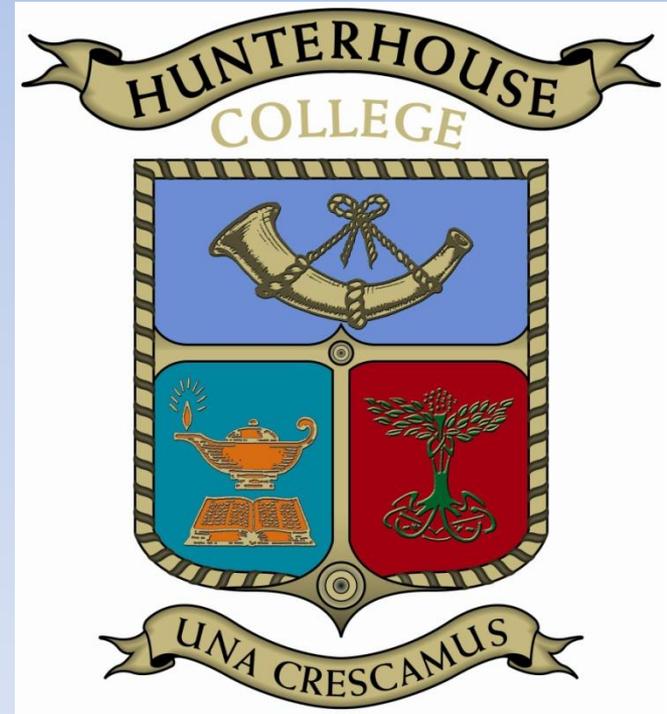


# Hunterhouse College

## Sixth Form Prospectus



# Welcome



Rebecca Jones, Mr Andrew Gibson, Principal and Megan Stewart

Returning to Hunterhouse College to become part of the Sixth Form has proven to be a great choice for us. It has allowed us to strive for many goals and reach our full potential. We have been able to fully prepare for our future through the dedicated work of our teachers and help from our peers in order to complete the A level course.

By coming to Hunterhouse you are not just attending a new school; you are becoming part of a new family. Every single girl is valued and is provided for to ensure that they can prepare for their future.

You will be able to quickly settle into the busy routines that contribute to the life of a Sixth Form student through the use of the facilities provided to maximise studying. The newly refurbished

Learning Resource Centre is equipped with 65 computers as well as having a wide range of educational books. The Sixth Form are also given the added advantage of laptops in the Study Area and the use of the video conferencing room.

Furthermore various privileges are gained throughout the year to reward those who work exceptionally. It includes a weekly recreational period in which girls can relax in the modern Sixth Form Social Area and an early lunch.

Through becoming a Sixth Form member you are also given the opportunity to hold high levels of responsibility within the school. These include the Administration, Hospitality, Library, Peer Support and Co-operative teams along with Young Enterprise, house positions and the Charity Committee.

We hope that by reading this prospectus you will gain an insight into Sixth Form life at Hunterhouse and that you will experience our helpful and friendly school environment which will provide you with the highest standard of education for completing your chosen A Levels.

Hopefully your next two years will be as enjoyable and memorable as ours. We wish you all the best and look forward to welcoming you into Sixth Form!

Rebecca Jones and Megan Stewart  
Head Girl and Deputy Head Girl

Learning & Growing Together

# Entrance to Sixth Form

Girls who wish to enter the Sixth Form must meet the published entrance criteria. They will be asked to attend an interview at which career plans will be discussed and advice on courses of study will be given. Final decisions regarding courses of study should only be taken after discussion between a girl and her parents and a girl and careers staff. There will be occasions on which it is necessary to consult the relevant Head of Department or the Principal.

“Being part of Sixth Form at Hunterhouse has been very enjoyable and memorable. I have developed study and organisational skills and have made many great friends who will last me a lifetime.” Lauren McCool



# Sixth Form Entrance Requirements 2014

## ENTRANCE CRITERIA FOR YEAR 13

Girls who wish to enter the Sixth Form must meet the published entrance criteria. They will be asked to attend an interview at which career plans will be discussed and advice on courses of study will be given. Final decisions regarding courses of study should only be taken after discussion between a girl and her parents and a girl and careers staff. There will be occasions on which it is necessary to consult the relevant Head of Department or the Principal.

### GENERAL ENTRY REQUIREMENTS

All girls wishing to enter Lower Sixth, Year 13, must obtain **at least 10 points** achieved over a minimum of 6 subjects. This is where GCSE Grade A\* = 4 points, Grade A = 3 points, Grade B = 2 points and Grade C = 1 point.

**At least 90% attendance rate** in Year 12

**Satisfactory record of attitude to work and general behaviour** as evidenced in the Year 12 report.

**In order to ensure that each student makes the most appropriate subject choice which maximises attainment the following requirements apply:**

Students may choose three or four subjects at the start of Year 13. However by October half term only those who have attained 20 points or more at GCSE level will have the option of continuing with 4 subjects. All other students will follow 3 subjects for the remainder of Year 13.

Those students who attained less than 15 GCSE points will be required to choose at least one course from Band Y

### **(2) 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 Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Hunterhouse College
2. Pupils from other schools where admission to an extra place in Hunterhouse College 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 the DE will agree a school's request for an extra place.

To determine the type of school that is suitable for a pupil, 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.

### **(3) ADDITIONAL SUBJECT SPECIFIC REQUIREMENTS**

Specific entry requirements have been set for a number of subjects and these are listed on the separate subject sheets. Pupils not fulfilling individual subject entry requirements should meet with the Principal to discuss their application.

### **(4) EXCEPTIONAL CIRCUMSTANCES**

The attendance and GCSE points score requirement may be waived if the school is satisfied that there have been exceptional circumstances e.g. caused by extreme medical problems. In this case the school will already have received appropriate documented evidence during Year 12 or will be able to access such evidence from an applicant's previous school in the case of a pupil joining the school in Year 13.

### **(5) ADDITIONAL INFORMATION**

These grades must have been obtained in full GCSE subjects. Those which are held to be GCSE equivalents will not be acceptable with the sole exception of academic results obtained in countries outside the UK.

If for any one subject course there are more applicants than places on the course, then the school's criteria for acceptance to study an AS level subject will apply. Entry will be competitive and based on relevant academic achievements.

Applicants with less than the stated criteria will be considered according to their total points score and availability of places in their chosen subjects.

The school will provide a menu of courses offered for 2014/15. Girls will study 3 or 4 courses in Year 13 and all girls undertake a programme of Careers Education and Guidance, Personal Social and Health Education and Enrichment Activities.

It is anticipated that those pupils who have not attained a grade C in either English or Mathematics will resit these examinations in Year 13.

**All admissions are subject to the availability of places within the relevant year group and to the school's overall enrolment number. If the number of applicants (from existing Hunterhouse pupils and from other schools) meeting the above requirements is greater than the number of places available it will be necessary to increase the minimum GCSE points score requirement.**

# Sixth Form Entrance Requirements 2014

## ENTRANCE CRITERIA FOR YEAR 14

### GENERAL ENTRY REQUIREMENTS

Minimum entry requirements to Upper Sixth are:

**A minimum of 2 grade Cs and one grade D to automatically enter Year 14**

Students attaining lower than 2 Grade Cs and one Grade D will have the opportunity to discuss options with a Learning Guidance Tutor, one option may be to repeat Year 13.

In order to proceed to Year 14 in any subject a minimum of grade D is required

**At least 90% attendance** rate in Lower Sixth

**Satisfactory record on attitude to work and general behaviour** as evidenced in Progress Reviews and on the Year 13 Report

Girls seeking to enter Upper Sixth should be aware that they are required to follow only three A2 Level courses. Any other combination of course levels must be approved by the Principal.

### EXCEPTIONAL CIRCUMSTANCES

The above requirements may be waived if the school is satisfied that there were exceptional circumstances e.g. caused by extreme medical problems. In this case the school will already have received appropriate documented evidence during the Lower Sixth Year.

