



St. Patrick's High School Keady

EXCELLENCE EVERY DAY FOR EVERY CHILD

Sixth Form

Curriculum Guide 2024



GENERAL INFORMATION

- All applicants for places in Year 13 must have a good disciplinary and attendance record.
- St Patrick's offers a wide range of A Levels and BTECs, keeping options open for every possible third level course and career.
- Any three subjects will keep options open for a wide range of careers/courses.
- Some courses/careers will require specific subjects. Check university prospectuses, www.ucas.com and www.cao.ie.
- It is possible to pick up new subjects even if you have not studied them to GCSE.

A Level

AS is the first part of an A Level and is taken in Year 13. It comprises two or three modules/units.

Candidates are awarded grades A-E or U.

A2 is the part of an A Level and is taken in Year 14. It comprises two or three modules/units. Scores are added to those already earned at AS and candidates are awarded grades A*-E or U.

BTEC

Pupils study six/seven units in a BTEC Level 3 National Extended Certificate qualification. This is a two-year qualification equivalent to an A Level. It is essential to pass all modules in Year 13 before moving into Year 14. It is graded as follows:

BTEC grade	Equivalent A Level grade
Distinction *	A*
Distinction	A
Merit	C
Pass	E

Listen to some advice from a Year 14 pupil regarding choosing your A Level subjects:

<https://drive.google.com/file/d/15E5CysBhB4dKgd9Odm9gjs5VHRyzSQXo/view?usp=sharing>

CHOOSING WHICH SUBJECTS TO STUDY

You will be studying three subjects in depth during class time and study periods. Consider the following advice:

- Choose subjects which you think you will like studying;
- Choose subjects which you think you will be good at;
- Choose subjects which may be essential for entry into your chosen career.
- Students wishing to study A Level Maths should achieve an A* or A at GCSE;
- A student doing A Level Physics should ideally be doing A Level Maths also;
- Students who take Single Award GCSE Science should achieve an A* to take a Science subject to A Level;
- Students who take Double Award GCSE Science should achieve A*A* or AA to take a Science subject to A Level. In certain circumstances only, BB may be acceptable;
- Students wishing to study A Level English Literature should have studied Literature and Language to GCSE with grades BB or above.
- For subjects with a significant literary content, students should have achieved a minimum of a grade B in that subject or a related subject at GCSE.
- Some universities in ROI do not accept BTEC, eg Trinity College Dublin and University College Dublin. However, Dundalk Institute of Technology does accept them.
- To study four A Levels a student should have achieved 7 GCSEs at grade A or above.
- To study three A Levels a student must have achieved 5 GCSEs at grade C or above.
- In the event of a subject being over-subscribed the following selection criteria will apply:
 - If the A Level subject is directly related to a GCSE subject, then the highest score at GCSE in that subject will be the deciding factor.
 - If the A Level subject is not directly related to a GCSE subject, then the total score for all GCSEs taken will be the deciding factor.

Applying to University

Throughout Year 12 and 13 pupils will be considering Post A-Level options. One of these options may be a University Course. When pupils identify a possible course the general University requirements should be checked. These will be a combination of AS/A2 and GCSE subjects and grades, and they may vary from University to University. Details of these may be obtained from the University websites and from the UCAS website www.ucas.com and www.cao.ie

UCAS and CAO are the Agencies which handle University applications:

- UCAS for Northern Ireland and UK Universities
- CAO for the Republic of Ireland Institutions.

During the first term of Year 14 pupils apply through UCAS for up to five courses and have the option of applying to CAO with up to twenty courses. In the second term of Year 14 pupils will select two UCAS offers as their Firm and Insurance choice.

The important features of the UCAS process are:

- The pupil's GCSE profile
- The pupil's Personal Statement about their achievements, activities and their expressed interest in the courses which he/she has applied for;
- The school reference on the pupil's achievements, interests, personality, contribution to the school community and his/her suitability for the courses selected.

A very useful website for parents/guardians when discussing A Level subjects is:

www.informedchoices.ac.uk

Advice from Universities when choosing your A Levels



**QUEEN'S
UNIVERSITY
BELFAST**

Queen's University Belfast (QUB) www.qub.ac.uk

Video: <https://www.youtube.com/watch?v=byN0cV0YM4I>



Ulster University (UU) www.ulster.ac.uk

<https://drive.google.com/file/d/1MUWRnCEOmRNf4fCoHgp9dU4n1oTeSpwg/view?usp=sharing>

Dundalk Institute of Technology (DKIT) www.dkit.ie



https://drive.google.com/file/d/1_l3jgw4_3Yo7b9gLU0MT-PWXPOCywe6/view?usp=sharing

GCSE and A Level Science Requirements for Popular Courses

The information included in the table is taken from the Ulster University and QUB entry requirements, 2021-2022. Please note that universities can differ in their entry requirements. UCAS is the agency in the UK through which students apply for university courses. The UCAS website has an excellent facility that enables you to search for a particular course and the corresponding entry requirements across all universities.

Course	University	GCSE Science Requirements	A Level Requirements
Dentistry	QUB	Biology & Chemistry Or Double Award Science GCSE Physics no longer required	AAA To include Chemistry and Biology UCAT examination
Dietetics	Ulster University	C in Chemistry Or Double Award Science CC	Grades BBB to include 2 science subjects from Chemistry, Physics, Mathematics, Biology, Home Economics of which Chemistry is preferred
Food Quality, Safety and Nutrition	QUB	Double Award Science, grades CC or Chemistry C & Biology C	BBB To include Biology or Chemistry. Preferably both.
Human Nutrition	Ulster University	C in Chemistry and one other Science grade C Or Double Award Science CC	At least 2 subjects (grades BC) from Chemistry, Physics, Mathematics, Biology, Home Economics (Chemistry preferred) OR 1 from the list above and 1 from PE, Geography, IT. Together with another A Level subject (grade D)
Medicine	QUB	Physics to at least GCSE if not taken at A Level or Double Award Science (for Medicine GCSE subjects are scored across the best nine results)	AAA at A-level + A in a fourth AS-level subject including A-level Chemistry plus at least one other A-level from Biology/Human Biology, Mathematics or Physics. OR A*AA at A-level including Chemistry and Biology/Human Biology. OR A*AA at A-level including Chemistry and either Mathematics or Physics + AS-level Biology grade B. UCAT examination

Course	University	GCSE Science Requirements	A Level Requirements
Nursing	QUB	C grade in one Science subject Or Double Award CC	BCC including 1 from Biology, Chemistry, Mathematics or Physics Or BBC if none of the above subjects are studied.
Pharmacy	Ulster University	Chemistry – Grade C Or Double Award Science CC	AAB – Chemistry essential and 1 from Biology, Mathematics or Physics. Biology preferred
Pharmacy	QUB	Biology – Grade C Or Double Award Science - CC	AAB To include Chemistry – B. Plus one from Biology, Physics or Mathematics. (Biology preferred to at least AS level)
Physiotherapy	Ulster University	No specific Science preferred	BBB Including one subject from Biology, Chemistry, Physics or Mathematics.
Radiotherapy & Oncology	Ulster University	Physics & Biology/Chemistry –CC Or Double Award Science -BB	BBB Including one subject from English, Mathematics, any Science, Geography, Health & Social Care or Psychology
Teaching	St Mary's University College, Belfast	C grade in one science subject. Primary School teaching with Science requires Double Award Science BB	Vary across the subject chosen. www.smucb.ac.uk
Teaching	Stranmillis University College, Belfast	C grade in one science subject	Primary Education AAB; One from Art, English, Geography, History, mathematics, Music, PE, RE or a Science

Engineering courses require an A Level in Mathematics or Physics; in many instances both.

Some Business, Economics, Engineering and Midwifery Science courses require at least a 'B' grade in GCSE Mathematics.

Impartial Careers Advice

NI Direct Careers Service

The Careers Service provides impartial advice and support for pupils choosing their GCSE subjects.

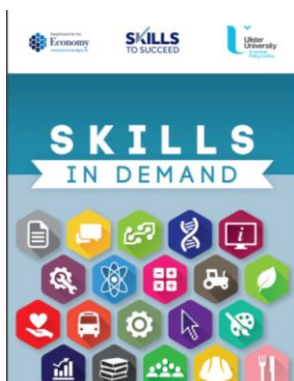


<https://www.nidirect.gov.uk/articles/options-after-year-12>

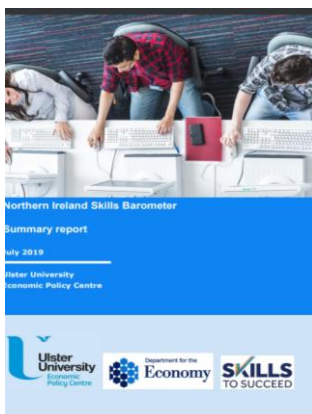
<https://www.nidirect.gov.uk/sites/default/files/2021-08/careers-service-a-young-persons-guide.pdf>

NI Skills Barometer

The Skills Barometer also acts as a driver for the further development of careers education, information, advice and guidance. It provides students and their parents with information on the current and future labour market opportunities, as well as employment prospects by level of education and by course.



