally assessed
Unit 5 – The Engineering Environment	Students learn how regulations and codes of practice affect the design and manufacture of engineering products or services	○ Internally assessed
Unit 6 – Applied Design, Planning and Prototyping	Students draw upon their newly-gained engineering expertise to design, develop and manufacture an engineering solution to a given client brief	○ Internally assessed

### Careers


Agricultural engineering technician, Auto electrician, Automotive engineer, Building services engineer, Cad technician, Civil engineer, Civil engineering technician, Cnc machinist, Design engineer, Domestic appliance service engineer, Electrical engineering technician, Marine engineer, Materials engineer, Materials technician, Measurement and control technician, Satellite systems technician, Steel erector, Welder, Wood machinist.



## GCE ENGLISH LITERATURE (A Russell Group facilitating subject)

Overview		
It is ill-advised to choose English Literature if you do not enjoy reading, not just the texts but also what the critics have written about the texts and the social/historical/cultural backgrounds of the texts!		
N.B. You need a Grade 'C' in GCSE English Literature to begin this course but you will find the work much easier with a 'B' or 'A' grade.		
Examination Board		
<ul style="list-style-type: none"> <li>o CCEA</li> </ul>		
AS Level		
Unit	Content	Assessment
AS 1 – Poetry and Drama	<p><b>Section A</b> - Poetry – Frost and Heaney - 1 hour Compare and contrast two poems by Robert Frost and Seamus Heaney.</p> <p><b>Section B</b> - Drama – <i>A Streetcar Named Desire</i>– Tennessee Williams – 1 hour</p>	<p>External Exam – 2 hours Closed book Answer one question from a choice of two. Analysis of dramatic methods and context 60% AS 24% A Level</p>
AS 2 - The Study of Prose Pre 1900	<i>Frankenstein</i> by Mary Shelley	<p>External Exam – 1 hour Closed book Answer one question 40% AS 16% A Level</p>
A2 Level		
Unit	Content	Assessment
A2 1 – Shakespearean Genres. Response to a Shakespeare play.	<i>King Lear</i> .	<p>External Exam – 1 hour 30 minutes Closed book 20% A Level</p>
A2 2 – The Study of Poetry Pre-1900  Unseen Poetry:	<p>Answer two questions: Section A – Chaucer</p> <p>Section B – Response to an unseen poem.</p>	<p>External Exam – 2 hours Closed book 20% A Level</p>
A2 3 – Internal Assessment Prose – Comparative study of two novels across a theme.	<p>Detailed study of two novels, one of which must be a twenty-first-century novel. Students explore a theme and analyse how writers shape meaning. They also explore the contexts in which each novel was written</p>	<p>Internal Assessment - 2500 word essay 20% A Level</p>
Careers		
Barrister, Solicitor, Actor, Copy Writer, Author/Writer, Journalist Editor, Book Publishing, Researcher, Secretary, Public Relations Officer, Script Writer, English Teacher, Technical Writer, Press Officer, Teacher of English as an Additional Language, Editorial Assistant, Personal Assistant, Web Author/Designer, Newspaper Editor, Newspaper Sub Editor, Librarian, Information Officer, Actor, Drama Teacher, Drama Therapist, Nursery School/Early Years Teacher, Primary School Teacher		

## GCE GEOGRAPHY (A Russell Group facilitating subject)

Overview		
<p>Through studying Geography at AS and A2 level, you will learn about</p> <ul style="list-style-type: none"> <li>• geographical concepts and processes;</li> <li>• interactions between people and their environment;</li> <li>• the challenges of sustainability; and</li> <li>• the importance of attitudes and values</li> </ul> <p>You will become aware of the important relationships between societies, economies, cultures and environments. You will also have the opportunity to relate what you have studied to the world around you.</p>		
Examination Board		
<ul style="list-style-type: none"> <li>○ CCEA ( <a href="http://www.ccea.org.uk">www.ccea.org.uk</a> )</li> </ul>		
AS Level		
Unit	Content	Assessment
1 - Physical Geography	This unit is concerned with physical processes and systems and the human interaction with them. You will investigate the fluvial environment, local and global ecosystems and the processes that shape weather and climate, all at a range of scales and variety of places.	<ul style="list-style-type: none"> <li>○ 1 hour 15 minute exam</li> <li>○ 40% of the AS marks</li> <li>○ 16% of the full A level marks.</li> </ul>
2 - Human Geography	This unit allows you to investigate how different human systems (including population, settlement and emerging markets) and relationships across our world change over space and through time, again within a variety of places and at a range of scales.	<ul style="list-style-type: none"> <li>○ 1 hour 15 minute exam</li> <li>○ 40% of the AS marks</li> <li>○ 16% of the full A level marks.</li> </ul>
3 – Fieldwork Skills and Techniques in Geography	Through fieldwork, you will be able to identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to enquiry in your geographical studies.	<ul style="list-style-type: none"> <li>○ 1 hour exam</li> <li>○ 20% of the AS marks</li> <li>○ 8% of the full A level marks</li> </ul>
A2 Level		
Unit	Content	Assessment
4 - Physical Processes, Landforms and Management	<p>There are 4 options available, of which you study and answer questions on two of them. These are -</p> <ul style="list-style-type: none"> <li>• Plate Tectonics – Theory and Outcomes – You will develop an understanding of the dynamic nature of crustal movements and related events. The processes of tectonic activity and the potential benefits and detrimental outcomes of natural hazards will be considered whilst you evaluate the effectiveness of their management.</li> <li>• Dynamic Coastal Environments – you will gain a deeper understanding of coastal systems and process and reflect on the potential changes to this environment with an evaluation of the effectiveness of management strategies.</li> </ul>	<ul style="list-style-type: none"> <li>○ 1 hour 30 minute exam</li> <li>○ 24% of the full A level marks.</li> </ul>

5 – Process and Issues in Human Geography	<p>There are 4 options available of which you study and answer questions on two of them. These are -</p> <ul style="list-style-type: none"> <li>• Cultural Geography – You will look at the influence of culture on landscape, the impact of migration and the geography of cyberspace.</li> <li>• Ethnic Diversity – You will investigate the processes that create and maintain ethnic diversity and how this can be involved in the causes and possible responses to conflict.</li> </ul>	<ul style="list-style-type: none"> <li>○ 1 hour 30 minute exam</li> <li>○ 24% of the full A level marks.</li> </ul>
6 – Decision Making in Geography	<p>This involves decision making skills in a real world scenario. You identify and analyse appropriate material, examine conflicting values and make and justify recommendations.</p>	<ul style="list-style-type: none"> <li>○ 1 hour 30 minute exam</li> <li>○ 12% of the full A level marks</li> </ul>

### Careers

Air Traffic Controller, Cartographer, Countryside Officer/Ranger, Geologist, Highways Engineer, Hydrographer, Surveyor, Land Manager, Landscape Architect, Oceanographer, Property Developer, Land Surveyor, Tourist Information Officer, Town Planner, Transport Manager, Travel Agent, Meteorologist, Armed Services, Civil Engineer, Foreign/Travel Correspondent, Geography Teacher, Pilot, Market Researcher, Environmental Health Officer, Careers in Agriculture/Horticulture, Archaeologist, Ecologist, Zoologist, Botanist

Through studying this course, you will explore the key political, economic and social events that have helped shape today's institutions, governments and societies.

