

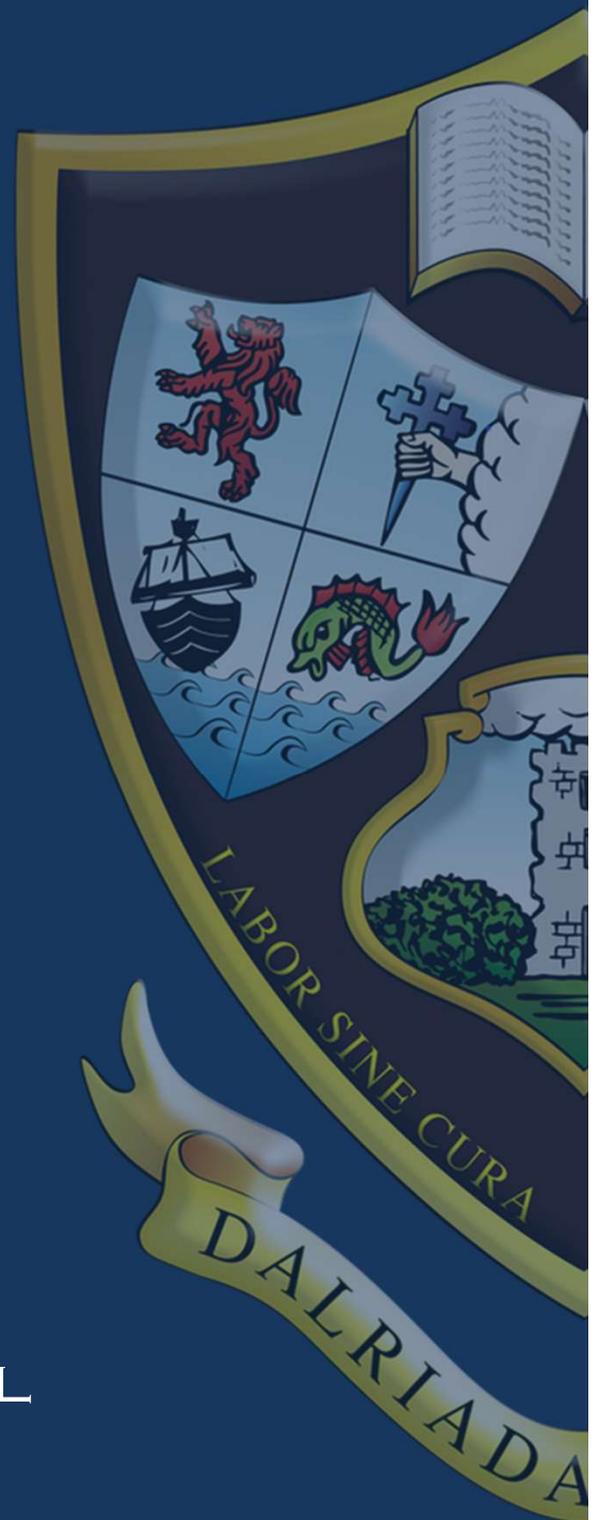


KEY STAGE 5

SUBJECT BOOKLET 2026 - 2028

DALRIADA SCHOOL

COMMITTED TO EXCELLENCE





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YOUR CHOICE AFTER GCSE

After GCSE you can choose one of several possible routes to Further or Higher Education and employment.

To help you decide what to do after GCSE you should do the following:

- Be realistic about your likely attainment (trial exams in January are a good guide), in relation to the entry requirements for different options.
 - Consider several career options, perhaps with different entry levels and grade requirements at GCSE or A level. Check carefully which subjects/courses you will need for these – speak to careers staff if unsure. Bear in mind that some degree courses have very specific subject requirements – you need to check these out. Try www.ucas.com (course search) or look at websites or prospectuses for individual universities. Consider also Higher Level Apprenticeships (HLA) after A level – these are also an increasingly popular option.
 - Discuss your options with your parents and careers teachers.
 - If you can, talk to someone who is doing the kind of job you might like.
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ENTRY TO DALRIADA SIXTH FORM

CRITERIA FOR ENTRY

Students seeking entry to the Sixth Form must demonstrate that they have the behavioural attitude, academic aptitude and attendance record to achieve success in their chosen GCE A level courses. Academic potential will be assessed on the basis of GCSE examination results and school reports, along with their record of attendance and behaviour.

Students offered sixth form places must have:

1. A minimum of three B and two C Grades (all full course GCSE).
2. A minimum level of Grade B in the subjects that they wish to select at AS Level.
3. Students must have at least a C grade in Mathematics and English.
4. The grades required by specific subjects as noted in the choices booklet.

Preferably students should have an A grade in the subjects to be studied at A level. If a subject is over-subscribed, preference will be given to students with an A grade.

CHOOSING DALRIADA SIXTH FORM

When considering entry to Dalriada Sixth Form you need to find out more about:

- the nature of study for AS/A level (see below)
- the courses available
- the sixth form ethos

STUDY IN THE SIXTH FORM

Study at AS and A2 level is significantly different from study at GCSE. Because you will be studying fewer subjects, there will be a great increase in course content and you will be expected to attain a more detailed knowledge and understanding of each subject.

You will need to develop an independent and more critical approach to your work. You will receive less direction from teachers, and more opportunity to read material linked to the course and to develop and express your own point of view. Examinations and assignments will often test your ability to apply knowledge, facts and principles to particular problems or situations. Evidence of a personal response and the ability to present or explain your response to a question will be much more important than before in many subjects. In many subjects you will be taught by more than one teacher. As courses move from AS to A2 there may be a change of subject teacher.

PRIVATE STUDY AND HOME STUDY

You will have several periods each week which will not be taught. You will need to spend all of this time in the Study Rooms or Library, the Gillan Sixth Form Centre or other departmental study areas where you can study undisturbed, and this will provide an opportunity to exercise self-discipline in study, which is needed in Sixth Form. AS and A2 level courses also require an increased commitment to independent study at home each evening and at weekends.

Sixth formers have access to computers for individual work in the ICT Resource Area, Study Rooms and the Library, while several departments, including Art, Modern Languages, Music, Science and Technology, provide specialist facilities for individual work during private study periods.

SIXTH FORM COURSES AT DALRIADA

AS AND A2 LEVEL COURSES

Students will be expected to take three AS level courses in Year 13 and they will continue with these three subjects in Year 14. If a student selects four AS subjects in Year 13, they may retain this choice for Year 14. Students selecting four AS subjects will be vetted by a Sixth Form Entry Panel to assess their suitability to do so.

The following courses are offered at AS level in the Lower Sixth Form subject to demand and availability of staff.

Art & Design (Combined Studies)	German
Art & Design (Photography)	Health & Social Care
Biology	History
Business Studies	Mathematics
Chemistry	Moving Image Arts
Classical Civilisation	Music
Computer Science	Nutrition & Food Science
Design and Technology	Performing Arts
Digital Technology	Physics
English Literature	Religious Studies
French	Spanish
Geography	Sport & Exercise Science (BTEC)

These subjects may then be taken on to A2 level in the Upper Sixth Form with the exception of BTEC courses which are courses taught over the two years.

In cases where a subject is oversubscribed, established selection criteria may be applied. These may include GCSE performance, performance on a set task and consideration of individual needs.

STRUCTURE OF A2 AND AS LEVEL COURSES

Most A level subjects are comprised of two AS modules (to be studied and examined in the Lower Sixth Form year) and two A2 modules (to be studied and examined in the Upper Sixth Form year). BTEC is structured with six modules over 2 years and is mainly assignment based.

RECREATION, LIFE SKILLS AND THE SIXTH FORM ENRICHMENT PROGRAMME

All sixth formers will be expected to participate in the activity programme available during Wednesday afternoon recreation (where timetable permits). In addition, all sixth formers must attend daily registration and the weekly Tutorial class. A programme of enrichment courses will be available, which may include for example ICDL, Language, Heartstart First Aid Certificate and Mandarin. All members of Lower Sixth Form are expected to take enrichment courses and/or extra curricular options in addition to AS courses.

ENTRY REQUIREMENTS

The following guidance is a brief summary of **Entrance Requirements** for 2026-2027:

1. Students are advised to take on only one 'new' subject if they have not previously studied at GCSE. No more than 2 new subjects will be allowed.
2. In the event of any of the subjects being over-subscribed the school may decide to allocate places on merit. i.e. best grades gain entry first.

Subject	Minimum GCSE Requirement	Notes
Art & Design – Combined Studies	B in Art and Design	In exceptional circumstances we may accept a student who has not done GCSE Art on submission of a portfolio of their own artwork.
Art & Design – Photography	B in Art and Design	For students who have not done GCSE Art they can be accepted to the GCE Photography option by submitting a portfolio of their own photography. NOTE - All photography students must have their own DSLR camera.
Biology	1. It is essential that students taking Biology at AS or A level should have achieved an A grade in GCSE Biology. 2. Students are advised that to study AS/A2 Biology they should have studied Chemistry at GCSE level.	1. If coming from another school, grades AA in GCSE Science (Double Award) is essential. If coming from a Double Award background, the student must have sat higher tier Units not foundation tier Units. 2. Double Award students must be able to provide evidence of obtaining an A standard in units B1 and B2 in order to meet the demands of the AS course. 3. Single Award Science is not a suitable background for AS or A2 Biology, so unfortunately, students who have this as their qualification will not be permitted on the AS/A2 Biology course.
Business Studies	Grade B in CCEA/AQA/Edexcel GCSE Business Studies &/or Grade B in GCSE Maths & English if you have not studied GCSE Business Studies	1. Students who have studied CCEA GCSE Business & Communication Systems should have at least a Grade A in that subject. In addition, GCSE English and GCSE Maths are required, with a minimum of Grade B in both. 2. CCEA Occupational Studies – Business & Services & WJEC Business – both are not a suitable qualification for the academic study of A level Business Studies. 3. Any additional qualifications not listed must be checked by LJP for suitability to study A level Business Studies.
Chemistry	B in GCSE Chemistry	External applicants: Evidence of Grade A standard in both C1 & C2 (Higher Tier Double Award) and overall grade AA or higher. Note, Single Award is not a suitable qualification for students to be able to follow A-Level chemistry.
Classical Civilisation	B in English Literature OR B in History	1. Must have GCSE history or English Lit at grade B 2. No exceptions. No need to discuss further with SRB if these grades not met. 3. This will be taught from Sept '26 as a 2-year linear course with no AS exams offered in year 13.
Computer Science	Grade 7 in GCSE Computer Science or Grade A in Mathematics	

