



St. Mary's
Grammar School, Magherafelt.



Rainey Endowed School



Magherafelt High School



SPERRIN
INTEGRATED COLLEGE
MAGHERAFELT



St Colm's High School



St Conor's College



Foreword

It is with great pleasure that we, as the eight Post Primary Principals in the Magherafelt & Rural Partnership, present to you, our Year 12 pupils, these additional A Level choices, for you to consider with commencement in September 2021.

The eight schools, along with the Northern Regional College, have been operating this collaborative initiative from 2009/10 and we would commend the possibilities that are now being presented to you for 2021/22.

We would ask you to consider the subjects that are detailed in the following pages and if you feel one of the subjects may be of real interest to you, in addition to your own school choices, then please indicate this on your own school's 'subject choices' sheet.

The Magherafelt & Rural Learning Partnership, comprising the eight Post Primary Schools, the NRC and Kilronan Special School are fully committed to making the educational experience of all our students something that is second to none. We believe that our collaborative efforts will add richly, both in terms of choice and quality of provision, to this experience.

Your Principals are convinced that collaboration will undoubtedly be of great benefit to the pupils of the Magherafelt & Rural areas for years to come. We hope that you will find new doors of opportunity opening as you consider the following information.

We wish you well on your own personal journey.

The Magherafelt & Rural Principals

Subject Title: Nutrition and Food Science (CCEA)
Availability: This subject is available at AS and A2 Level

Teaching Location: Rainey Endowed School
Head of Department: Mrs M Watson

Content	Content Summary	Assessment	Weightings
AS 1: Principles of Nutrition	Study of macronutrients and micronutrients and other dietary constituents. Nutritional requirements and dietary recommendations across the lifespan are also included.	External written examination (1 hour 30 minutes) Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS 20% of A level
AS 2: Diet, Lifestyle and Health	Study of the current research in relation to diet, lifestyle and health: <ul style="list-style-type: none">• eating patterns• energy and energy balance• diet-related disorders• alcohol• physical activity.	External written examination (1 hour 30 minutes) Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS 20% of A level
A2 1: (two options) <u>Option 1:</u> Food Security and Sustainability <u>OR</u> <u>Option 2:</u> Food Safety and Quality	Study of consumer behaviour in relation to food purchasing decisions and consideration of issues and implications of consumer food choice: <ul style="list-style-type: none">• food security• food poverty• food sustainability• food waste• changing consumer behaviour. Study of securing a safe food supply from primary producer to consumer: <ul style="list-style-type: none">• food safety• safety through the food chain• microbial contamination• chemical contamination• additives• allergens• controls and legislation.	External written examination (2 hour 30 minutes) Students answer a compulsory question in Section A and three extended writing questions from a choice of four in Section B. External written examination (2 hour 30 minutes) Students answer a compulsory question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level 30% of A level
A2 2: Research Project	Student submits a report on a research project of their own choice. The research area is taken from AS1, AS2 or A2 1.	Internal assessment Students complete a 4000-word research-based project.	30% of A level Teacher marks, CCEA moderates

Subject Specific Requirements:

It is recommended that pupils wishing to study AS/A2 have a grade A*, A or B at GCSE level in HE/Food & Nutrition and English. A science at A Level will be most beneficial to students selecting Nutrition & Food Science.

Other Information:

There are numerous job opportunities in the diverse nutrition and food science sector and associated fields such as: Dietetics, Food Industry, Environmental Health, Food Science and Technology, Consumer Studies, Nursing and Occupational Therapy.

Subject Title: Art & Design (CCEA)

Teaching Location: St Mary's Grammar School

Availability: This subject is available at AS and A2 Level

Head of Department: Mrs Nicola McKernan

Content of Course

This specification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art, craft and design disciplines. It prepares students for further study in art and design or in a related field. This qualification is designed to promote and reward, independent learning, personal development and motivation, the ability to make creative connections, find alternatives, develop an aesthetic awareness and intellectual capabilities. Art and Design also encourages students to make personal connections, explore their identity, and develop their philosophical and spiritual understanding.

The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in a creative-industries related field and develops key transferable skills and qualities which are highly sought after by employers.

AS Level

GCE Art and Design provides students a detailed understanding of the techniques, processes and methods used in Art, Craft and Design

A2 Level

This builds upon the foundation of knowledge, understanding and skills developed within the AS course.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent). The guided learning hours for this specification are:

- 180 hours for the Advanced Subsidiary level award; and
- 360 hours for the Advanced level award.

This qualification is available as one of the following:

- Art, Craft, Design- Combined Studies
- Photography and Lens-Based Media
- Three-Dimensional Design
- Textiles

Assessment Arrangements

AS 1: ***Experimental Portfolio***
(50% of AS or 20% of A Level)

AS 2: ***Personal Response***
(50% of AS or 20% of A Level)

A2 1: ***Personal & Critical Investigation***
(60% of A2 or 36% of A Level)

A2 2: ***Thematic Outcome***
(40% of A2 Level or 24% of A Level)

Subject Specific Entry Requirements

It is recommended that pupils wishing to study Art and Design at AS/A2 Level have either a Grade A*, A or B in GCSE Art and Design.

Other Information

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

- Develop an interest in and enthusiasm for art, craft and design
- Gain knowledge and understanding of art, craft, design and media (including technologies) in contemporary and past cultures
- Gain experience in working in a broad range of media
- Gain an awareness of different roles, functions, audiences and consumers of art, craft and design practice
- Develop and enhance their creative, intellectual and artistic abilities

Subject Title: Digital Technology (CCEA)
Availability: This subject is available at AS and A2 Level

Teaching Location: St Mary's Grammar School
Head of Department: Mrs G Gartland

AS Digital Technology:

New technologies, networks and services are transforming the way we communicate with each other, how we work and the way we learn. GCE Digital Technology gives students opportunities to develop advanced skills in a range of development environments and apply these to relevant work-related scenarios.

Content of course:

The course consists of two modules as follows:

There are four units in total:

Unit AS 1: Approaches to System Development

This unit explores approaches to the development of complex digital technology systems, the key stages in the process and the outputs produced. The other three units build on this one.

- **Approaches to systems development**
 - Reasons for systems development
 - Analysis
 - Design, development and testing
 - Implementation
 - Alternative development approaches
 - Software projects
 - Security issues
- **Programming**
 - Programming environment
 - Program structure

Unit AS 2: Fundamentals of Digital Technology

In this unit students develop knowledge and understanding of the fundamentals of any digital technology system, such as data representation, computer architecture, software and the user interface. This also provides a foundation for progression to A2.