## ADDITIONAL INFORMATION FOR BOTH YEAR 13 AND 14 ENTRANTS

### PAYMENT OF FEES

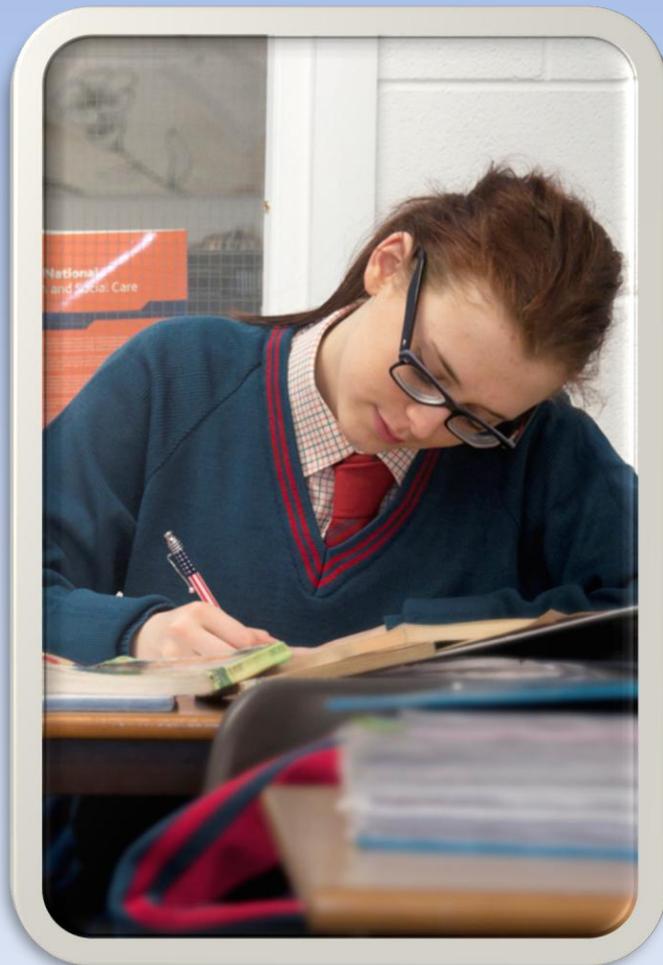
Applicants to each of the year groups will be required to make payment of the school fees by 1<sup>st</sup> September each year. The only exceptions to this are for girls whose families decide to commit to a standing order for payment spread across the year or those who can evidence hardship. The Bursar can provide detail of the specific evidence required.

### BOOK DEPOSIT

In addition to payment of the school fees, all girls seeking admission to Years 13 and 14 are required to pay (Yr 13) or have paid (Yr 14) a Book Deposit of £50. This will be refunded at the end of Year 14 on return of all text books, library books and other materials in good condition. The deposit will be forfeited if a girl fails to return all the required items by the end of the summer term of Year 14. It should be noted that the Book Deposit will be retained if payment of the statutory school fees is incomplete.

### SIXTH FORM AGREEMENT

All girls seeking admission to the school are required to accept and sign an agreement to comply with the school rules at all times.



# Support & Guidance

In Hunterhouse College we believe that a supportive partnership between the school, pupils and parents is essential for successful learning. We will help you to achieve your full potential whilst engaged in Sixth Form studies.

On entry into Sixth Form a member of the Careers Education and Guidance Department or the Senior Team will interview you, helping you to finalise your courses.

A **Careers Education and Guidance Tutor** will support you through individual interviews at the following key times:

Work Placement  
UCAS Application  
end of Year 14 transition

You will also meet regularly with the **Careers Education and Guidance Tutor** in Careers lessons and Lecture Time. The Careers Department organises an invaluable one-day Interview Skills course in school for all Year 14 students.

Your **Form Tutor** will support you in the following ways:

an interview in September to discuss your personal goals and targets  
5 individual academic progress and review meetings during Sixth Form  
daily registration  
as a link between you and the school  
as a point of referral for any problems

The **Head of Sixth Form and Deputy Head of Sixth Form** monitor and review the progress of each student, particularly anyone experiencing difficulty. Problems with punctuality and attendance, academic work or any circumstances where special support is needed will be passed on through **Form Tutors**, the **Coordinator of Pastoral Care**, the **Curriculum Co-ordinator** and **Heads of Department**.

On two occasions during your time in Sixth Form you and your parents will have an opportunity to attend a Progress Event and you will also receive two school reports.



“During my two years in Sixth Form at Hunterhouse I have benefited from the periods given for independent study, the opportunities in sport and music and the experiences I have shared with my friends. Sixth Form has been really enjoyable and memorable.” Beth Shannon

# People

The **Head of Sixth Form**, Mrs Walker and **Deputy Head of Sixth Form**, Mrs Shaw will look after you from your date of application to the Sixth Form until the day you leave the school. They are here to help you should you have any worries or concerns (academic or pastoral). They communicate regularly with you in assemblies, in team meetings, in tutor groups, on an individual basis and in daily meetings with the Head Girl and Deputy Head Girl.

The **Principal** takes an individual interest in your academic and career progression. Mr Gibson meets with Sixth Form Teams, communicates on a Year Group and Tutor Group level and, when required, on an individual basis. He oversees all applications to Higher Education and personally supervises references. The Principal is also available to meet with you or your parents during the Progress Events.

**The Curriculum Coordinator** advises you on curriculum matters or Careers Education and Guidance.

**The Pastoral Coordinator** helps with Special Needs or Special Circumstances.



# Places

**The Sixth Form Centre** is the area of the school where you will probably feel most at home. In the Centre there is a Recreation Room (with kitchen facilities) and a Sixth Form Study which connects to the new Learning Resource Centre. The Recreation Room is used throughout the day during recreation periods and, of course, at break and lunch times.

**The Learning Resource Centre** is a facility where you can engage in research using both conventional and internet style approaches. The School Librarian is there to provide assistance and there is an area dedicated to Sixth Form use.

**The CareerZone** is a haven of peace where you can research and collect information in an environment where quiet reflection is also possible. In both Year 13 and 14 careers guidance is essential, as you plan to move on.

**The Redwood Centre Restaurant** provides an excellent range of services starting with the Breakfast Club at 8.00 am. Break-time provision ranges from morning coffee and scones to hot chocolate and toasted sandwiches. The Sandwich Bar and Hot Food Menu are very tempting and Sixth Form students have a privileged time allocation which begins at 12.15 pm.



# Student Comments

## New pupils in Sixth Form

“The Sixth Form at Hunterhouse College is particularly accommodating. All pupils are friendly and welcoming and there’s a real sense of community within the two Year groups”

Naomi Purnell - Banbridge Academy

I have enjoyed my time in Sixth Form. I have taken on new and interesting subjects such as Film Studies which is taught through distance learning. I have developed many skills, in particular organisational skills. I think I have become more independent since I joined Hunterhouse.

Emma Wright - Dromore High School

I started Hunterhouse College in Year 13. My personal experience of Sixth Form has been very positive. I have been welcomed into the school and have gained many new friends. My Sixth Form experience has helped me to gain new skills and confidence. I am really enjoying my time here.

Sarah Banfield – Fort Hill College



**Experience**

**Commitment**

**Knowledge**

# Student Comments

## Pupils Continuing into Sixth Form

During my time in Hunterhouse Sixth Form I have made many friendships and have taken part in a lot of school activities. I have enjoyed my time here and will be sorry to leave. Hunterhouse has given me a great deal of support and freedom and has been a great place to allow me to grow and prepare for the journey I face ahead.  
Victoria Collins Year 14

I have developed new friendships with girls who have come from other schools. I am receiving a lot more personal help with my subjects and feel I get on well with my subject teachers. There are a lot of opportunities and things to do that haven't been open to me before.  
Maddie Smith Year 13

Being in Sixth Form has provided me with countless opportunities. I have made lots of friends, taken part in lots of activities and I have even had the opportunity to join the Library Team which is a privilege.  
Elise Moan Year 14

Sixth Form in Hunterhouse College has been a time of good memories. I really valued the support throughout the year and especially with my UCAS application. I have enjoyed being part of the Hunterhouse community and I will be sad to leave.  
Laura Armstrong Year 14

**Respect**

**Confidence**

**Freedom**



# Frequently Asked Questions

## **What is the school day like?**

The school day starts with registration at 8.45 am in our form classes. On Fridays, Sixth Form have assembly in the Sixth Form Social Area. This is usually taken by a teacher or pupils from a form class. On Tuesdays and Thursdays there is whole school assembly in the Assembly Hall.

Classes last for one hour. Each day consists of five of these hour-long periods; some of which are spent in the Sixth Form Study Room carrying out private study. You are allowed one recreational period every week to spend relaxing with friends in the Social Area or at the Fitness Suite.

Lessons begin at 9.10 am. The first class is followed by a twenty minute break which can be spent in the Sixth Form Social Area, the Redwood Restaurant or the Learning Resource Centre. After Break there are two more classes and then a fifty minute lunch. Once lunch is over, there are two more classes followed by home time.

There are also many extra-curricular activities on offer including sport, art, drama and music which begin at 3.30 pm and finish at 4.30 pm.

## **What extra-curricular activities can you get involved in?**

There is a broad range of activities which you, as a Sixth Former, may be interested in. Some of these are sports-related such as athletics, badminton, dance, fencing, hockey, netball, show-jumping (the Equestrian Club), tennis, or using the fitness suite. Others relate to developing your role within the community through the likes of Community Relations, Disability Awareness, Peer Support and the Charity Committee. There is also the chance to develop your linguistic skills by studying Italian. If you enjoy music or drama you can join the Choir, Orchestra, Recorder Group or Year 14 Singers, take Speech and Drama lessons and get involved in the annual school production. Other activities include Arts and Crafts, Senior Book Club and Scripture Union.