ENTRY REQUIREMENTS (CONTINUED)

Subject	Minimum GCSE Requirement	Notes
Design and Technology	B in GCSE Engineering or B in Technology	If prospective students have not studied GCSE Technology or Engineering, they must be able to demonstrate competence in a coursework related subject such as Art or IT. A portfolio of evidence should be submitted to A Nelson (HoD) in order to access suitability for studying A level Technology along with a verbal reference from the relevant GCSE subject coursework teacher. Mr. Nelson's decision regarding suitability is final.
Digital Technology	Grade B in Digital Technology	External applicants: those who have not studied GCSE Digital Technology, a grade B in mathematics is required.
English Literature	B in GCSE English Language or B in GCSE English Literature	
French	B in GCSE French	
Geography	B in GCSE Geography	Double award science (BB) and/or B in maths
German	B in GCSE German	
HSC	B in HSC	If anyone has not done GCSE HSC - B in GCSE English Language is accepted. External Applicants: B in GCSE English Language, Merit in HSC (BTEC) or B in GCSE Child Development
History	B in GCSE History	If GCSE History has not been completed, there should be a B grade in Either English Language OR Literature AND SRB should be consulted about the academic profile of the student.
Mathematics	All students, including those who have studied Further Mathematics, must achieve a minimum Grade A in Mathematics. It is recommended that students who have studied Further Mathematics have also achieved a Minimum Grade B in GCSE Further Mathematics.	Students who have not studied GCSE Further Mathematics must arrange an appointment with the Head of Department to be considered for entry to AS Level Maths.
Moving Image Arts	B in Moving Image Arts	For those that have not done GCSE Moving Image Arts we will also accept a B grade in English, English Literature, Media Studies or Art and Design

ENTRY REQUIREMENTS (CONTINUED)

Subject	Minimum GCSE Requirement	Notes
Music	B in GCSE Music	Non-GCSE students or students from another school need a minimum of Grade 5 practical standard, reasonable ability to read music and some knowledge of music theory.
Nutrition & Food Science	B in GCSE Food and Nutrition. BB in GCSE Double Award Science or equivalent is recommended.	If anyone has not done GCSE Food and Nutrition - BB in GCSE Double Award Science or equivalent is accepted. External applicants: B in GCSE Child Development, BB in GCSE Double Award Science.
Performing Arts	B in GCSE Drama or B in GCSE Performing Arts	B in related essay courses, such as English. As a percentage of this course is based on group performance, it is important that those choosing this subject have, and maintain, a good attendance.
Physics	Grade B or above in GCSE Physics, and Grade B or above in GCSE Further Maths	1. For a student coming from another school who followed the Double Award Science GCSE, they must have sat all three physics and practical units at higher tier and achieved overall grade AA or better. They must also be able to provide evidence of a grade A standard in units P1 and P2. (Single Award science is not a suitable background for A Level Physics) 2. If a student did not follow the GCSE Further Mathematics course, then they must instead have obtained a grade A or above in GCSE Mathematics.
Religious Studies	B in GCSE RS	If applicant has an OCN R.S. qualification or Short Course in R.S., they must also have a B grade or above in English, English Literature or History.
Spanish	B in GCSE Spanish	
Sports Studies (BTEC)	B in GCSE PE or GCSE Biology	1. Double Award students must be able to provide evidence of obtaining an A standard in Biology units B1 and B2 in order to meet the demands of the AS course. 2. Single Award Science is not a suitable background for BTEC Sports Studies, so unfortunately, students who have this as their qualification will not be permitted on the course.

ART & DESIGN (COMBINED STUDIES)

This revised GCE in Art and Design gives students much more freedom in how they produce their coursework. The volume of work has been reduced so that students now follow a logical progression through their work from inspiration to experimentation to realisation. Students can choose from a wide range of art disciplines to explore and must produce work in two of these disciplines. There are four units completed in the following order:

Content	Assessment
<p>AS 1: Experimental Portfolio Students produce experimental work in two or more of the following areas: Painting, Drawing, Mixed Media, Sculpture, Printmaking, Illustration, Ceramics, Jewellery, Architecture, Product Design, Graphic Design or Fashion.</p>	<p>Teacher assessment with external moderation 50% of AS level 20% of A level</p>
<p>AS 2: Personal Response Theme based: this module builds on the written and practical investigations in AS 1. The outcome can be started at any time and is brought to completion during a 10 hour controlled assessment.</p>	<p>Teacher assessment of controlled task with external moderation 50% of AS level 20% of A level</p>
Content	Assessment
<p>A2 1: Personal and Critical Investigation Part 1: Written Investigation 1000-3000 words (20% of Unit). This must be based on a credible and recognised artist/designer/craftsperson, theme or movement. Part 2: Practical Investigation based on the content explored in the written investigation (40% of Unit)</p>	<p>Written element externally assessed. Teacher assessment of practical element with external moderation 60% of A2 level 36% of A level</p>
<p>A2 2: Thematic Outcome Theme based: this module builds on the written and practical investigations in A2 1. The final piece for this unit can be started at any time and is brought to completion during a 15hr controlled assessment.</p>	<p>Teacher assessment with external moderation 40% of A2 level 24% of A level</p>

WHAT CAN I DO WITH A QUALIFICATION IN ART AND DESIGN?

A GCE in Art and Design provides a solid foundation for further study of art and design at a higher level and for degree courses in other fields that require creative thinking and problem-solving skills. An A Level in Art and Design leads to employment in many areas such as architecture, graphic and product design, fashion, film and television and many more. The course will also provide you with creative skills valued and sought out by many employers.



ART & DESIGN (COMBINED STUDIES)

HIDDEN TEXTURES ON THE HUMAN BODY

I wanted to do something that was different and unusual. I chose to do a human eye. I used oil paint and I love how it turns out. I used a lot of different brushes and I love how the textures turned out. I also used a lot of different colors and I love how they turned out. I also used a lot of different techniques and I love how they turned out.

I wanted to do something that was different and unusual. I chose to do a fingerprint. I used black ink and I love how it turned out. I also used a lot of different techniques and I love how they turned out.

BOTANICAL STUDIES

→ inspired by Carolyn Jenkins

This is an oil pastel drawing of leaves and raspberries. I love how this turned out and I love how the shadows have been represented by this beautiful blue shade. I also love the highlights on the raspberries themselves as it really brings out the red colour.

This is the opposite style of Carolyn Jenkins as it is definitely not hyper-realistic. I love how this ink and sketching piece has I also outlined the leaves in black pen.

PAINTING WITH BUBBLES

I wanted to do something that was different and unusual. I chose to do a painting with bubbles. I used a lot of different colors and I love how they turned out. I also used a lot of different techniques and I love how they turned out.

BUBBLE PAINTING

I wanted to do something that was different and unusual. I chose to do a bubble painting. I used a lot of different colors and I love how they turned out. I also used a lot of different techniques and I love how they turned out.

Acrylic Painting in the Style of Carolyn Jenkins

- For this, I just used acrylic paint to create a realistic painting of Hydrangeas in the style of Carolyn Jenkins. I then added a few abstract brush strokes some shading using a palette knife.
- This is a slightly more zoomed in flower with a very faint linoprint on clear plastic to show the microscopic details of cells in this flower. The linoprint is inspired by Tay-Kay.
- This is the same painting again with a very bold linoprint layered on top as if you have "zoomed in" all the way using a microscope. I love the contrast of the black against the colours.

GREG DUNN NEURO ART

I wanted to do something that was different and unusual. I chose to do a neuro art piece. I used a lot of different colors and I love how they turned out. I also used a lot of different techniques and I love how they turned out.

LAYERING TECHNIQUES

Inks, linoprinting, stitching, pen + pencils

This is a piece of all of the techniques I have explored so far in Unit 2. I made a linoprint with white ink on an inkly background and layered black linoprints on top. I then cut up a few other prints of cells, the brain and the stomach and placed them in a 'collage'-like structure. I wanted to look even more layered so I added another layer of tracing paper and cut some holes in it to show all of my previous work. I added a few more cut outs and then added stitching to mirror the works of Leisa Rich. I also added netting to create yet another layer and added interest to my piece. I love how this turned out but if I was to go back and do it again I would use a different glue as I don't like the way white glue dries on this case.

ART & DESIGN (PHOTOGRAPHY)

This is a new pathway within the A Level Art and Design specification. This course will be particularly well suited to those students who are creative but struggle with the more traditional elements of art. In this specification there is no requirement for drawing or painting. All of the work can be lens based.

Students taking this course will learn how to use their camera properly, how to take photos in different lighting conditions and how to compose images for emotional impact. There are four units completed in the following order:

Content	Assessment
AS 1: Experimental Portfolio Students produce experimental work in different areas of photography. Building core skills in a variety of photographic techniques.	50% of AS level 20% of A level
AS 2: Personal Response Students produce an outcome based on a given theme and should use the skills and knowledge gained in AS 1. The outcome can be started at any time and is brought to completion during a 10hr controlled assessment.	50% of AS level 20% of A level
Content	Assessment
A2 1: Personal and Critical Investigation Part 1: Written Investigation 1000-3000 words (20% of Unit). This must be based on a credible and recognised photographer, theme or photographic movement. Part 2: Practical Investigation based on the content explored in the written investigation (40% of Unit)	60% of A2 level 36% of A level
A2 2: Thematic Outcome Students present a response to a given theme. This should build on the written and practical investigations in A2 1. The final piece for this unit can be started at any time and is brought to completion during a 15hr controlled assessment.	40% of A2 level 24% of A level

SPECIAL ENTRY REQUIREMENTS

Those choosing this course should have good creative skills and will have preferably completed a GCSE course in Art or Moving Image Arts (however this is not compulsory). They must also have access to a DSLR Camera or a CSC Camera (a camera with full manual controls) these will not be provided by the school.



