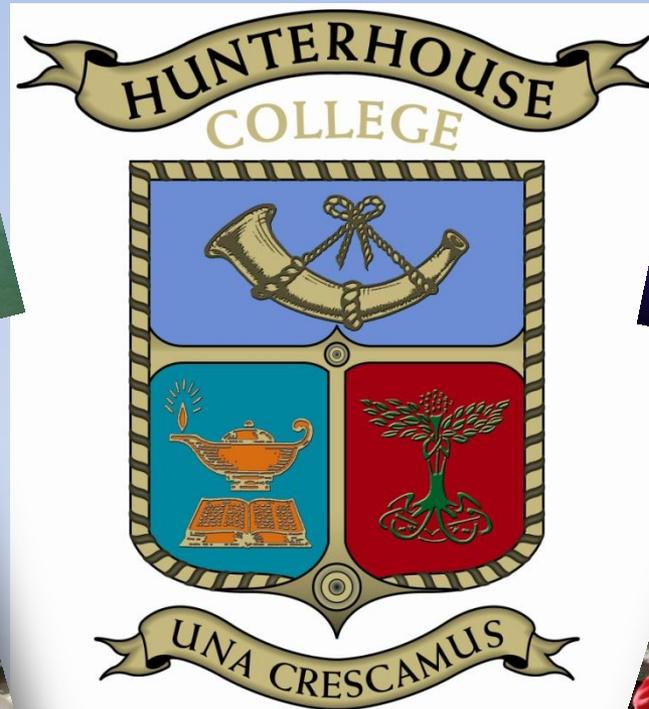


Hunterhouse College

Sixth Form Prospectus



Welcome

HUNTERHOUSE COLLEGE



Head Girl & Deputy Head Girl

2015  2016

As Sixth Form pupils at Hunterhouse College we can honestly say that returning here was one of the best decisions we have ever made. It has given us both freedom and opportunities in order to accomplish personal, academic and social goals. It has been through the encouragement, dedication and commitment of our teachers that we now feel fully prepared for our future ahead.

When you join Hunterhouse you are not just joining a school, you are joining a family. We have experienced and witnessed the ways in which every girl is valued. It is through the supporting and caring attitudes of the staff and teachers at Hunterhouse that every girl is encouraged to reach her full potential, whether it is academically, or in extra-curricular activities such as sport or drama.

Settling into the busy routine and lifestyle that comes with being a Sixth Form student is made easy through the use of the facilities offered to maximise studying. Sixth Form students are given access to and priority use of laptops in the Study Area and the modern Learning Resource Centre (where there are also sixty-five computers), as well as the use of the video-conferencing room. A wide range of books are also on offer for Sixth Formers to use in the Learning Resource Centre for both educational and recreational purposes.

Within Sixth Form, you are given a number of privileges throughout the year. These can include weekly one-hour recreational periods in which girls can relax and chat with friends in the Sixth Form Social Area and as well as an early lunch. Along with this, Sixth Form students may leave early on a Friday afternoon and also on another day of their preference. However, this is based on students achieving their personal academic targets.

Being a Sixth Former can give you the opportunity to hold positions of responsibility within school. These responsibilities include Administration, Hospitality, Peer Support, Library and Young Enterprise teams as well as House positions and roles within the Charity Committee and School Council.

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

Lauren Szymura and Beth McCrossan

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.



My experience at Hunterhouse has allowed me to develop and mature in many aspects of life. I have made a smooth transition from junior school into Sixth Form and have been academically supported by my teachers, allowing me to reach my full potential. Furthermore, the support system provided to Sixth Form students has helped me feel at ease and secure in the school environment.

Meabh Flynn, Year 14



Sixth Form Entrance Requirements 2016

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.

Subject to change

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 2015/16. 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 2016

Subject to change

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 1st 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 school reports.



Following the transition from GCSE to A Level, there have been many opportunities offered to me. I have found it extremely helpful having study periods. I can go to any subject teachers if I need help with that subject. I have made many friends and now in Sixth form these friendships have developed and memories will continue to be made.

Beth Thompson, Year 13

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.



Throughout my seven years at Hunterhouse College I have developed many new skills and experienced new things every day. Over the years I have also developed more as an individual through the support and guidance provided by staff. I have made lifelong friends and memories that I will cherish forever.

Sorcha Dalcz, Year 14

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 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 for lunch which begins at 12.15 pm.



Student Comments

New pupils in Sixth Form

I started Hunterhouse in September 2015 and within weeks I felt like I had always been here. I feel as though I have always belonged here and felt accepted from Day One. My transition from Year 12 to Year 13 wasn't the easiest as I changed a couple of my subjects but my teachers were really helpful. They gave me the advice I needed to make the right decisions and now I am happy with my decisions. There are so many opportunities in Hunterhouse that I would never have been given in my previous school e.g. the administration team and the fencing club that I attend weekly which has helped me develop many new skills. Scripture Union has let me be more confident within myself and it's really encouraging to see girls of different ages attend. All the girls, not only in my year but the whole school, are so friendly and I have made some true friends. When I started there were quite a few new girls and so I didn't feel as though I was going through the process alone and girls who previously attended really helped me out when I was either lost or was just getting used to Hunterhouse. People say it's big but honestly I got to know the place with the first two weeks.