## **What positions of responsibility are there within the Sixth Form?**

In Sixth Form, there is a wide range of committees that you can get involved in to make your time at Hunterhouse more exciting and memorable. This also enables you to acquire new skills and develop the ones you already have. Normally pupils will put their names forward and will be selected by staff and pupils onto the committee. These include the Head Girl's Team, House positions, Sports Captains, Charity Committee, Late Monitors, Formal Committee and the following teams: Administration, Co-operative, Careers, Health & Safety, Peer Support and Library. There really is something for everyone!

# Frequently Asked Questions

## **What privileges do you get in Sixth Form?**

There is a wide variety of privileges available for girls in Years 13 and 14.

In Year 13, if your attendance and punctuality are satisfactory by the mid-term break, you can choose either to come in an hour late on a day when you have a study period first thing, or leave an hour early on a day when you have a study period last.

In Year 14, you will complete an enrichment course between the start of the year and Christmas, which takes place during the last two periods on a Tuesday. After Christmas, you can leave early on a Tuesday and go home at 12.30 pm if you wish.

A very important part of Year 14 is the UCAS application for universities and the last period on a Friday afternoon is dedicated to completing it. When you have completed your UCAS application and once both teachers and parents have approved it, you can leave early on a Friday at 2.20 pm.

If you have a study period before lunch, you can go and get lunch from the Redwood Restaurant early, allowing you to beat the queues. A recently added privilege is the use of mobile phones in the Sixth Form Social Area.

The Sixth Form at Hunterhouse College gives you many privileges, allowing you to have a bit more freedom and responsibility within school and creating a more independent environment.

## **What is the Certificate of Personal Effectiveness?**

The opportunity to achieve the Certificate of Personal Effectiveness (CoPE) may be followed by some students in Year 14. CoPE is a qualification worth 70 UCAS points and is accepted by many universities and employers throughout the UK. CoPE is an experience which allows you to work within the community, learn new skills, give presentations, research and plan university and career choices.

## **How easy is it to travel to Hunterhouse?**

Pupils attend the school from all over the Greater Belfast area and beyond. Hunterhouse serves a wide catchment area stretching from Bangor to Crumlin, Downpatrick, Moira, Ballinderry, Banbridge, Antrim and Carrickfergus. As we are situated just off the Upper Lisburn Road, the college is within easy walking distance of many bus stops and the railway station at Finaghy. Girls who are unavoidably late into school due to public transport are issued 'Late passes'. Sixth Formers are also allowed to park their cars within the school grounds. For more specific information, please don't hesitate to contact the school.

# Subjects

- Applied Health and Social Care
- Applied Science
- Art & Design
- Biology
- BTEC Level 3 Diploma in Sport
- Business Studies and Applied Business
- Chemistry
- English Literature
- Film Studies
- Geography
- Government and Politics
- History
- Home Economics
- ICT
- Mathematics
- Further Mathematics
- Modern Foreign Languages
- Music
- Performing Arts / Theatre Studies
- Physics
- Religious Studies
- Sociology
- Technology and Design

# Applied Health and Social Care

## Examination Board: CCEA

The GCE advanced level course in Applied Health and Social Care offers students the opportunity to develop skills, knowledge and understanding that may be advantageous when entering into employment or higher education within the health and social care sectors in areas such as nursing, physiotherapy, occupational therapy, speech therapy, social work, childcare and early years education.

### The course will enable students to:

- develop and sustain an interest in health, early years care and education, and social care
- acquire experience of practical and theoretical contexts and knowledge of these areas
- participate in practical activities (workplace visits) in order to apply the knowledge gained from each topic covered
- develop skills such as those of research, evaluation, and problem solving which will enable effective contributions to be made to the care sector
- develop ICT skills
- prepare for a future career within the health and social care sectors

### Course Content

AS Unit 1	Promoting Positive Care	Assessed internally
AS Unit 2	Communication in Care Settings	Assessed internally
AS Unit 3	Health and Well Being	Assessed externally

A2 consists of one compulsory unit on 'Providing Services' (assessed externally) and two other optional modules to be decided by the school from a number of options such as Monitoring Body Systems (assessed internally), Health Promotion (assessed internally), Supporting the Family (assessed internally), Understanding Human Behaviour (assessed externally) and Nutrition and Dietetics (assessed externally).

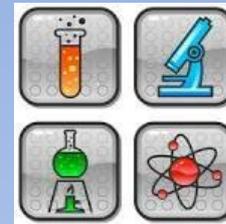
### Assessment

The course will be assessed by a combination of methods such as externally marked examination papers and internally assessed and moderated pieces of work to include reports, personal portfolios and logbooks. Much of the internally assessed work will be in relation to placements in the community in establishments such as day nurseries, elderly care homes, day care centres, hospital wards and special schools.

### Teaching

This course is taught in collaboration with the expertise of staff from the Belfast Metropolitan College [BMC]. If you would like to know more about the Applied Health and Social Care course please ask to speak to **Mrs L Bell** in the Home Economics department.

# Applied Science



## Examination Board: AQA

Students must have a grade B or above in GCSE Biology or Single Award Science or grades BC or above in Double Award Science. It is expected that students also have C pass or above in GCSE English and GCSE Mathematics.

The AQA GCE Applied Science course will allow students to study how science is applied in many different types of professions and industries. The focus of the course is scientific usage, concentrating on how scientists and others use science in their work. During the course students will be given the opportunity to visit scientific workplaces and meet people who use science on a daily basis. They will learn how science contributes to our lifestyle and the environment in which we live. The course follows a programme of learning which is practically-based and which improves practical skills. Students work independently, carrying out practical projects similar to those undertaken by employees working in science-based industries. The course contains a balanced science programme covering Biology, Chemistry and Physics. Progress and achievement throughout the course is monitored by a programme of continuous assessment and ICT will be used for researching information, monitoring, recording investigations and presenting work.

## The course content

The AS Single Award is composed of 3 units of work and the A Level Single Award is composed of 6 units of work. In this first year that it is offered, only the AS course will be available for study. Unit 1 and 3 are each worth 33.3% of the course and consist of portfolios of research, projects and reports. Unit 2 is an external examination worth 33.3% of the course.

Unit	Brief Description	Areas of science studied
<b>AS Unit 1</b> <b>Investigating Science at Work</b>	This unit gives a general introduction to the use of science in the workplace and details of those people who will use science daily. Students research and visit local organisations which use science.	The types of organisations that use science; how science is used in organisations; how health & safety regulations are used in the workplace; how the organisation impacts on the local community.
<b>AS Unit 2</b> <b>Energy Transfer Systems *</b> <b>Externally assessed</b>	In this joint physics and biology unit, students consider some essential knowledge regarding the uses and transfer of energy in physical and human biological systems. The unit also considers ethical issues when diagnosing and treating illnesses.	The structure and function of the circulatory and respiratory systems; finding out about physiological status through monitoring; the process of respiration; ethical issues relating to monitoring, diagnosis and treatment of the circulatory and respiratory systems; imaging methods used in monitoring and diagnosis; applications of energy transfer.
<b>AS Unit 3</b> <b>Finding out about Substances</b>	This chemistry unit explores the work of the analytical chemist and the types of work that they may undertake.	How to obtain and prepare samples for analysis; qualitative chemical analysis; volumetric analysis; chromatographic techniques; colorimetric techniques; energy changes that take place when substances react.

## Career prospects

There is an extremely wide variety of employment opportunities for those interested in science. The Applied Science qualification allows students to gain ideas about employment opportunities in science and prepare for courses in a range of universities and in further education. The career options available cover a vast choice of science disciplines including a wide array of STEM opportunities. Those who study science can also go on to work in the health care sector or as electronic or mechanical engineers, biomedical scientists, dieticians, ecologists, technicians and research scientists. In fact science-based careers form one of the largest employment areas in the UK.

If you would like to know more about the Applied Science course please speak to **Mr N Gilmore**, the Head of Science, in the Biology Department.

# Art and Design



Examination Board: CCEA

This course builds on the art, craft and design experiences gained at GCSE level. It is designed to meet the needs of those students who may wish to progress further and follow an art and design career or for those who have an interest and simply enjoy art, craft and design. AS and A2 have two compulsory assessment units.

**AS Unit 1** is a coursework portfolio which should contain evidence of observations from primary sources; information on contextual and other sources that demonstrate critical and analytical understanding; work in a range of media; and a final outcome from one area of art, craft or design.