ART & DESIGN (PHOTOGRAPHY)



WHAT CAN I DO WITH A QUALIFICATION IN PHOTOGRAPHY?

- A GCE in photography provides a solid foundation for further study of art and design at a higher level and for degree courses in other fields that require creative thinking and problem-solving skills.
- An A level in photography leads directly to employment in many areas such as documentary photography/journalism, fashion photography, portraiture, landscape photography, film/television and many more.
- The course also provides you with creative skills valued and sought out by many employers.

BIOLOGY

WHY CHOOSE GCE BIOLOGY?

Many of us have a natural curiosity about ourselves and the organisms that share our planet. The intricacies of the organisation of life can be fascinating and enlightening and the study of Biology at GCE can lead to greater understanding of and respect for living organisms. Knowledge of biological processes has implications for a wide range of fundamentally important areas, including health, food production, conservation and technology.

Content	Assessment
AS 1: Molecules and Cells The themes covered are: Cells, biological molecules, enzymes, cell membranes and transport, continuity of cells, viruses, tissues and organs	Written exam 1 hour 30 minutes 37.5% of AS level 15% of A level
AS 2: Organisms and Biodiversity The themes covered are: Gaseous exchange in mammals and plants, circulatory system in mammals, transpiration, the adaptation of organisms, the variety of life, human impact on biodiversity	Written exam 1 hour 30 minutes 37.5% of AS level 15% of A level
AS 3: Practical skills Assessment of Investigational and Practical Skills in Biology	Written exam assessing practical skills 1 hour and internal practical assessment 25% of A2 level 10% of A level
Content (please note a review of achievements at AS level will be undertaken before progression to A2 level)	Assessment
A2 1: Physiology, Co-ordination and Control and Ecosystems The themes covered are: kidney, the nervous system, sense organs, hormonal control, immunity, ecosystems	Written exam 2 hours 15 minutes 24% of A Level
A2 2: Biochemistry, Genetics and Evolutionary Trends The themes covered are: Respiration, photosynthesis, DNA and gene technology, inheritance and variation, features of the animal and plant kingdoms	Written exam 2 hours 15 minutes 37.5% of AS level 15% of A level
A2 3: Practical skills Assessment of Investigational and Practical Skills in Biology	Written exam assessing practical skills 1 hour 15 minutes and internal practical assessment 25% of A2 level 10% of A level

ENTRY REQUIREMENTS

It is essential that students taking Biology at AS or A level should have achieved an A grade in GCSE Biology, or if coming from another school, grades AA in GCSE Science (Double Award). If coming from a Double Award background, the student must have sat higher tier Units not foundation tier Units. **Double Award students must be able to provide evidence of obtaining an A standard in units B1 and B2 in order to meet the demands of the AS course. Single Award Science is not a suitable background for AS or A2 Biology, so unfortunately, students who have this as their qualification will not be permitted on the AS/A2 Biology course.**

Students are advised that to study AS/A2 Biology they should have studied Chemistry at GCSE level.

BUSINESS STUDIES

WHY CHOOSE AS/A LEVEL BUSINESS STUDIES?:

Fancy yourself at the head of a successful business? Got some great ideas for new products or services? Or maybe you want to work for a large company by working in marketing or management. No matter what your vision, the Business Studies A level course gives you an incredibly powerful start to launch you on to becoming a businessperson. All the key topics of starting and running a business are covered. Armed with this knowledge, maybe you could be giving Mark Zuckerberg a run for his money in a few years' time.

Content	Assessment
<p>AS 1: Introduction to Business This unit introduces students to the business world. Students become familiar with different business ownership structures and key stakeholder groups that may have an interest in how a business is managed.</p>	<p>Written exam 1 hour 30 minutes 50% of AS level 20% of A2 level</p>
<p>AS 2: Growing the Business Students explore the role of technology in growing a business and how it helps with decision making. They also understand the impact of competition on a business. Students develop a critical understanding of the marketing process, marketing strategy, the use of e-business, as well as the role of accounting and financial information.</p>	<p>Written exam 1 hour 30 minutes 50% of AS level 20% of A2 level</p>
Content	Assessment
<p>A2 1: Strategic Decision Making Students gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. They also analyse the importance of accounting and financial information in making strategic business decisions.</p>	<p>Written exam 2 hours 30% of A2 level</p>
<p>A2 2: The Competitive Business Environment Students examine the macroeconomic framework that businesses operate in. Students examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.</p>	<p>Written exam 2 hours 30% of A2 level</p>

ENTRY REQUIREMENTS

It is desirable that students taking Business Studies at AS or A level should have achieved at least a B in GCSE Business Studies or if you have not studied GCSE Business Studies you must have a B grade in both Maths & English. **It is possible for students who have not studied GCSE Business Studies to take the AS course.** Any wishing to do so should discuss this possibility with Mrs Parkhill. Students will be required to apply and understand mathematical, financial and IT topics.

WHAT SKILLS WILL I LEARN?

Business Studies A level course helps students develop a number of skills:

- How to assemble data and access it
- How to investigate facts and use deduction
- How to put over your point of view fluently
- How to work as a team to achieve results

CAREER OPTIONS

Skills and knowledge gained can lead to progression to higher education; working for a corporation or management consultancy. All businesses need sound business skills behind them. Students who take Business Studies often study Accounting, Computer Science, Modern Languages or Mathematics. Students committed to the arts or sciences should also consider Business studies in this cost-centred world.

CHEMISTRY (CCEA)

Students study the Revised CCEA GCE (A-Level) Chemistry which has a modular structure. Students are required to study three modules at each level.

Content	Assessment
<p>AS 1: Basic Concepts in Physical and Inorganic Chemistry Students develop important basic chemical skills such as writing balanced symbol equations and redox equations; determining oxidation states; and calculating chemical quantities using the mole as an amount of substance.</p>	<p>Written exam 1 hour 30 minutes 40% of AS level 16% of A2 level</p>
<p>AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry Students work on the chemistry of alkanes, alkenes, halogenoalkanes and alcohols. They receive a qualitative introduction to equilibrium and kinetics and cover thermochemistry in some depth. They also explore properties and chemistry of the Group II elements in detail.</p>	<p>Written exam 1 hour 30 minutes 40% of AS level 16% of A2 level</p>
<p>AS 3: Basic Practical Chemistry This unit is timetabled in 2 papers and externally assessed. Practical Booklet A consists of a variety of practical tasks carried out in the lab. Practical Booklet B consists of number of other questions that test knowledge and practical techniques, observations, and calculations.</p>	<p>Practical Booklet A 1 hour 15 mins Practical Booklet B 1 hour 15 mins 20% of AS level 8% of A2 level</p>

Content	Assessment
<p>A2 1: Further Physical and Organic Chemistry Students expand their study of organic chemistry. Students quantitatively study rates of reaction, equilibria, enthalpy, entropy and free energy changes. They consider acids, bases and buffer solutions from a qualitative and quantitative viewpoint.</p>	<p>Written exam 2 hours 40% of A2 level 24% of A level</p>
<p>A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry Students examine how various instrumental methods such as nuclear magnetic resonance (NMR) and chromatography are used for determining structure. They study redox and complex ion formation with transition metals as well as organic nitrogen compounds such as amines, amides and amino acids. They use further techniques in volumetric analysis and learn about polymer chemistry and chemistry in medicine.</p>	<p>Written exam 2 hours 40% of A2 level 24% of A level</p>
<p>A2 3: Further Practical Chemistry This unit is timetabled in 2 papers and externally assessed. Practical Booklet A consists of a variety of practical tasks carried out in the lab. Practical Booklet B consists of a number of other questions that test knowledge and practical techniques, observations, and calculations.</p>	<p>Practical Booklet A 1 hour 15 mins Practical Booklet B 1 hour 15 mins 20% of A2 level 12% of A level</p>

CHEMISTRY (CCEA)

In GCE Chemistry, students must be able to:

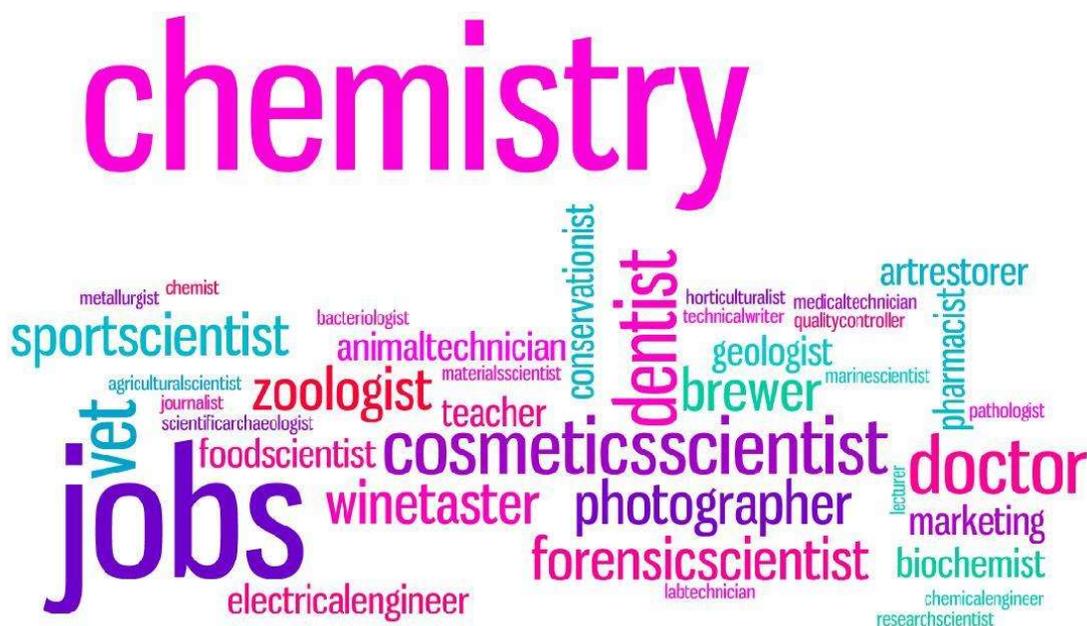
- recognise, recall and show understanding of scientific knowledge;
- select, organise and communicate relevant information in a variety of forms;
- analyse and evaluate scientific knowledge and processes;
- apply scientific knowledge and processes to unfamiliar situations including those related to issues;
- assess the validity, reliability and credibility of scientific information;
- demonstrate and describe ethical, safe and skillful practical techniques and processes, selecting appropriate qualitative and quantitative methods;
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy; and
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in various ways.