The specification aims to help you:

- develop an interest in and enthusiasm for history;
- draw together different areas of knowledge, skills and understanding;
- organise and communicate your knowledge and understanding in different ways, presenting coherent arguments and making substantiated judgements;
- acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- gain an understanding of the different ways in which aspects of the past have been interpreted;
- develop higher order thinking skills, such as independent learning, creative thinking and problem-solving, where appropriate;
- develop advanced study skills that help prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through challenging external assessments that you understand and can apply key historical terms, concepts and skills.

#### Examination Board

- CCEA

#### AS Level

Unit	Content	Assessment
1 -England 1603-49	<ul style="list-style-type: none"> <li>○ England in 1603</li> <li>○ Public Finances (1603-1642)</li> <li>○ Foreign Policy (1603-1642)</li> <li>○ The Court (1603-1642)</li> <li>○ Religious Beliefs and Practice (1603-1642)</li> <li>○ The Civil War (1642-1646)</li> <li>○ The Search for a Settlement with King Charles I (1646-1649)</li> <li>○ The Trial and Execution of the King (1649)</li> </ul>	<ul style="list-style-type: none"> <li>○ Written examination - 1 hr 30 mins</li> <li>○ Weightings: 50% AS, 20% A Level</li> <li>○ Answer one short response question from a choice of two and two parts of a source based question, one of which focuses on historical interpretations.</li> </ul>
2 – The Ascendancy of France in Europe 1660-1714	<ul style="list-style-type: none"> <li>○ The growing power of France between 1660 and 1689 and the outbreak of the Nine Years' War</li> <li>○ The Nine Year's War 1688-97</li> <li>○ The problem of the Spanish Succession 1697-1702</li> <li>○ The War of the Spanish Succession 1702-14</li> </ul>	<ul style="list-style-type: none"> <li>○ Written examination - 1 hr 30 mins</li> <li>○ Weightings: 50% AS, 20% A Level</li> <li>○ Answer two questions from a choice of three. Each question comprises a short response question and an essay</li> </ul>

#### A2 Level

Unit	Content	Assessment
3 - Crown and Parliament in England, 1625-1714	<ul style="list-style-type: none"> <li>○ Relations between Crown and Parliament (1625-1640)</li> <li>○ Relations between Crown and Parliament (1640-1649)</li> <li>○ Relations between Crown and Parliament in the reign of Charles II (1660-1685)</li> <li>○ Relations between Crown and Parliament in the Reign of James II (1685-1688)</li> <li>○ Relations between William and Parliament (1689 -1702) <ul style="list-style-type: none"> <li>○ The reign of Anne (1702-1714)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Written examination – 1 hr 15 mins</li> <li>○ Weighting: 20% A Level</li> <li>○ One synoptic essay question covering a period of approximately 100 years.</li> </ul>

4 - Ireland 1607-1714	<ul style="list-style-type: none"> <li>○ The Catholicising Policies of James II in Ireland and England (1685-1689)</li> <li>○ Williamite Wars in Ireland (1685-1691)</li> <li>○ The results of the Conflict (1691-1714)</li> </ul>	<ul style="list-style-type: none"> <li>○ Written examination</li> <li>○ Weighting: 40% of A Level</li> <li>○ 2 hrs 30 mins</li> <li>○ Two parts of a sources based question, an historical interpretations question and an essay.</li> </ul>
<b>Careers</b>		
<p>Archaeologist, Archivist, Museum/ Art Gallery Conservator, Museum Curator, Researcher for TV/Film/Other Media, Art/Antiques Restorer, Costume Designer for TV/Film/Theatre, Set Designer for TV/Film/Theatre, Genealogist, Historical Writer/Editor, Journalist, Advocate, Barrister, Legal Executive, Solicitor, Tour Guide, Tourism Officer, Town Planner, Careers in Historic Buildings/Monuments, Teacher, Professional Historian, Actor, Careers in the Diplomatic Service.</p>		

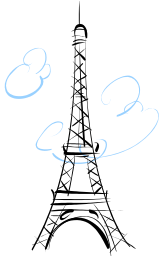
## GCE Health & Social Care

Overview		
<p>In GCE 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.</p>		
Examination Board		
<ul style="list-style-type: none"> <li>○ CCEA</li> </ul>		
AS Level – There are 3 compulsory units		
Unit	Content	Assessment
AS1 Promoting Positive Care	<p>This unit gives students the opportunity to examine how legislation impacts upon the rights and responsibilities of service users and carers. It focuses on how practices within one health, social care or early years setting promote the positive care of service users and how staff in the chosen setting apply the principles of the care value base.</p>	<p>Internally Assessed 16 ⅔ %</p>
AS2 Communication in Care Settings	<p>This unit gives students the opportunity to learn and practise communication skills. They observe communication skills in a care setting and carry out two interactions. Students will learn about types of communication, factors affecting communication,</p> <ul style="list-style-type: none"> <li>• Barriers to communication</li> <li>• Importance of communication when working in teams</li> </ul>	<p>Internally Assessed 16 ⅔ %</p>
AS 3 Health & Well-being	<p>This unit gives students the opportunity to learn about health and well-being and the factors which affect it.</p>	<p>Externally Assessed 16 ⅔ % 2 hour paper</p>
A2 Level – There is one compulsory and two optional units		
Unit	Content	Assessment
A2 9 Providing Services	<p>This unit gives students the opportunity to learn about the way in which health social care and early years services are organised.</p>	<p>External Pre-release material 16 ⅔ % 2 hour paper</p>
A2 8 - 15	<p>Students will complete two optional units. These will be chosen from:-</p> <ul style="list-style-type: none"> <li>A2 Unit 7: Applied Research</li> <li>A2 Unit 8: Monitoring Body Systems</li> <li>A2 Unit 10: Health Promotion</li> <li>A2 Unit 11: Supporting the Family</li> <li>A2 Unit 12: Understanding Human Behaviour</li> <li>A2 Unit 15: Human Nutrition and Dietetics</li> </ul>	<p>Each of the two units are worth 16 ⅔ %.</p> <p>Units 7 – 11 are internally assessed Units 12 &amp; 15 are externally assessed</p>
Careers		
<p>This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in GCE 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.</p>		

## GCE MATHEMATICS *(A Russell Group facilitating subject)*

Overview		
<p>'A' Mathematics seeks to consolidate and extend the knowledge, skills and understanding developed in Key Stage 4. It provides a suitable foundation for study in Mathematics in further and higher education and for a range of interesting careers. The specification is structured in a modular format.</p> <p>Two modules are required for an AS grade and a further two modules are required for an A2 grade. The AS modules are worth 40% of the A level and the A2 modules are worth 60% of the A level.</p>		
Examination Board		
CCEA		
AS Level		
Unit	Content	Assessment
<b>AS 1: Pure Mathematics</b>	The topics covered are: Surds, Indices, Quadratics, Quadratic Inequalities, Simultaneous equations, Remainder and Factor Theorem, Transformation of Graphs, Coordinate Geometry, Binomial Expansion, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors.	External written examination 1 hour 45 mins Students answer all questions. 60% of AS 24% of A level
<b>AS 2: Applied Mathematics</b>	Mechanics topics covered are: Uniform acceleration, Forces and Newton's laws, Equilibrium, Friction. Statistics topics covered are: Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions.	External written examination 1 hour 15 mins Students answer all questions. 40% of AS 16% of A level
A2 Level		
Unit	Content	Assessment
<b>A2 1: Pure Mathematics</b>	The topics covered are: Further Algebra including Partial Fractions, Modulus Functions, further Transformations of Graphs, Parametric equations, Sequences and series, further Binomial Expansion, further Trigonometry, further Differentiation and Integration, Numerical Methods.	External written examination 2 hours 30 mins Students answer all questions. 36% of A level
<b>A2 2: Applied Mathematics</b>	Mechanics topics covered are: Variable acceleration, Projectiles, Moments, Impulse and Momentum. Statistics topics covered are: Probability, Statistical distributions, Statistical hypothesis testing.	External written examination 1 hour 30 mins Students answer all questions. 24% of A level
Careers		
<p>Accountant, Actuary, Astronomer, Architect, Bank Manager/Officer, Careers in Buying and Selling, Logistics/Distribution Manager, Economist, Factory Manager, Investment Analyst, Market Research Executive, Accountancy, Technician, Marketing Manager, Medical Researcher, Meteorologist, Production Manager, Shop Keeper, Statistician, Surveyor, Computer Programmer, Quantity Surveyor, Building Society Manager/Clerk, Systems Analyst, Operational Researcher, Chartered Engineer, Insurance, Mathematics Teacher, Engineering, Craftsperson, Financial Adviser, Primary School Teacher</p>		