- **Data representation**
 - Bits and Bytes
 - Binary and Decimal
- **Data and Information**
 - Data, Information and Knowledge
 - Data validation and verification
- **Hardware and software**
 - Architecture
 - The user interface
 - Data compression
 - System software
 - Application software
 - Processing systems
- **Web technology and multimedia**
 - Web applications
 - Website development

Unit A2 1: Information Systems

This unit leads on from AS 2 and provides knowledge and understanding of concepts such as computer networks, databases, mobile technologies, cloud computing, legislation, and moral and ethical issues.

- **Networks**
- **Databases**
- **Applications of digital technology**
- **Individual, social and legal issues**

Unit A2 2: Application Development (Case Study)

This unit allows students to apply their skills, knowledge and understanding to develop an application that solves a problem for a specified client. This unit can be taught alongside Unit A2 1: Information Systems, allowing students to work over an extended period.

Assessment Arrangements:

Examinations:

There are **three external written examinations** in the full GCE course in Digital Technology: **two at AS level and one at A2**. For each exam students answer short and extended questions.

The exams for **Unit AS 1: Approaches to System Development** and **Unit AS 2: Fundamentals of Digital Technology** each last 1 hour 30 minutes. Each is worth 50% of the AS level marks and 20% of the full A level. The exam for **Unit A2: 1 Information Systems** lasts 2 hours 30 minutes. It is worth 40% of the full A level.

Internal Assessment:

This specification includes one internal assessment unit. **Unit A2 2: Application Development (Case Study)** focuses on students' ability to apply their knowledge and skills. Students analyse, design, develop, test and evaluate an application for a specified end user, and they compile a portfolio showing evidence of their work for assessment.

Subject Specific Entry Requirements for Entry to AS:

A in GCSE Digital Technology (Multimedia) or

B in GCSE Digital Technology (Programming)

Subject Specific Entry Requirements for Entry to A2:

Successful completion of AS modules.

Other Information:

For further information, visit the GCE Digital Technology section on the CCEA website.

<u>Subject Title:</u>	French (CCEA)	<u>Teaching Location:</u>	St Mary's Grammar School
<u>Availability:</u>	This subject is available at AS and A2 Level	<u>Head of Department:</u>	Ms N MacOscar

Content of Course:

Both AS and A2 Level courses are designed to stimulate and sustain the interest in, and the enjoyment of the subject. The course also allows the development of the abilities to interpret, summarise, evaluate and communicate information through the medium of French through a variety of media. Pupils will have the opportunity to study literary texts/films and to research and deliver a presentation on an aspect of a French-speaking country or community. This encourages the appreciation of the cultural, social, linguistic aspects of French.

AS Level:

The subject content includes the study of selected topics from the two context areas:

- Relationships
- Culture & Lifestyle

A2 Level:

This builds upon the foundation of knowledge, understanding and skills developed within the AS course and includes the study of two additional contexts:

- Young People in Society
- Our Place in a Changing World

Assessment Arrangements:

AS 1: Speaking (30% of AS)
(11 minutes)

This unit consists of two elements:

- A presentation based on an AS level theme related to an aspect of a French-speaking country or community and
- A general conversation, which will focus on issues pertaining to the life and interests of the candidate.

AS 2: Listening, Reading and Writing (40% of AS) (2 hours)

This paper is divided into three sections:

Section A: Listening (This section lasts 40 minutes)

The listening exercise contains two separate extracts and each extract will have its own set of questions. The recordings are on CD format with the candidates having full control over the recording and playback facility.

Section B: Reading (Candidates are advised to spend 50 minutes on this section)

This section is comprised of a reading comprehension exercise and a translation from French into English. The reading material relates to the topics studied at AS Level.

Section C: Use of Language (Candidates are advised to spend 30 minutes on this section) Students will complete a series of short grammatical and lexical exercises. They will also translate short sentences from English into French.

AS 3: Extended Writing (30% of AS) (1 hour).

Students write one essay in French in response to a set literary text/film. Candidates are expected to be able to demonstrate a capacity for critical thinking and awareness of developing arguments and presenting views, opinions and justifications.

A2 1: Speaking (18% of A2) (15 minutes)

This unit consists of two elements:

- Students will introduce and discuss one individual research project based on a cultural aspect, historical period or region of a French-speaking country or community.
- A general conversation, which will focus on issues pertaining to the life and interests of the candidate but at a level appropriate to A2.

A2 2: Listening and Reading (24% of A2) (2 hours 45 minutes)

This paper is divided into two sections:

Section A: Listening (This section lasts 45 minutes)

The listening exercise contains two separate extracts and each extract will have its own set of questions. The recordings are on CD format with the candidates having full control over the recording and playback facility.

Section B: Reading (Candidates are advised to spend 2 hours on this section)

Question 1 is a gap-filling exercise, Question 2 is a set of questions that students respond to in French, Question 3 is a passage in French that students read and summarise in English and Question 4 is a passage of approximately 130 words that students translate from English into French. The reading material relates to the topics studied at AS/A2 Level.

A2 3: Extended Writing (Candidates are advised to spend 1 hour on this section). Students write one essay in French in response to a set literary text. Candidates are expected to be able to demonstrate a capacity for critical thinking and awareness of developing arguments and presenting views, opinions and justifications.

Subject Specific Entry Requirements:

- B in French
- B in English Language

Other Information:

In their study of French, pupils can develop their communication skills with individual speaking classes with the French Assistant — timetables permitting.

Career Information:

More than 220 million people on all five continents speak French. It's a major language of international communication. French is the second most widely learned language after English and the sixth most widely spoken language in the world. French is also the second most widely taught language, after English, and is taught on every continent.

The ability to speak French is an advantage when looking for a job, especially for those considering Law, Finance, Accountancy, International Business, Speech Therapy and Engineering. Many multinational companies use French as their working language in sectors such as retail, automotive, luxury goods and aeronautics. As the world's fifth biggest economy, France attracts entrepreneurs, researchers and foreign students.

S Subject Title: Irish (CEA)

Teaching Location:

St Mary's Grammar

Availability: This subject is available at AS and A2 Level

Head of Department:

Mrs M Thompson

Content of Course

In the AS units, students engage with authentic online, audio-visual and printed materials to develop their language skills and their understanding of the countries and communities where the language is spoken. Students who continue to A2 develop their language and higher-level cognitive skills further through an individual research project, studying a literary text, and engaging with authentic materials.

AS Level:

Students will explore two themes:

- Relationships
- Culture and Lifestyle.

Students also explore a topic of personal interest and study a film or a literary text.

A2 Level:

This builds upon the foundation of knowledge, understanding and skills developed within the AS course and includes the study of two additional contexts:

- Young People in Society
- Our Place in a Changing World

Assessment Arrangements:

AS 1: Speaking (30% of AS)
11 minutes

This unit consists of two elements:

- A prepared presentation based on an AS level theme related to an aspect of an Irish-speaking country or community.
- A general conversation, which will focus on issues pertaining to the life and interests of the candidate.