Students must be prepared to undertake a significant amount of independent study.

ENTRY REQUIREMENTS

It is essential that students taking Chemistry at AS or A level should have achieved at least grade B, preferably grade A, in GCSE Chemistry or AA in Double Award Science and demonstrate good Mathematical ability.

Double Award students must be able to provide evidence of an A grade in units C1 and C2 in order to meet the demands of the AS course. Single Award Science is not a suitable background for AS/A2 Chemistry, so unfortunately, students who have this as their qualification will not be permitted on the AS/A2 course.



CLASSICAL CIVILISATION (OCR)

WHAT DOES THE COURSE INVOLVE?

This subject will be attractive to those who enjoy history of any period or have an interest in literature. It should be realised by potential students that this subject is a study of both ancient history & ancient literature. No prior knowledge of Ancient History or Literature is necessary.

The OCR Syllabus includes a study of various aspects of Ancient Greek and Roman History and Literature. There are two AS Level modules in the Lower Sixth year and two A2 modules in the Upper Sixth year.

It should be noted that this is a linear A level, meaning that **students will only be entered for the exams in Year 14, when they will sit 3 papers.**

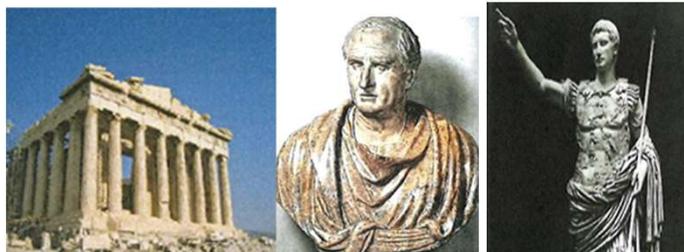
Content	Assessment
AS 1: The World of the Hero Homer's Iliad	Written exam 1 2 hours 30 minutes 40% of A2 level (combined with module A2 2)
AS 2: Culture and the Arts Imperial Image and Emperor Augustus	Written exam 2 1 hour 45 minutes 30% of A2 level
Content	Assessment
A2 1: Beliefs and Ideas Politics of the Late Republic	Written exam 3 1 hour 45 minutes 30% of A level
A2 2: The World of the Hero Virgil: The Aeneid	Written exam 1 2 hours 30 minutes 40% of A2 level (combined with module AS 1)

WHAT CAREERS CAN IT LEAD TO?

Students go on to pursue jobs and careers in a wide range of areas. In the last decade, a number of our former students have found employment in the marketing industry and Public Relations. One of the real growth areas for people with qualifications in this area over the last decade has been working in the mass media, either as television reporters, current affairs editors, journalists, news readers or television producers.

From our own experience in school, a very large proportion of our A level students go on to university to study for Law Degrees, leading to successful careers either as Solicitors or Barristers. There are also a range of academic professions available to those with classical history qualifications such as archaeologists, librarians, museum curators, archivists and professional researchers.

THERE MAY BE A FIELD STUDY VISIT
TO ROME AT SOME POINT IN UPPER
SIXTH



CLASSICAL CIVILISATION (OCR)

A FIELD STUDY TO A RELEVANT LOCATION IS LIKELY TO
BE ARRANGED



COMPUTER SCIENCE (AQA)

Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is not just programming, nor is it the same as ICT – it is the study of how computers and systems work and how they are constructed and programmed. This is a linear A level. Your A level result is determined from assessments completed in Year 14. In other words, there are no external examinations in Year 13.

Content	Assessment
Paper 1 This paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science.	On-screen exam 2 hours 30 minutes 40% of A2 level
Paper 2 This paper tests a student's ability to answer questions from subject content.	Written exam 2 hours 30 minutes 40% of A2 level
Non-exam assessment Assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.	20% of A-level

SPECIAL CONSIDERATIONS

- It is beneficial to have GCSE Computer Science or GCSE Digital Technology, although this is not a requirement.
- A large portion of the course is on programming. Students must be prepared to spend a considerable amount of private study time learning to code in a new programming language. The chosen programming language is C#.
- In Year 14, students carry out a project which requires a high degree of independent learning. Students can choose any topic they wish to base this on.
- As with most A levels, students are expected to be self-motivated.
- Students who perform well in this course have a natural desire to learn more about computers and are keen to 'tinker' with knowledge they've acquired.