Pupils are expected to submit a minimum of 8 A2 size pages and a maximum of 14 for their portfolio. They are required to edit and select the appropriate amount of work from their studies throughout the year and ensure all assessment objectives are covered.

**AS Unit 2** consists of an externally set task requiring preparatory work and a final outcome that will be completed as a controlled test. A theme is set by CCEA and issued in February each year. This is used as a starting point for the development of the pupil's ideas. The final piece will be completed within an 8 hour supervised examination period.

A2 requires candidates to have a greater knowledge, understanding and skill in those areas of art and design that particularly interest them. There are two compulsory units.

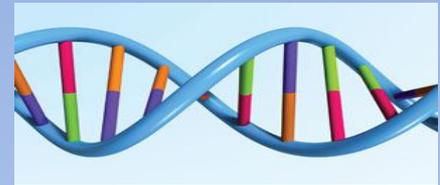
**A2 Unit 1** is a Personal Investigation presented as a portfolio of studies that communicate artistic interests, visual curiosity and personal skills. It should contain the same range of studies as the AS unit 1 but will also included a written investigation or extended essay of about 2,000 words.

**A2 Unit 2** is the Externally Set Assignment. A theme is set by CCEA and issued in February each year. Pupils will produce preparatory work and a final response which is completed within a 12 hour supervised period.

If you would like to know more about the Art & Design course please speak to **Mrs R McCullough** in the Art & Design Department.

Unit	Assessment	Weightings and Marks
AS1 Coursework Portfolio	Teacher assessment of student's coursework portfolio, with external moderation	60% of AS 30% of the overall award
AS2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation	40% of AS 20% of the overall award
A2 1 Personal Investigation	Teacher assessment of personal investigation, with external moderation	60% of A2 30% of the overall award
A2 2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation	40% of A2 20% of the overall award

# Biology



## Examination Board: CCEA

Students must have a grade B or above in GCSE Biology or grades AB or above in Double Award Science.

Biology is the study of living organisms and includes their structure, functioning, origin and evolution, classification, interrelationships and distribution. Students taking GCE Biology must be able to carry out disciplined, independent study as it is often necessary to process large amounts of information and reading around the subject matter is positively encouraged. Some topics within the specification like Biochemistry and Statistics draw on Chemistry and Mathematical skills but advanced study of these subjects is not essential as they will be developed throughout the period of study. However, study of other Science areas will be beneficial and aid understanding of the subject material. Practical skills are assessed through laboratory practical work and investigations for internal practical assessment play an important part of both AS and A2 Advanced Level Biology.

## Course content:

### AS 1 Molecules and Cells and AS 2 Organisms and Biodiversity;

These are assessed by external written examinations, (2 x 1 hour 30 minutes) each worth 40% of AS Level, which is equivalent to 20% each of the final A Level mark.

These theory sections include topics on molecules, enzymes, DNA technology, viruses, cells, cell physiology, continuity of cells, tissues and organs, transport and exchange mechanisms, the adaptation of organisms and biodiversity.

### AS 3 Assessment of Practical Skills in AS Biology

This is an internal practical assessment of two pieces of work, worth 20% of AS Level, which is equivalent to 10% of the final A Level mark.

### A2 1 Physiology and Ecosystems and A2 2 Biochemistry, Genetics and Evolutionary Trends

These are assessed by external written examinations, (2 x 2 hour) each worth 40% of A2 Level, which is equivalent to 20% each of the final A Level mark.

The Advanced GCE in Biology contains sections on homeostasis, immunity, co-ordination and control, ecosystems, respiration, photosynthesis, DNA as the genetic code, gene technology, genes and patterns of inheritance, mechanisms of change and plant and animal classification.

### A2 3 Assessment of Investigative and Practical Skills in Biology

This is an internal practical assessment of one piece of work, worth 20% of A2 Level, which is equivalent to 10% of the final A Level mark.

Students must have a Casio FX83 GT-plus calculator, available for purchase in the school Mathematics Department.

## Career prospects

AS GCE Biology and A Level GCE Biology are relevant not only to the fields of Science, Engineering and Medicine but also to areas of commerce and the public service in which problem-solving and practical skills are valued. A qualification in GCE Biology can be used to gain entry into a wide variety of careers.

Some biologically related careers include Agriculture, Biology, Biochemistry, Botany, Conservation, Dentistry, Environmental Science, Ecology, Forensic Science, Genetics, Horticulture, Immunology, Marine Biology, Medicine, Nursing, Optometry, Physiotherapy, Radiology, Research, Soil Science, Teaching, Veterinary Science and Zoology.

If you would like to know more about the Biology course please speak to **Mr N Gilmore**, the Head of Science, in the Biology Department.

# BTEC Level 3 Diploma in Sport

## (Performance & Excellence)

Exam Board: Edexcel

The BTEC Level 3 Diploma in Sport qualification provides an introduction to the sport and leisure sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching and leadership or sports development.

The specification has been structured to allow maximum flexibility in selecting optional units, so that particular interests and career aspirations within the sport and active leisure sector can be reflected in the choice of unit combinations.

The Edexcel BTEC Level 3 Diploma in Sport (Performance and Excellence) is a 120-credit and 720-guided learning-hour (GLH) qualification that consists of **nine** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at Level 3 or above).

### Assessment and grading

The assessment approach for this BTEC qualification in Sport allows learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment and grading criteria.

All units are **internally assessed** in this specification.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction level:

to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria

to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria

to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

It is important that during the course learners take on the role of being employed within the sport and active leisure industry when completing assignments/activities. This can be achieved by completing assignments/activities with a scenario which reflects tasks/projects that sports employees would be undertaking in the work place, for example, a health & fitness instructor conducting client health and fitness assessments.

Evidence for assessment may be generated through a range of activities including workplace assessment, role play and presentations. Learners are encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance.

### Is this a good course for me?

While this specification is coursework and evidence-based, there is a clear emphasis on **practical participation** where appropriate in the delivery of the units. Some units will require active and applied participation in a range of physical activities. If you are already **regularly involved in sport or physical activity** then this may be a good choice for you. It may be an organised team or individual sporting activity or it may be **committed interest and participation in a fitness-based activity**. You also must be an **organised and enthusiastic individual** who can take on a range of challenges and **meet deadlines** throughout the course of study.

**Edexcel BTEC Level 3 Diploma in Sport (Performance and Excellence) (QCF)**

# BTEC Level 3 Diploma in Sport

## (Performance & Excellence)

### Unit Mandatory units – all nine units must be taken:

	(Credit Level)
1 Principles of Anatomy and Physiology in Sport	5 3
2 The Physiology of Fitness	5 3
3 Assessing Risk in Sport	10 3
4 Fitness Training and Programming	10 3
7 Fitness Testing for Sport and Exercise	10 3
11 Sports Nutrition	10 3
17 Psychology for Sports Performance	10 3
27 Technical and Tactical Skills in Sport	10 3
28 The Athlete's Lifestyle	10 3

### Unit Optional units

5 Sports Coaching	10 3
8 Practical Team Sports	10 3
12 Current Issues in Sport	10 3
15 Instructing Physical Activity and Exercise	10 3
18 Sports Injuries	10 3
19 Analysis of Sports Performance	10 3
21 Sport and Exercise Massage	10 3
22 Rules, Regulations and Officiating in Sport	10 3
26 Work Experience in Sport	10 3
39 Sports Facilities and Operational Management	10 3
41 Profiling Sports Performance	10 4
42 Research Investigation in Sport and Exercise Sciences	10 4
43 Laboratory and Experimental Methods in Sport and Exercise Sciences	10 4



More information on the units for the BTEC qualifications in this specification are available on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

For further information you can contact the **PE Department** where any member of staff will be happy to speak to you.

# Business Studies and Applied Business

## Examination Board: CCEA

You can choose Business Studies **or** Applied Business, but not both!

### What is Business Studies?

Business Studies is the study of how businesses meet the needs and wants of society by producing goods and services. Business Studies will enable you to participate in and gain a critical understanding of the economic and business world.

### Why should I study Business Studies?

By studying GCE Business Studies you will gain a broader overview of the world of business, its functions, behaviour, and the problems and issues that face it. You will understand more about how and why businesses operate in the way that they do. You will be able to relate what you study to everyday activities such as purchasing goods, or the services you receive, as well as business news reported in the media. Studying Business Studies will help develop skills that you can take forward into further education or your future career. In particular, AS Applied Business has a practical focus and contributes to developing young people as individuals and participants in society, the economy and the environment.

### What skills will I develop?

Decision making skills. An ability to develop an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements. An ability to apply knowledge, understanding and skills to today's issues in local, national and global contexts. An understanding of the changing use of ICT skills in business and economic activities, making you an effective, independent learner and a critical, reflective thinker with enquiring mind. Knowledge, understanding and skills to help you understand current events and provide a basis for your future role as an active citizen and for possible further study of business.