<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-in-Demand-Infographic.pdf>



NI Skills Barometer Report

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-Barometer-2019-Summary-Report.pdf>

Art and Design

Content of Course:

1. The AS course is divided into two units: AS 1 and AS 2.
2. Students who follow the A2 level course must study two further units: A2 1 and A2 2.

The study of Art & Design nourishes, enhances & celebrates students' creative intellectual and artistic abilities. The four units for the specifications are carefully structured to provide an appropriate balance of knowledge, skills and understanding at each stage of the course. The subsequent award should accurately reflect the student's ability and achievements in this subject.

How is Art and Design structured?	AS1: Coursework Part A. Experimental Portfolio	AS2: Externally Set assignment Part B Thematic Outcome	How is it assessed?
AS Art	AS 1: Part A. Coursework Portfolio (unit of work based upon the theme (released on line at the end of August). The purpose of this unit is to provide an opportunity for the students to freely demonstrate and communicate their own personal interests, visual curiosity, creativity and personal skills in art, craft & design. Students present their investigations and experimental work in a work book(s)	AS 2: Part B. Externally Set assignment (controlled test with external moderation). The ESA Controlled Assessment requires an adequate preparatory period with the final piece completed within an 8 hour supervised period. Students present their development work across 4x A1 preparation pages and display these inside a Portfolio. (Additional ideas, experimental work and personal research can be presented inside work books).	AS1 Part A: - Experimental portfolio 50% of AS 20% of A Level. AS2 Part B: - Thematic Outcome. 50% of AS 20% of A Level.
	A21: Coursework: -Personal and Critical Investigation	A22: Externally Set assignment Thematic Outcome	How is it assessed?
A2 Art	Personal investigation. This unit consists of visual and written investigations including an extended essay of 1000-3000 words. The personal investigation provides the student with the opportunity to freely demonstrate and communicate artistic interest, visual curiosity, creativity and personal skills in art, craft and design developed from the student's strengths in this subject.	A2 2: Externally Set assignment (a controlled test with external moderation). The ESA Controlled Assessment requires an adequate preparatory period with the final piece completed within a 12 hour supervised period. Students will complete a 300 work statement of intent prior to beginning the ESA. A2 students will be required to complete 3-4 x A1 preparation pages.	A2:1Part A Personal Investigation 60% of A2 36% of A Level. . Written investigation 1000–3000 words–externally assessed 20% of A2 12% of A Level. A2:2: - Part B Thematic Outcome 40% of A2 24% of A Level.

Assessment Objectives AS 1 Experimental Workbook Assessment Objectives:

There are 3 assessment objectives, each with a maximum weighting of marks 24. This section of the coursework is awarded 72 marks.

- **Assessment objectives**

There are four assessment objectives for this specification.

- **Assessment Objective 1 – Knowledge and understanding**

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

- **Assessment Objective 2 – Creative process**

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

- **Assessment Objective 3 – Skills**

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AS2 ESA Assessment objectives:

There are four assessment objectives for this specification. This section of the course is awarded 60 marks

- **Assessment Objective 1 – Knowledge and understanding (10 marks)**

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

- **Assessment Objective 2 – Creative process (10 Marks)**

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

- **Assessment Objective 3 – Skills (10 marks)**

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

- **Assessment Objective 4 – Outcome (30 marks)**

Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Career/Course Options

Artist, Sculptor, Architect, Engineer, Archaeologist, Advertising, Graphic Designer, Fashion Designer, Artistic Director, Textile Designer, Industrial Designer, Interior Designer, Illustrator, Animator, Model Maker, Photographer, Occupational Therapist, Landscape Designer, Stage/set designer, Makeup Artist, Museum Curator, Film & TV Editor, Toy Maker, Engraver, Jewellery Designer, Teacher, Cartoonist, Art Gallery manager, Weaver, Embroider, Art & Design Lecturer, Art Therapist.

Exam Body: CCEA

Presentation: https://drive.google.com/file/d/1pqWIucGxEwX8vbpD_zv5ydnX-2L75nsW/view

Biology

Content of Course:

There are three main topics to be completed in AS:

- Molecules and Cells
- Organisms and Biodiversity
- Practical Skills in AS Biology

A2 comprises of a further three main topics:

- Physiology, Co-ordination and Control and Ecosystems
- Biochemistry, Genetics and Evolutionary Trends
- Practical Skills in Biology

How is it structured?

There are six units in total, two of these are internal practical assessments, which are then moderated by CCEA.

The two modules AS1 and AS2 will be examined in the June of Year 13. The Coursework element which is internally assessed will be completed in the second term in Year 13 and Year 14.

How do you study?

Studying Biology involves a good deal of both class work and practical work. The class work is when you learn the concepts involved and take part in active learning strategies to as to enhance and review your learning. The practical is about making observations and carrying out your own experiments in the laboratory. The practical work is vital for understanding the topics that you are studying and also teaches you important practical skills.

How is it assessed?

AS:	Unit 1	37.5% of the total AS marks and 15% of the A Level
	Unit 2	37.5% of the total AS marks and 15% of the A Level
	Unit 3	25% of the total AS marks and 10% of the A Level
A2:	Unit 1	24% of the A Level
	Unit 2	24% of the A Level
	Unit 3	12% of the A Level

Subject combinations:

Most students combine Biology with one or two other science subjects.

Career/Course Options:

Biology is very important for degree courses in medicine, dentistry, pharmacy, food science, veterinary, biomedical science, ecology, environmental science and is one of the STEM subjects.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1TKX_tfDroxfAy3fRkB0eo8bBWMbAxe16/view

Business Studies

Content of Course:

AS 1: Introduction to Business

- Enterprise and Entrepreneurship
- Forms of Business Ownership
- Stakeholder Groups
- Markets & Market Forces
- Quality Management
- Productivity & Investment
- Organisational Design
- Investing in People
- Motivation
- Principles of Management and Leadership

AS 2: Growing the Business

- Competition
- Market Research
- Marketing Mix
- Market Planning and Strategy
- E-Business/E-Commerce
- Sources of Finance
- Break-even Analysis
- Cash Flow
- Budgeting
- Financial Statements & Final Accounts

A2 1: Strategic Decision-Making

- Business Objectives
- Organisational Culture
- Stakeholder Objectives
- Communication
- Economies & Diseconomies of Scale
- Business Strategy & Planning
- Decision Tree Analysis
- Risk & Uncertainty
- Company Accounts
- Ratio Analysis
- Investment Appraisal

A2 2: The Competitive Business Environment

- Macro-economic Framework
- Government Policies
- Globalisation
- Business Ethics & Organisational Culture
- Sustainability
- Corporate Social Responsibility
- Influence of Stakeholder Groups
- Organisational Design
- Monopolies, Mergers & Takeovers
- Change

How is it structured?

AS 1:

- 1 hour 30 minutes written exam
- Two compulsory structured data responses
- 50% of AS, 20% of A level

AS 2:

- 1 hour 30 minutes written exam
- Two compulsory structured data responses
- 50% of AS, 20% of A level

A2 1:

- 2 hour written exam
- Five compulsory structured data responses
- 30% of A level

A2 2:

- 2 hour written exam
- Six compulsory structured data responses
- 30% of A level

How do you study?

Modules are taught as per specification content. A variety of textbooks, case studies, presentations, business magazines, broadsheet newspapers and relevant websites are used. Engaging lessons with a range of active learning activities are utilised to deliver the course content.

Subject combinations:

Economics, Mathematics, Geography, History, ICT

Career/Course Options:

Further and Higher education to Degree level and beyond – careers in Finance, Accountancy, Marketing, Human Resource Management, Teaching and other Business-related Degrees.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1JVTqpROdwi_ebNTXSepoFdDsmGCQ7E3/view

Chemistry

Content of Course:

There are three main topics to be completed in AS:

- Basic Concepts in Physical and Inorganic Chemistry
- Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry
- Basic Practical Chemistry

A2 comprises of a further two main topics:

- Further Physical and Organic Chemistry
- Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
- Further Practical Chemistry

How is it structured?

There are six units in total, which are all externally assessed.

How do you study?

Most classes will be teacher led but you will work independently on occasions. Class teaching is complimented by the effective use of ICT. Thorough notes are provided and revision classes are run frequently.

Chemistry is a practical subject in which you will carry out your own experiments. The practical work will not only give you first-hand experience of topics that you study but also teach you important skills which will be tested as part of the assessment procedure.

How is it assessed?

The formal assessment of modules only takes place in June. There are no exams in January.

AS:	Unit 1	40% of the total AS marks and 16% of the A Level
	Unit 2	40% of the total AS marks and 16% of the A Level
	Unit 3	20% of the total AS marks and 8% of the A Level
A2:	Unit 4	40% of the total A2 marks and 24% of the A Level
	Unit 5	40% of the total A2 marks and 24% of the A Level
	Unit 6	20% of the total A2 marks and 12% of the A Level

Subject combinations:

Most students combine Chemistry with other Science subjects and Mathematics.