## GCE MODERN LANGUAGES - FRENCH (A Russell Group facilitating subject)

Overview		
<ul style="list-style-type: none"> <li>French A Level will give you a fascinating insight into the world of French, whilst developing the ability to communicate confidently and effectively in French in both speech and writing. You will also learn about the contemporary society, cultural background and heritage of not only France but of other countries and communities where French is spoken.</li> <li>If you have an interest and a desire to learn and experience the world around you then you will be well suited to this course! Your own personal development will also benefit greatly from taking GCE French. It will strengthen your confidence and help you gain a positive attitude to learning and independent study.</li> </ul>		
Examination Board		
<ul style="list-style-type: none"> <li>CCEA</li> </ul>		
AS Level (40% of A Level)		
Unit	Content	Assessment
1 - Relationships	<ul style="list-style-type: none"> <li>Family structures &amp; challenges</li> <li>Intergenerational issues</li> <li>Influences on young people</li> </ul>	AS Unit 1 – Speaking - 30%
2- Culture and Lifestyle	<ul style="list-style-type: none"> <li>Physical well-being; stress; risk-taking behaviour; hobbies and Interests; the arts; social media and new technology; Holidays, festivals and tourism</li> </ul>	AS Unit 2 - Listening, Reading and Use of language - 40%
3 – Film or Literature Study	<ul style="list-style-type: none"> <li>Manon des Sources</li> </ul>	AS Unit 3 –Extended writing 30%
A2 Level (60% of A level)		
Unit	Content	Assessment
4 – Young People and Society	<ul style="list-style-type: none"> <li>Jobs, education and employment; young people and democracy; EU citizenship and societal attitudes</li> </ul>	A2 Unit 1 – Speaking - 18%
5 – Our place in a changing world	<ul style="list-style-type: none"> <li>Equality &amp; discrimination; immigration &amp; emigration; multicultural society; conflict; sustainable living and environment</li> </ul>	A2 Unit 2 – Listening and Reading - 24%
6 – Literature & Society	<p>You will also study <b>one</b> of the following texts for written assessment:</p> <ul style="list-style-type: none"> <li>Mauriac: <i>Thérèse Desqueyroux</i></li> <li>Pagnol: <i>La Gloire de mon père</i>; or</li> <li>Sartre: <i>Les Mains sales</i>.</li> </ul> <p>As part of the speaking test, you will discuss one of the following themes</p> <ul style="list-style-type: none"> <li>Region:</li> <li>Culture: or</li> <li>A Period in 20th century France.</li> </ul>	A2 Unit 3 – Extended writing – 18%
<b>Literature</b>		
<b>Society.</b>		
Careers		
<p>As well as traditional language-based careers, such as travel, tourism, hospitality, customs, teaching, translating, diplomatic service, business, journalism, many Modern Languages' students go on to work in science, engineering, medical careers, retail or personnel management, sales and marketing, financial work, law, public relations, management services or computing.– being able to speak a foreign language opens lots of careers to you! You will have <b>many</b> transferable skills!</p>		



## GCE MOVING IMAGE ARTS

### Overview

Moving Image Arts is the study of films and film-making through the process of making short films. Through hands-on experience, students develop the creative and practical skills needed to make moving image products. Students gain an understanding of the separate art forms that combine to create the cinematic experience: cinematography, editing, art direction, sound design and animation. They also study the language and history of film and animation, through the work of a range of directors and movements.

#### Q. Why study GCE Moving Image Arts?

The moving image is a key driver of the creative industries. Moving Image Arts is an ideal course for any student wanting to pursue a career in film, TV, games development or internet content provision. It helps students to develop their creative and critical abilities in writing, directing, editing, producing and analysing film works. Students also explore the history of the moving image and its relationship with other art forms and disciplines to inform, inspire and contextualise their work. Moving Image Arts offers a challenging and rewarding course for students intent on any career path and includes many transferable skills, for example independent thinking, creative thinking, decision making, teamwork and setting and meeting deadlines. It promotes developing creative enterprise, technical literacy, research, analysis and evaluation skills, plus leadership, planning, organisation and people management skills. It offers a solid foundation for progression into higher education and employment.

#### Q. What do I need to take this course?

Students are not required to possess prior knowledge of or a certain level of attainment in the subject.

However, the online examinations for both the AS and A2 courses require students to demonstrate basic keyboarding and word processing skills.

A keen interest and enthusiasm for the subject are essential. Students should be self-motivated and keen to learn and share new skills.

### Examination Board

- CCEA

### AS Level

Unit	Content	Assessment
<b>Unit AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio</b>	Students must produce: <ul style="list-style-type: none"> <li>• a Statement of Intention;</li> <li>• pre-production materials;</li> <li>• a one 3–4 minute narrative film sequence or 11/2 – 2 minute animation sequence based on provided stimuli; and</li> <li>• an evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>○ 24 % of A level</li> <li>○ 60% of AS</li> <li>○ Teachers mark the coursework and CCEA moderate the results.</li> </ul>
<b>Unit AS 2: Moving Image Arts Critical Response</b>	Students take a 1 hour 30 minute long, online examination with questions on clips from set study areas. Section A – Hitchcock and the Classical Hollywood Style Section B – Formalism: Early European Cinema and American Expressionism	<ul style="list-style-type: none"> <li>○ 16% of A level</li> <li>○ 40% of AS</li> <li>○ The examination is externally set and externally marked.</li> </ul>

### A2 Level

Unit	Content	Assessment
<b>Unit A2 1: Creative Production and Research: Advanced Portfolio</b>	Students must produce: <ul style="list-style-type: none"> <li>• an Illustrated Essay;</li> <li>• pre-production materials;</li> <li>• one 4–7 minute long narrative film or 2–31/2 minute long animation; and</li> <li>• an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>○ 36% of A level</li> <li>○ 60% of A2</li> <li>○ Teachers mark the coursework and CCEA moderate the results.</li> </ul>
<b>Unit A2 2: Advanced Critical Response</b>	Students take a two hour and fifteen minute online examination with questions based on clips from set study areas and an unseen script. <ul style="list-style-type: none"> <li>• Section A – Realism: Narrative and Visual Style</li> <li>• Section B – Creative Exercise</li> <li>• Section C – Comparative Analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ 24% of A level</li> <li>○ 40% of A2</li> <li>○ CCEA set the examination and mark it.</li> </ul>

### Careers

This course could lead to careers in: TV production, Video Editing, App Design, Print Journalism, Advertising, Programme Researcher, Broadcast Journalism, Public Relations, Market Researcher, Television/TV/TV Producer, Multimedia Specialist, Film Industry, Online Advertising and Media, Media Analyst, and Animation.