AS 2: Listening, Reading and Use of Language (40% of AS)
2 hours

Section A: Listening

The listening exercise contains two separate extracts and each extract will have its own set of questions. The recordings are on CD format with the candidates having full control over the recording and playback facility.

Section B – Reading

Question 1: students answer one set of questions in Irish based on one passage.

Question 2: students translate a passage from Irish into English.

Section C – Use of Language

Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises.

Question 5: students translate short sentences from English into Irish.

AS 3: Extended Writing (30% of AS)
1 hour

Students write one essay in Irish in response to a set film.

A2 1: Speaking (18% of A Level)
15 minutes

This unit consists of two elements:

- Students introduce and discuss one individual research project based on a cultural/historical or regional aspect of an Irish-speaking country or community.
- A general conversation, which will focus on issues pertaining to the life and interests of the candidate.

A2 2: Listening and Reading (24% of A Level)
2 hours 45 mins

Section A: Listening

The listening exercise contains two separate extracts and each extract will have its own set of questions. The recordings are on CD format with the candidates having full control over the recording and playback facility.

Section B: Reading

Students answer two sets of questions and complete one summary exercise and one translation exercise. The reading materials are based on the Contexts for Learning at AS/A2.

A2 3: Writing (18% of A Level)
1 hour

This is an extended writing exercise based on contemporary Irish literature selected by CCEA. Each question will have an alternative. Candidates are expected to respond to one open-ended and to be able to demonstrate a capacity for critical thinking and awareness of developing arguments and presenting views, opinions and justifications.

Subject Specific Entry Requirements:

B in Irish

B in English Language

Career Information:

Irish is a useful subject, especially for those considering, Law, Teaching, Media Studies, Music, Computer Science and Engineering. The rise in Irish Medium Education and the opening of Gaelcholáiste Dhoire will generate significant employment for Irish graduates in the future.

Subject Title: Government & Politics (CCEA)

Teaching Location: Magherafelt High School

Availability: This subject is available at AS and A2 Level

Head of Department: Mr D Charles

Content of Course

The study of Government & Politics encourages young people to develop knowledge and understanding of the political systems in which they live. It also actively encourages students to become involved as citizens and enables them to develop critical thinking and other essential academic skills. Study of the subject at GCE Level helps prepare students for careers in many areas including law, business, finance, government services and, of course, politics itself.

AS Module 1 – Government and Politics of Northern Ireland

AS Module 2 – The British Political Process

A2 Module 1 – Comparative Government: UK and USA compared

A2 Module 2 – Political Ideas

Assessment Arrangements

AS: **Module 1**

40% of AS & 16% of A Level

1 hour 15 minutes

AS 2: **Module 2**

60% of AS & 24% of A Level

1 hour 45 minutes

A2 1: **Module 1**

35% of A Level

2 hours 15 minutes

A2 2: **Module 2**

25% of A Level

1 hour 30 minutes

There is no coursework element for this subject.

Subject Specific Entry Requirements

It is recommended that pupils have obtained the necessary requirements for entry into Lower Sixth. It is not necessary to have taken this subject at GCSE Level, however, a good understanding of current affairs would be beneficial.

Other Information

The study of Politics helps prepare students for careers in law, business, education and government services.

<u>Subject Title:</u>	OCR Level 3 Cambridge Technical Introductory Diploma in Sport
<u>Teaching Location:</u>	Magherafelt High School
<u>Course Tutor:</u>	Mr K Irvine
<u>Availability:</u>	Only available as a full two-year course (no AS level equivalent).

Content of Course

This qualification specifically aims to:

- Develop learner's knowledge and understanding of the sport sector.
- Develop learner's skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the sport sector.
- Develop learner's ability to work autonomously and effectively in a sporting context.
- Encourage progression by assisting in the development of skills, knowledge and understanding which learners will need to access further or high education programmes or occupational training.
- Encourage progression by assisting in the development of skills, knowledge and understanding which learners will need to enter employment.
- Promote interaction between employers, centres and learners by relating teaching and assessment to real settings.

Students will complete seven units of work:

- Unit 1 Principles of anatomy and physiology in sport
- Unit 2 Sports coaching
- Unit 3 Current issues in sport
- Unit 4 The physiology of fitness
- Three other units from an extensive list (to be confirmed during Year 13, based on individuals' strengths and areas of interest)

Learners will be presented with a series of assignments to research and complete for each unit and these assignments will be completed in various formats including leaflets, written reports, presentations, posters, brochures and lesson plans.

The first four mandatory units will be studied in Year 13 and the other three will be studied in Year 14.

Assessment Arrangements:

There are no timetabled exams for this qualification.

The tutor will assess the work for all units, and this will be moderated externally by OCR.

Each assignment within the qualification has specified assessment criteria which will result in a Fail / Pass / Merit or Distinction grade. The higher the grade the more Qualifications and Credit Framework points are awarded. The total of these points at the end of the course will determine the OCR grade given.

<u>OCR Grade</u>	<u>UCAS Tariff</u>	<u>A Level Grade Equivalent</u>
Distinction*	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E

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Subject Specific Entry Requirements:

There are no formal requirements for entry to this qualification; however, GCSE Physical Education will provide an advantage.

Subject Title: Chemistry (CCEA)

Teaching Location: Sperrin Integrated College

Availability: This subject is available at AS and A2 Level

Head of Department: Ms K Barras

Content of Course:

Chemistry is often described as the most versatile science. It is the science most often required by universities and higher education establishments for students to embark on degrees in medicine, dentistry and pharmacology, forensic and veterinary science, and chemical engineering. This course places an emphasis on mathematical and practical content. CCEA Chemistry is the only GCE in Chemistry which uses practical examinations in its award of an A level qualification. The course also enhances analytical skills; students with enquiring minds will enjoy finding out which substances are present in the unknown samples they are given. Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others.

Assessment Arrangements:

Content	Assessment	Weightings
AS 1: Basic Concepts in Physical and Inorganic Chemistry	External written exam 1 ½ hours	40% AS 16% of A level
AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	External written exam 1 ½ hours	40% AS 16% of A level
AS 3: Basic Practical Chemistry	Booklet A: Laboratory based examination of practical tasks (25 marks) 1 hour 15 minutes. Practical theory booklet B: questions testing knowledge of practical techniques, observations and calculations (55 marks). Students take the assessment in an examination hall. 1 hour 15 minutes.	20% AS 8% of A level
A2 1: Further Physical and Organic Chemistry	External written exam 2 hours	40% A2 24% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written exam 2 hours	40% A2 24% of A level
AS 3: Further Practical Chemistry	Booklet A: Laboratory based examination of practical tasks (30 marks) 1 hour 15 minutes. Practical theory booklet B: questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the assessment in an examination hall. 1 hour 15 minutes.	20% AS 12% of A level

Subject Specific Requirements:

It is recommended that pupils wishing to study Chemistry at AS/A2 Level have achieved a Grade A* in GCSE Chemistry (a greater than 90% UMS score may be considered at the discretion of the Subject Lead) or Grades A*A*or A*A in Double Award Science. In addition, it is strongly recommended that pupils have at least a Grade A in GCSE Mathematics.