Career/Course Options:

Chemistry is essential for Degree courses in Medicine, Dentistry, Pharmacy, Veterinary Science, Chemistry, Biochemistry and Chemical Engineering.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/131HjPb2bXSvqVteSfaouuCCdOZmnVxhr/view>

Construction and the Built Environment: BTEC Extended Certificate Level 3

Why study this subject?

Choosing to study for a BTEC Level 3 in Construction and the Built Environment is a great decision to make for lots of reasons. The Construction industry is a growing sector with many different specialisms within it. Studying for this qualification will give you a clear path of progression towards eventually working in this industry.

This is a vocational or work-related qualification. This doesn't mean that it will give you all the skills you need to do a job, but it does mean that you'll have the opportunity to gain specific knowledge, understanding and skills that are relevant to your chosen subject or area of work.

How is the course structured?

There is no AS qualification so you cannot drop the subject after one year and achieve an AS grade.

You will complete 2 units in Year 13 and a further 2 units in Year 14:

Year 13

- Unit 1 – Construction Principles (1½ hour external exam)
- Unit 5 – Health & Safety in Construction

Year 14

- Unit 2 – Construction Design (synoptic external assessment)
- Unit 4 – Construction Technology

How is it assessed?

The course has 2 forms of assessment – internal and external.

External: Unit 1 – 1½ hour exam at the end of Year 13 (33%)

Unit 2 – Synoptic assessment on pre-released design scenario (33%)

Internal: Unit 5 & Unit 4 (17% each)

Within each unit you will be set a series of assignments to complete (PowerPoints, leaflets, written reports etc)

What are the entry requirements?

Prospective students will be expected to have attained at least a grade **B** in either **GCSE Construction and the Built Environment** or **Technology & Design** and have a **strong mathematical ability**.

Career/Course Options

The BTEC National Award in Construction could lead you onto a third level qualification in areas such as Engineering (Civil/Structural), Architecture, Construction (Building Surveying, Project Manager, Construction Services, Quantity Surveying)

Examining Body: Pearson

Presentation: <https://drive.google.com/file/d/11-q1qdJcVbh2zxSdXt3hH2bECA2JQUpP/view>

Design and Technology: Product Design – Resistant Materials

Content of course:

- Materials and Components
- Industrial and Commercial Practice
- Quality
- Health and Safety
- Systems and Control
- Products/Outcomes and Application

How is it structured?

Year 13 - Component 2: Independent Design and Make Project

Non-exam assessment - The portfolio will contain 40 sides of A3 paper and is worth 50% of the qualification

- Students individually and/or in consultation with a client/end user identify a problem and design context.
- Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.
- 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.
- Students will realise one potential solution through practical making activities with evidence of project management and plan for production.
- Students will incorporate issues related to sustainability and the impact their prototype may have on the environment
- Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others

Year 14 - Component 1: Principles of Design and Technology

Written Examination - 2 hours 30 minutes and worth 50% of the qualification

- Content Overview
- Topic 1: Materials
- Topic 2: Performance characteristics of materials
- Topic 3: Processes and Techniques
- Topic 4: Digital technologies

- Topic 5: Factors influencing the development of products
- Topic 6: Effects of technological developments
- Topic 7: Potential hazards and risk assessment
- Topic 8: Features of manufacturing industries
- Topic 9: Designing for maintenance and the cleaner environment
- Topic 10: Current Legislation
- Topic 11: Information handling, modelling and forward planning
- Topic 12: Further processes and techniques.

How do you study?

Note taking, annotated diagrams, class discussions, exam style questions, research, design and communicate ideas and information, formal drawing, sketching/rendering, plans, manufacture, evaluation.

What are the entry requirements?

Prospective students will be expected to have attained at least a B grade in GCSE Technology & Design or an A grade in GCSE Construction and the Built Environment. A strong mathematical ability from GCSE level would also be an advantage.

Subject combinations:

Art, Business Studies, Physics, Maths

Career/Course Options:

Architecture, Construction, Engineering (mechanical and electrical), Furniture design/Product design, Quantity surveying, Teaching

Examining Body: Pearson

Presentation: <https://drive.google.com/file/d/11-q1qdJcVbh2zxSdXt3hH2bECA2JQUpP/view>

Economics

Content of Course:

Economics is a subject that will dominate many parts of your adult life. Decisions about what job you get, what wage you earn, where you live, where you go on holiday, whether you have a family and what kind of school you send your children to – all these are heavily influenced by Economic factors. As an A Level student, you will investigate the following factors:

- What is Brexit and what impact will it have on the UK?
- Why are there so many unemployed people in the UK?
- What causes inflation and how can the government control it?
- Why do some countries become richer and others poorer?
- Why do the prices of food, fuel, houses and shares rise and fall?
- Why is competition between companies good for customers?
- What affects the wages of students in part-time employment?
- Why do some people earn so much more than others?
- How can we manage our money more effectively?
- How are we affected by globalisation?

How is it structured?

There are two units at AS and a further two at A2:

- AS 1 In this unit, you will study the nature of the basic economics problem and the role of markets and prices in resolving it.
- AS 2 This unit examines the nature and causes of contemporary national economic problems and investigates how these can be resolved.
- A2 1 This unit examines how firms make decisions about price and output in a variety of competitive situations.
- A2 2 A2 2 further develops some of the understanding developed in AS 2. You will study international trade including the case for and against free trade, the UK balance of payments and exchange rates.

How do you study?

If you want to study Economics, you need to be very literate. You must be able to write intelligent, well-structured analysis. You get more from the subject if you take an interest in current affairs, read a quality newspaper, watch the news and get involved in discussion and debate. Successful students are able to evaluate the merits of alternative arguments.

How is it assessed?

AS 1 Worth 50% of AS, 20% of A2

1 hour 30 minutes examination paper which includes short answer questions, one data response and a choice of essay questions.

AS 2 Worth 50% of AS, 20% of A2

1 hour 30 minutes examination paper which includes short answer questions, one data response and a choice of essay questions.

A2 1 Worth 30% of A2

2 hour external examination paper which includes short answer questions, an unseen case study and a choice of essay questions

A2 2 Worth 30% of A2

2 hour external examination paper which includes short answer questions, an unseen case study and a choice of essay questions.

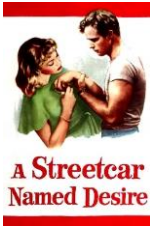


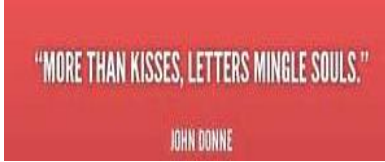

Subject combinations:

One of the strengths of Economics is that it combines so well with a wide variety of other A Level subjects. Traditionally the most popular subjects chosen with it are Mathematics, Business Studies, English, Geography, History, Modern Languages and the Sciences. Economics makes a particularly good combination with A Level Mathematics and Business Studies, a popular pathway for many students.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1FmYmNLZfztXq2y44tStZ78Yk5VCUyS9x/view>

English Literature

Content	Assessment		Weighting
AS 1: The Study of Poetry 1900- Present and Drama 1900- Present	Poetry- Robert Frost and Seamus Heaney Drama- A Streetcar Named Desire Tennessee Williams External Examination (2 Hours) 2 Questions.		60% AS 24 % A2
AS 2: The Study of Prose Pre 1900	Mary Shelley's Frankenstein External Examination (1 hour) 1 Question		40% AS 16% A2
A2 1: Shakespearean Genres	King Lear External Examination (1 hour 30 minutes)		20% A2
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	John Donne Poetry Anthology External Examination (2 Hours) 2 Questions		20% A2
A2 3: Internal Assessment	Internal Assessment Dystopian Fiction. Students complete 2500- word essay.		20% A2

Career/Course Options:

Modern Languages, Medicine, ICT, Moving Images, Art, Religion, Business Studies, Law, Sociology, Drama/Theatre.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1_6-Dq7Ld-a9VyKc1t_EzUKNk_vQ17GGh/view?usp=sharing

French

Content of Course:

Students develop knowledge and understanding by studying themes relating to the society and culture past and present, of a country or community where the French language is spoken. Students explore two broad areas of interest, these are;

- Social trends and issues, and either
- Political culture, Intellectual culture or Artistic culture

Students explore the areas of interest by studying four themes;

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

How is it structured?

The course has six units, three at AS level and three at A2 level– Speaking, Listening/Reading and Writing.

How do you study?

There are a variety of ways you will spend your time in class studying. You will work individually and in groups as well as with a Foreign Language Assistant with written texts from newspapers and magazines, video and audio recordings. You will watch recorded TV programmes and discuss them afterwards, working on vocabulary you learn and the grammatical points they illustrate. Outside of class, a good deal of time is spent committing things to memory, especially vocabulary.

How is it assessed?

Pupils will sit examinations at the end of each academic year. At AS Level, Module 1 (Speaking) is worth 12%, Module 2 (Listening/Reading) 16% and Module 3 (Writing) is worth 12% of the overall grade. At A2, Module 1 is worth 18%, Module 2 is worth 24% and Module 3 is worth 18% of the overall grade.

Subject combinations:

Business Studies, English, History.