## GCE MUSIC

Overview		
<ul style="list-style-type: none"> <li>○ AS Music gives you the opportunity to develop your musical skills and to build on the knowledge, skills and understanding promoted through KS3 and GCSE studies. Listening, composing and performing are the main focus throughout this specification.</li> <li>○ A2 Level Music gives you the opportunity to develop your musical skills further.</li> <li>○ Music develops many of the Transferable Skills that are sought after by employers in all areas on industry. Studying Music is extremely beneficial as a stepping stone to numerous music and <u>non</u>-music related careers.</li> </ul>		
Examination Board		
○ CCEA		
AS Level		
Unit	Content	Assessment
AS1 PERFORMING	Students are asked to perform a selection of pieces of Music of their own choice lasting between 5 and 7 minutes. The standard of performance should be a minimum of grade 4. Performance can be either as a soloist or as part of an ensemble. A short viva voce (discussion) will allow students to discuss the performance with the external assessor.	32.5% of AS 13% of A level  External Assessor
AS2 COMPOSING	There are two choices within this module: Composition or Composition with technology. In the composition option students must compose a piece of their own music In the composition with technology option students are given a melodic stimulus and asked to make an arrangement using either sequencing or multi-track recording techniques. In both options the composition/arrangement should last between 2½-3 minutes. A commentary explaining the composition process should be included with a word limit of 1000 words.	32.5% of AS 13% of A level  Internally Assessed  External Moderation
AS 3 RESPONDING TO MUSIC	This module contains 3 compulsory Areas of Study which are assessed through Aural and written examinations. The Areas of Study include: Music for Orchestra 1700-1900, Sacred Vocal Music (Anthems) and Secular Vocal Music (Musicals).	35% of AS 14% of A level
A2 Level		
Unit	Content	Assessment
A2 1 PERFORMING	Performance at A2 level is the same as for AS level with the performance lasting between 8 – 10 minutes. Grade 5 is the minimum standard required but pupils will gain further credit if they perform above this level.	19.5% of A level  External Assessor
A2 2 COMPOSING	The two choices at A2 level are the same as for AS level. The length of composition is 2-3 minutes and the commentary is extended to no more than 1200 words.	19.5% of A level Internally Assessed External Moderation
A2 3 RESPONDING TO MUSIC	This module contains 3 compulsory Areas of Study which are assessed through Aural and written examinations. The Areas of Study include: Music for Orchestra in the 20 <sup>th</sup> century, Sacred Vocal Music (Mass/Requiem Mass) and Secular Vocal Music (1600–present day).	21% of A level
Careers		
<p>Television Producer, Sound Technician/Operator - TV /Film/Video/Theatre, Radio Studio Manager, Disc Jockey, Television/Radio Presenter/Researcher, Videotape Editor, Stagehand/Roadie, Music Teacher, Music Therapist, Music Instrument Maker/Repairer, Musician, Singer, Composer, Piano Tuner, Orchestra Secretary, Music Retailer, Music Librarian, Music Publisher, Conductor, Recording Industry, Actor, Music Critic, Floor/Stage Manager, Teacher, Manager/Administrator - Orchestra/Opera/Ballet Company, Music System/Electronic Instrument/Studio Equipment Designer /</p> <p><b>Many other non-subject related careers value a background in Music due to the transferable skills it employs.</b></p> <p><i>"It's wrongly assumed that when it comes to jobs, music students are confined to their field of study. In reality, music students go on to do a wide range of jobs in a variety of different industries."</i> Quote from <b>The Guardian</b> Newspaper</p> <p><b>THE CREATIVE INDUSTRIES ARE ONE OF THE FASTED GROWING INDUSTRIES IN N. IRELAND!</b></p>		

## BTEC MUSIC TECHNOLOGY

<b>Overview</b>		
<ul style="list-style-type: none"> <li>○ Music Technology involves the use of electronic devices and computer software to facilitate playback, recording, composition, storage and performance.</li> <li>○ Music technology, like other forms of technology, advances rapidly. This new BTEC Music Technology specification provides opportunities to embrace recent developments in the field.</li> <li>○ This BTEC Music Technology specification involves much practical work and encourages the cultivation of a wide range of skills.</li> </ul>		
<b>Examination Board</b>		
<ul style="list-style-type: none"> <li>○ Pearson / Edexcel</li> </ul>		
<b>AS Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
Unit 25 – Music Production Techniques (Mandatory)	In this unit pupils will be involved in practical tutorials to learn how to use the equipment in the studio, how to set up and record performers using the correct microphones and recording techniques, and will produce a track recording live musicians. The pupil is then required to mix the final product and write about the process.	33% of AS 16.5% of A level  Internal Assessment
Unit 2 – Audio Engineering Principles	In this unit you will investigate and research audio engineering principles in order to understand aspects of digital audio including how it is converted from analogue and stored digitally. This unit requires a number of written reports.	33% of AS 16.5% of A level  Internal Assessment
Unit 32 – Sequencing Systems and Techniques (Specialist unit)	In this unit pupils will get practical experience of composing music using MIDI and audio sequencing. Pupils will be required to learn how to set up MIDI equipment, and use this equipment to compose a short piece of music, produce a remix of existing music, and to compose a final piece of music using audio sequencing techniques. Pupils are required to document their work and produce a final report.	33% of AS 16.5% of A level  Internal Assessment
<b>A2 Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
Unit 9 – Delivering a music product	In this unit pupils work as part of a team to record, mix, and deliver a music product. Pupils will be allocated one or more roles in the team and will be involved in all aspects of the production of the music product. Pupils are required to document their work and produce a final report.	33% of AS 16.5% of A level  Internal Assessment
Unit 26 – Music Technology in Performance	In this unit pupils are required to compose a short piece of music that they will perform using music technology equipment. This unit requires pupils to study the equipment available for live performance and the final performance will be recorded as evidence. Pupils are required to document their work and produce a final report.	33% of AS 16.5% of A level  Internal Assessment
Unit 39 – The Sound and Music Industry	In this unit pupils will learn about all aspects of the music industry and will investigate careers in the music industry. Pupils will take part in an industrial visit to a recording studio and will be encouraged to contact people in the music industry to discover more about the roles that can be fulfilled within the industry.	33% of AS 16.5% of A level  Internal Assessment
<b>Careers</b>		
<p>Music Production / Sound engineering / Music Performance / Media / Composing / Teaching / Music Education / Performing Arts / Television / Sound Technician in film and theatre / Radio Studio Manager / Television/Radio Presenter/Researcher, Stagehand/Roadie / Music Teacher / Musician / Composer / Recording Industry / Floor / Stage Manager.</p> <p>Many other non-subject related careers value a background in Music Technology due to the transferable skills it employs.</p>		

# GCE NUTRITION AND FOOD SCIENCE

## Overview

The central focus of Nutrition and Food Science education is the health and wellbeing of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs. You need the knowledge, skills and attitudes developed in a study of Nutrition and Food Science to understand and challenge the way society impacts on health and wellbeing.



## Aims



You will be encouraged to:

- develop and apply knowledge, understanding and skills to meet human need in a broad range of activities;
- develop an awareness of the how to manage resources to meet an identified human need in a diverse and ever-changing society;
- develop higher order critical thinking skills such as problem-solving and decision making;
- develop personal capabilities such as self-management and working with others;
- become independent and lifelong learners;
- develop Cross-Curricular Skills of Communication, Using Mathematics and Using ICT;
- take account of and develop an awareness of rapid technological changes and the growth of scientific knowledge and understanding;
- Carry out research and present their findings in different formats; and
- Demonstrate through challenging internal and external assessments that they understand and can apply key concepts.