Other Information:

This specification aims to encourage students to:

- develop enthusiasm for chemistry and the careers associated with courses related to the subject
- develop essential knowledge of different areas of chemistry and how they relate to each other
- appreciate how societies decisions about scientific issues contributes to the world around us
- develop competence and ability in practical, mathematical and problem-solving skills.

In terms of oversubscription, SLT will make the final decision on the number of pupils for each subject area in conjunction with the Subject Lead.

Subject Title: English Literature (CCEA)

Teaching Location: Sperrin Integrated College

Availability: This subject is available at AS and A2 Level

Head of Department: Mrs S Mulholland

Content of Course:

The study of English Literature enables you to engage critically and creatively with a substantial body of texts and gives you a variety of ways to respond to them. Across a wide range of novels, plays and poems, you will deepen your understanding of the changing traditions of literature. Through independent research and critical reading, you will develop your interest and enjoyment of literature and become an accomplished, discerning reader with advanced study skills that prepare you for third level education.

Assessment Arrangements:

Unit	Assessment Description
AS 1: The Study of Poetry 1900 – Present and Drama 1900 - Present	External written examination: 2 hours. Students answer two questions, one from Section A and one from Section B. Section A (Poetry) is open book. Section B (Drama) is closed book.
AS 2: The Study of Prose Pre-1900	CCEA have omitted this unit for Summer 2022.
A2 1: Shakespearean Genres	External written examination: 1 hour 30 minutes. Students answer one question. Closed book.
A2 2: The Study of Poetry Pre-1900 and Unseen Poetry	External written examination, 2 hours. Students answer two questions, one from Section A and the question set in Section B. Closed book.
A2 3: Internal Assessment	Internal assessment Students complete a 2500-word essay.

Subject Specific Entry Requirements:

A minimum of Grade B in both GCSE English Language and English Literature.

If a student has not studied GCSE English Literature, a Grade A in GCSE English Language is required.

Other Information:

An A Level in English Literature develops your skills in written and face-to-face communication, as well as your capacity for research and your ability to understand complex ideas and theories. With this set of skills, the subject allows you to access a wide range of areas of further study and employment, such as: the media industry, journalism, publishing, advertising, PR, teaching, law, business, social work and politics. To find out more, visit the CCEA website: www.ccea.org.uk.

<u>Subject Title:</u>	Moving Image Arts (CCEA)	<u>Teaching Location:</u>	Sperrin Integrated College
<u>Availability:</u>	This subject is available at AS and A2 Level	<u>Head of Department:</u>	Mr J Alexander

Content of Course

This new qualification offers students the opportunity to work with innovative software including Final Cut Express, Flash, iMovie, iStopMotion, Photoshop and specialist technology within our specially designed iMac Suite. Moving Image Arts is the first step in preparing students for a career in the creative industries. Students will create their own films or animations influenced by film theory and research.

The aims of the course are to develop the following:

- Intellectual, imaginative, creative and intuitive powers.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Understanding of the inter-relationships between the Moving Image and other art forms, disciplines and practices.
- Knowledge and understanding of the place of the Moving Image in contemporary society and an awareness of the context in which moving image production and reception takes place.

Assessment Arrangements

AS 1: Creative Production (70% of AS / 35% of A Level)

Foundation Portfolio (compulsory coursework) includes the following:

- A written statement of intentions (800 – 1200 words).
- Written and illustrated pre-production materials to include: production notes, a screenplay and storyboard or illustrated shooting script, evidence of management, organisation and planning of time and resources.
- One Production Exercise (Film) approximately 1 minute in length.
- One finished Product (Film) approximately 5 minutes in length.
- Written evaluation (800 – 1200 words)

AS 2: Critical Response (30% of AS / 15% of A Level)

1 hour 30 minutes

Compulsory external online examination with previously unseen moving image clips.

A2 1: Creative Production and Research (35% of A2)

Advanced Portfolio (compulsory coursework) includes the following:

- An illustrated essay (1500 to 2000 words).
- Written and illustrated pre-production materials to include: production notes, a screenplay and storyboard or illustrated shooting script.
- Evidence of management, organisation and planning of time and resources.
- One Visual Style Production Exercise (Film) approximately 1 minute in length.
- One Technique Based Production Exercise (Film) approximately 1 minute in length.
- One finished Product (Film) approximately 5 – 7 minutes in length.
- A written Evaluation (800 – 1200 words).

A2 2: Critical Response and Specialisation (15% of A2)

2 hours 15 minutes

Compulsory external online examination with unseen moving image clips and optional art form specialisation with pre-set moving image clips.

Subject Specific Entry Requirements

This course would be best suited to students who demonstrate a high level of creative ability. It would be desirable that students have completed one or more of the following GCSE or equivalent courses in a creative and expressive subject eg Art and Design, Drama, Music and English Literature. ICT competency and an interest in Film Studies would also be beneficial.

Subject Title: Art & Design (CCEA)

Teaching Location: St Pius X College

Availability: This subject is available at AS and A2 Level

Head of Department Mrs P Diamond

Content of Course:

The creative industries are the fastest growing area of the economy and are vital to economic success. Studying art, craft and design creates a pathway to a career in a creative industries-related field. GCE Art and Design requires students to develop key transferable skills such as creativity, innovation, higher level thinking skills and problem solving. It encourages students to find alternative approaches and take risks in their work. It also develops in depth knowledge of art and design through research and practical activities, intellectual capabilities and independent approaches to learning.

Course Details / Assessment

The course has four units: two at AS level and two at A2 as detailed below:

Modules

AS Module 1 - 50% of AS - Students develop, explore and record ideas. Teachers assess students' work and CCEA moderate their marks. Assessment Objectives 1, 2 and 3 only
20% of full A Level

AS Module 2 - 50% of AS - Students present a personal outcome in response to the theme. Students bring this to completion during a 10-hour controlled test. Teachers assess students' work and CCEA moderate their marks. Assessment Objective 4 more heavily weighted.
20% of full A Level

A2 Module 1 - 60% of A2 - Written component and practical work inform each other and are integrated but are marked separately. Teachers assess the practical investigation and CCEA moderate their marks. Written Investigation 1000-3000 words – externally assessed 20% of A2; 12% of A level. Assessment Objectives 1, 2 and 3 only.
36% of full A Level

A2 Module 2 - 40% of A2 - Students present an outcome in response to the theme. Students bring this to completion during a 15-hour controlled test. Teachers assess students' work and CCEA moderate their marks. Assessment Objective 4 more heavily weighted
24% of full A Level

Subject Specific Entry Requirements:

Grade: A in GCSE Art & Design

Career Information:

Art & Design is regarded as an excellent subject by employers and third level educators due to the range of creative skills needed to be successful at A Level. By pursuing an education with A-level Art and Design many different career pathways will open up for you. Some of the career pathways which you can expect to open up for you include: marketing, finance, architecture, digital technologies, animator, fashion designer, photographer, animator and graphic designer.