Prior study of GCSE Business Studies is not essential but you would benefit from having a good standard of literacy and numeracy skills, an interest in problem-solving and decision-making exercises and applying your knowledge to the different questions/scenarios presented within the areas of study.

**AS Business Studies** - *The Competitive Business, Managing Business Resources* (examination based)

**AS Applied Business** - *The Enterprising Business, The Enterprising Manager* (internally assessed), *External Influences on the Business, Environment* (examination based)

**A2 Business Studies** - *Making Business Decisions, The Changing Business Environment* (examination based)

**A2 Applied Business** – *Finance, Enterprise in Practice* (examination based), *Investing in People* (internally assessed)

### Career Prospects

The specifications are considered as a suitable basis for further study in related subjects in higher education as well as valuable preparation for careers in any area of business. Business studies students are in great demand by some of the world's strongest multinationals, cutting edge start-ups, consulting firms and financial institutions as well as many non-Government organisations.

For further information contact **Mrs P McCartan, Head of Business Studies** or **Mrs N Shaw, Teacher of Business Studies**.

# Chemistry

## Examination Board: CCEA

This is an exciting and challenging course which should appeal to those of an inquiring mind but students should be aware that the specification for A-level Chemistry assumes a good knowledge of the GCSE Chemistry or DA Science courses, and proven mathematical ability and confidence. The minimum requirement for entry to this course is a B for GCSE Chemistry or a AB for Double Award Science, with evidence of good attainment in the Chemistry component.

Chemistry is the study of elements and the compounds they form. The spiritual, moral, ethical, social and cultural issues arising from such study enable students to discuss and analyse Chemistry's contribution to society.

As well as providing fascinating insights into the materials and structures of our world the study of Chemistry helps to develop analytical skills and logical thought processes. Opportunities to build up a portfolio of Key Skills evidence exist in this subject.

Module	Module Name	Assessment	Weighting	
			AS or A2	Whole A level
AS 1	Basic concepts in Physical and Inorganic Chemistry	1 ½ hr written exam	35%	17.5%
AS 2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	1 ½ hr written exam	35%	17.5%
AS 3	Practical examination/Internal Assessment	1 hr practical exam 1 ½ hr written exam on practical techniques	30%	15%
A2 1	Periodic Trends and Further Organic, Physical and Inorganic Chemistry	2 hr written exam	40%	20%
A2 2	Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry	2 hr written exam	40%	20%
A2 3	Practical examination/Internal Assessment	1 hr practical exam 1 ½ hr written exam on practical techniques	20%	10%

In A2, but not in AS, some examination questions will include synoptic assessment and therefore ask students to use their knowledge and understanding of concepts from more than one module. A2 will also include an element of stretch and challenge

## Career Prospects

Chemistry is a high profile subject and is recognised as a strong academic subject leading to many careers including pharmacy, chemical engineering, medicine, dentistry, veterinary medicine, dietetics, food science, forensic science and nursing.

For further information contact **Mrs H Dowds** in the Science department.



# English Literature

*This is a challenging and enlightening course for all avid readers. While study of GCSE English Literature is not a prerequisite, it is imagined that all girls who choose this subject enjoyed and performed well in English at GCSE level. Much independent study is expected if pupils are to fully enjoy the discussion based lessons.*

## **AS English Literature**

You will begin the study of literature with the coursework text – a Shakespeare play (*Henry V* or *The Tempest*) which you will critically analyse and the study of two more modern plays (*Dancing at Lughnasa* and *Philadelphia Here I Come*) that you will respond creatively to. The coursework comprises 40% of the AS course and will be completed by the end of the first term. The rest of the year will be devoted to the study of poetry (Heaney and Montague) and prose (*The Great Gatsby*). These texts are assessed by external examination.

## **A2 English Literature**

The first unit is based on the study of poetry (Chaucer's *The Pardoner's Tale* or John Donne *Selected Poems*) and drama (Social Realism or Historical Drama). This is assessed in a closed book examination. The second unit, also a closed book examination, is based on the theme Women in Society. Pupils will compare two novels (*Jane Eyre* and **Wide Sargasso Sea**) and read a third in preparation for the unseen element in the examination (*The Illusionist*)

This course is designed to help you: develop an interest in wide and independent reading; engage creatively with a substantial body of texts and develop appropriate ways of responding to them effectively; apply your knowledge of literary evaluation in speech and writing; explore the contexts of the texts and others' interpretations of them and to understand the changing traditions of Literature in English

If you would like to know more about the English Literature course please contact **Miss L Gribbons** Head of English

# Film Studies

## **Examination Board: WJEC**

At AS level students will watch and discuss a wide range of films, from both British and World Cinema. Films will be studied and analysed both textually and contextually.

Students will study the historical development of film and will discuss the views of film critics as appropriate.

Students will also look at the construction of film, which forms the basis of their coursework.

At A2 level, students will engage with a wide range of films, from Japan, documentary and British film.

## **Advantages:**

The course deepens students' understanding and appreciation of the film making process – the significant art form of the 21<sup>st</sup> Century

Learning the language of film and communication encourages debates and discussions that will raise awareness and stimulate critical thinking about the work of communication.

AS and A2 level Film Studies gives students the essential skills necessary for studying this subject or related subjects in higher education, and for careers in media and the arts.

## **Course Content**

The AS level modules comprise, The construction of film, British Cinema as institution, Consideration of a British star, Vietnam films

The A2 level modules comprise, Japanese Cinema 1950-1970, Documentary, Single study of British film

## **Assessment**

AS level: one written examination and coursework

A2 level: two written examinations and coursework

## **Teaching**

This course is offered in collaboration with We Teach Distance Learning. Students attend a weekly one hour videoconference tutorial in school, during which they discuss their work with each other and their tutor. Students are expected to spend up to five hours a week working through their study pack outside of the tutorials.

If you would like to know more about the Film Studies course please ask to speak to **Mrs Wilson**, our Careers and Curriculum Co-ordinator.

# Geography

**Exam Board: CCEA**

**AS Modules usually taken in Year 13**

1. Physical Geography
2. Human Geography

**A2 Modules usually taken in Year 14**

1. Human Geography and Global Issues
2. Physical Geography and Decision-Making

## Why do A level Geography?

Advanced Level Geography courses help develop a range of skills which are equally useful whether you intend to:  
enter the world of work;  
start some form of training;  
continue your studies at University or College.

The Geography course at Hunterhouse College incorporates fieldwork to allow girls to develop an awareness of and expertise in:

Problem Solving	Decision-making
Data Collection	Statistical analysis
Communication skills	Information retrieval
Systems analysis	Independent research
Report writing	Information technology
Graphicacy	Economic & political literacy

The course gives the opportunity to discuss important topical issues, and will involve some group work which helps to build confidence and improve social and interpersonal skills. These strategies also help girls become more tolerant of the attitudes and values of other people.

Geography involves a study of both natural and social sciences. Geography can be combined with most disciplines whether it is intended to specialise in the arts, sciences or languages. Fieldwork is integrated to both AS and A2 Geography. In AS pupils conduct a river study in Colin Glen Forest and in Year 14 they plan and conduct fieldwork to investigate aspects of tourism and its management.

Contact **Mrs A P Henderson**, Head of Geography for further information.



# History and Politics

Exam Board: CCEA

Why study AS/A Level History or Politics at Hunterhouse College? What have history and politics got to do with me?

You know more about history and politics than you think. Who makes all the decisions in your life? Who decides when you can vote, get married, drink, leave school? Can you think of the sorts of decisions that affect you?

It is not just the government and the politicians who make these decisions. History and politics are about your everyday life, they are interesting because we are interesting and because being human means that things go wrong. Disputes occur all the time and history and politics are about what causes those conflicts and how they can be resolved.

## **What is on the AS Politics course?**

Module 1: Northern Ireland (1 source plus 3 questions) - Module 2: British Political Process (5 questions)

## **What is on the A Level Politics course?**

Module 3: The Government and Politics of the United Kingdom and the USA (comparative source-based questions) - Module 4: Political Power (1 source, 3 questions)

## **What is on the AS History course?**

Module 1: The Nazis and Germany 1919-45 (1 essay, 2 source questions) - Module 2: Russia 1903-1941 (2, 2 part questions)

## **What is on the A Level History course?**

Module 3: The Clash of Ideologies in Europe 1900-2000 (1 essay) - Module 4: The Partition of Ireland 1900-1925 (2 source questions and 1 essay)

## **Will history or politics be of any use to me when I leave school?**

Apart from being interesting, history and politics are very useful. Employers, who know you have a qualification in history or politics, know certain things about you. They will know that you have taken on certain key skills which, learnt through history or politics, can be applied to all sorts of other situations.