## Examination Board


CCEA

## AS Level

Unit	Content	Assessment
1 – Principles of Nutrition	<p>Focuses on the study of nutrients and other dietary constituents. Students also study nutritional requirements and current dietary recommendations for each life stage.</p> <ul style="list-style-type: none"> <li>○ Protein</li> <li>○ Fat</li> <li>○ Carbohydrate</li> <li>○ Vitamins</li> <li>○ Minerals</li> <li>○ Trace-minerals</li> <li>○ Water and other fluids</li> <li>○ Nutrition through life</li> <li>○ Nutrient requirements</li> </ul> 	<ul style="list-style-type: none"> <li>○ 50% of AS</li> <li>○ 20% of A Level</li> <li>○ Written examination lasting 1 hour 30 minutes</li> </ul> <p>Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.</p>
2 – Diet, Lifestyle and Health	<p>Focuses on current research on diet, lifestyle and health.</p> <ul style="list-style-type: none"> <li>○ Eating patterns</li> <li>○ Energy and energy balance</li> <li>○ Diet-related disorders:-                             <ul style="list-style-type: none"> <li>- Overweight / obesity</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>○ 50% of AS</li> <li>○ 20% of A2</li> <li>○ Written examination lasting 1 hour 30 minutes</li> </ul> <p>Students answer all short questions in Section A and three</p>

	<ul style="list-style-type: none"> <li>- Cardiovascular disease</li> <li>- Cancer</li> <li>- Type 2 diabetes</li> <li>- Alcohol</li> <li>- Physical activity</li> </ul>	extended writing questions from a choice of four in Section B.
<b>A2 Level</b>		
<b>Unit</b>	<b>Content</b>	<b>Assessment</b>
3 – Option A – Food Security and Sustainability OR Option B – Food Safety and Quality	<p>Focuses on the consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice:-</p> <ul style="list-style-type: none"> <li>○ Food security</li> <li>○ Food poverty</li> <li>○ Food sustainability</li> <li>○ Food waste</li> <li>○ Changing consumer behaviours</li> </ul> <p>OR</p> <p>Focuses on exploring how to secure a safe food supply from the primary producer to the consumer:-</p> <ul style="list-style-type: none"> <li>○ Food safety</li> <li>○ Safety through the food chain</li> <li>○ Microbiological contamination</li> <li>○ Chemical contamination</li> <li>○ Additives</li> <li>○ Allergens</li> <li>○ Controls and legislation</li> </ul>	<ul style="list-style-type: none"> <li>○ 30% of A level</li> <li>○ Written examination lasting 2 hours 30 minutes</li> </ul> <p>Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.</p>
4 – Research Project	<p>Students will choose a research area from <u>any of the other 3 units</u> (AS 1, AS 2 or A2 1) and produce a report of no more than 4,000 words.</p> <p>Teachers mark the projects, and CCEA moderate the results.</p>	<ul style="list-style-type: none"> <li>○ 30% of A level</li> <li>○ Internal Assessment (completed in class)</li> </ul>
<b>Careers</b>		
<p>Careers with Ministry of Agriculture, Fisheries &amp; Food Nutritionist, Caterer, Baker, Publican, Butcher, Waiter, Chef/Cook, Confectioner, Consumer Adviser, Dietician, Home Care Organiser, Fishmonger, Food Shop Retailer, Food Writer/Photographer, Health Promotion Officer, Trading Standards Officer, Environmental Health Officer, Home Economist, Fast Food Operative, Restaurant Manager, Demonstrator, Teacher in Food Technology/Catering/Hospitality, Bar Attendant, Careers in Food Manufacturing, Food Guide Inspectors, Food Scientist, Microbiologist, Technical Brewer</p>		

## BTEC National PHYSICAL EDUCATION

Overview		
<p>You are expected to put in, on average, 1 hour of private study every day (Mon-Fri) to meet the requirements of the course.</p> <p><b>Exams?</b> None.      <b>Coursework?</b> Lots! On average you will have to meet a deadline every other week</p> <p><b>GCSE PE?</b> Helps, but is not a requirement</p> <p><b>To complete this course successfully you need to...</b></p> <ul style="list-style-type: none"> <li>○ work steadily</li> <li>○ meet deadlines</li> <li>○ carry out research independently</li> </ul> <p><b>Levels of achievement?</b> Pass (16 UCAS points), Merit (32 UCAS points), Distinction (48 UCAS points)</p>		
		
Examination Board		
<ul style="list-style-type: none"> <li>○ AQA</li> </ul>		
AS Level		
Unit	Content	Assessment
Anatomy and Physiology	<ul style="list-style-type: none"> <li>○ Structure and function of the skeletal system, muscular system, cardiovascular system and the respiratory system</li> <li>○ The types of energy system</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
Physiology of Fitness	<ul style="list-style-type: none"> <li>○ The body's response to acute exercise</li> <li>○ The long-term effects of exercise on the body systems</li> <li>○ An investigation of the physiological effects of exercise</li> </ul>	
Assessing Risk in Sport	<ul style="list-style-type: none"> <li>○ Factors that influence health and safety</li> <li>○ How to carry out risk assessments</li> <li>○ How to maintain safety in a sports' environment</li> <li>○ Planning a safe sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
Fitness Testing for Sport and Exercise	<ul style="list-style-type: none"> <li>○ Knowledge of Fitness Test</li> <li>○ Health screening techniques</li> <li>○ How to administer fitness tests</li> <li>○ Interpret results of fitness test and give feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
A2 Level		
Unit	Content	Assessment
Sports Coaching	<ul style="list-style-type: none"> <li>○ Roles, responsibility and skills of coaches</li> <li>○ Coaching techniques</li> <li>○ Planning coaching sessions</li> <li>○ Delivering and evaluating coaching sessions</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
Practical Team Sports	<ul style="list-style-type: none"> <li>○ Skills and techniques in 2 team sports</li> <li>○ Rules and regulations in 2 team sports</li> <li>○ Performance analysis of own performance in 2 team sports</li> <li>○ Performance analysis of a team performance in 1 team sport</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
Exercise, Health and Lifestyle	<ul style="list-style-type: none"> <li>○ Lifestyle factors</li> <li>○ Lifestyle assessment</li> <li>○ Lifestyle consultation process</li> <li>○ Planning health-related fitness programme</li> </ul>	<ul style="list-style-type: none"> <li>○ Internally assessed</li> </ul>
Careers		
<p>Leisure/Sports Centre Manager, Leisure/Sports Centre Assistant, Physiotherapist, Remedial Gymnast, Sports Instructor/Coach, PE Teacher, Stunt Performer, Health &amp; Fitness Instructor, Children's Holiday Representative, Outdoor Pursuits Instructor, Army, Royal Navy Officer, Royal Navy Rating, Royal Air Force Officer, Royal Air Force Airman/woman, Royal Marines Officer, Royal Marine, Swimming Pool Attendant/Lifeguard, Police Officer, Diver, Sports Journalist, Sports Scientist, Sports Commentator, PE Instructor</p>		