Subject Title: BTEC Level 3 National Extended Certificate in Art & Design (Pearson)

Teaching Location: St Pius X College

Availability: Only available as a full two-year course (no AS level equivalent).

Head of Department: Mrs P Diamond

Content of Course

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. The mandatory unit focuses on visual recording and communication skills, which underpin all areas of art and design and are the building blocks on which to develop creative practice. Visual communication and recording is based on observation and allows learners to develop the practical skills to communicate their ideas.

Learners explore a specific sector in art and design through choosing an optional unit in one of the following areas:

• photography • graphics • interactive design • fine art • 3D design • textile • fashion • 3D design craft.

Learners will be introduced to the materials, techniques and processes used in the sector through practical projects. Learners will develop a range of skills, techniques and personal attributes that will be valuable across all areas of future study and work.

Purpose:

Provides a broad basis for studying the art and design sector.

Supports progression to:

- Higher Education or training
- Employment

Assessment Arrangements:

Students are required to take four units, three are compulsory and one Optional Unit.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U)

Subject Specific Entry Requirements:

Pupils should have a minimum of a Grade C in GCSE Art & Design

Other Information:

This qualification is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the creative industries, as part of a programme of study alongside other BTEC Nationals or A Levels. Students obtain a coherent introduction to the study of art and design and gain an understanding of the creative process. Students will study visual recording and communication, critical analysis and production skills to produce art and design outcomes.

Career Pathways:

The qualifications enable students to achieve specialist knowledge and skills in Art, Materials & Graphic Design, qualifying entry to an apprenticeship or other employment, or progression to related higher education courses.

Subject Title: Religious Studies (CCEA)

Teaching Location: St Pius X College

Availability: This subject is available at AS and A2 Level

Head of Department: Mrs E O'Neill

Content of Course

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies, students reflect on how religion and spirituality form the basis of a culture. Religious Studies also helps students develop marketable skills and aptitudes including:

- analytical and strategic thinking;
- research skills;
- critical evaluation;
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict;
- problem-solving skills;
- leadership skills;
- understanding of the impact of conflicting ideologies; and an appreciation of human diversity, belief systems, cultural and spiritual experiences.

Course Details / Assessment

GCE Religious Studies is made up of two levels: AS and A2. The AS can be taken as a 'stand-alone' qualification without progression to A2. The specification has a modular structure and students are required to study two units of study at each level. Students must study the same units at AS and A2. The information below highlights the units available at each level:

AS Units – Year 13:

AS 2: An Introduction to Acts of the Apostles & AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics

A2 Units – Year 14: A2 2: Themes in Selected Letters of St Paul & A2 7: Global Ethics.

There is no coursework requirement for this specification.

There are four externally assessed examinations in GCE Religious Studies:

Two x 1 hour 20 minutes written exams at AS Level:

AS 2: An Introduction to Acts of the Apostles: (50% of AS or 20% of full A Level)

AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics:(50% of AS or 20% of full A Level)

Two x 2 hour written exams at A2 level:

A2 2: Themes in Selected Letters of St. Paul: (50% of A2 or 30% of full A Level)

A2 7: Global Ethics (50% of A2 or 30% of full A Level)

Subject Specific Entry Requirements:

B in GCSE RE

B in GCSE English Language

Career Information:

Religious Studies encourages logical and independent thinking. Students who have taken the subject at Advanced Level have gone on to study a wide variety of Third Level options including Medicine, Law, Occupational Therapy, Psychology, Computing, Teaching, Social Sciences, Philosophy, Humanities, Journalism, Theology and other Arts Degrees.

Subject Title: History (CCEA)

Teaching Location: St Patrick's College

Availability: This subject is available at AS and A2 Level

Head of Department: Mrs M Kelly

Overview:

History requires a pupil to be able to communicate both in the written word and in discussion. Good overall literary skills are essential. The ability to learn facts and to analyse and evaluate evidence are skills both required and developed in this course. The recognition of change, continuity and motivation are important characteristics of the History pupil

Content of Course:

The course is divided into four modules; two to be taken at AS Level and an additional two modules at A2 Level should a pupil wish to continue to the A2 stage. The course provides a wide variety of topics and within each covers political, social, economic and cultural aspects of history.

Course Content	Assessment	Weightings
AS1: Germany 1918-1945	<ul style="list-style-type: none">External written examination1 hour 30 minsStudents answer a short response question and a two-part source question.	50% of AS 20% of A Level
• AS2: Russia 1903-1941	<ul style="list-style-type: none">External written examination1 hour 30 minsStudents answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A Level
• A2.1: Clash of Ideologies 1900-2000	<ul style="list-style-type: none">External written examination1 hour 15 minutesStudents answer a synoptic essay question.	20% of A Level
• A2.2: Partition of Ireland 1900-1925	<ul style="list-style-type: none">External written examination2 hours 30 minsStudents answer three questions; two are source based and one is an extended essay	40% of A Level

Coursework Details (if appropriate):

There is no coursework for this subject.

Subject Specific Requirements:

It is recommended that pupils wishing to study AS/A Level History in Year 13 achieve a Grade A*, top B at GCSE Level. However, it may be possible to study History at AS level without having studied it at GCSE providing pupils obtain a grade A or more in GCSE English/English Literature/Religious Studies or other literacy based related subjects and/or can demonstrate an interest in History. Whilst it is not essential to have taken the subject at GCSE the Subject Leader must be consulted prior to selection of the subject for A Level study. Priority will always be given to those who have studied GCSE History should the class be oversubscribed and indeed by UMS scores in the subject at GCSE if necessary.

Other Information:

The study of History and the skills that are taught and developed alongside it are good preparation both for higher and further education and life. History develops many transferable skills. Its study can be immensely rewarding, giving its pupils a breadth of vision and understanding, not just of the past, but of our contemporary world. A keen interest in the subject, a readiness to complete additional reading/research and a willingness to work with a greater degree of independence are crucial factors if pupils are to obtain the highest possible success at AS and A2 level.

Career Pathways

History graduates with good degrees are eagerly sought in fields such as Teaching, Conservation, Archaeology, Architecture, Law, Broadcasting, Publishing, Politics, Journalism, Librarian, Museum work, Civil Service and Tourism. Indeed, the History 'business' is a lucrative industry in the UK alone with tourism, ancestry, re-enactments, media and societies all contributing to the economy.