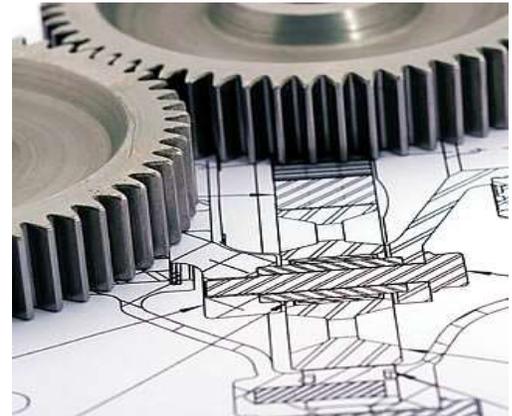
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IF (you ♥ to learn how computers work) AND
   (you ♥ to create your own programs)
    THEN OUTPUT ('You'll enjoy this course!')
ELSE IF (you are unsure about this course)
    THEN OUTPUT ('Speak to us!')
ELSE
    OUTPUT ('Have a nice day!')
END.

```

DESIGN AND TECHNOLOGY (PEARSON)

A-Level Design and Technology is an excellent foundation for any student who wishes to pursue a University course involving Product Design or Engineering or Architecture. In addition, the design and practical skills developed through A level Technology are useful, not only in a wide range of careers, but also as standalone life skills. The Technology Department currently follows the Edexcel A level Product Design specification. This is a two year Linear A level course, meaning that all assessments are submitted at the end of Year 14 and it is these assessments that will determine your final A-Level grade. There are no examinations at the end of Year 13. It is therefore expected that all students who choose to do Technology in Year 13 carry the course on through to completion in Year 14.



Content

Assessment

Unit 1: Principles of Design and Technology

This is a theory unit which builds on some of the topics covered in GCSE Technology and GCSE Engineering. The knowledge and understanding students develop in this unit can be easily applied to the Unit 2 Coursework Portfolio. Theory covered is divided into twelve topics; seven of which will be covered in Year 13 and the remaining five will be covered in Year 14.

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.

Written exam

2 hours 30 minutes

50% of A2 level

Unit 2: Independent Design and Make Project

In this unit students are given the opportunity to apply the skills they have developed throughout their A-level course to design and manufacture a product of their choice. Students are required to produce a substantial design, make and evaluate project which consists of a design portfolio and a prototype product. The portfolio will contain approximately 40 A3 Pages of work and is split into four distinct sections – In the product investigation section, students investigate a design proposal; analyse and compare similar products on the market and write a product specification. In the product design section, students design a range of design ideas into a workable final design proposal. Students then take their final design proposal and manufacture it in the school workshop. In the final coursework section students will carry out an in-depth testing and evaluation of the product they have designed and manufactured.

Coursework

50% of A2 level

DIGITAL TECHNOLOGY (CCEA)

Digital Technology (ICT) is a subject at A-Level which will compliment almost any degree course. Students often choose it because they enjoy the subject and have a good history of achievement in it. Many of our students progress to a wide variety of courses such as Information Technology, Computer Science, Engineering and Business.

Content	Assessment
AS Unit 1: Approaches to System Development Approaches to systems development, Programming,	Written exam 1 hour 30 minutes 50% of AS 20% of A level
AS Unit 2: Fundamentals of Digital Technology Data representation, Data and information, Hardware and software, Web technology and multimedia	Written exam 1 hour 30 minutes 50% of AS 20% of A level
Content	Assessment
A2 Unit 1: Information Systems Networks, Databases, Applications of digital technology, Individual, social and legal considerations	Written exam 2 hours 30 minutes 40% of A level
A2 Unit 2: Application Development Analysis, Design, Application development, Documentation and evaluation	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user. 20% of A level

STUDENTS CHOOSING THIS SUBJECT SHOULD BE:

- **Committed** – ability to work on your own.
- **Independent Learner** – have the initiative to carry out your own research.
- **A good communicator** – developing solutions using software is usually done, not in isolation, but in teams. You should expect to work with others, listen to the end user's requirements and communicate your ideas well.
- **A problem Solver** - ability to break down a problem into smaller parts to try and understand what's going on.

Students have the opportunity to become involved in a real-world situation. Students will apply their practical skills to produce a solution and associated documentation for the client. They can adopt a range of approaches, but the teacher will guide them throughout the task. Developing solution(s) using software is an important part of the course and so there is plenty of time allocated to this.



ENGLISH LITERATURE (CCEA)

English Literature is one of the most popular A level subjects in the UK and is always a popular subject at this level in Dalriada. It is a core facilitating subject, developing skills such as critical thinking skills, analytical skills and independent study skills which are transferable to other subjects and eagerly sought after by universities and employers.

Our results are consistently high and are always well above the Northern Ireland grammar school average. What is also important to us is that our pupils reflect on their study of English Literature as a very valuable and positive experience. The three genres of Poetry, Prose and Drama are explored at both AS and A2 level. Our A level teachers enjoy opening pupils' eyes and minds to both classic and contemporary literature – therefore, texts have been selected for their historical breadth (from Elizabethan poetry to Post 2000 Prose) and to ensure you experience English, Irish and American literature.

Content	Assessment
AS Unit 1: The Study of Poetry 1900-Present and Drama 1900-Present Plath/ Hughes and Tennessee Williams' 'Streetcar Named Desire'	Written exam 2 hours Students answer two questions, one from Section A (open book) and one from Section B (closed book) 60% of AS level 24% of A2 level
AS Unit 2: The study of Prose Pre 1900 Mary Shelley's 'Frankenstein'	Written exam 1 hour Students answer one question (closed book) 40% of AS level 16% of A2 level
Content	Assessment
A2 Unit 1: Shakespearean Genres The Winter's Tale	Written exam 1 hour 30 minutes Students answer one question (closed book) 20% of A2 level
A2 Unit 2: The Study of Poetry Pre 1900 and Unseen Poetry John Donne	Written exam 2 hours Students answer two questions, one from Section A (open book) and the question set in Section B (closed book) 20% of A2 level
A2 Unit 3: Thematic Coursework	Internal assessment Students complete a 2500-word essay 20% of A2 level

Studying English Literature facilitates the study of a wide range of popular university courses such as Law, Media, Psychology, the Arts subjects and Medicine, which reflects the wide variety of careers open to pupils who study literature at this level. We also have many past and present pupils who have been accepted to study literature at Oxbridge.

You do not have to have studied English Literature at GCSE level to study this subject at AS/A level, but candidates should have secured at least a high B grade in English Language. If you are unsure, ask your English teacher.

GEOGRAPHY (CCEA)

Geography is a facilitating subject highly valued by universities as an A Level choice and combines well with both arts and science subjects.

The Geography AS/A2 level course covers both the physical and human environments and the complex interaction of the processes that shape our world. We follow the CCEA AS/A2 specification which is a diverse and engaging course that covers issues relevant to our world today. The course is split into six units as detailed below and may be taken as an AS (after one year) or a full A level over two years.

Entry Requirements: It is desirable that pupils have achieved at least Grade B in GCSE Geography.



Content	Assessment
<p>AS Unit 1: Physical Geography</p> <p>This unit is concerned with physical processes and systems and human interaction with them. Students study three themes: rivers, local and global ecosystems, and the processes that shape weather and climate. The physical processes and environments are studied at a range of scales and in a range of places.</p>	<p>Written exam 1 hour 15 minutes 40% of AS level 16% of A2 level</p>
<p>AS Unit 2: Human Geography</p> <p>This unit comprises of three themes covering key aspects of human geography: population, settlement and development. The course provides the opportunity for students to develop an awareness of the complexity of interactions within and between societies, economies, cultures and environments from a local to global scale.</p>	<p>Written exam 1 hour 15 minutes 40% of AS level 16% of A2 level</p>
<p>AS Unit 3: Fieldwork Skills and Techniques in Geography</p> <p>In this unit, students become actively involved in first-hand collecting of geographical data through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies. Assessment for this unit is a written examination that includes both short and resource-based questions; there is no controlled assessment report.</p>	<p>Written exam 1 hour 15 minutes 20% of AS level 8% of A2 level</p>
Content	Assessment
<p>A2 Unit 1: Physical Processes, Landforms and Management</p> <p>In this unit, students study two options: Option A: Plate Tectonics: Theory and Outcomes and Option C: Dynamic Coastal Environments</p>	<p>Written exam 1 hour 30 minutes 24% of A2 level</p>
<p>A2 Unit 2: Human Geography and Global Issues</p> <p>In this unit, students study two options: Option A: Planning for Sustainable Settlements and Option D: Tourism</p>	<p>Written exam 1 hour 30 minutes 24% of A2 level</p>
<p>A2 Unit 3: Decision Making in Geography</p> <p>This unit enables students to develop as critical and reflective learners capable of making informed decisions about the world around them. They identify and analyse appropriate material about a real-world scenario, examine conflicting values and make and justify recommendations.</p>	<p>Written exam 1 hour 30 minutes 12% of A2 level</p>

HEALTH & SOCIAL CARE (CCEA)

A level Health and Social Care is an exciting new course that allows you to gain knowledge and understanding of the health, social care and early years sectors. In Health and Social Care, you learn about health and well-being, child development and human behaviour. You have the opportunity to study the importance of communication in care settings and how positive care can be promoted. awarded a GCE A-Level Qualification.

Content	Assessment
AS 1: Promoting Quality Care	Internal Assessment Students produce a written report based on practice in a health, social care or early years setting. This is internally marked and then moderated by CCEA 25% of AS level 10% of A2 level
AS 2: Communication in Care Settings	Internal Assessment Students produce a written report based on communication in a health, social care or early years setting. This is internally marked and then moderated by CCEA 25% of AS level 10% of A2 level
AS 3: Health and Well-Being Topics include, for example meeting the needs of individuals, socio-economic factors, health promotion initiatives, discrimination and anti-discriminatory practice within a care setting.	Written exam 2 hours 50% of AS level 20% of A2 level
Content	Assessment
A2 1: Applied Research	Internal Assessment Students produce a research report on a health and social care topic of their choice. This is internally marked and then moderated by CCEA. 15% of A level
A2 3: Providing Services	External written examination based on pre-released material e.g. disabilities, the elderly 2 hours 30% of A level
A2 5: Supporting the Family	Internal Assessment Students produce a case study of a family, outlining the needs of individuals and support provided for families. This is internally marked and then moderated by CCEA. 15% of A level

The course provides a good foundation for further studies in; Social work, Nursing, Medicine, Teaching, Early Years, Health Promotion, Sports Studies, Nutritional Therapy, Health Care Management, Residential Care Work, Child Care, Physiotherapy, Occupational Therapy and other health care professions that make up the multi-disciplinary team. This is a 2-year course, consisting of 6 units to be covered over AS and A2 level. It includes 4 written assessments in the form of coursework and 2 external exams and the opportunity to complete a placement in a relevant care setting. On completion of all units, you are awarded a GCE A-Level Qualification.

HISTORY (CCEA)

In the study of History at advanced level, you will be encouraged to think about values and ideologies and to interpret historical information for yourself. You will acquire specific skills, such as enquiry, debate, presentation of arguments and independent thinking.

There will be two AS modules in the Lower Sixth year focussing on European history and two A2 modules in the Upper Sixth year focussing on Irish and American history.

Content	Assessment
AS 1: Historical Investigations and Interpretations Germany 1919-1945	Written exam 1 hour 30 minutes 50% of AS level 20% of A2 level
AS 2: Historical Conflict and Change Russia: 1914-1941	Written exam 1 hour 30 minutes 50% of AS level 20% of A2 level
Content	Assessment
A2 1: Change Over Time The American Presidency 1901-2000	Written exam 1 hour 15 minutes 20% of A2 level
A2 2: Historical Investigations and Interpretations The Partition of Ireland 1900-1925	Written exam 2 hours 30 minutes 40% of A2 level