## GCE PERFORMING ARTS

Overview		
<ul style="list-style-type: none"> <li>Performing arts is a growth industry in Northern Ireland. This AS/A2 level gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.</li> <li>The specification offers a wide range of skills in both performance and production.</li> <li>The teacher acts as facilitator in helping students to develop their chosen skills and may act as a director for group performances in the absence of a group director.</li> <li>AS/A2 Performing Arts is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.</li> </ul>		
Examination Board		
<ul style="list-style-type: none"> <li>CCEA</li> </ul>		
AS Level		
Unit	Content	Assessment
AS1 DEVELOPING SKILLS AND REPERTOIRE	<p>This unit gives students the opportunity to develop <b>one</b> discipline within performing arts (from either Performance or Production) and then apply this discipline in a performance context. To develop the discipline, students work individually and in groups of between two and nine. They explore two contrasting extracts of repertoire from a range of existing material including musical scores, set works and published extracts.</p> <p>A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.</p> <p>Students can focus on Dance, Drama, Music, Choreography, Design (set or costume), Direction, Stage Management, Sound or Lighting.</p>	<p>60% of AS 24% of A level</p> <p>Internally Assessed</p> <p>Externally Moderated</p>
AS2 PLANNING AND REALISING A PERFORMING ARTS EVENT	<p>This unit involves responding to pre-release stimulus material. This will be concept, theme or issue based. Students interpret this stimulus to create a performing arts event that will draw on existing material.</p> <p>Students present their performing arts event to an audience and the external examiner in groups. Each group should consist of between two and nine students. Although each group prepares and presents the work, the external examiner assesses each student as an individual.</p> <p>Performances should last between 10 and 40 minutes, depending on the size of the group.</p>	<p>40% of AS 16% of A level</p> <p>Externally Assessed</p>
A2 Level		
Unit	Content	Assessment
A2 1 PLANNING FOR EMPLOYMENT	<p>This unit gives students the opportunity to develop their understanding of how to find work in their chosen discipline. Students work individually to explore the range and scope of employment opportunities in the performing arts industry. They develop materials that will assist them in gaining employment in their chosen discipline.</p> <p>Students will acquire knowledge and understanding of how to gain work in the performing arts industry by investigating the training required, the jobs available and the role of unions, agents and recruitment agencies in securing work locally and nationally.</p> <p>Students should compile their research in a written report. Students create an employment plan that reflects the knowledge gained through their research.</p>	<p>60% of A2 36% of A level</p> <p>Internally Assessed</p> <p>Externally Moderated</p>
A2 2 PERFORMING TO A COMMISSION BRIEF	<p>This unit gives students the opportunity to form a production company to realise a performing arts event based on a set stimulus. Students research, promote, plan and perform the event.</p> <p>Students demonstrate their skills in their chosen discipline by realising the stimulus practically for an audience and the external examiner. Students focus on performing or producing original material. They work to an agreed production schedule to meet deadlines.</p> <p>Students decide on a suitable venue for the performance and take account of production, budgetary constraints and target audience.</p>	<p>40% of A2 24% of A level</p> <p>Externally Assessed</p>
<b>THE CREATIVE INDUSTRIES ARE ONE OF THE FASTEST GROWING INDUSTRIES IN N. IRELAND!</b>		

## GCE PHYSICS (A Russell Group facilitating subject)

Overview		
<p>Physics at A level will follow the CCEA specification. Further information on Physics at A level can be viewed on the CCEA website: <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>. The details below were correct when printed but are subject to change.</p> <p>In Physics you will look at the gravitational fields of the very largest stars to the incredibly small basic particles that join together to form protons and neutrons.</p> <p>The areas of study in L6th are forces, motion, energy, electricity, waves, quantum physics and health physics. In U6th you will study momentum, oscillations, thermal physics, gravitational, electric and magnetic fields and nuclear physics.</p>		
Examination Board		
<ul style="list-style-type: none"> <li>○ CCEA</li> </ul>		
AS Level		
Unit	Content	Assessment
1 – Forces, Energy and Electricity	Forces, motion, energy and electricity are dealt with in a very mathematical manner. This builds on work from Years 11 and 12 on the same topics.	<ul style="list-style-type: none"> <li>○ 40% of AS</li> <li>○ 16% of A level</li> </ul>
2 – Waves, Quantum Physics, Medical Imaging and Astronomy	Following on from Year 12's work on waves, you will study sound and light. Medical imaging and quantum physics are the only completely new topics this year. The astronomy section deals with the GCSE Earth in Space topic in more detail.	<ul style="list-style-type: none"> <li>○ 40% of AS</li> <li>○ 16% of A level</li> </ul>
3 – Practical Techniques and Data Analysis 1	In this section you will be carrying out practicals, recording results and analysing your findings.	<ul style="list-style-type: none"> <li>○ 20% of AS</li> <li>○ 8% of A level</li> </ul>
A2 Level		
Unit	Content	Assessment
4 – Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	The first topic examines how materials behave when forces act on them. Thermal physics, circular motion and nuclear physics follow on from Year 11 work in GCSE Physics.	<ul style="list-style-type: none"> <li>○ 40% of A2</li> <li>○ 24% of A level</li> </ul>
5 – Fields and their Applications	You will study gravitational, electric and magnetic fields before looking at particle accelerators and quarks – the most basic particles in nuclei.	<ul style="list-style-type: none"> <li>○ 40% of A2</li> <li>○ 24% of A level</li> </ul>
6 – Practical Techniques and Data Analysis 2	This involves practical work at a more advanced level than last year.	<ul style="list-style-type: none"> <li>○ 20% of A2</li> <li>○ 12% of A level</li> </ul>
Careers		
<p>Aeronautical Engineer, Architect, Astronomer, Astrophysicist, Automobile Engineer, Building Surveyor, Civil Engineer, Cyberneticist, Electrical Engineer, Flight Engineer, Forensic Scientist, Geophysicist, Laboratory Technician, Land Surveyor, Materials Scientist/Technologist, Medical Physicist, Metallurgist, Meteorologist, Mining Engineer, Motor Mechanic, Nuclear Scientist, Radiographer, Research Physicist, Structural Engineer, Physics Teacher, Marine Engineer, Optometrist, Recording Engineer, Engineering Craftsperson, Patent Examiner, Medical Technical Officer, Biophysicist</p>		



# GCE PSYCHOLOGY

Overview		
<p><b>What is Psychology?</b></p> <p>Psychology is often defined as the scientific study of behaviour. This means that virtually anything which organisms do, from humans to simple animals, is part of the subject matter of Psychology.</p> <p>Psychologists have undertaken the task of describing behaviour thoroughly and objectively, and of constructing theories which allow the variety and complexity of behaviours to be related to underlying principles.</p> <p>These qualifications are linear. Linear means that students will sit all the AS exams at the end of their AS course and all the A-Level exams at the end of their A-Level course.</p>		
Examination Board		
<ul style="list-style-type: none"> <li>○ AQA</li> </ul>		
AS Level		
Unit	Content	Assessment
<p><b>Unit 1 – Introductory Topics in Psychology</b> (Social Influence, Memory and Attachment).</p>	<p><b>Social Influence</b> Types of conformity; conformity to social roles; explanations for obedience; explanations of resistance to social influence; minority influence; the role of social influence in social change.</p> <p><b>Memory</b> The multi-store model of memory; types of long-term memory; the working memory model; explanations for forgetting; the accuracy of eyewitness testimony and how to improve it.</p> <p><b>Attachment</b> Caregiver-infant interactions in humans; animal studies of attachment; explanations of attachment; types of attachment; cultural variations in attachment; Bowlby’s theory of maternal deprivation; the influence of attachment on childhood and adult relationships.</p>	<ul style="list-style-type: none"> <li>• 2x 1½ hour papers</li> <li>• Each paper is worth 50% of the AS qualification</li> <li>• Papers consist of a mix of multiple choice, short answer and extended writing.</li> </ul>
<p><b>Unit 2 – Psychology in Context</b> (Approaches in Psychology, Psychopathology, Research Methods)</p>	<p><b>Approaches in Psychology</b> Origins of Psychology; learning approaches; the cognitive approach; the biological approach - the division of the nervous system, the structure and function of sensory, relay and motor neurons, the function of the endocrine system; the fight or flight response.</p> <p><b>Psychopathology</b> Definitions of abnormality; the behavioural, emotional and cognitive characteristics of phobias, depression and OCD; the behavioural approach to explaining and treating phobias; the cognitive approach to explaining and treating depression; the biological approach to treating OCD.</p> <p><b>Research Methods</b> Experimental method; observational techniques; self-report techniques; correlations; scientific processes data handling and analysis (quantitative and qualitative data, primary and secondary data, descriptive statistics, presentation and display of data, distributions and introduction to statistical testing).</p>	