They know that:

You can understand how people tick, what motivates them, what they think and feel. You are able to gather and read different kinds of information and can check it for bias or propaganda. You can read maps, graphs and other diagrams. You are able to communicate clearly and have learned to express yourself verbally and on paper.

## **But I don't want to work in a political institution.**

History and politics are useful subjects, they are good subjects for budding MLAs, MPs and councilors, but they are also good for aspiring journalists, secretaries, accountants, TV researchers, civil servants, police officers, lawyers and lobbyists, to name but a few careers.

## **But I want to be a scientist.**

Remember that scientists have to communicate effectively, work with and manage other people. Their projects are not isolated but are carried out in a context that relates to the whole of society. Employers and universities like to see that you followed a balanced course at school. History and politics involve the study of consensus building, an important part in keeping that balance.

## **But there is more to life than work.**

Starting on a career is important, but education means more than just training. History or Politics can help you to understand local, National, European and global issues. From jobs in the city to creating websites, you need to know your history and what makes the political system work.

**History and Politics can give you the skills most employers want whatever job you have in mind.**

For further information please speak with **Dr C Martin**, Head of History and Politics or a member of the History and Politics department

# Home Economics

Exam Board: CCEA

This course provides a background of knowledge and skill related to Home Economics and offers candidates the opportunity to develop and extend their problem solving skills. It prepares young people for life in a consumer-oriented society and provides a basis for those seeking employment in a wide range of careers in industry and the Health and Social Services. It provides a coherent progression to more advanced courses in Further and Higher Education.

*The course is divided into 4 modules:*

- AS 1      Nutrition for Optimal Health  
            External Examination 50% of AS or 25% of A level
  
- AS2      Priority Health Issues  
            External examination 50% of AS or 25% of A level
  
- A2 1      Consumer Issues  
            External examination 25% of A level
  
- A2 2      Research Assignment  
            Internal assessment 25% of A level



## **Desirable Criteria for an AS/A2 Home Economics student:**

a genuine interest in Home Economics and related matters, the ability to work hard and, at times, independently, good time management skills.

**N.B. You do NOT need GCSE Home Economics to be able to take AS/A2 H.E.**

Home Economics is useful for the following career areas:

Food production and development, Food quality management, Retail and marketing, Nutrition & dietetics, Catering and hospitality work, Customer services, Social work, Consumer advice

## **This course should encourage candidates to develop:**

Knowledge, understanding and skills to meet human needs in a broad range of activities;

An awareness of resource management to meet human needs in a diverse and ever changing society;

An awareness of rapid technological changes and the growth of scientific knowledge and understanding;

The ability to critically evaluate evidence to justify informed decisions;

Innovative, creative, and original ideas through active investigations; and

The use of their wider knowledge and understanding.

If you would like to know more about the AS/A2 Level Home Economics course, please speak to: **The Head of Home Economics**

# ICT

It is anticipated that students will have already obtained a grade A\* - B pass at GCSE level ICT or similar. Note that an extended skill in an application package will be essential. In addition, A2 level ICT requires a systematic and logical approach to problem-solving.

The CCEA specification contains topics which are up-to-date and relevant in today's digital world. The course is made up of four units, two at AS and two at A2.

## **What will you learn?**

You will develop a solid understanding of ICT Components and Information Systems through the study of the two theory units. Practically, you will experience a range of different software applications which will provide you with a sound knowledge and transferable skill which can be utilised in a range of professions.

## **How much is coursework worth?**

At both AS and A2 level, coursework is worth 40% of the overall grade.

## **AS Level**

At AS level you will study two Units AS1: Components of ICT (theory unit) and AS2: Developing ICT Solutions (practical unit).

### **AS1: Components of ICT theory topics:**

- Data and Information
- Hardware and Software components
- Network Communication
- Applications of ICT
- Developing ICT Solutions



### **AS2: Developing ICT Solutions**

At AS level you will learn to build on the skills you have already acquired at GCSE level. You will complete two tasks; each of them is worth 25% of your final AS grade. The two tasks are:

- A data processing task using MS Access; (Database Booking System for a company);
- A multimedia task using MS FrontPage. (Website for the same company used in the Database Task).

# ICT

## A2 Level

At A2 level you will study two Units A21: Information Systems (theory unit) and A22: Approaches to Software Development (practical unit).

### A21: Information Systems theory topics:

- Database systems
- Networked systems
- Software Development
- The User Interface
- User Support and Training
- Legal and professional issues

### A22: Approaches to Software Development

For A2 level you then build upon your AS data processing task (your prototype) where you will provide a detailed solution for a demanding problem using a range of advanced software features. The task is broken down into 5 main sections.

- analysing a system;
- designing a solution;
- implementing and testing the solution;
- documenting the solution;
- evaluating the solution.

### Why study A-Level ICT?

Few occupations or workplaces do not make use of Information and Communication Technology today and most are likely to change further as ICT becomes more pervasive.

The old saying 'Time is Money' has been replaced by 'Information is Money'. Development in the various information and communication industries will continue giving many opportunities directly and indirectly to your age group. By studying A-level ICT, you will benefit from better understanding of how information can be collected, stored, controlled, communicated and manipulated by the use of technology.

Having a good level of competence using ICT is a very useful skill. The advanced skills you will develop at A-level will be valuable in gaining many types of employment.

If you would like to know more about the ICT course please contact **Mrs K Strain, Head of ICT**

# Mathematics

## Examination Board: CCEA

In Year 13 students follow an AS Level course in Mathematics. This course allows students to study Pure Mathematics and Mechanics.

Modules studied in Year 13:

Pure Mathematics	Modules C1, C2
Mechanics	Module M1

Each module is examined by a 1½ hour written examination taken during the summer term.

If successful at AS level students may go on to study Pure Mathematics and Statistics at A2 Level in Year 14 leading to the award of GCE A Level in Mathematics.

Modules studied in Year 14:

Pure Mathematics	Modules C3, C4
Statistics	Module S1

Each module is examined by a 1½ hour written examination taken during the summer term.

## ADDITIONAL INFORMATION

The syllabus is designed to enable students to acquire knowledge suitable as a basis for both the specialist in mathematics and those whose main interests may lie in other areas. It offers students the opportunity to develop an understanding of mathematical principles and ideas in various branches of the subject, and to develop the ability to apply mathematics to realistic situations. The syllabus will also prepare students for the further study of mathematics. Career prospects might include:

Engineering	Teaching	Accounting	Banking/Finance
Insurance	Computing	Science	Social Science

## ENTRY REQUIREMENTS

Students interested in studying AS Level Mathematics **must have studied GCSE Mathematics at Higher Level and obtained a minimum of grade B**. It should be noted that students with a GCSE grade B will need to approach AS Level Mathematics with an extremely high level of commitment. It is also *desirable* that students have studied GCSE Additional Mathematics and obtained grade A\* - C.

Progression to A2 Level is subject to satisfactory performance at AS Level and should be discussed with the Head of Mathematics at the time.

**For further information students should contact the Head of Mathematics.**

# Further Mathematics

## Board: Edexcel

An AS/A Level in Further Mathematics is available and may be an option for the ablest of students.

Students follow an AS Level course in Further Mathematics. This course allows students to study Pure Mathematics, Decision Mathematics, Mechanic Statistics.

A Level Modules studied in Year 13 will be a combination of:

Pure Mathematics	Module FP1
Decision Mathematics	Module D1
Mechanics	Module M2, M3
Statistics	Module S1, S2

Each A2 module is examined by a 1 ½ hour written examination taken during the summer term. The exact combination of modules will be determined by those taken for A level Mathematics.

Upon successful completion of Year 13 students go on to study Pure Mathematics and Mechanics in Year 14 leading to the award of GCE A Level in Further Mathematics.

Modules studied in Year 14 may involve:

Pure Mathematics	Module FP2 (FP3)
Mechanics	Module M2, M3
Statistics	Module S2

Each module is examined by a 1½ hour written examination taken during the summer term. Modules taken at this level will be determined by those already taken for A level Mathematics and AS Further Mathematics.

## Entry Requirements

Students must have a grade A/A\* in both GCSE Mathematics and GCSE Additional Mathematics to be considered for Further Mathematics at AS/A Level.

For further information students should contact the **Head of Mathematics**

# Modern Foreign Languages

Exam Board: CCEA

3 Modern Languages are offered at AS and A2 Level.

French

German

Spanish

Girls with good GCSE grades (A\*, A and perhaps a high B) may choose to continue with one or two languages at AS/A2 Level.

The specifications for Modern Languages emphasise the extended use of the target language in both questions and answers in all papers.

Use of the target language will require a very sound knowledge of the structures of the target language, a real enthusiasm for language studies and commitment to hard work in the four skills of listening, reading, speaking and writing. AS and A2 students will be expected to spend a considerable amount of time in private study to improve their reading and listening skills and to learn grammatical structures and vocabulary.