Career/Course Options:

Modern Language Teacher, Diplomatic Service Officer, Foreign Correspondent, Conference Interpreter, Marketing Executive, Bilingual Secretary, Translator, Journalist, Export Manager, Tourist Guide, Court Interpreter, Medical Translator, Immigration Officer, International Lawyer, European Union Official, Hotel Manager.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1rRSLE658x_iVbLfKDP0nFHH_DzAofLy/view

Geography

Content of Course

Year 1	AS1 – Physical Geography (fluvial environments, ecosystems, weather and climate)
	AS2 – Human Geography (population, settlement, development)
	AS3 – Fieldwork Skills and Techniques in Geography
Year 2	A21 – Physical Processes, landforms and Management
	A22 – Processes and Issues in Human Geography
	A23 – Decision Making in Geography

How is it structured?

Three units at both AS and A2, all of which are externally assessed. One field study is carried out per year. There is no coursework requirement.

How do you study?

- Investigate issues – use statistics, government data and internet sites
- Present findings/data in graphical and analytical form
- Research and present case studies
- Fieldtrips to local areas.

How is it assessed?

Year 1	AS1	-	1.25 hours (40% of AS / 16% of A2)
	AS2	-	1.25 hours (40% of AS / 16% of A2)
	AS3	-	1 hour (20% of AS / 8% of A level)
Year 2	A21	-	1.5 hours (24% of A2)
	A22	-	1.5 hours (24% of A2)
	A23	-	1.5 hours (12% of A2)

Subject combinations:

Biology, Business Studies, Economics, Travel and Tourism.

Career/Course Options:

Land use and Environmental Management, Transport Planning, Surveying and Mapping Science, Building Services and Renewable Energies, Meteorology and Climate, Environmental Planning, Rural and Countryside Management, Archaeology, Geography with extended studies in Europe, Planning and Property Development and Civil Engineering.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1nJu5zZo30CvO7DB7j11CgFflAmn2RjQ/view>

Health and Social Care

Health and Social Care offers students the opportunity to develop skills, knowledge and understanding that provide a broad educational basis that will advantage them when entering into employment or higher education within the Health and Social Care sector. The specification examines the structures that exist within Northern Ireland in the health and social care sectors.

How do you study?

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

How is it assessed?

Health and Social Care is assessed using a combination of examination and coursework assessments.

AS Level

Unit	Assessment
AS Unit 1: Promoting Quality Care – Students produce a written report based on practice in a health, social care or early years setting that they have experienced	Coursework
AS Unit 2: Communication in Health, Social Care and Early Years Settings - Students produce a written report on communication in a health, social care or early years setting	Coursework
AS Unit 3: Health and Well-Being	2 hour Examination

A2 Level

Unit	Assessment
A2 Unit 3: Providing Services	2 hour Examination based on a pre-release case study
A2 Unit 5: Supporting The Family – Students complete a report reviewing the changes to family structures, and research the services available for families experiencing issues	Coursework
A2 Unit 1: Applied Research – Students undertake a piece of research on a health and social care topic of their choice	Coursework

Subject combinations:

Nutrition and Food Science, and Sociology.

Career/Course Options:

Many students with a qualification in GCE A level Health and Social Care go on to degree-level study in a variety of subjects such as Nursing, Teaching, Psychology, Occupational Therapy, Early Childhood Studies, Criminology, Health and Social Care Policy, Counselling and Social Work.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1ZrHglir2TInRddtMmoNEcm0-hMyrTd5O/view?usp=sharing>

History

Content of Course:

AS	Module 1	Germany 1918 – 1945
	Module 2	Russia 1903 – 1941
A2	Module 1	Clash of Ideologies 1900 - 2000
	Module 2	Partition of Ireland 1900 - 1925

How is it structured?

All assessment is via end of module examinations.

No coursework requirement.

Two modules are taught and examined in Year 13 and in Year 14.

How do you study?

History A Level involves a lot of reading therefore you need to be a fluent reader who is interested in going beyond the set text and support handouts to do independent research. Reading will be targeted at establishing key facts and chronology, understanding issues of historical debate or controversy, reaching reasoned conclusion about causal relationships, consequences and significance in history.

How is it assessed?

AS:	Module 1	1.5 hour external examination – 50% of AS; 20% of A2
	Module 2	1.5 hour external examination – 50% of AS; 20% of A2
A2:	Module 1	1 hour external examination – 20% of A Level
	Module 2	2 hours 30 mins external examination – 40% of A Level

Subject combinations:

The skills and research techniques needed to A' Level History include research, analysis and interpretative skills. You might wish to choose other A' Level subject that will provide supporting skills and knowledge such as English, Sociology and Economics.

Career/Course Options:

Teaching, museum work, archive or library work. The ability to organise, analyse and interpret information from a range of perspectives makes history graduates suited to careers in advertising, marketing, the media, law, research etc. Many MPs and former Prime Ministers are history graduates.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1epvJ9quZedvZ_xXX3-7BPNSwISH5WISb/view

Irish

This specification is made up of two parts: AS and A2. Students may take AS as a stand-alone qualification without progressing to A2. However, to gain the full GCE, students must complete the AS and the A2 units. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%. The specification allows students to explore two broad areas of interest. Students explore the areas of interest by studying four themes.

Content of Course:

AS	A2
<ul style="list-style-type: none">• Relationships• Culture and Lifestyle	<ul style="list-style-type: none">• Young People in Society• Our Place in a Changing World

Topics within the themes are outlined in the full specification. Students also study **film or literature** at AS level and **literature** at A2.

Film/Literature	Literature
<p>For AS, students study one of the following four set works:</p> <p>Film:</p> <ul style="list-style-type: none">• Mercier: <i>Lipservice</i>• O'Hara: <i>Yu Ming Is Ainm Dom</i>• O'Reilly: <i>Clare Sa Spéir</i> <p>Literature:</p> <ul style="list-style-type: none">• Peigí Rose: <i>Anne</i> (An Chéad Chnuasach) <p>For Unit AS 3: Extended Writing, students write one essay, in Irish, based on their chosen set work.</p>	<p>For A2, students study one of the following set works:</p> <p>Literature:</p> <ul style="list-style-type: none">• Mac Labhraí (editor): <i>Anam na Teanga</i>• Ó Tuairisc: <i>Lá Fbéile Míchíl</i>• A selection of poems by: Ó Ríordáin, Ó Searcaigh, Ó Direáin and Mhac an tSaoi <p>For Unit A2 3: Extended Writing, students write one essay, in Irish, based on their chosen set work.</p>

How do you study?

AS1 Regular classes with the Irish Assistant to help with preparation of Q1 and Q2

AS2 Listening – practice listening to extracts based on the various contexts. Extracts may include announcements, news items etc.

Reading – sources for comprehensions tasks and translation practice are taken from magazines, newspapers, reports, books etc.

Writing – learn through practice to write essays on two of the three contexts listed above. Will incorporate the application of a range of grammatical structures and a broad range of vocabulary.

How is it assessed?

AS 1: Speaking	<ul style="list-style-type: none"> • Question 1: students give a presentation – 3 mins • Question 2: conversation - 8 mins Total time: 11 mins	30% of AS Level 12% of A Level
AS 2: Listening [A], Reading [B] and Use of Language [C]	Section A – Listening Question 1: students answer one set of questions in Irish based on one passage. AS 2: Section B – Reading Question 1: answer one set of questions in Irish based on one passage. Question 2: students translate a passage from Irish into English. AS 2: Section C – Use of Language Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into Irish. (30 mins) Total time: 2 hours	40% of AS Level 16% of A Level
AS 3: Extended Writing	AS 3: Extended Writing Students write one essay in Irish in response to a set film or literary text. Total time: 1 hour	30% of AS Level 40% of A level
A2 1: Speaking Total time: 15 mins	A2 1: Speaking Question 1: students introduce and discuss one individual research project based on either: A cultural aspect of an Irish-speaking country or community; A historical period from the twentieth century of an Irish-speaking country or community; or A region of an Irish-speaking country or community. (approximately 6 mins) Question 2: conversation (approximately 9 mins)	18% of A Level
A2 2: Listening [A] and Reading [B]	A2 2: Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Irish. Recording 2: students answer in English. (45 mins) A2 2: Section B – Reading Students answer two sets of questions and complete one summary passage from English into Irish. (2 hours) Total time: 2 hours 45 mins	24% of A level
A2 3: Extended Writing	A2 3: Extended Writing Students write one essay in Irish in response to a set literary text. Total time: 1 hour	18% of A level

Career/Course Options:

Teaching, Lecturing, promotion of the Irish Language, Researcher, Education Officer, Child Care Officer, TV/Radio, Film/Production Companies, Music and Drama, Public Sector – Community, Rural and Gaeltacht affairs, Historian, Librarian, Cartographer, Archaeologist, Secretary, working in Art gallery, Folklore, Business through Irish e.g. Advertising, Marketing.

Examining Body: CCEA

Pearson BTEC Level 3 Extended Certificate in IT

Pearson BTEC Level 3 Extended Certificate in IT allows students to gain an insight into IT with a wide range of units that provide students with practical and project-based opportunities to develop knowledge and skills.