Subject Title: Music (CCEA)

Teaching Location: St Patrick's College

Availability: This subject is available at AS and A2 Level

Head of Department: Mrs J Conway

Content of Course:

This course incorporates the three fundamental musical activities of Composing, Performing and Listening. Pupils are encouraged to study a wide range of set works and topics to stimulate their interest in the subject. The set works introduce the pupils to a range of styles within Music and they learn to analyse these pieces effectively through score analysis. The composing and performing tasks provide the pupils with opportunities to display their creative talents in the subject.

Specification at a Glance

Unit	Assessment Description	Weighting
AS 1 – Performing	<ul style="list-style-type: none">Solo Performance (5 -7 minutes)Viva Voce	32.5% of AS 13% of A level
AS 2 – Composing	<ul style="list-style-type: none">Composition task or Composition task with music technology of 1½ to 2½ minutes durationWritten commentary of no more than 1000 words	32.5% of AS 13% of A level
AS 3- Responding to Music 1. Music for Orchestra 1700–1900 2. Sacred Vocal Music (Anthems) 3. Secular Vocal Music (Musicals)	Two examination papers: <ul style="list-style-type: none">Test of aural perception (1 hour)Written examination (2 hours)	35% of AS 14% of A level
A2 1- Performing	<ul style="list-style-type: none">Solo Performance (8 to 10 minutes)Viva Voce	19.5% of A level
A2 2 – Composing	<ul style="list-style-type: none">Composition task or Composition task with music technology of 2 to 3 minutes durationWritten commentary of no more than 1200 words	19.5% of A level
A2 3 – Listening & written work 1. Music for Orchestra in the Twentieth Century 2. Sacred Vocal Music (Mass/Requiem Mass) 3. Secular Vocal Music 1600 to the present day	Two examination papers: <ul style="list-style-type: none">Test of aural perception (1¼ hours)Written examination (2 hours)	21% of A level

Subject Specific Entry Requirements:

Pupils should have a Grade A at GCSE Level and be able to perform to Grade 5 standard on their chosen instrument or voice. They should also be fully involved in the extra-curricular life of the school and must attend a weekly lesson on their chosen performing instrument.

Other Information:

Music is regarded as an excellent subject by employers and third level educators due to the range of creative skills needed to be successful at A Level. Music is one of the biggest industries in the world. There is now a bigger demand for musicians in careers such as Sound Recording, Computer Game Creation and Teaching.

Subject Title: Performing Arts (CCEA)

Teaching Location: St Patrick's College

Availability: This subject is available at AS and A2 Level

Head of Department: Miss M Higgins

Content of Course:

This new Course will be based on the completion of four assessed Units completed over the two-year period and is equivalent to one A Level Grade.

Specification at a Glance

Content	Assessment	Weightings	Availability
AS 1: Developing Skills and Repertoire	<ul style="list-style-type: none">Internally assessedExternally moderatedA portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation	60% of AS 24% of A Level	Every Summer from 2017
AS 2: Planning and Realising a Performing Arts Event	<ul style="list-style-type: none">Externally set pre-release stimulus materialExternally assessedSupporting document in three sections produced under controlled conditions Live performance and/or presentation	40% of AS 16% of A Level	Every Summer from 2018
A2 1: Planning for Employment	<ul style="list-style-type: none">Internally assessedExternally moderatedA record of work, including a written report in three sections, promotional portfolio and evaluation	60% of A2 36% of A Level	Every Summer from 2018
A2 2: Performing to a Commission Brief	<ul style="list-style-type: none">Externally set pre-release stimulus materialExternally assessedA record of work, including a research report, summary of findings, evidence of tasks completed and evaluationThe evaluation is to be produced under controlled conditions.Live performance and/or presentation	40% of A2 24% of A Level	Every Summer from 2018

A practical examination is undertaken rather than a written examination in this subject.

This is a team-based subject and all pupils will be expected to commit to weekly rehearsals, during and after school.

Career Pathways

Director, Playwright, Actor, Teacher: secondary, further and higher education, Drama coach, Music Coach, Dance Coach, Set Designer, Light Technician, Technical crew, Marketing and Publicity, Rigger, Community Arts Worker, Musical Therapist, Drama Therapist, Broadcast Presenter, Theatre Stage Manager, Classical Musician, Make-up Artist, Costume Designer, Screen Writer, Set Designer, Commentator, Video Editor, Web Designer.

Subject Specific Entry Requirements:

Previous experience in Performing Arts at GCSE, with Grade B or above in this subject is important for pupils hoping to follow this Course. It is also expected that all pupils choosing the subject will be able to demonstrate a genuine interest in the Performing Arts with present involvement in activities both inside and outside the College. Numbers in the Subject are limited to 12 in a class and should we exceed this. Pupils who have not studied Performing Arts at GCSE will be considered if they have a musical background, or other relevant experience in the Arts. These students will be expected to prepare a short audition piece in their chosen skill (Music, Dance or Drama).

Other Information

This course is an exciting practical course for students wishing to specialise in the Performing Arts. Students who have a real desire to perform and aspire for a career within the Performing Arts are suitable candidates for this course. This A Level subject allows pupils to select either a design or performance pathway. This means they can select their own area of specialism, from, acting, music, dance, set design or being a director. The opportunities are vast.

Subject Title: National Extended Certificate in Engineering

Teaching Location: NRC (Magherafelt)

Availability: Level 3 BTEC (Edexcel/Pearson)

Head of Department: Mr D Lynn

Content of Course

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, they have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Qualification, size, and purpose

Title	Size & Structure	Summary Purpose
Pearson BTEC Level 3 National Extended Certificate in Engineering	360 GLH Equivalent in size to one A Level. 4 units of which 3 are mandatory with 2 externally set and marked. Mandatory content (83%). External assessment (67%).	This qualification provides a broad basis of study for the engineering sector. It has been designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Assessment

Mandatory units

There are three mandatory units, one internally and two externally assessed. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Engineering				
Unit Number	Unit title	GLH	Type	How Assessed
Mandatory units – Learners complete and achieve all units				
1	Engineering Principles	120	Mandatory	<u>External</u>
2	Delivery of Engineering Processes Safely as a Team	60	Mandatory	<i>Internal</i>
3	Engineering Product Design and Manufacture	120	Mandatory	<u>External</u>
Optional units – Learners complete 1 of the following optional units				
9	Work Experience in the Engineering Sector	60	Optional	Internal
10	Computer Aided Design in Engineering	60	Optional	Internal
11	Engineering Maintenance and Condition Monitoring Techniques	60	Optional	Internal
12	Pneumatic and Hydraulic Systems	60	Optional	Internal
19	Electronic Devices and Circuits	60	Optional	Internal
25	Mechanical Behaviour of Metallic Materials	60	Optional	Internal
30	Mechanical Measurement and Inspection Technology	60	Optional	Internal
35	Computer Programming	60	Optional	Internal
41	Manufacturing Secondary Machining Processes	60	Optional	Internal
44	Fabrication Manufacturing Processes	60	Optional	Internal
45	Additive Manufacturing Processes	60	Optional	Internal

External assessment

This is a summary of the type and availability of external assessment, which is of units making up 66% of the total qualification GLH.