The Scheme of Assessment has a modular structure: 2 modules at AS Level and 2 modules at A2 Level.

The material studied at this level is challenging and more demanding than that met at GCSE. In most cases, however, it proves to be stimulating and can generate discussion in the target language on many issues of the contemporary world including literature and civilisation. Topics will cover a wide range of areas e.g. Young People in Society, Relationships, Healthy Living, Environmental Awareness and Local and Global Citizenship.

If you would like to know more about Modern Languages please speak with **Mrs G Mulvenna**, Head of MFL

# Music

## Examination Board: CCEA AS MUSIC (YEAR 13)

### Unit 1: Making and Appraising Music 1 (64% of AS, 32% of AL)

In this unit, students compose, perform and appraise their own music by completing one of the following options:

Option A: core solo/ensemble performance (5-8 mins) + composition task (1½-2 mins);

Option B: core solo/ensemble performance + multi-tracking task;

Option C: core solo/ensemble performance + sequenced arrangement task; or

Option D: core composition task (2½-3 mins) + solo/ensemble performance (3-5 mins).

The standard of performance should be at a level equivalent to at least **Grade 4** of the accredited graded music examination boards. Performances also include a **viva voce**. Composition and music technology tasks also include a **commentary**.

### Unit 2: Responding to Music 1 (36% of AS, 18% of AL)

In this unit, students develop knowledge and understanding of: Music for Orchestra, 1700 to 1900.

They also choose one optional area of study from:

Chamber Music, 1750 to 1830

Music for Solo Piano, 1825 to 1890

The Musical, 1900 to Today

These are assessed through a test of aural perception lasting 1 hour and a written examination lasting 75 minutes.



## A2 MUSIC (YEAR 14)

### Unit 1: Making and Appraising Music 2 (30% of AL)

Students must complete one of the following options:

Option A: core solo/ensemble performance (10-12 mins) + composition task (2-3 mins);

Option B: core solo/ensemble performance + multi-tracking task;

Option C: core solo/ensemble performance + sequenced arrangement task; or

Option D: core composition task (3-4 mins) + solo/ensemble performance (5-8 mins).

The standard of performance should be at a level equivalent to at least **Grade 6** of the accredited graded music examination boards. Performances also include a **viva voce**. Composition and music technology tasks also include a **commentary**.

### Unit 2: Responding to Music 2 (20% of AL)

In this unit, students develop knowledge and understanding of Music for Orchestra in the Twentieth Century.

They also choose one optional area of study from:

English Secular Vocal Music, 1580 to 1620

New Directions in Twentieth Century Music

Jazz in the USA , 1930 to 1960

These are assessed through a test of aural perception lasting 1 hour and a written examination lasting 90 minutes.

# Music

## WHY STUDY MUSIC IN THE SIXTH FORM?

Some pupils study music to a high level simply because of their interest and enjoyment of the subject, while others use a qualification in music as the basis for further study at University. At present, former Hunterhouse pupils are studying music at Durham University, Edinburgh University, Queen's University Belfast, Stranmillis University College and the Royal Northern College of Music in Manchester.

Careers in music include composing, performing, teaching, administration, broadcasting, music therapy, librarians, recording technicians and other areas of the music business. Two very useful websites for information about careers in music are:

[www.bbc.co.uk/music/parents/careersguide/index](http://www.bbc.co.uk/music/parents/careersguide/index)

[www.creative-choices.co.uk/music](http://www.creative-choices.co.uk/music)

The transferable skills gained in studying music find their application both inside and outside the music industry. Strengthening your ability to listen critically, evaluate, research, write, analyse, apply the latest technology, compose, present and perform, will certainly enhance your employment profile.

## MUSICAL ACTIVITIES

Extra-curricular musical activities flourish at Hunterhouse College. The Orchestra rehearses once a week and performs regularly in assemblies, concerts and dramatic productions. Smaller groups and ensembles include the Jazz Group, Flute Group, String Group and Brass Group and perform in concerts and lunchtime recitals. Pupils who enjoy singing are encouraged to join the Junior Choir (Years 8-10) and Senior Choir (Years 11-14), who sing at the annual Christmas Carol Service, the Spring Concert, and other events and formal occasions (e.g. Prize Day) throughout the year. Many of the college's musicians compete in local music festivals, often with great success. In recent years Hunterhouse College musicians have performed in Belfast Cathedral, Hillsborough Castle, The Odyssey Arena, The Ulster Hall and in Dublin as part of a cross-border musical exchange.

## INSTRUMENTAL MUSIC LESSONS

Individual tuition is available in Flute, Clarinet, Oboe, Bassoon, Saxophone, Trumpet, Horn, Trombone, Violin, Viola, Cello, Double Bass, Drum Kit, Guitar (acoustic and electric), Piano and Singing. The school owns a number of orchestral instruments which may be hired to pupils taking instrumental lessons, subject to availability. There are two class teaching rooms (both equipped with a networked PC and data projector), a music technology room with 15 iMac computers running Garageband and Logic software, a rock studio and four practice rooms in the department. A small rehearsal hall is also located near the Music Department.

Please speak with **Mr P Elliott**, Head of Department for further information

# Performing Arts/Theatre Studies



## AS and A2 Drama and Theatre Studies & BTEC National Subsidiary Diploma in Performing Arts (Acting)

### Examination Board: Edexcel

*This year it is proposed that students who opt for the Performing Arts will follow one of two courses:*

*A-Level Theatre Studies or BTEC National Subsidiary Diploma in Performing Arts (Acting)*

*Running two courses enables the school to offer greater variety in the performing arts curriculum and allows students to follow pathways that are either relevant to their personal skill set or enables them to follow areas of specific interest and focus. Both courses offer the same amount of UCAS points when applying to university.*

### Entry Requirements

*GCSE Drama is not a pre-requisite for this exciting and demanding course. However, you should have an interest in the performing arts and be able to commit to at least an hour of rehearsal per week at either lunchtime or after school.*

*All students will be able to gain entry to the Performing Arts course. However, due to the written element of the A-Level course, only students with a B or higher automatically gain access to the Theatre Studies course. Students who enrol with a C or below will initially follow the BTEC programme.*

### Moving between courses

*All students will follow an introductory unit in the first half term, where they will be informally assessed on key skills and writing practice. At the end of the first half term, students who did not achieve a grade B in GCSE English may then be offered the opportunity to follow the A-Level pathway, if they achieve the required level. Equally, students who have achieved a B or above in GCSE English will be offered the opportunity to move on to the BTEC course.*

### A-Level Theatre Studies Course Outline

#### Unit 1: Exploration of Drama and Theatre

*Content:* This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for performance.

*Assessment:* This internally assessed unit requires students to explore two contrasting play texts in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. DVD and research notes will be submitted as evidence.

#### Unit 2: Theatre Text in Performance

*Content:* This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

*Assessment:* This is an externally assessed unit. The first section requires students to offer either a monologue or duologue. The second section requires students to contribute to a performance of a professionally published play by a known writer.

#### Unit 3: Exploration of Dramatic Performance

*Content:* This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience.

*Assessment:* Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work as evidence along with a DVD recording.

# Performing Arts/Theatre Studies

## **Unit 4: Theatre Text in Context**

*Content:* This externally examined written unit requires the detailed study of one set play text and one prescribed historical period of theatrical development.

*Assessment:* This externally assessed unit takes the form of a 2-hour-and-30-minute written paper in three sections.

## **BTEC Subsidiary Diploma in Performing Arts (Acting) Course Outline**

Students following the BTEC pathway will work alongside the A-Level students although assessments will take a slightly different form. Below is a general overview of the course content that all students will follow although some may follow more bespoke programmes depending on skills and interests.

### **Unit 1: Principles of Acting** (links to Unit 1 of the A level Course)

Students will learn about the key skills of the actor. They will investigate a range of important practitioners and will begin to apply their ideas to the performance of a range of texts and improvisations. Students will be assessed through participation in the workshops and their contribution to two final performance pieces.

### **Unit 2: Auditions for Actors** (links to Unit 2 of the A level Course)

Students will learn about the vocational realities of the performing arts and will investigate the professional audition and interview process for performing artists. Students will be assessed in a mock audition process.

### **Unit 3: Devising Plays** (links to Unit 3 of the A level Course)

Within this unit students will learn how to devise a piece of drama from scratch which they will then perform to a selected audience. Students will be assessed on the production and performance of devised piece of theatre.

### **Unit 4: Theatre for Children** (links to Unit 3 of the A level Course)

Within this unit students will explore techniques and devices used in theatre specifically made for children. They will be encouraged to combine the art forms of dance, drama and music to create an entertaining and engaging piece. Students will be assessed on the production and performance of a piece they will devise for a local primary school or playgroup.