Content/Structure of Course:

The course is a two year course there is no AS qualification, so you cannot drop the subject after one year and achieve an AS grade. You will complete 2 units in Year 13 and a further 2 units in Year 14 which leads to the full Level 3 qualification.

Year 13

Unit	Unit type	Units in brief
Unit 1: Information Technology Systems	External	Learners study the role of computer systems and the implications of their use in personal and professional situations. Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and use appropriate IT systems will benefit you personally and professionally. Externally assessed written two hours examination set and marked by Pearson worth 90 marks.
Unit 2: Creating Systems to Manage Information	External	Learners study the design, creation, testing and evaluation of a relational database system to manage information. This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions. Part A will be carried out in three hours on the afternoon of the first day. Part B will be carried out in two hours on the morning of the second day. The set task will assess learners' ability to design, create, test and evaluate a relational database system to manage information.

Year 14

Unit 3: Using Social Media in Business	Internal (Portfolio)	Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements. Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service.
Unit 6: Website	Internal (Portfolio)	Increasingly, organisations rely on websites to serve customers and, in some cases, to generate

Development		<p>revenue. With millions of web pages being created daily, the need for websites to be engaging, innovative and desirable is important. As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. The scripting involved in the development of websites has become crucial: website developers need to understand and acquire the necessary skills to find solutions to a variety of scenarios and problems.</p> <p>Portfolio learners investigate website development principles. They will design and develop a website using scripting languages.</p>
--------------------	--	---

How is it assessed?

Unit 1 + 2 is externally assessed by Pearson while units 3+6 are portfolio based and internally assessed.

Career/Course Options:

Computing jobs are amongst the highest paid and have the highest job satisfaction ratings. Demand for Computing skills has continued to grow with an every – increasing employment rate right through the last 3 years despite the impact of the global recession. Computing is very often associated with innovation and developments in computing tend to drive it. This, in turn, is the key to national competitiveness. The possibilities for future developments are expected to be even greater than they have been in the past. Mathematics, Engineering and Science all disciplines and career paths complemented by the skills developed from A – Level Software Systems Development.

Examining Body: Pearson

Presentation: <https://drive.google.com/file/d/16EPIVgGe8cj6MWYgVDmlhUYdZ44PhDd2/view>

A message from our IT Ambassador:

https://drive.google.com/file/d/1ek6W3ZXBgIeVajFjyVvm9bmC_CLJmkn0/view

Mathematics

Content of Course:

Mathematics is divided into pure and applied areas:

- **Pure Mathematics:** AS 1 and A2 1 cover a range of mathematical concepts including Algebra and Functions, Sequences and Series, Trigonometry, Differentiation and Integration. Pure Maths is the foundation for much of the work you do in other areas.
- **Applied Mathematics, (Mechanics and Statistics)** AS 2 and A2 2 address aspects of both mechanics (50% of the assessment) and statistics (50% of the assessment). It assesses modelling and the application of mathematics. The Mechanics includes Kinematics, Forces and Newton's Laws. Statistics is made up of Statistical Sampling, Data presentation and interpretation, Probability and Statistical Distributions.

How is it structured?

AS - Modules AS 1 Pure Mathematics (24% of A level) and AS 2 Applied Mathematics (16% of A Level)

A2 - Modules A2 1 Pure Mathematics (36% of A level) and A2 2 Applied Mathematics (24% of A level)

How do you study?

A' Level Maths is all classroom based teaching, there is no coursework or assignment. Learning mathematics means learning how to use it to solve problems. The only way you can do this is through lots of practices. Class work usually involves the teacher explaining new material, giving notes and working through examples. You then follow this up by tackling new problems, which gradually become more difficult. Some of this work will be done in class, but you should expect to put in at least five or six hours outside classroom time.

How is it assessed?

AS 1 Pure Mathematics	-	100 raw marks	-	1 hour 45 min exam
AS 2 Applied Mathematics	-	70 raw marks	-	1 hour 15 min exam
A2 1 Pure Mathematics	-	150 raw marks	-	2 hour 30 min exam
A2 2 Applied Mathematics	-	100 raw marks	-	1 hour 30 min exam

Career/Course Options:

Engineering, Finance, Accountancy, Computer Science, Teaching, Physics.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1CKenhASyAKEtSswBGeUCXXUFFyclvnwV/view>

Pearson BTEC Level 3 National Extended Certificate in Creative Digital Media Production



<p><u>Yr 13</u></p> <p>Unit 1: Media Representations</p> <p>Unit size (GLH): 90</p>	<p>In this unit, you will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements.</p> <p>External Assessment: 2 hour online exam consisting of long and short questions/answers.</p>
<p><u>Yr 13</u></p> <p>Unit 4: Pre-production Portfolio</p> <p>Unit size (GLH): 90</p>	<p>Learners study the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio.</p> <p>Internal Assessment: Assignment</p>
<p><u>YR 14</u></p> <p>Unit 8: Responding to a Commission</p> <p>Unit size(GLH): 120</p>	<p>In this unit, you will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. You will work within the requirements and constraints of the client’s specifications and consider your response in terms of ethos, format, budget, platform and duration.</p> <p>External Assessment: 2 three-hour exams in January of Year 14. Question is given a few weeks before hand and students have time to prepare for exam.</p>
<p><u>YR 14</u></p> <p>Unit 14: Digital Magazine Production</p> <p>Unit size (GLH): 60</p>	<p>Students will select and prepare content, and create layouts for a specific genre of magazine. Unit introduction Magazines are prepared and produced digitally across a wide range of genres. They often combine content from a diverse range of global contributors, and are increasingly available for both print and digital distribution platforms. You will learn about the codes and conventions that magazine producers use to communicate with their target audience, and how they generate, select and prepare materials to produce a completed magazine cover and double-page spread. The layouts you produce for this unit can form part of a portfolio of work for progression to employment or higher education.</p> <p>Internal Assessment: Assignment</p>

Presentation: <https://drive.google.com/file/d/13WxbBX-rKB0yW67ccLDMhi4gbgHTLiS5/view?usp=sharing>

Moving Images Art

MIA is a challenging and rewarding course, offering a solid foundation for progression to higher and further education and the creative industries. Reasons to choose this qualification:

1. Create original production portfolios on this unique film-making course;
2. Develop industry skills including writing, directing, production design, editing and sound;
3. Broaden critical knowledge of film styles and movements in world cinema.

Content of Course:

Coursework AS: Students research Classical Hollywood Style, Realism and Formalism, informing the creation of a 3–4 minute narrative film sequence or 1 ½–2 minute animation sequence in response to stimulus that we provide. The portfolio must include evidence of planning, research and evaluation.

Coursework A2: Students make an independent study of a chosen film practitioner, informing the creation of an original and complete 4–7 minute narrative film or 2–3½ minute animation. The portfolio must include an illustrated essay and evidence of planning, research and evaluation.

Online Examination: Students answer questions requiring recall and analysis in response to previously unseen film stimulus.

How do you study?

Using videos, DVD's, film footage, note-taking, class discussions:

- Exploring opportunities for creativity and self-expression in the art of filmmaking;
- Developing and refining their creative and technical skills in writing, directing, cinematography, production design, editing and sound;
- Development of a range of valuable and transferable skills for employment including scheduling, management of human and technical resources, leadership, team work, time-pressured decision-making, problem-solving and ability to show initiative;
- Using technologies confidently and creatively to experiment, challenge and innovate –computer programmes include i-movie, final cut, garage-band and celtex.

How is it assessed?

AS:	Unit AS 1	Foundation portfolio coursework	60% of AS / 24% of A2
	Unit AS 2	1.5-hour online examination	40% of AS / 16% of A2
A2:	Unit A2 1	Advanced portfolio coursework	36% of A2
	Unit A2 2	2.15-hour online examination	24% of A2

Career/Course Options

MIA is an ideal choice for students wishing to pursue a career in the creative industries, which value and promote independence, originality, creative enterprise and technical skill. The course develops creative and critical abilities in writing, directing, editing, producing and analysing films from a range of contexts.

Examining Body: CCEA (www.ccea.org.uk/movingimagearts)

Presentation: <https://drive.google.com/file/d/1UXG5ttvf8fVc3cR9eFoeg1OkmckBKuz/view>

Music

The CCEA GCE Music specification allows students to create and perform music which expresses their own interests and style.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

The specification has three units at AS and three units at A2:

- **Unit AS/A2 1: Performing**
- **Unit AS/A2 2: Composing**
- **Unit AS/A2 3: Responding to Music.**

The AS units make up 40% of the full A level, and the A2 units make up 60%.

AS/A2 1: Performing:

Students complete a solo performance and an accompanying viva voce. They develop skills in singing and/or playing an instrument of their own choice, and their ability to discuss their rationale, contextual information, technical challenges and stylistic conventions.

Performance Requirements

AS: Programme must last 5-7 minutes; minimum Grade 4 standard

A2: Programme must last 8-10 minutes; minimum Grade 5 standard

AS/A2 2: Composing:

Option A – Free Choice Composition

Students must compose one piece of music. They may choose their own brief, compositional style and resources. They must submit their composition in the form of a recorded performance, which may be live or sequenced, with optional score. Students must submit their recording on audio CD. They must also submit an analytical and reflective written commentary on their composition must be no more than 1000 words (AS) or 1200 words (A2).