Unit	Type	Availability
Unit 1: Engineering Principles	<ul style="list-style-type: none">• Written exam set and marked by Pearson• Two hours• 80 marks.	Jan and May/June
Unit 3: Engineering Product Design and Manufacture	<ul style="list-style-type: none">• A task set and marked by Pearson and completed under supervised conditions.• Prior to the supervised assessment, learners will be provided with a case study in order to carry out research in no more than 3 hours in a one-week period timetabled by Pearson.• The supervised assessment period is 8 hours and can be arranged over a two-week period timetabled by Pearson. Once the assessment has started it must be completed by the learner within five days.• Written submission.• 60 marks.	December/January and May/June

Units Delivered

Year 1:

Unit 1: Engineering Principles (120 GLH) – External assessment

Unit 2: Delivery of Engineering Processes Safely as a Team (60 GLH) – Internal assessment

Year 2:

Unit 3 Engineering Product Design and Manufacture (120 GLH) - External assessment

Unit 10** Computer Aided Design in Engineering (60 GLH) – Internal assessment

Unit 10** This unit may be replaced by Unit 9: Work Experience in the Engineering Sector

Subject Specific Entry Requirements

This is a level 3 programme and as such all candidates must have 4 GCSEs at C or better. These must include maths and should include another science related subject.

Additional Information

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals Pearson worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork.

Higher education needs students who have experience of research, extended writing and meeting deadlines. details of the support we offer.

Advice to Students

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that Pearson will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Subject Title: Environmental Technology (CCEA)

Teaching Location: NRC (Magherafelt)

Availability: This subject is available at AS and A2 Level

Head of Department: Mr M Walker

Content of Course

This GCE is fresh, contemporary and relevant to both students and employers. It is a science-based qualification, designed to enhance students' understanding of environmental and sustainability issues. It promotes the application of this knowledge in practical industry-based scenarios and assessment tasks.

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

AS Level

AS1: The Earth's Capacity to Support Human Activity

In this unit you will:

- find out about the impact of declining fossil fuel supplies and options for reducing global dependency on crude oil;
- examine the macro-generation, distribution and storage of electricity from non-fossil fuel sources;
- consider renewable energy technologies on a micro level;
- discover the effects of fossil fuel use and the need to develop more sustainable sources of energy;
- carry out practical activities in relation to aspects of three major renewable energy sources: wind, solar & biomass
- take account of health and safety practices when carrying out practical work.

AS 2: Internal Assessment – Renewable Energy Technologies

In this unit you will:

- apply the knowledge and understanding that you gained in AS 1 to a practical context;
- research renewable energy sources and evaluate the technical, environmental and economic aspects of the energy output from wind, solar and biomass; and
- submit a technical report, relating to a realistic scenario task, in three sections:
 - desktop research;
 - practical investigation; and
 - discussion and recommendations.

A2 Level

A2 1: Building and Managing a Sustainable Future

In this unit you will:

- examine a range of new and existing technologies and management systems that have the potential to support society's move toward a more sustainable way of living;
- examine waste management processes (including bioremediation) and using low-carbon sources for society's transport needs;
- investigate issues related to the environmental performance of buildings; and
- explore the sustainable development needs of urban and rural communities; and take account of health and safety when carrying out all practical work.

A2 2: Internal Assessment – Environmental Building Performance and Measurement

In this unit you will:

- apply the knowledge and understanding gained in A2 1 to a practical context;
- consider the sustainability performance of a building; and
- apply the Code for Sustainable Homes (CSH) system to a specific construction.

Assessment Arrangements

Unit	Assessment	Weightings	Availability
AS 1: The Earth's Capacity to Support Human Activity	External written examination 1 hour 30 minutes	50% of AS 20% of A Level	Every Summer
AS 2: Renewable Energy Technologies	Internal Assessment Externally moderated	50% of AS 20% of A Level	Every Summer)
A2 1: Building and Managing a Sustainable Future	External written examination 2 hours	30% of A Level	Every Summer
A2 2: Environmental Building Performance and Measurement	Internal Assessment Externally moderated	30% of A Level	Every Summer

What can I do with Environmental Technology?

You can study Environmental Technology with a variety of other subjects leading to a range of opportunities in higher education and onwards to a rewarding career. Whilst this is a new GCE, the Environmental Technology A level has already been accepted by universities as an integral part of the A level portfolio of any student who is hoping to enter University Undergraduate courses such as Architectural Engineering, Energy Management, Clean Technology and Renewable Energy Engineering etc.

According to the Engineering Council UK, engineers on average enjoy better salaries than either accountants or solicitors. There are huge job opportunities and many skills gaps within this diverse and rapidly developing sector, both in the UK and abroad. **The UK Government recently announced that a £166.5 million cash boost will drive forward developments in critical technology needed for a green industrial revolution including carbon capture, greenhouse gas removal and hydrogen to meet its Carbon Reduction targets by 2035. The numbers of personnel employed in the UK Renewable Energy and Engineering sector will have to increase creating over 60,000 well-paid green jobs across the UK*.**

*(Source: www.gov.uk/government/news/166-million-cash-injection-for-green-technology-and-60000-uk-jobs)

Subject Specific Entry Requirements

Entrants should possess at **least 4 GCSE's at Grade C or above or other relevant qualifications**. GCSE's **must** include **Mathematics and two Science related subjects**. (*GCSE Geography and Construction would also be desirable*)

Subject Title: National Subsidiary Diploma in Hospitality (Pearson)

Teaching Location: NRC (M/felt)/MHS

Availability: This subject is available at AS and A2

Head of Department: Mr A Ballantyne

Content of Course

The BTEC National Subsidiary Diploma in Hospitality will give learners the knowledge, understanding and skills that they need to prepare them for employment or University in a wide range of disciplines within the hospitality sector. This programme will give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Sub Diploma in Hospitality is composed of a selection of core and optional modules. Seven units are required for the achievement of a Sub Diploma award. The nature of the course allows the qualification to be flexible and adaptable to address the interests and aspirations of the Learners. There are three compulsory unit plus four optional units which make up the 60 credit requirement for this course.