### **Unit 2: Applying Acting Styles** (links to Unit 4 of the A level Course)

Students will learn about different performance styles from Classical Greek Theatre to Pantomime. They will develop a knowledge of the skills required to perform within each style and will be assessed on two contrasting performance pieces for an invited audience.

### **Unit 6: Performing to an Audience**

Students will organise and perform a play/ showcase/ cabaret or other such like event to an invited audience incorporating their knowledge and understanding of the performing arts into one final project. Students will be assessed on their contribution to the production and performance of the project.

## **Assessment**

The BTEC course is internally assessed and externally moderated. Assessment for each unit will vary in form although most will be mainly practical observations and DVD evidence. Students will have the option to submit any portfolio work in a variety of forms including video, audio, written or presentation.

## **Homework and Coursework**

As with any A-Level subject, students are required to complete roughly six hours of independent study per week. In the Performing Arts, students should be prepared to use at least one hour of this time per week working practically in the drama studio at lunchtime or after school. Emphasis on this will vary throughout the year depending on the practical work being undertaken.

*If you would like to know more about this course please speak to **Mr K Down, Head of Department***

# Physics

The **Physics Department** offers CCEA AS and A2 Level Physics

Students must have a grade B or above in GCSE Physics or grades AB or above in Double Award Science

Students take the common AS course in Year 13. Those wishing to do the A level course will go on to take the second component, known as A2, in Year 14. The AS course is worth 50% of the total marks available at A Level. All components are assessed by externally set examination in the summer. There is no coursework. The AS and A2 courses each consist of three modules as detailed below:

AS Module	Title	Assessed by	Weighting
1	Forces, Energy & Electricity	Paper lasting 1½ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing.	37%
2	Waves, Photons & Medical Physics	Paper lasting 1½ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing.	37%
3	Practical Techniques	Five tasks in 1½ hours consisting of 4 short experimental tests and 1 question requiring the analysis of experimental results.	26%
A2 Module	Title	Assessed by	Weighting
4	Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Paper lasting 1½ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions, and in a data analysis question.	37%
5	Fields and their Applications	Paper lasting 1½ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions, and in a longer question drawing together different strands of the specification.	37%
6	Practical Techniques	Three tasks in 1½ hours consisting of 2 experimental tests and 1 question on planning and design. Synoptic assessment will be assessed through the planning and design question.	26%

Each of the modules builds on the work with which students will already be familiar from GCSE. In general the treatment will be more rigorous and mathematical. Students who have been successful in GCSE Mathematics (Higher) are likely to be able to cope with the mathematical demands of the course. It is helpful, but not essential, to have studied Additional Mathematics. As providing a coherent and stimulating core of scientific knowledge the subject provides opportunities for students to develop and extend their skills of problem solving and logical thinking. The course is likely to appeal to those who have enjoyed Physics at GCSE and/or those whose career is likely to be in, for example, any of the following areas: astronomy, cosmology, dentistry, engineering, geology, mathematics, medicine, meteorology, ophthalmics, orthoptics, science, science education etc.

Students contemplating AS or A2 level Physics are encouraged to seek further detailed information from **Mr N Luke**.

# Religious Studies

**Exam Board: CCEA**

The specification for Religious Studies adopts a modular structure offering a wide range of assessment units. Students take two units at Advanced Subsidiary (AS) and a further two at Advanced GCE (A2). The AS builds on, but does not depend upon, knowledge, understanding and skills developed at GCSE Religious Studies (full course and short course). GCSE Religious Studies is not a compulsory requirement for entry to this course. The A2 section builds on the foundation of knowledge, understanding and skills developed within the AS course.

The assessment units which are taught are summarised below:

## **Modules 1 and 4 (AS 1, AS 4, A2 1, A2 4)**

### **Unit AS 1: An Introduction to the Gospel of Luke**

This unit explores the content of the Gospel of Luke focusing in particular on

Religious and political background

Introduction to the Gospel of Luke

Selective narratives in Luke's Gospel

The words (parables) of Jesus

The deeds (miracles) of Jesus

In addition, candidates are required to explore the relationship of the Gospel of Luke with other aspects of human experience.

### **Unit AS 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure**

This unit explores the beginnings of the Christian Church in the first three centuries, focusing in particular on

Expansion of Christianity

Church government

Persecution

Constantine

Early Christian thought

In addition, at AS Level candidates are required to explore the relationship of this unit with other aspects of human experience.

# Religious Studies

## **A2 1 The Theology of the Gospel of Luke**

This unit explores the theology of the Gospel of Luke focusing on

The function and role of Biblical criticism

Lukan Christology – the background to the Christological titles

Religious themes – universalism, discipleship and women

The theological significance of the words and deeds of Jesus

Luke's portrayal of Jesus

Luke's presentation of salvation history

In addition, at A2 level candidates are required to explore the relationship of the theology of the Gospel of Luke with another area of study and other aspects of human experience.

## **A2 4 The Continued Development of the Christian Church in the Roman Empire up to AD 325**

This unit takes a more in-depth look at the life of the early Christian church in the first three centuries, focusing in particular on:

Church life and worship

Heresy and schism – Gnosticism, Marcionism and Montanism

Defining the faith

Christian writers – Tertullian and Origen

Council of Nicaea – the Arian Controversy, and Constantine and the Council of Nicaea.

In addition, candidates are required to explore connections in this unit with another area of study and other aspects of human experience. The themes in relation to human experience that will be examined are sin and suffering.

At AS level candidates take two 1hr 20 minute examinations.

At A2 level candidates take two 2 hour examination.

Further information from: **Mrs E Leonard**, Head of Department



# Technology & Design

**Subject Title:** GCE Product Design    **Examination Board:** Edexcel

Advanced GCE **Design and Technology: Product Design** aims to provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills, to apply knowledge and understanding to a range of technological activities and to develop critical thinking and collaborative skills.

## **ADVANCED SUBSIDIARY [AS] and ADVANCED LEVEL [A2]**

Both AS and A2 level examinations in Design and Technology are designed to be either a complementary subject to Mathematics, Physics, Art and Design at AS or Advanced GCE, or a contrasting subject with the likes of English, History, Geography and Modern Languages.

## **PROGRESSION AND PRIOR LEARNING**

Design and Technology is an interdisciplinary subject which is designed to be student focused. Students should have a broad academic background and should have undertaken courses that provide a solid foundation for A Level work . GCSE Technology and Design must have been studied to qualify for AS consideration. A 'B' grade or better is preferable at GCSE to enable the student to benefit fully from the AS course.

Students should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the processes and products of design and technological activity.

## **KEY SKILLS**

The specification will provide opportunities for developing and generating of evidence for the following Key Skills:

application of number, communication, information and communication technology, improving own learning and performance, problem solving & working with others.

<b>AS 50% of Specification Content</b>		<b>A2 50% of Specification Content</b>	
Unit 1 Portfolio of Creative Skills	Unit 2 Design & Technology in Practice	Unit 3 Designing for the Future	Unit 4 Commercial Design
Internal Assessment	External Assessment	External Assessment	Internal Assessment
Coursework project	2 hr examination	2 hr examination	Coursework Project
60% of AS 30% of Advanced GCE	40% of AS 20% of Advanced GCE	20% of Advanced GCE	30% of Advanced GCE

# Technology & Design

## SYNOPTIC ASSESSMENT

Design and Technology is by its nature synoptic in that it requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course. Synoptic assessment requires students to make, use and apply these connections. In this specification synoptic assessment represents 60% of the assessment for the Advanced GCE and is addressed through the designing and making objectives. Unit 1 contributes 30% and Unit 4 contributes 30% of the complete A2 grade.



## AIMS OF THE SPECIFICATION

The aims of the specification are to encourage students to:

- develop and sustain their own innovation, creativity and design and technology capability, to recognise constraints and to produce high quality products
- develop a critical understanding of the influences of the processes and products of design and technological activity from a historical perspective and in current practice
- apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices
- use Information and Communication Technology (ICT) to enhance the design and technological capability
- recognise the social, moral, spiritual and cultural values inherent in design and technological activity, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts
- develop as discerning consumers able to make informed choices
- develop positive attitudes of co-operation and citizenship and work collaboratively.

## PROGRESSION

**Studying AS and A2 level Design & Technology** allows students to apply for university places in a number of different disciplines. This will always depend upon the combination of other subjects, but some of the areas that may be studied are as follows:

Mechanical Engineering, Civil Engineering, Product Design, Industrial Design, Architecture, Design and Applied Technology, Aeronautical Engineering, Building/Quantity Surveying, Electrical Engineering.

*If you would like to know more about the AS/A2 Level Design and Technology course, please speak to: **Mr T Campbell or Mr N Goodall***