Option B – Composition with Technology

This option involves responding to pre-release stimulus material. Students create an arrangement based on their choice of stimulus from the two provided in the pre-release stimulus material. Each stimulus is a melody. Students use sequencing technology, multitrack recording technology or a combination of both to create their arrangement. It must be submitted on audio CD, with a written commentary (1000/1200 words).

Composition Time Limits:

- AS: 1.5 – 2.5 minutes
- A2: 2-3 minutes

AS/A2 3: Responding to Music.

AS 3: Responding to Music *Areas of Study:*

- Music for Orchestra, 1700–1900 (Vivaldi, Mozart, Beethoven Brahms - Baroque to Romantic)
- Sacred Vocal Music (Gibbons, Handel, Mendelssohn, Rutter - Anthems and Hymns from Renaissance to 21st Century)
- Secular Vocal Music (The development of the Musical – *Showboat, Carousel, West Side Story, Les Miserables*)

A2 3: Responding To Music *Areas of Study:*

- Music for Orchestra in the Twentieth Century (Debussy, Ravel, Bartok, Bernstein)
- Sacred Vocal Music - Mass/Requiem Mass (Byrd, Mozart, Fauré, Chilcott)
- Secular Vocal Music, 1600 to the Present Day (Weelkes, Handel, Schumann, Copland)

How do you study?

In some ways, music is like a language. You have to learn how it is put together (techniques such as harmony and types of musical form) and how it conveys feelings, mental images and moods. As with learning a language, improvement comes largely from exposure and extensive practice. Much of your time, therefore, is spent listening to music, discussing and analysing what you have heard and practising the exercises that will develop your abilities to listen actively.

Your ability to analyse different pieces of music will depend a lot on your experience of a wide variety of different types of music, so in addition to the work set by your teacher, you should go to as many live music events as possible. If your course involves performance, you will have to spend quite a lot of time practising your instrument(s). You will have the chance to perform and record your own compositions as well as those of others.

How is it assessed?

Unit 1 Solo performance and viva voce (external examiner)

Unit 2 Composition and written commentary (internally assessed with external moderation)

Unit 3 One aural and one written examination (both have short-answer questions and extended writing questions)

Subject combinations:

Music can be combined with any other A Level. If you are thinking of studying music in higher education, especially if you are thinking of singing for a living, languages are a very useful asset. However, if you are considering a course in music technology or electronic music, mathematics, physics or ICT are the subjects to choose.

Career/Course Options:

Music courses usually lead to either a BA (Bachelor of Arts) or BMus (Bachelor of Music) degree. The BMus is usually much the same as a BA but, when an institution offers both a BA and a BMus, the BA is typically broader in scope while the BMus concentrates more on composition, history or performance. Music can be studied as part of a combined degree or modular course e.g. with drama, visual arts, modern languages, music technology, performing arts.

Choosing to create a composition using Option B (Music Technology) opens doors into music production, sound design, radio and TV production. You can also combine Music and Music Technology in many courses.

Examining Body: CCEA

Nutrition and Food Science (previously Home Economics)

Prior attainment:

Students DO NOT need to have studied GCSE Food and Nutrition (previously HE) before beginning to study this specification. However, the specification builds on knowledge, understanding and skills developed in GCSE Food and Nutrition.

Content of Course:

- AS 1 Principles of Nutrition:** This unit requires the study of macro and micro-nutrients and other dietary constituents e.g. Protein, Fat & Carbohydrate. Nutritional requirements and current dietary recommendations across the life span are also studied i.e. Infancy, School children & adolescents, Adulthood and older people.
- AS 2 Diet, Lifestyle and Health:** This unit requires the study of current research in relation to diet, lifestyle and health. Topics studied include eating patterns, energy and energy balance, dietary related disorders, alcohol and physical activity.
- A2 1 Option A: Food security and Sustainability:** This unit studies consumer behaviour when making food purchasing decisions and considers the issues and implications of consumer food choice.
- Option B: Food Safety and Quality:** In this unit, students explore securing a safe food supply from the primary producer to the consumer.
- A2 2 Research project:** Students undertake a compulsory 4,000 word research-based assignment. This is assessed by the teacher and externally moderated.

How is it structured?

The course is divided into 4 modules – 2 completed at AS level and 2 at A2 level. AS Modules are worth 20% of the overall A level grade while A2 modules are allocated 30% each.

How do you study?

In Nutrition and Food Science, we use a variety of study methods including: Essays, structured questions, class tests, individual research and class presentations. Active learning strategies such as mind-mapping and hot seating have also been introduced.

How is it assessed?

Nutrition and Food Science is assessed through 3 modular exams and one research based assignment.

- AS 1 Principles of Nutrition** – Exam duration is 1 hr 30 minutes and is offered in June only.
- AS 2 Diet, Lifestyle and Health** - Exam duration is 1 hr 30 minutes and is offered in June only.
- A2 1 Option A: Food security and Sustainability or Option B: Food Safety and Quality:** Exam duration is 2 hours 30 minutes and is offered in June only.
- A2 2 Research based assignment** - Students undertake a compulsory 4,000 word research-based assignment. This is assessed by the teacher and externally moderated.

Subject combinations:

Nutrition and Food Science is classified as a Science subject by universities for some degrees. It therefore complements Biology and Chemistry.

Career/Course Options:

Dietician, Home Economics Teacher, Nutritionist, Chef, Environmental Health Officer, Cookery writer and Food Stylist.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1Ute2z0akhRxKEE8l25P9s5UixrW2HqQz/view>

Physics

It is recommended that you study A Level Maths or have a good grade in GCSE Further Maths and very good grade in GCSE Maths.

Content of Course:

There are three main topics to be completed in AS:

- AS 1 Forces, Energy and Electricity
- AS 2 Waves, Photons and Astronomy
- AS 3 Practical techniques and Data Analysis

A2 comprises of a further three main topics:

- A2 1 Deformation of Solids, Thermal physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
- A2 2 Fields, Capacitors and Particle Physics
- A2 3 Practical Techniques and Data Analysis

How is it structured?

There are six units in total, which are all externally assessed.

How do you study?

Most class work takes the form of information and notes presented by the teacher, discussion and examples to work through. Students will carry out experimental and investigative activities in order to develop their practical skills. A Google Classroom for revision and consolidation purposes is used.

How is it assessed?

AS:	Unit 1	40% of the total AS marks and 16% of the A level
	Unit 2	40% of the total AS marks and 16% of the A level
	Unit 3	20% of the total AS marks and 8% of the A level
A2:	Unit 4	24% of the A level
	Unit 5	24% of the A level
	Unit 6	12% of the A level

Subject combinations:

Most students combine Physics with other STEM subjects.

Career/Course Options:

Mathematics, physics, aeronautical engineering, chemical engineering, electrical engineering, mechanical engineering, biomedical sciences, medicine, dentistry, construction, pharmacy, veterinary science, architecture, computing, geology and surveying.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1PcbduCnkeMtdmKfwQBR22JqU3DIVmeDR/view>

Religious Studies

Content	Assessment	Weighting
<p>AS 2</p> <p>Textual Studies</p> <p>An Introduction to the Acts of the Apostles</p> <ul style="list-style-type: none"> - the Context of Acts - The beginnings of the church - Growth and expansion of the church - Paul the Apostle - Other aspects of human experience 	<p>1 paper</p> <p>1 hour 20 minute external written examinations</p> <p>Students answer one from two questions in Section A and one from two questions in Section B.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p>AS 5</p> <p>Systematic Study of One Religion</p> <p>The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries</p> <ul style="list-style-type: none"> - The arrival of Christianity in Ireland - Celtic monasticism - Celtic Penitentials - Celtic hagiography - Other aspects of human experience 	<p>1 paper</p> <p>1 hour 20 minute external written examinations</p> <p>Students answer one from two questions in Section A and one from two questions in Section B.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p>A2 2:</p> <p>Textual Studies</p> <p>Themes in Selected Letters of St Paul</p> <ul style="list-style-type: none"> - Paul's Letter to the Galatians - Paul's First Letter to the Corinthians - Paul's Letter to the Ephesians - Synoptic assessment theme: Controversy, Division and Reconciliation 	<p>1 paper</p> <p>2 hour external written examinations</p> <p>Students answer two from three questions in Section A and the compulsory synoptic question in Section B.</p>	<p>50% of A2</p> <p>30% of A level</p>
<p>A2 5:</p> <p>Systematic Study of One Religion</p> <p>Themes in the Celtic Church, Reformation and Post-Reformation Church</p> <ul style="list-style-type: none"> - Controversy and authority - Missionary outreach - Developments and outreach in Christianity - Synoptic assessment theme: Faith, Morality and the State 	<p>1 paper</p> <p>2 hour external written examinations</p> <p>Students answer two from three questions in Section A and the compulsory synoptic question in Section B.</p>	<p>50% of A2</p> <p>30% of A level</p>

How is it structured?