A-Level		
Unit	Content	Assessment
<b>Unit 1 – Introductory Topics in Psychology</b>	<b>Social Influence</b> <b>Memory</b> <b>Attachment</b> <b>Psychopathology</b> See AS content	<ul style="list-style-type: none"> <li>• 3x 2 hour papers</li> <li>• Each paper is worth 33.3% of A-Level qualification</li> <li>• Papers consist of a mix of multiple choice, short answer and extended writing.</li> </ul>
<b>Unit 2: Psychology in Context – Approaches in Psychology, Biopsychology and Research Methods</b>	<b>Approaches In Psychology</b> Same as AS content above plus: The psychodynamic approach; Humanistic psychology and Comparison of approaches <b>Biopsychology</b> Same as AS content above plus: Localisation of function in the brain and hemispheric lateralisation; Ways of studying the brain and Biological rhythms <b>Research Methods</b> Same as AS content plus: Content Analysis; Case Studies; Reliability; Validity Features of science; Reporting psychological investigations; Analysis / interpretation of correlation; Levels of measurement; Content analysis and coding	
<b>Unit 3 - Issues and options in Psychology – Issues and Debates in Psychology, Cognition and Development, Schizophrenia and Aggression</b>	<b>Issues and debates</b> Gender and culture in Psychology; Free will and determinism; the nature-nurture debate; Holism and reductionism; Idiographic and nomothetic approaches and Ethical implications of research and theories <b>Cognition and development</b> Piaget's theory of cognitive development: and stages of intellectual development. The development of social cognition: Selman's level of perspective taking. The role of mirror neurons in social cognition and Theory of Mind as an explanation for Autism. <b>Schizophrenia</b> Classification of schizophrenia; Biological explanations for schizophrenia; Psychological explanations for schizophrenia; Drug therapy; Cognitive behaviour therapy and Interactionist approaches <b>Aggression</b> Neural and hormonal mechanisms in aggression, including the role of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. Institutional aggression in the context of prisons. Media influences on aggression, including the effects of computer games.	
<b>Careers</b> Art therapist, aviation psychologist, child care worker, clinical psychologist, counsellor, correctional treatment specialist, criminal investigator, crisis counsellor, cognitive psychologist, developmental psychologist, educational psychologist, employment recruiter, engineering psychologist, environmental psychologist, family and marriage therapist, financial aid counsellor, forensic psychologist, grief counsellor, health psychologist, human resources advisor, journalist, lawyer, market researcher, music therapist, neurologist, occupational therapist, probation officer, psychiatric social worker, public relations agent, publishing agent, psychiatrist, recreational therapist, rehabilitation counsellor, social worker, sports psychologist, statistician, teacher, youth worker		

## GCE RELIGIOUS STUDIES

### Overview

A-Level Religious Studies at KHS will help deepen your knowledge and understanding of the Bible through an in-depth study of four key books, as well as develop an appreciation of how the Christian Church formed and developed in the years preceding Jesus' ascension into Heaven. AS/A2 Level RS is designed to help you stretch your thinking, challenge your opinions and evaluate your own beliefs as well as those of others. The course consists of 2 modules, which are studied over the 2 years:

#### **(1) New Testament Textual studies - A study of the Book of Acts, 1<sup>st</sup> Corinthians and Galatians and Ephesians.**

You will undertake a detailed, thorough and in depth analysis of the texts of Acts, 1<sup>st</sup> Corinthians, Galatians and Ephesians. You will be expected to not only know the main content/themes of these four books, but also understand the cultural and contemporary relevance of them. You will discuss some key issues of theology such as: The Characteristics of the early Christian community in Acts; Mission in the church today; Religious conversions; the Faith v Works debate; the role of the Holy Spirit in the church today; the Gifts of the Spirit and their relevance today and much more.

#### **(2) The Early Church – a study of the beginnings and growth of the Christian Church from the ascension of Jesus until the fourth century.**

You will take a look at how that Early Christian Church grew and expanded across the Roman Empire after the ascension of Jesus into Heaven. You will see that despite much persecution from the Emperors of Rome, the Christian faith very quickly grew and spread across the Empire. You will look at some key figures and see how their influence helped to shape the future generations of the church. You will also discuss some key theological issues such as: Persecution in the church today; Religion and politics; Identifying false teachings in the Church; How the Bible was put together; The Trinity; How the early Christians worshipped and many more.

There is also an optional **trip to Rome**, which really helps to 'bring the course to life' - it certainly is a trip that you won't forget in a hurry!

### CCEA AS/A2 Religious Studies

#### AS Level

Unit	Content	Assessment
AS 2	An Introduction to the Acts of the Apostles	2 x 1hr 20 min exam  40% of A-Level
AS 4	The Origins and Development of the Early Church	

#### A2 Level

Unit	Content	Assessment
A2 2	Themes in Selected Letters of St. Paul	2 x 2hr exam  60% of A-Level
A2 4	Themes in the Early Church and the Church today	

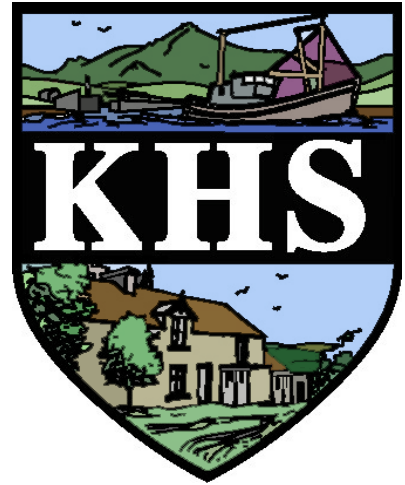
#### Careers

Law, Solicitor, Social Work, Medicine, Journalism and broadcasting, Counselor, Publishing, Radio, Television, Film, Ministry, Education, Health and Welfare Ministries, Missionary, Social Services, Minister/Pastor/Priest, Youth work, Church work, Business or marketing, Psychology, Chaplaincy, Foreign service (i.e., diplomatic corps), Health care (e.g., chaplaincy), Police service, Fire Service, Paramedic, Politics, Historian, Event planning, Writer, Charity work, Hospitality, the Service industry, Museums and the arts