CAREER OPTIONS

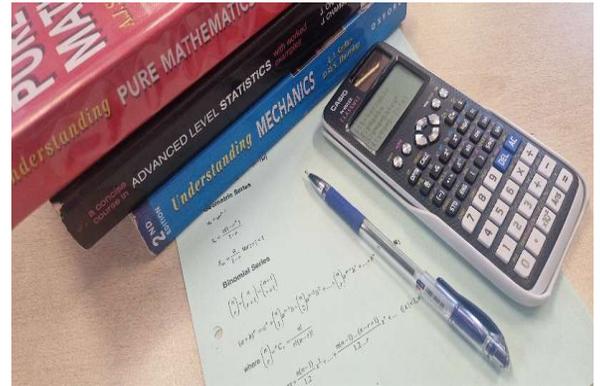
- History Graduates go on to pursue jobs and careers in a wide range of areas such as teaching and lecturing and historians are also highly valued in the Civil and Diplomatic Services.
- In the last decade, a lot of history graduates have also found employment in the marketing industry and in Public Relations, as well as in the mass media, either as television reporters, current affairs editors, journalists, news readers or television producers.
- From our own experience in school, a very large proportion of our A level students go on to university to study for Law Degrees, leading to successful careers either as Solicitors or Barristers.
- There are also a range of academic professions available to those with history qualifications such as archaeologists, librarians, museum curators, archivists and professional researchers.



MATHEMATICS (CCEA)

Students who have the necessary mathematical background and show a high level of commitment tend to really enjoy the course and excel. The Maths Department at Dalriada have a history of excellent results at A level.

A Level Mathematics is a very sought after qualification and can provide a pathway into many different careers – Computer Science, Accountancy, Finance, Actuary, all branches of Engineering, Medicine, Pharmacy, Teaching, Physics and many more. For many university courses Mathematics is considered a Science subject – but students/parents should research specific courses/universities to confirm this.



Content	Assessment
AS 1: Pure Mathematics Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration, Vectors	Written exam 1 hour 45 minutes 60% of AS level 24% of A2 level
AS 2: Applied Mathematics Quantities and units in mechanics, Kinematics, Forces and Newton's Laws, Statistical sampling, Data presentation and interpretation, Probability, Statistical distributions	Written exam 1 hour 15 minutes 40% of AS level 16% of A2 level
Content	Assessment
A2 1: Pure Mathematics Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Differentiation, Integration, Numerical methods	Written exam 2 hour 30 minutes 36% of A2 level
A2 2: Applied Mathematics Kinematics, Moments, Impulse and momentum, Probability, Statistical distributions, Statistical hypothesis testing	Written exam 1 hour 15 minutes 24% of A2 level

ENTRY REQUIREMENTS

Pupils who have studied Further Mathematics:

Minimum Grade B in GCSE Further Mathematics AND
 Minimum Grade A at GCSE Mathematics

Pupils who have not studied Further Mathematics:

Minimum Grade A at GCSE Mathematics (as a guide
 UMS 360 or above)

****PLEASE NOTE THIS CRITERIA IS STRICTLY APPLIED****

Rationale:

Further Mathematics students have already been taught material/topics from the AS course and should be able to demonstrate a basic knowledge of these (hence the B grade, which is generally around 50% raw score). If a student has been taught Further Mathematics and has not achieved a B or higher, it is unlikely they will achieve success at A Level – they would be better choosing a subject that they are more likely to succeed in.

Students who have not studied Further Mathematics must demonstrate high scores in their Mathematics modules (as a guide their UMS score should be above 360). They must be willing to work extra hard to keep up at A level. This academic background must also be backed up by teacher approval.

All pupils will be tested on their algebra skills in the first week of sixth form.

MODERN LANGUAGE (CCEA)

FRENCH

GERMAN

SPANISH

You can choose to study French, German and Spanish to AS level only (Year 13) or continue to complete the A2 course in Year 14, to gain a full A level qualification. The AS course is worth 40% of the full A level.

Reading, Writing, Listening and Speaking continue to be the basis for developing skills and your knowledge of the language.

You will improve your language skills through the study of a wide range of topics, some of which are already familiar to you at GCSE. You will have the opportunity to study grammar in greater depth to enable you to speak and write more accurately. You will also have conversation classes with a native speaker to promote a high level of fluency and confidence.

Topics studied at AS level

- Relationships (Family, Friends, Intergenerational Issues)
- Culture & Lifestyle (Physical and Emotional Well-being, Hobbies and Interests, The Arts, Social Media, Holidays and Tourism)

Topics studied at A level

- Young People in Society (Education and Careers, Young People and Democracy, European Citizenship)
- Our place in a changing world ((Equality and Inequality, Poverty, Immigration and Racism, Conflict, Environmental Issues)

Content	Assessment
AS 1: Speaking Presentation Conversation	30% of AS level 12% of A level
AS 2: Listening, Reading, Use of Language Grammatical exercises Translation from English into target language	40% of AS level 16% of A level
AS 3: Extended Writing Essay on film or literary text	30% of AS level 12% of A level
Content	Assessment
A2 1: Speaking Research project and conversation	18% of A level
A2 2: Listening, Reading Summary Gap-fill Reading comprehension Translation from English into target language	24% of A level
A2 3: Extended Writing Essay on film or literary text	18% of A level

CAREER OPTIONS

Careers with modern languages are not limited to teaching, translating and interpreting. Modern languages are useful in areas such as law, finance and business (where companies and institutions operate internationally), civil service, journalism, broadcasting, computers, engineering.

MOVING IMAGE ARTS (CCEA)

This subject uses new digital technologies to both analyse and create various moving image products. Students will have opportunities to study film and make their own films or animations.

Moving Image Arts is available at both AS and A2 level and the course is broken down into four units.

Content	Assessment
<p>AS 1: Realist and Formalist Techniques and the Classical Hollywood Style</p> <p>Students produce:</p> <ul style="list-style-type: none"> • A statement of intention. • Pre-production materials. • One 3-4 minute narrative film. • An Evaluation. 	<p>Portfolio is marked by teacher and moderated by CCEA</p> <p>60% of AS level</p> <p>24% of A2 level</p>
<p>AS 2: Critical Response</p> <p>Online examination requiring recall and extended writing in response to unseen film clips:</p> <ul style="list-style-type: none"> • Section A – Alfred Hitchcock and the Classical Hollywood Style. • Section B – Formalism: Early European Cinema and American Expressionism. 	<p>Online exam</p> <p>1 hr 30 minutes</p> <p>The exam is set and marked by CCEA.</p> <p>40% of AS level</p> <p>16% of A2 level</p>
Content	Assessment
<p>A2 1: Creative Production and Research: Advanced Portfolio</p> <p>Students produce:</p> <ul style="list-style-type: none"> • An Illustrated Essay. • Pre-production materials. • One 4-7 minute narrative film. • An Evaluation. 	<p>Portfolio is marked by teacher and moderated by CCEA</p> <p>36% of A2 Level</p> <p>60% of A level</p>
<p>A2 2: Advanced Critical Response</p> <p>Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen film clips and an unseen film script:</p> <ul style="list-style-type: none"> • Section A – Realism: Narrative and Visual Style. • Section B – Creative Exercise. • Section C – Comparative Analysis 	<p>Online exam</p> <p>2 hr 15 minutes</p> <p>The exam is set and marked by CCEA.</p> <p>24% of A2 level</p> <p>40% of A level</p>

WHO WOULD CHOOSE THIS SUBJECT?

This subject is suitable for anyone wishing to pursue a career in any Art discipline, journalism, publishing, television/film production, screen writing, animation or graphic design.

Students considering this course should have a good visual imagination and a reasonable level of ICT knowledge. Previous experience of digital video editing or a GCSE in this subject are not required.

With the global success of productions like 'Game of Thrones' and 'The Fall' our Creative Industries are expanding rapidly. As a result, there are many career opportunities in this area right here in Northern Ireland.

MUSIC (CCEA)

WHY STUDY A LEVEL MUSIC?

Studying A Level music will be an enjoyable experience for those who have an interest in understanding music at a deeper level. A Level music incorporates the three fundamental musical activities of composing, performing and listening and appraising in a holistic manner. It promotes understanding and appreciation of past and present musical styles, traditions and contexts.

Content	Assessment
Performance All candidates undertake a solo performance lasting 5-7 minutes and a viva voce. The minimum standard is Grade 4.	35% of AS level 14% of A2 level
Composition Option A: Composing or Option B: Composing with technology (Multi-tracking/sequencing). Candidates are required to compose one piece lasting 1.5 – 2.5 minutes with commentary (1000 words).	35% of AS level 14% of A2 level
Aural Perception/Written Candidates are required to sit a listening paper (1 hour) and a written paper (2 hours) both of which is based on set works studied through the course.	30% of AS level 12% of A2 level
Content	Assessment
Performance All candidates undertake a solo performance lasting 8-10 minutes and a viva voce. The minimum standard is Grade 5.	21% of A level
Composition Option A: Composing or Option B: Composing with technology (Multi-tracking/sequencing). Candidates are required to compose one piece lasting 2-3 minutes with commentary (1200 words).	21% of A2 level
Aural Perception/Written Candidates are required to sit a listening paper (1 hour 15 minutes) and a written paper (2 hours) both of which is based on set works studied throughout the course.	18% of A2 level

WHERE CAN A LEVEL MUSIC TAKE ME?

Past A level music students have gone on to pursue careers as orchestral performers, freelance performers, jazz musicians, musical directors, composers, primary and secondary music teachers, music therapists, private music teachers, theatrical performers, arts administrators, recording engineers and DJ's.

Other students have studied A Level music but gone on to become doctors, lawyers, dentists, archaeologists, set designers to name but a few. Studying A Level music shows that you are a person of diverse skills and abilities as you are required to perform, create and analyse music; it is a great experience, don't miss out!

ENTRY REQUIREMENTS

GCSE music, Grade B. Depending on your practical level and theoretical knowledge, it may be possible for students who have not studied GCSE Music to take the AS course. For those who haven't studied GCSE and, as a guide for those coming from other schools, a minimum of Grade 5 practical standard is advisable and some background in music theory is also desirable.

MUSIC (CCEA)



NUTRITION AND FOOD SCIENCE (CCEA)

Nutrition & Food Science is currently high in public perception: there could not be a better time to develop knowledge and understanding of the subject, given the current global and national food issues.

Content	Assessment
<p>AS 1: Principles of Nutrition Study of Nutrients & nutritional requirements across the life span e.g. infant, pregnancy, teenagers, elderly.</p>	<p>Written exam 1 hour 30 minutes 50% of AS level 20% of A level</p>
<p>AS 2: Lifestyle & Health A very interesting & relevant module both for further study and for its intrinsic value. This Unit studies current research in relation to e.g. Cardiovascular Disease, Obesity, Diabetes, Alcohol, Physical Activity. Government targets, strategies, initiatives and campaigns for optimising health are also covered.</p>	<p>Written exam 1 hour 30 minutes 50% of AS level 20% of A level</p>

Content	Assessment
<p>A2 1: Food Safety and Quality This unit covers a critical appreciation of issues regarding food safety and how to secure a safe food supply from the primary producer to the consumer. The topics covered relate to many university options.</p> <ul style="list-style-type: none"> • Food safety • Safety through the food chain • Microbial contamination • Chemical contamination • Additives • Allergens • Controls and legislation. 	<p>Written exam 2 hours 30 minutes 30% of A level</p>
<p>A2 2: Research based Assignment This 4000 word research may be carried out on any topic related to the AS or A2 program. It has proved to be an excellent preparation for research in any discipline at university level. It enables the student to demonstrate knowledge, understanding and skills demanded by the research process.</p>	<p>Internal assessment 30% of A level</p>



TRANSFERABLE SKILLS

A level Nutrition & Food Science covers an extensive breadth of knowledge and transferable skills. The course provides a good foundation for further studies in, for example, Nutrition, Dietetics, Medicine, Agri-food, Food sustainability, Sports Nutrition, Physiotherapy, Environmental Science, Product Development, Food Journalism, Consumer Studies, Marketing, Advertising, Teaching, Environmental Health.

PERFORMING ARTS (CCEA)

GCE Performing Arts has two levels: AS and A2. To obtain the full A Level qualification, pupils must complete both the AS and the A2 courses. The subject entry requirement for this course is a 'B' at GCSE in Drama or Performing Arts. If you have never studied these subjects before, a 'B' in an essay-based subject like English would be acceptable.

In this course you will get the opportunity to:

- See live performances
- Devise your own performance
- Work creatively and collaboratively

Content	Assessment
AS 1: Students develop their skills and apply them to practical contexts; they will act in, and record, short scripted pieces of work. They must produce a portfolio of evidence, including research, a skills audit, a risk assessment and a record and evaluation of their work.	Internally assessed Externally moderated 60% of AS level 24% of A level
AS 2: Consists of planning and realising (acting) a Performing Arts Event. Students produce a supporting document to record their work as they plan, develop and realise their Performing Arts event.	Externally set pre-release stimulus material Externally assessed 40% of AS level 16% of A level

Content	Assessment
A2 1: Students learn about planning for employment in the Performing Arts Industry. They produce an actor's promotional portfolio, including a show reel, and take part in an acting interview. Performance students have an audition and production students give a presentation.	Internally assessed Externally moderated 36% of A level
A2 2: Students form a production company to research, plan, promote and realise a performing arts event in response to a commission brief. They produce a record of work, which includes a research report, promotional materials and evidence of tasks completed. Students continue in their production or performance role and, as a group, perform their arts event.	Externally set pre-release stimulus material Externally assessed 24% of A level

WHERE CAN A LEVEL PERFORMING ARTS TAKE ME?

A Performing Arts qualification can lead to exciting and flexible futures, building creativity, communication and teamwork skills that employers across all sectors value. Students can pursue vocational pathways in performance, theatre, film and television, or in technical and creative roles, such as lighting, sound, set and costume design, production, and arts management. Others use these transferable skills in academic and professional fields, such as teaching, business, law, healthcare and media. Graduates from UK Performing Arts schools and conservatoires often stay connected to their artform (nearly 90% of alumni maintain paid/voluntary involvement in their field), whilst many also draw on broader skills in diverse careers. Around 95 % of Russell Group university graduates are in employment/further study shortly after graduating, highlighting the strong prospects for students of this course.

PERFORMING ARTS (CCEA)



PHYSICS (CCEA)

SYNOPSIS

Students will be taught Modules AS 1 and AS 2 throughout the year by two teachers and sit the two written exam papers in June of Year 13.

Module AS 3 is assessed in May each year and takes the form of two exam papers: one testing hands-on practical skills such as setting up apparatus measuring techniques, and the other is a written paper testing data analysis skills. This follows on from, and builds upon, the practical skills accrued at GCSE level. Students develop their practical skills and data analysis techniques throughout the year both during whole class activities and during extra study periods specially dedicated to independent work.



Content	Assessment
AS 1: Forces, Energy and Electricity	Written exam 1 hour 45 minutes 40% of AS level 16% of A level
AS 2: Waves, Photons and Astronomy	Written exam 1 hour 45 minutes 40% of AS level 16% of A level
AS 3: Practical Techniques and Data Analysis	Externally assessed 2 (1 hour) components 20% of AS level 8% of A level
Content	Assessment
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations, Atomic & Nuclear Physics	Written exam 2 hours 24% of A level
A2 2: Fields, Capacitors and Particle Physics	Written exam 2 hours 24% of A level
A2 3: Practical Techniques and Data Analysis	Externally assessed 2 (1 hour) components 12% of A level

ENTRY REQUIREMENTS

- Grade B or above in GCSE Physics **plus** Grade B or above in GCSE Further Mathematics
- Students coming from another school who followed the Double Award Science GCSE, must have sat all three units at higher tier and achieved overall grade AA. They must also be able to provide evidence of a grade A standard in units P1 and P2
- Single Award science is not a suitable background for A Level Physics
- Students who did not follow the GCSE Further Mathematics course, must instead have obtained a grade A or above in GCSE Mathematics.

CAREERS

The A Level award provides a basis for the further study, at tertiary level, of physics and related subjects such as electronics and engineering. For those progressing directly into employment, an AS or A Level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and public service that value problem-solving, analytical and practical skills.

Mrs A McErlain Head of Physics

RELIGIOUS STUDIES (CCEA)

This course provides students with the opportunity to develop their understanding of spiritual, moral and cultural issues, and to hone their skills in ‘arguing a case on the basis of evidence’ – a skill which is central to the world of work.

The course builds on, but does not depend upon, the knowledge, understanding and skills developed in GCSE Religious Studies (Full and Short Courses).

THERE MAY BE A FIELD STUDY
VISIT TO ROME AT SOME POINT IN
UPPER SIXTH



Content	Assessment
AS 1: An Introduction to the Gospel of Luke Understanding the Gospel of Luke Key narratives in Luke’s Gospel The Kingdom of God in the parables and miracles in Luke’s Gospel Key themes in Luke’s Gospel Other aspects of human experience	Written exam 1 hour 20 minutes 50% of AS level 20% of A level
AS 4: The Origins and Development of the Early Christian Church to AD 325 The development of the Early Church Developing Christian belief and practice Early Christian writers Constantine and the Church Other aspects of human experience	Written exam 1 hour 20 minutes 50% of AS level 20% of A level
Content	Assessment
A2 1: Themes in the Synoptic Gospels Understanding the synoptic tradition The person of Jesus in the Synoptic Gospels The Passion and Resurrection Narratives in the Synoptic Gospels Synoptic assessment theme: Religious Texts, Authority and Interpretation	Written exam 2 hours 30% of A level
A2 4: Themes in the Early Church and the Church today Church authority and division Early Christian literature Belief and belonging in the modern world Synoptic assessment theme: Faith, Morality and the State	Written exam 2 hours 30% of A level

CAREERS

Religious Studies at Advanced Level should open opportunities for progression to further study in many areas, especially in those disciplines which demand an enquiring and critical mind, for example Law, Social Work, Teaching, Relief Agencies, Medicine, Journalism and Broadcasting, Anthropology, Theology, Politics, Research.

SPORT (PEARSON)

(BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT)

The BTEC Level 3 Extended Certificate in Sport is the equivalent to an A Level Course. Grades awarded are Pass, Merit, Distinction and Distinction*. The equivalent A level grades are shown in the table below along with the relevant UCAS points.

BTEC Qualification	A Level Equivalent	UCAS points awarded
Distinction *	A*	56
Distinction	A	48
Merit	C	32
Pass	E	16

Content

Unit 1: Applied Anatomy & Physiology

Learners explore how the skeletal, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Assessment

Externally assessed exam

Unit 2: Fitness Training & Programming for Health, Sport & Well-being

Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing.

Externally assessed written work completed under supervised conditions

Unit 3: Professional Development in the Sports Industry

Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Internally assessed (written coursework)

Unit 4: Application of Fitness Testing

Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

Internally assessed (written coursework)

This course has now been an option in Dalriada for eight years. During that time the results have been outstanding.

2018-2024

96% A* - A

Pearson
BTEC Level 3 National
Diploma in
Sport



Specification

RESPONSIBILITIES AND PRIVILEGES

As a Sixth Former, you will now be in a position to set the standard and show leadership to younger students. Good attendance, punctuality and correct wearing of school uniform are among the most obvious signs of appropriate self discipline and leadership by example. Sixth Formers will work with staff to promote respect for individual students and to encourage an ethos of self discipline in the school. Sixth Form students also have the responsibility of leading the school Student Council which allows students to have a 'voice' in the school.

Sixth formers have the privilege of spending time in the Sixth Form Centre and Year 14 students (only) are allowed out of school at lunchtime. Sixth Form students are allocated supervised study periods, however, to help Sixth Form take responsibility for their own learning we allow students to choose where they study for the 'non-contact' periods on their timetable, for example some students choose to work in the library, in careers, or in a subject specific area. Many subjects have areas where students can work on that subject in addition to the set teaching periods, for example a language study room, a technology workshop, the science library or an ICT room.

As prefects, Upper Sixth Form students are given responsibility in helping with School events and the pastoral care of the junior students as Form Prefects or Mentors.

ADVICE AND SUPPORT

Every Sixth Form student can be confident that they will be supported throughout their AS/A2 studies.

If a Sixth Form student has any concerns or problems, they should remember that there are many members of staff ready to help.

If a student has a concern regarding a subject, they should ask their class teacher or the Head of Department for help.

For other support and advice students can initiate a meeting with:

- the Head of Sixth Form
- the Head of Pastoral Care
- the Form Tutor
- a Careers teacher
- the school counsellor
- Sixth Form Supervisor

Sixth Form Students meet their Form Tutor every morning and also for a weekly Tutorial period during which the Tutor (and Head of Sixth Form) will provide help and guidance on many personal, social and academic issues. Peer support is also promoted through our Wellbeing Ambassador Scheme.

Remember it is always better to talk before your difficulties become too much for you to deal with alone, although it is better to seek help and advice late than not at all. Confidentiality is a privilege always available to you, where you feel it is important.

CAREERS GUIDANCE

Careers Advice and Guidance is provided by the staff of the Careers Department, who are available for consultation every day.

There are resources in the Careers Hub/Sixth Form Study room which may be useful to Sixth Form pupils. All members of the Sixth Form are interviewed at least once in both Year 13 and Year 14 regarding future pathways.

The focus in Sixth Form is preparation for and application to Further and Higher Education, including Higher Level Apprenticeships.

- You decide frequency of interviews
 - ICT support in researching 3rd level education
 - Careers Lessons as part of Tutorial Programme (life at university, managing finances, preparing for interview etc.)
 - Work Experience for 6L students (see next page)
 - Careers Officer from Department for the Economy Careers Office available for consultation
 - Support for UCAS, CAO, Oxbridge, HLA applications
 - References provided
 - Meetings arranged on university/college entrance; student funding; various careers
 - Support with preparation for university/apprenticeship interviews
 - Guidance on choice of career
 - August interviews after AS and A level results
-

LOWER SIXTH WORK EXPERIENCE

Lower Sixth students undertake a period of work experience in the final term of their AS course, after the exams have finished. This is usually based in one employment location but can often provide information and insight into several career areas.

This programme has several benefits:

- It gives the student a unique experience to aid their personal career planning.
- It helps to clarify the student's future careers choices.
- It provides the student with valuable material for use in job applications and UCAS personal statements (some courses specify work experience as part of their entrance requirements).
- It enables the school to interact with industry and commerce in a positive and mutually beneficial way.
- It provides the student with:
 - A valuable insight into the world of work.
 - Some immediate experience as part of a work force or team.
 - An opportunity to meet and talk with people who know that the career involves.
 - A learning experience to help clarify his/her own strengths and weaknesses.
 - Useful material for future careers research.
 - Contact which may be useful later in is/her career.

Students are asked to take responsibility for finding their own placement and we would ask you as parents/guardians to assist in this process.

We would invite parents/guardians and students to discuss what type of work experience would be appropriate and to approach suitable employers. Students should make the initial contact with the employer and obtain permission for the process to proceed.