For both AS level and A2, students complete **two** units as shown above from the two areas of study below:

- i. Textual Studies
- ii. Systematic Study of One Religion

How do you study?

You can expect a lot of group discussion and some independent reading to address more demanding evaluative tasks. You need to develop good essay writing skills to do well. Be prepared to use a variety of ways of learning to develop your ideas.

How is it assessed?

AS:	Unit 2	1 hour 20 minutes external examination – 50% of AS; 20% of A2
	Unit 5	1 hour 20 minutes external examination – 50% of AS; 20% of A2
A2:	Unit 2	2-hour external examination – 50% of A2; 30% of A-Level
	Unit 5	2-hour external examination – 50% of A2; 30% of A-Level

The AS units make up 40% of the full A level, and the A2 units make up 60%. There is no coursework requirement.

Career/Course Options:

AS and A2 Religious Studies can be very useful in career areas such as Law, Education, Medicine, Politics, Social Work, Journalism, Administration and the Media. For example, ethics are vitally important in day-to-day decisions made by Healthcare professionals, and business ethics are important in Marketing, Banking and other areas. Philosophy improves thinking skills and is sought in the IT industry, Law, Accountancy and other professions.

Religious Studies provides students with a broader education which can affect cognitive capacity, character, attitudes and moral outlook. This is important for work in any industry.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/1Q6qi0xAhBUhQm9JG794P2vOcMXqg2wAy/view>

Sociology

Content of Course:

Sociology is the study of society. The purpose of sociological study is to understand how humans both shape and are shaped by cultural, political, economic and social forces. Sociology makes the familiar unfamiliar, you seek answers to some of the most interesting and important questions affecting the world around you. For example;

Why do 40% of marriages end in divorce?

Who commits crime and why?

Why is the gap between rich and poor increasing?

What has caused the rise of religious extremism?

How does your family background influence your education?

Is technology for children ruining childhood?

How do migrants affect our society?

How is it structured?

AS Modules:

Family and Households, Education and Methods in Context

A2 Modules:

Beliefs in Society OR Media, Crime and Deviance

How do you study?

Sociology is an essay based subject where you are required to analyse evidence and form debates. You will be required to have;

- Good reading skills and a determination to understand and use specialist terminology
- A willingness to keep up-to-date with current local and global affairs by reading newspapers and watching the news
- An interest in forming debates, and a willingness to engage in class discussions

How is it assessed?

Sociology is an exam based subject. There are no coursework modules. There are 3 exam papers at A2 worth 100%, consisting of short written and essay style answers.

Subject combinations:

History, Health and Social Care, Religion, English and Economics.

Career/Course Options:

Sociology can be studied at university at degree level and can lead to a wide range of careers such as Social Work, Social Policy, Politics, Humanitarian/Charity work, Academic Research, Law, Journalism, Criminology, Psychology and Teaching.

Examining Body: AQA

Presentation: <https://drive.google.com/file/d/1NZZua7fX1wW-XY-cRv2wJSQRDtXbO1ao/view>

Software Systems Development

This specification aims to encourage students to:

- develop a genuine interest in software systems development with a focus on programming
- develop an understanding of systems approaches and modelling techniques to support software development
- develop software development skills that will prepare them for work in today's software industry
- participate in the development of a software project using a complete software development process
- demonstrate their understanding and application of key concepts through challenging internal and external assessment

Course Structure & Assessment:

<u>AS - Lower Sixth:</u>		
AS Unit 1: Introduction to Object Orientated Development	External Exam (2 hours)	50% of AS 20% of A Level
AS Unit 2: Event Driven Programming	Internal Assessment	50% of AS 20% of A Level
<u>A2 - Upper Sixth:</u>		
A2 Unit 1: Systems Approaches and Database concepts	External Exam (2 hours)	30% of A Level
A2 Unit 2: Implementing Solutions	Internal Assessment	30% of A Level

It is recommended that you have achieved an **A*-B** grade in **GCSE Mathematics** and/or **A*-B** grade in **GCSE Digital Technology Programming**.

Career Opportunities

Media and government communications have in the sense highlighted the importance of developing programming skills that are required to work within a fast growing IT industry. This qualification focuses on creating software using a programming language called **C#** (also expressed as **C-Sharp**).

This course will usually lead to a degree in **Software Engineering** or **Computer Science**.

Examining Body: CCEA

Presentation: <https://drive.google.com/file/d/16EPIVgGe8cj6MWYgVDmlhUYdZ44PhDd2/view>

A message from our IT Ambassador:

https://drive.google.com/file/d/1ek6W3ZXBgleVajFjyVvm9bmC_CLJmkn0/view

Spanish

Content of Course:

Students develop knowledge and understanding by studying themes relating to the society and culture, past and present, of a country or community where the Spanish language is spoken. GCE Spanish gives students the opportunity to explore two broad areas of interest. These are:

- Social trends and issues; and either
- Political culture, Intellectual culture or Artistic culture.

Students explore the areas of interest by studying four themes;

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

How is it structured?

Three modules at AS and A2 Level – Speaking, Listening/Reading and Writing.

How do you study?

There are a variety of ways you will spend your time in class studying. You will work individually and in groups as well as with a Foreign Language Assistant with written texts from newspapers and magazines, video and audio recordings. You will watch recorded TV programmes and discuss them afterwards, working on vocabulary you learn and the grammatical points they illustrate. Outside of class, a good deal of time is spent committing things to memory, especially vocabulary.

How is it assessed?

Pupils will sit examinations at the end of each academic year. At AS Level, Module 1 (Speaking) is worth 12%, Module 2 (Listening/Reading) 16% and Module 3 (Writing) is worth 12% of the overall grade. At A2, Module 1 is worth 18%, Module 2 is worth 24% and Module 3 is worth 18% of the overall grade.

Career/Course Options:

Modern Language Teacher, Diplomatic Service Officer, Foreign Correspondent, Conference Interpreter, Marketing Executive, Bilingual Secretary, Translator, Journalist, Export Manager, Tourist guide, Court Interpreter, Medical Translator, Immigration Officer, International Lawyer, European Union Official, Hotel Manager.

Examining Body: CCEA

Presentation: https://drive.google.com/file/d/1rRSLE658x_iVbLfKDP0nFHH_DzAofLy/view

Sport: BTEC Extended Certificate Level 3 (Equivalent to 1 A Level)

Why study this subject?

If you are a student who has a keen interest in Sport and would like to have an involvement in the health, or fitness industry or progress to a related course in higher education.

How is the course structured?

The course is a two-year course. During the first year, students will be required to complete two units. In the second year they will complete an additional two units leading to the full qualification. All students will complete the following mandatory units during the course;

- Unit 1 – Anatomy & Physiology
- Unit 2 – Fitness, Training and Programming for Health, Sport and Well Being
- Unit 3 – Professional Development in the Sports Industry

Students will also complete one optional unit from the following list;

- Unit 4 – Sports Leadership
- Unit 5 - Application of fitness testing
- Unit 6 - Sports Psychology
- Unit 7 - Practical Sports Performance

How is the course assessed?

Unit 1 is assessed by an External Exam, normally held in May of the first year of study. **Unit 2** is assessed by an externally assessed written task. **Unit 3** and the additional optional unit are assessed internally through ongoing assignments. Pupils can work to achieve a Pass(E) Merit (C) Distinction (A) Distinction* (A*)

What are the entry requirements?

Students will be expected to have at least a grade B in GCSE Physical Education.

Career/Course Options

The BTEC Extended Certificate in Sport in Sport would lead towards a number of careers in the Sports industry, such as; Sports performer, Sports coach, Leisure industry, Personal Trainer, Sports Psychology amongst others.

Examining Body: Edexcel

Presentation: <https://drive.google.com/file/d/1YXbZRTXOwIricWkEzMD8VN-SnXIZO80S/view>

Sport: BTEC Diploma Level 3 (Equivalent to 2 A Levels)

Why study this subject?

If you are a student who has a keen interest in Sport and would like to have an involvement in the health, or fitness industry or progress to a related course in higher education.

How is the course structured?

The course is a two-year course Over the two years, students will complete 9 Units. Six of the units are mandatory and three are optional.

The following units are mandatory:

- Unit 1 – Anatomy & Physiology
- Unit 2 – Fitness, Training and Programming for Health, Sport and Well Being
- Unit 3 – Professional Development in the Sports Industry
- Unit 4 – Sports Leadership
- Unit 22 - Investigating Business in Sport and the Active Leisure Industry
- Unit 23 - Skill Acquisition in Sport

How is the course assessed?

Unit 1 is assessed by an External Exam, normally held in May of the first year of study. **Unit 2** is assessed by an externally assessed written task. **Unit 3, 4, 22, 23** and the additional optional unit are assessed internally through ongoing assignments. Pupils can work to achieve a Pass(E) Merit (C) Distinction (A) Distinction* (A*).

What are the entry requirements?

Students will be expected to have at least a grade B in GCSE Physical Education or a Distinction in Level 2 BTEC Sport.

Career/Course Options

The BTEC Diploma would lead towards a number of careers in the Sports industry, such as; Sports performer, Sports coach, Leisure industry, Personal Trainer, Sports Psychology amongst others.