## GCE DESIGN and TECHNOLOGY

Overview		
<p>o Technology and Design is about solving real life problems. It involves students in being creative through their use of a range of materials in order to design and realise solutions.</p> <p>o This course offers students the opportunity to develop a range of skills through the design and making of a project that is chosen by the student in response to a theme set by the examining body. The course is useful for those who are considering a career in any form of design or engineering field.</p> <p>This course combines well with Mathematics and Physics, Art and Design, Engineering and ICT</p> <p><b>This subject is delivered as a 2 year course only – no AS award is offered.</b></p> <p><b>Preferred entry requirements</b></p> <p>GCSE Grade C or above in either AQA Design and Technology Resistant Materials, or CCEA Engineering/Manufacturing</p>		
Examination Board		
Edexcel		
A Level		
Component 1	Content	Assessment
Principles of Design and Technology	<p>Topics include 1: Materials; 2: Performance characteristics of materials; 3: Processes and techniques; 4: Digital technologies 5: Factors influencing the development of products; 6: Effects of technological developments; 7: Potential hazards and risk assessment 8: Features of manufacturing industries; 9: Designing for maintenance and the cleaner environment; 10: Current legislation; 11: Information handling, Modelling and forward planning and 12: Further processes and techniques.</p>	<p>Written examination: 2 hours 30 minutes 50% of the qualification</p> <ul style="list-style-type: none"> <li>The paper includes calculations, short-open and open-response questions, as well as extended-writing questions.</li> </ul>
Component 2	Content	Assessment
Independent Design and Make Project	<p>Students individually and/or in consultation with a client/end user identify a problem and design context.</p> <ul style="list-style-type: none"> <li>Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.</li> <li>Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.</li> <li>Students will realise one potential solution through practical making activities with evidence of project management and plan for production.</li> <li>Students will incorporate issues related to sustainability and the impact their prototype may have on the environment</li> <li>Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others</li> <li>Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical and environmental impacts.</li> </ul>	<p>Externally assessed Coursework. 50%</p> <p>40 page design folder to include a working prototype of the product being designed.</p>
Careers		
<p>Product Designer, Design Assistant, Retail Display Assistant, Model Maker, Fashion Designer, Landscape Architect, Jewellery Designer, Textile Designer, Wood Carver, Landscape Gardener, Metal Engraver, Potter, Glassmaker, Construction Craftsperson, Construction Technician, Shop Fitter, Engineering Technician, Chartered Engineer, Engineering Craftsperson, Cartographer, Orthotist/Prosthetist, Dressmaker, Design and Technology Teacher, Craft Designer, Blacksmith, Primary Teacher, Occupational Therapist, Interior Designer, Special Effects Designer, Graphic Designer, Dental Technician, Set Designer, Costume Designer</p>		

**Kilkeel  
High  
School**



# **ENRICHMENT PROGRAMME**

*Creating Opportunity ~ Realising Potential ~ Developing Individuals*

## CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

### Overview

The aim of Careers Education, Information, Advice and Guidance (CEIAG) is to enable you to become an effective career decision maker and to equip you with the skills to manage your own career development successfully and confidently.

Through the activities you carry out, you will get to know your strengths, interests, values, hopes and aspirations. You will also be given opportunities to consider how these can influence your future lifestyle, education and employment opportunities.

Careers lessons will incorporate the following key elements:



.....and will focus on three key areas:

*Self-Awareness and Development* - identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

*Career Exploration* - acquiring and evaluating information, and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

*Career Management* - developing skills in career planning, and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.

The Careers Department is equipped with a wide range of resources to assist you with your career exploration and planning. You will attend University Open Days, UCAS convention, and listen to a range of talks from employers and past pupils. You will also have the opportunity to participate in work experience.

## PHYSICAL EDUCATION

### Overview

In Sixth Form, you are encouraged to take part in Physical Education on a Wednesday afternoon. A wide range of activities is on offer and these take the form of many leisure activities, with which you can continue when they leave school.

Activities on offer include ( You will choose 2 or 3 of these sports )

- Leisure Activities 1 ( Badminton , Pool , Table Tennis )
- Leisure Activities 2 ( Rounders, American Football, Volleyball )
- Swimming ( at the local Leisure Centre )
- Squash ( at the local Leisure Centre )
- Fitness Suite ( at the Planet Pulse Gym in Kikeel Leisure Centre )
- Power –Walking
- Hockey
- Football
- Basketball

Everyone will take part in Fitness Tests, Cross-country, House Matches & Athletics during the course of the year.

## PSNI TRAFFIC BRANCH PRESENTATION

### Overview

This is aimed at new drivers in order to give awareness of road safety, the risks involved in driving and how to avoid them.

## MILLENNIUM VOLUNTEERS

### Overview

You can volunteer in the community and become involved with the Millennium Volunteers' Scheme run by the school in association with their staff.

MV is all about getting you recognition for your volunteering - you get certificates backed by the Department of Education after you complete your first 50, 100 and 200 hours of volunteering. You can then use these when updating your CV or filling out job or UCAS applications to make yourself stand out.

## PEER TUTORING

### Overview

Our school operates a system whereby members of L6 can gain invaluable experience by volunteering to support pupils in other classes for one period per week. This can be a great addition to any personal statement, especially those considering employment involving working with young people, teaching, social work, nursing or those who just need a little more evidence of their personal qualities. Mrs McGregor co-ordinates this scheme.

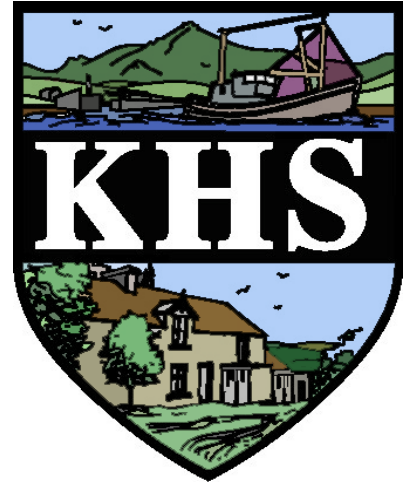


*Creating Opportunity ~ Realising Potential*

*Developing Individuals*



**Kilkeel  
High  
School**



# **AUGUST ARRANGEMENTS**

*Creating Opportunity ~ Realising Potential ~ Developing Individuals*

# ADVICE?

SENIOR STAFF

will be in school on

THURSDAY & FRIDAY,  
20<sup>th</sup> & 21<sup>st</sup> AUGUST  
MONDAY - THURSDAY  
24<sup>th</sup> – 27<sup>th</sup> AUGUST

to help you with problems, offer advice and  
provide further information.

# INTERVIEWS

will take place on

Thursday 20<sup>th</sup> August (afternoon)  
and  
FRIDAY 21<sup>st</sup> August\*

for all prospective Sixth-Form students.  
Parents are welcome to attend.

***PLEASE make an appointment at the Office  
as soon as GCSE results are known!***

**\*Alternative times may be arranged!**

## RECENT RESULTS

### 2015

**'A':** 81% passes (A\*-C) and 96% passes (A\*-E)  
95% students gained 2 or more passes (A\*-E)  
100% students gained 1 or more passes (A\*-E)

**'AS' level:** 87% passes (A\*-E)

### 2016

**'A':** 75% passes (A\*-C) and 97% passes (A\*-E)  
90% students gained 2 or more passes (A\*-E)  
98% students gained 1 or more passes (A\*-E)

**'AS' level:** 82% passes (A\*-E)

### 2017

**'A':** 79% passes (A\*-C) and 99% passes (A\*-E)  
98% students gained 2 or more passes (A\*-E)  
100% students gained 1 or more passes (A\*-E)

**'AS' level:** 92% passes (A\*-E)

### 2018

**'A':** 86% passes (A\*-C) and 99% passes (A\*-E)  
100% students gained 2 or more passes (A\*-E)  
100% students gained 1 or more passes (A\*-E)

**'AS' level:** 80% passes (A\*-E)

### 2019

**'A':** 55% passes (A\*-C) and 90% passes (A\*-E)  
98% students gained 2 or more passes (A\*-E)  
100% students gained 1 or more passes (A\*-E)

**'AS' level:** 86% passes (A\*-E)





**KHS - MORE THAN JUST EDUCATION**