In addition to this, the school works with the Work Inspiration programme which helps find medical placements (which are exceptionally difficult to source) along with other specialist areas. We will continue to do this but would emphasise that we cannot guarantee that such a placement will be found as we depend on Work Inspiration. Without a contact person this can be extremely difficult. Students are also encouraged to see advice on this from careers staff. Over the last few years, we have relied upon virtual placements and it is expected that these opportunities will continue alongside practical work experience. We will keep students fully updated and opportunities are shared on the Careers bulletin.

At the end of the placement, the employer will provide an assessment on how the student performed and the student will also write a report. Both documents become an important part of the School's Reference Information.

SIXTH FORM ENRICHMENT COURSES

In addition to AS courses in Lower Sixth Form, and A2 courses in Upper Sixth Form, a menu of enrichment courses is also available. Such courses will provide valuable additional information for your CV and job applications. All members of the Lower Sixth Form are expected to select options from this menu, and these may be continued into Upper Sixth Form, or new options may be selected.

The following courses may be offered, depending on demand, staff availability and timetable limitations. These courses will constantly be added to each year.

- ICDL (International Computer Driving Licence)
 - Community of Lifesavers First Aid Certificate
 - Level 1 British Sign Language (depending on interest)
 - Mandarin Chinese - culture and language
 - Wellbeing Ambassador scheme
 - Volunteer Now Impact Awards
 - Ulster University Discovery Academy courses
-

SPORT AND EXTRACURRICULAR ACTIVITIES

Extracurricular Activities are even more important in the Sixth Form than in earlier years. Sixth Formers are expected to play a significant role, obtaining positions of leadership and taking on responsibility in societies and teams. Indeed, some of our present sports clubs and societies have been initiated by members of the Sixth Form. There is also significant opportunity for all to be able to represent Dalriada in our major sports.

Taking part in school sport or joining a new society can provide a good opportunity to follow up an existing interest or develop a new one, and gives excellent experience in working with other people, whether motivating, managing or simply participating. Involvement in school sport and the extra curricular life of your school merits a very significant section on any CV and on UCAS and other application forms.

Performing Arts	Sport	Trips/Conferences
Debating	Archery	Art, History and RE trip to Rome
Drama	Aerobics	AS/A2 Subject Course Conference
Film Club	Athletics	
Public Speaking	Chess	Other
Strategists	Cricket	Duke of Edinburgh Award
	Football (Boys & Girls)	School Magazine
STEM	Golf	Scripture Union
Business Management Team	Hockey	Sustainability Club
Robotics Club	Netball	Charity Fundraising Group
Young Enterprise	Rugby	
Volunteer Now	Soccer	Music
Rotary Youth Leadership	Swimming	Choirs
Science Club	Tennis	Orchestra
Technology Projects	Volleyball	Traditional Music
Astronomical Society		Wind Band

SIXTH FORM LEADERSHIP PROGRAMME

“THE TASK OF LEADERSHIP IS NOT TO PUT GREATNESS INTO HUMANITY, BUT TO ELICIT IT, FOR THE GREATNESS IS ALREADY THERE.”

THE AIMS OF SIXTH FORM LEADERS PROGRAMME

- The work of the Sixth Form leaders will allow them to learn how to effect positive change and take on roles of responsibility to prepare them for life beyond school.
- Being a good role model is an important part of being a Sixth Form student. Our students are given the opportunity to develop their leadership skills and embody our school and Sixth Form values. Alongside their academic studies, students can become involved in activities which help to develop their creativity, communication and teamwork skills, as well as helping to embed resilience, excellence and independence.

RATIONALE FOR SIXTH FORM LEADERS PROGRAMME

- Fertman and van Linden (1999) said that “all middle school and secondary school students have leadership potential” and it is our aim at Dalriada to develop this. School-based leadership programs are beneficial to students’ personal growth and the culture of the school.
 - Neumann, Dempster and Skinner (2009) commented that a student leader would be likely to “gain better understanding of themselves, a higher level of confidence and an increased capacity to manage and organise their own lives”.
 - Lineburg and Gearheart (2008) conjectured that both school climate and trust flourish when students are involved in leadership tasks. They asserted several reasons for involving students in the leadership process (1) Involvement creates pride in the school because “students feel they have a genuine stake in it and decisions that directly affect them”. (2) When students are given leadership roles, they become positive role models, especially for younger students. (3) Student leadership creates ‘an atmosphere of students caring about the greater good of the school and the community as a whole’.
 - These are all things that we want to promote in the Sixth form. A feeling of pride, being a positive role model and caring about the whole school community.
-

SIXTH FORM LEADERS PROGRAMME

Subject	Minimum GCSE Requirement	Notes
Senior Prefects		<p>The team of Senior prefects are chosen by a vote cast by their peers and teachers. Students who are selected in this process may then apply for the roles of Head Boy/Girl who will lead this team.</p> <p>The Senior prefects will lead the school as a whole and in particular, the other prefects from Year 14. They will be given specific roles/teams to lead which will involve the day to day running of the school. Training will be provided in September with Mrs Williamson. Teams will include...</p> <ul style="list-style-type: none"> • Volunteering/events coordination • Car parking • Lost property • Tuck shop • Careers
Prefects		<p>Every Year 14 student will have the opportunity to be a leader in our school community. Prefects are important in managing key events in the school and are also role models for our younger pupils.</p>
Peer Mentors		<p>Students in Sixth Form are trained to support the learning and pastoral care of others. These mentors will be matched with individuals and will offer academic support alongside help with organisation and other areas.</p> <p>A short training programme will be provided in the first term.</p>
Sports' Captains		<p>Students will be chosen in a variety of different sports activities to lead their respective teams. They will be expected to inspire and unify their teammates. Teachers who coordinate the main school sports oversee the selection of captains.</p>
Science Leaders		<p>Science leaders will be ambassadors for their subjects and will also help run Science Club for younger students. The Head of the Science Department will liaise with leaders on this.</p>
Wellbeing Ambassadors		<p>Students can apply to be part of the Wellbeing Ambassador team. They will have a full training day with Mrs Williamson (and receive a certificate for wellbeing) and be instrumental in the promotion of positive mental health in the school. This will involve overseeing the Wellbeing room and resources, promoting a positive and inclusive environment and peer support.</p>
Library Leaders		<p>Students will help with the running of the library and also the promotion of reading for students throughout the school. Mrs Steele will provide a short training programme during the first term.</p>
Music Leaders		<p>Music leaders will be involved in the extra-curricular music of the school and will help to promote the subject. They are ambassadors for the school at a range of concerts and will mentor other students involved in Music. They are expected to support and help organise the wide range of musical events throughout the year. Mrs Montgomery will coordinate this group.</p>
Charity Leaders		<p>Charity leaders will coordinate the events and strategy of the school's charitable giving. This will involve planning new events and maintain the programme that is already in place. Students will also have a role in identifying suitable charities to support and liaising with them where necessary.</p>
Rotary Leaders		<p>The school values the contribution made by local Rotary clubs and students will liaise with them in support of local events.</p>

SIXTH FORM LEADERS PROGRAMME

Subject	Minimum GCSE Requirement	Notes
Year 8 Leaders		Students will be Form Prefects for Year 8 – this role is vital to the induction process and they are asked to support the Form Tutor in various practical ways, alongside being a consistent and positive role model. Training will be provided in September with Mr Hodges/Mrs Cleland.
English/Maths Mentors		Students will support the Literacy and Numeracy Coordinator in mentoring younger students. Training provided in September by coordinators.
Student Council Leaders		Every Year group will have elected member of School Council who will meet regularly to discuss issues or concerns that have arisen throughout the year, along with other whole school issues. Two members from Sixth Form will be present at all junior meetings as well as the elected council members for Sixth Form.
CU Leaders		The CU Committee will work alongside Miss Montgomery to help organise events, residential visits and external speakers for their fellow students.
Student supervision leaders		Students will assist in the supervision of key areas of the school over lunch periods. This will involve being present in corridors and also visiting lunchrooms. A dinner ticket and early pass is supplied for students who undertake this role for the day that the duty occurs. Training for this will take place in September with Mrs Williamson.
Business Leaders		There are eight positions of leadership in the Young Enterprise Company Programme for Yr13. Managing Director, Marketing Director, Finance Director, Sales Director, Human Resources Director, IT Director, Operations Director and Secretary. They completely run the business of their own with guidance only.
Business Team		This team will help run school events and facilitate advertising, selling of tickets and also help with house management where necessary. Mr Glenn will coordinate this team.
Art Club Leaders		Helping out and/or leading Junior Art Club. Mrs McCahon will coordinate this team.
Cooking Club Leaders		Helping out with Junior Cooking Club. Mrs Thompson will coordinate this team.
iLeaders		Helping at Robotics club, mentoring junior members. Mr Gamble will coordinate this team

References

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- NEUMANN, R., DEMPSTER, N. & SKINNER, J. (2009) The impact of positional leadership on secondary school captains, Leading & Managing, 15(2), pp. 1-15.
- WALLIN, D. (2003) Student leadership and democratic schools: A case study, NASSP Bulletin, 87(55), pp. 55-78.

CRITERIA FOR ADMISSION TO SIXTH FORM

DALRIADA SCHOOL, BALLYMONEY

Enrolment Number: 892

CRITERIA FOR ADMISSION TO THE SIXTH FORM 2026-2027

When considering which children should be selected for admission, the Education Committee of the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admission criteria is stated on the application form or attached to it.

To gain admission, applicants must demonstrate that they have the behavioural attitude, academic aptitude and attendance record to achieve success in their chosen GCE AS level courses. Academic potential will be assessed on the basis of GCSE examination results and school reports. **Please note that where an AS course is oversubscribed, numbers entering such courses may be limited.**

1. (a) Applicants must have at least 5 higher grades (A*, A, B, C*, C) in the GCSE examinations.
 - (b) Applicants must have a minimum GCSE grade B in the 3 subjects to be studied at GCE A/AS level, subject to the availability of places.
 - (c) Applicants must have a minimum GCSE grade C in Mathematics and English Language.
 - (d) Applicants with lower achievements in the GCSE examinations may be accepted if other evidence suggests that they are likely to achieve success in the GCE A/AS level examinations in courses available to them.
2. (a) Entry to A2 courses in Upper Sixth Form will be dependent on gaining at least an E grade in each subject AND a minimum of 6 points at AS Level (A- 5, B - 4, C- 3, D - 2, E - 1)
 - (b) Students must continue with at least 3 subjects into A2.
 - (c) Students must also have a good behavioural record, a positive attitude and at least a 90% attendance record will normally be required.

Criteria for any extra places made available by the Department of Education for admission into Year 13 (Sixth Form)

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.

- (a) Pupils who have most recently completed Year 12 in Dalriada School.
- (b) Pupils from other schools where admission to an extra place at Dalriada 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 enrol. 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 with places available 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 type of school is suitable for a pupil? To determine this, DE first considers all schools to be one of 4 types: (i) Denominational (ii) Non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school or school 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.



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