Examining Body: Edexcel

Presentation: <https://drive.google.com/file/d/1YXbZRTXOwIricWkEzMD8VN-SnXIZO80S/view>

BTEC Level 3 National Extended Certificate in Travel & Tourism

“Since 2010 tourism has been the fastest growing sector in the UK in employment terms. Britain is forecast to have a tourism industry worth over £257 billion by 2025.”

<https://www.visitbritain.org/visitor-economy-facts>

This qualification is designed for learners who are interested in an introduction to the study of Tourism with a view to progressing to a wide range of higher education courses, not necessarily Travel & Tourism.

Unit	Year	Weighting	Assessment	Method
1: The World of Travel & Tourism	13	25%	External	Exam
3: Principles of Marketing	13	25%	Internal	Controlled Assessment
2: Global Destinations	14	25%	External	Exam
9: Visitor Attractions	14	25%	Internal	Synoptic Assessment

How is it structured?

The course is a two-year course. You will complete 2 units in Year 13 and a further 2 units in Year 14 which leads to the full qualification. The course is 50% externally assessed and 50% internally assessed and moderated by the awarding body.

How is it assessed?

The BTEC Level 3 National Extended Certificate in Travel & Tourism is assessed using a combination of internally controlled and synoptic assessments and external examinations.

▪ **External Assessment**

Unit 1: The World of Travel & Tourism (Exam)

Unit 2: Worldwide Tourism Destinations (Research and Exam)

▪ **Internal Assessment**

Unit 3: Principles of Marketing

Unit 9: Visitor Attractions (Assessed through research and assignments. Units are internally assessed and externally moderated.

How do you study?

Units are taught through a variety of textbooks, case studies, videos, presentations, Tourism magazines, relevant industry websites, guest speakers and educational visits. Independent study is required also.

Career/Course Options:

Previous students have progressed to study Business Management, Marketing, Sports Studies, Education, ICT, Tourism Management, Hospitality Management and Event Management.

Examining Body: Pearson

Presentation: <https://drive.google.com/file/d/1wYOfFLj-H9cO8i7LR-n8LrrejpkpTjGH/view>

Appendix A:

ADMISSION CRITERIA FOR YEAR 13

Applications to attend St. Patrick's High School is interpreted by the Board of Governors as an indication that the parents and the child concerned accept and are in agreement with the ethos of the school. All pupils applying for a place will be required to attend an interview. The AP1 Form is available from the school officer or the EA website www.eani.org.uk/admissions.

Pupils will be considered for admission on the following criteria:

1. A pupil will only be considered provided that the school will not exceed its enrolment figure as determined by the Department of Education.
2. Pupils will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the efficient use of the school's resources.
3. The admission of a pupil may not result in an increase in class size beyond that which is consistent with the School's Curriculum Policy.
4. If at the time of the consideration of the application, there are more eligible applicants than places in a particular year group available, then the admission criteria to Year 8 will be applied to select pupils to fill available places.

CRITERIA FOR YEAR 13

Applications to attend St. Patrick's High School is interpreted by the Board of Governors as an indication that the parents and the child concerned accept and are in agreement with the ethos of the school. All pupils applying for a place will be required to attend for an interview.

The following criteria for admission will be applied in the order set down:

1. A pupil will only be considered provided that the school will not exceed its enrolment figure as determined by the Department of Education.
2. Pupils will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the efficient use of the school's resources.
3. The admission of a pupil may not result in an increase in class size beyond that which is consistent with the School's Curriculum Policy.
4. To be admitted to A' Level courses, students will be placed according to the following criteria:

Category 1:

Pupils attending St Patrick's High School, and who meet the minimum criteria at (a) to (e) below have priority over all other applicants.

- (a) Seven GCSEs or more, Grades A* to C, including GCSE English and GCSE Mathematics, for entry to "A" Level courses.
- (b) Seven GCSEs or more, Grades A* to C, including GCSE English or GCSE Mathematics, for entry to "A" Level courses.
- (c) Six GCSEs or more, Grades A* to C, including GCSE English and GCSE Mathematics, for entry to "A" Level courses.
- (d) Six GCSEs or more, Grades A* to C, including GCSE English or GCSE Mathematics, for entry to "A" Level courses.
- (e) Six GCSEs or more, Grades A* to C for entry to "A" Level courses.

Category 2:

All other Pupils who meet criteria (a) to (e) above and who are unable to obtain their A level subject choices in their current school. Pupils applying for admission from other schools will be required to meet the academic entry requirements of their current school before they will be considered for admission to St Patrick's High School.

The categories above are in rank order.

External applicants for “A” Level study from category 2 above will be graded on their academic performance at GCSE and/or equivalents as recognised by DE in the following manner:

A*= 9 points
A = 8 points
B = 7
points C*=
6 points C
= 5 points

In the event of a tie, priority shall be established by computerised random selection.

All applications to Post 16 study will be subject to pupils having;

- (i) An acceptable attendance record,
- (ii) An acceptable behavioural record,
- (iii) An acceptable punctuality record,
- (iv) Places being available in the subjects sought.

A reference may be sought from their previous school.

All pupils applying under Category 2 above will be subject to approval by the Department of Education before admission can be confirmed. See notes below. **

**Criteria for any extra places made available by the Department of Education for admission into Year 13:

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in St Patrick’s High School.
2. Pupils from other schools where admission to an extra place at St Patrick’s High School has been agreed by the Department of Education.

**Parents should note how the Department of Education will, in response to a school’s request, increase the school’s enrolment number in order to allow an extra post-16 pupil to enroll. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour’s journey of where the pupil lives. If there is, DE will then check whether this other school or schools may provide all of the post-16 courses that the pupil wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue – then DE will agree a school’s request for an extra place.

What is a school of a type that is suitable for a pupil?

To determine this, DE first considers all schools to be one of four types:

- (i) Denominational
- (ii) Nondenominational
- (iii) Integrated and
- (iv) Irish-Medium

A school requesting an extra place for a post-16 pupil will belong to one of these four types and DE will consider any other school or schools from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in Year 12.

Criteria for entry to Year 14 from Year 13

Entry to Year 14 from Year 13 is dependent on a satisfactory academic performance at AS Level as determined by the Key Stage 5 team in consultation with the school Principal and relevant Advanced Level teachers.

St Patrick's High School does not operate a waiting list for students who apply for a place to any year group other than Year 8 and are unsuccessful. Each application is decided upon at the time of receipt.

Subject	Entrance Criteria	Award/Equivalence
Art & Design	Grade B or above in GCSE Art & Design and/or very high standard of Art at KS3	A-Level
Biology	Grades B or above in Biology or BB in Double Award Science or Grade A in Single Award Science	A-Level
Business Studies	Grade B or above in GCSE Business Studies and/or a Grade B in GCSE English and Maths	A-Level
Business Studies (Applied)	Grade C or above in GCSE English Language	A-Level
Chemistry	Grade B in Chemistry or BB or above in Double Award Science or Grade A in Single Award Science	A-Level
Construction	Grade B or above GCSE Construction or Design & Technology or Distinction in BTEC Engineering	A-Level
Design & Technology	Grade B or above in GCSE Design & Technology	A-Level
Economics	Grade B or above in GCSE Economics or Grade B in both Mathematics and English Language	A-Level
English Literature	Grade B or above in GCSE English Lang and/or Literature	A-Level
French	Grade B or above in GCSE French	A-Level
Geography	Grade B or above in GCSE Geography and Grade B in GCSE English Language and Maths	A-Level
History	Grade B in History or above and Grade B or above in GCSE English Language and Literature	A-Level
Health & Social Care	Grade B or above in English and/or Health and Social Care	A-Level
Irish	Grade B or above in GCSE Irish	A-Level
Mathematics	Grade A or above in GCSE Mathematics and Grade B or above in Further Mathematics	A-Level
Media	Grade C in English Language or Merit in BTEC Media	BTEC
Moving Image Art	Interest in Moving Images Art	A-Level
Music	Grade B in GCSE Music and above Grade 3 in a Musical Instrument/Voice	A-Level
Nutrition & Food Science	Grade B in Home Economics and/or BB in DA Science and/or Grade B in SA Science	A-Level
Physics	Grade A in Physics or Grades AB in Double Award Science together with upper Grade A or above in GCSE Mathematics.	A-Level
Performing Arts	Interest in Drama/Performing Arts	BTEC
Religious Studies	Grade B or above in GCSE Religious Studies and/or English Language or Literature	A-Level
Sport (BTEC Single Award)	Grade B or above in GCSE Physical Education	BTEC
Sport (BTEC Double Award)	Grade B or above in GCSE Physical Education	2 A-Levels
Sociology	Grade B or above in GCSE English Language and/or English Language	A-Level
Software Systems Development	Grade B or above in GCSE Mathematics	A-Level
Spanish	Grade B or above in GCSE Spanish	A-Level
Travel & Tourism (BTEC)	Grade C or above in GCSE Geography or Travel & Tourism	BTEC

Please note that subject specific criteria is a guide. All admissions will be considered based on overall performance at GCSE.