The University of Ulster and Queens University now recognise the combination of a single National Subsidiary Diploma with two traditional A Levels as a legitimate alternative to three traditional A Levels. For students who are reasonably certain that they want a career within Hospitality, the further advantage of undertaking the BTEC Subsidiary Diploma is that when they arrive at University they already understand the fundamentals of what they will be studying, which will ultimately give them an advantageous head start over their peers. If learners decide to go to university or college they could take a Degree or a BTEC Higher National Diploma in Hospitality Management, Hotel and Tourism Management, Tourism and Hospitality, Event Management or other related areas.

With the international recognition of BTEC courses such as this, the student can progress straight into employment. There are a wide variety of potential careers that the student can explore, within sectors such as Hotels and Accommodation services, The restaurant sector, Licensed Retail Management, Conference and Event Management, Customer Services Management, and a vast array of roles available in the hospitality and tourism sector nationally and internationally.

Assessment Arrangements

All units are continually assessed over the period of two years. This course is particularly suited to those students who achieve high grades in course work and assignment work. The course content is supported by a comprehensive set of course materials.

Mandatory Units

1 The Hospitality Industry

On completion of this unit a learner should:

- 1 Understand the scale and diversity of the hospitality industry
- 2 Understand the classification systems and their standards
- 3 Know the organisation and structure of hospitality businesses
- 4 Know the purpose of support functions in hospitality businesses

2 Principles of supervising customer service performance in hospitality, leisure, travel and tourism

On completion of this unit a learner should:

- 1 Understand how to develop a customer service culture within their business
- 2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching
- 3 Understand how to effectively monitor and communicate levels of customer service performance.

3 Providing Customer Service in Hospitality

On completion of this unit a learner should:

1. Understand the role of communication, presentation and teamwork in customer service in Hospitality
2. Be able to provide customer service to meet the needs of customers in different hospitality situations.

Optional Units

20 Human Resources in Hospitality

On completion of this unit a learner should

1. Know human resource issues, responsibilities and policies in hospitality businesses
2. Understand recruitment, selection and induction procedures in hospitality businesses
3. Understand appraisal, grievance, disciplinary and termination procedures in hospitality businesses
4. Know relevant legislation applicable to human resource policies and procedures in hospitality businesses.

18 Marketing for Hospitality

On completion of this unit a learner should:

1. Know marketing strategies and principles as used in the hospitality industry
2. Know how marketing research is used in hospitality businesses
3. Know how market environment analysis is used to identify opportunities and potential strategies
4. Understand how the marketing mix is used to develop products and services in hospitality businesses.

10 European Food

On completion of this unit a learner should:

1. Know the equipment, commodities and methods required to prepare and cook different examples of European food
2. Know the styles of food and types of dishes that are prepared and cooked in Europe
3. Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when creating European dishes
4. Be able to evaluate the quality of European dishes.

11 Asian Food

On completion of this unit a learner should:

1. Know the equipment, commodities, storage and cooking methods required to prepare and cook Asian food
2. Know the historical influences on Asian food, the styles of food, and the types of dishes that are prepared and cooked in Asia
3. Be able to demonstrate food preparation and cooking skills that are safe, hygienic and professional when creating Asian dishes
4. Be able to evaluate the quality of Asian dishes

Subject Specific Entry Requirements

Entrants should normally possess at least four GCSE passes at grade C or above.

Other Information

The specification aims to give learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life and to allow access to employment and University.

Subject Title: Psychology (AQA)

Teaching Location: NRC (Magherafelt)

Availability: This subject is only available at A2 Level

Head of Department: Mrs A Gregg

Content of Course

This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. AQA has worked with teachers, HE and the British Psychological Society to produce clear, up-to-date and a stimulating specification which provides a coherent and holistic programme of study.

A2 Level

Compulsory content

- 1 Social influence
- 2 Memory
- 3 Attachment
- 4 Psychopathology
- 5 Approaches in Psychology
- 6 Biopsychology
- 7 Research methods
- 8 Issues and debates in Psychology

Optional

Option 1

- 9 Relationships
- 10 Gender
- 11 Cognition and development ** (This option chosen for delivery during the course)

Option 2

- 12 Schizophrenia
- 13 Eating behaviour
- 14 Stress ** (This option chosen for delivery during the course)

Option 3

- 15 Aggression ** (This option chosen for delivery during the course)
- 16 Forensic Psychology
- 17 Addiction

Unit 1. Introductory topics in Psychology (Paper 1 Content)

- Social influence
- Memory
- Attachment
- Psychopathology

Unit 2. Psychology in Context (Paper 2 Content)

- Approaches in Psychology
- Biopsychology
- Research methods

Unit 3. Issues and options in Psychology (Paper 3 Content)

- Issues and debates in Psychology
- Option 1 – Cognition and Development
- Option 2 - Stress
- Option 3 - Aggression

In all of the above units/papers students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper content
- apply psychological knowledge and understanding of the specified Paper content in a range of contexts
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper content

- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Assessment

ALL ASSESSMENT IS COMPLETED AT THE END OF THE COURSE

Paper 1: Introductory Topics in Psychology
<u>What's assessed?</u> Compulsory content 1–4 (as on previous page)
<u>Assessed</u> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
<u>Questions</u> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: multiple choice, short answer and extended writing, 24 marks • Section C: multiple choice, short answer and extended writing, 24 marks • Section D: multiple choice, short answer and extended writing, 24 marks
Paper 2: Psychology in Context
<u>What's assessed?</u> Compulsory content 5–7 (as on previous page)
<u>Assessed</u> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
<u>Questions</u> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: multiple choice, short answer and extended writing, 24 marks • Section C: multiple choice, short answer and extended writing, 48 marks
Paper 3: Issues and Options in Psychology
<u>What's assessed?</u> Compulsory content 8 (as on previous page) Optional content Option 1: <u>Cognition and development</u> ** Option 2: <u>Stress</u> ** Option 3: <u>Aggression</u> **
<u>Assessed</u> <ul style="list-style-type: none"> • written exam: 2 hours • 96 marks in total • 33.3% of A-level
<u>Questions</u> <ul style="list-style-type: none"> • Section A: multiple choice, short answer and extended writing, 24 marks • Section B: option 1: 11 (as on previous page), multiple choice, short answer and extended writing, 24 marks • Section C: option 2: 14 (as on previous page), multiple choice, short answer and extended writing, 24 marks • Section D: option 3: 15 (as on previous page), multiple choice, short answer and extended writing, 24 marks

Subject Specific Entry Requirements:

This specification will appeal to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities and enables progression into a wide range of other subjects. Grade requirements are 6 GCSEs at grade C or above, including English and Maths. Maths should ideally be at grade B or above.

Other Information:

This would be an ideal A Level subject if you are choosing to study some of the following careers at undergraduate level: Psychology, Nursing, Social Work, Counselling, Teaching or Youth Work.

Students can find details of the complete specification on the website below. It would be important to consider carefully Section 7 starting on page 33 highlighting the mathematical content of this course.

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