Sophie Alexander Year 13

When I started my adventure with Hunterhouse College in Year 13 I was not sure if this school was right for me. I was also not too sure about my subject choices. However, after a short period of time I started to realise that I really enjoyed it. Subjects were getting more interesting and now I really like the teachers. I also developed many friendships and started to feel more comfortable in school.

Karolina Wisniewska Year 13

I moved to Hunterhouse College from Fort Hill College because I was not able to study all of the A-levels that I was interested in and Hunterhouse could offer me all three subjects: English literature, Religious studies and Health and Social Care. When I first moved to Hunterhouse, I hardly knew anyone. The first few days were very daunting because I missed my old school and my friends. Coming from a school that I had spent years in and had built friendships with the pupils and staff made me feel very alone because I didn't know any of the pupils or staff at Hunterhouse nearly as well. However, after the first couple of weeks I began making friends. All my friends were new girls too so we all felt the same way. After being at Hunterhouse for months now, I can honestly say that I have made best friends for life. I still miss Fort Hill, but I have been made to feel very comfortable in Hunterhouse and part of the school. I'm looking forward to continuing the rest of my secondary school education at Hunterhouse College.

Tenaya Beggs Year 13

During my transition stage at Hunterhouse College I found it incredibly easy to fit in and had a very exciting, new, warm welcome. Building and maintaining new friendships has made joining Hunterhouse so much easier, along with help and guidance from Form Tutors and other teachers. It is also a very nice building to get to know so finding ways around is quite simple. Positive rapports are developed with teachers on Day One and continue to develop throughout the school year. It has been a great experience getting to know the staff and familiarising myself with different activities the school has to offer. I can safely say that I chose the right school to go to and I cannot wait to continue with my A levels next year!

Abbi Jones, Year 13

Since moving to Hunterhouse College from Laurelhill, I have enjoyed my time here and felt welcomed into Year 13. On my first day everyone was really friendly and all of my teachers are very supportive. I have made new friendships and taken on new subjects such as Sociology and ICT. Sixth Form at Hunterhouse has helped me grow as a person, develop new interests and become more independent. I am looking forward to continuing my three subjects into Year 14.

Lauren Hollinger, Year 13

Since moving from my old school I wasn't confident that I would settle in well. However I have made new friends and irreplaceable memories and have found the support from teachers and people around me to be my biggest strength.

Renuka Sharma, Year 13

Compared to the other schools I've gone to, Hunterhouse College is by far the most dynamic of them all. On my first day of Sixth Form, I was told the steps I'd need to take to prepare for university - which my old school didn't bother much about. Staff and students alike take great care to nourish each student in every possible way, be it academic or personal; I feel like I'm really being pushed to achieve my best for my present and future self.

Mishale Sauer, Year 13

Student Comments

Pupils Continuing into Sixth Form

Our time at Hunterhouse has been an amazing journey. After finishing our GCSEs we chose to stay on at Hunterhouse to complete our A Levels. The amount of support and encouragement we have received has been excellent. We are both glad that we decided to remain at Hunterhouse College.

Chloe Loughead, Year 13 & Samantha Hanna, Year 14

I have made a smooth transition from GCSE to A Levels. Sixth Form has opened a variety of options for me to strive towards. With the support of teachers I feel I am getting to where I want to be. I have been given opportunities to gain more responsibilities by joining the Administration team. This has allowed me to create many memories and meet new friends and continue to build my relationships with others.

Sophie Bryson, Year 13

From my very first day at Hunterhouse College I have had continuous support from everyone within the school. This is just one of the many reasons why I chose to stay at Hunterhouse for Sixth Form. I knew it would be an easy transition. Throughout my school life I have made incredible friendships that will last a lifetime. Sixth Form at Hunterhouse ensures that the balance between school work and recreational time is just right. It has also enabled me to gain vital skills and qualities needed for life after school.

Alyson Blaine, Year 13

The transition from Year 12 into Year 13 was well managed. The guidance received from teachers made what could have been a difficult move, relatively easy. We got a lot more support for the bigger workload in Year 13, but also gained more freedom and were taught how to use it more effectively. The teachers ensured that our subject choices for Years 13 and 14 were well suited to us and that is shown throughout our progress over the two years. Hunterhouse has not only helped us academically but has also brought great opportunities and friendships that will last a lifetime.

Amy McClune & Jane Morrow, Year 14



Friendships

Support

Independence

Frequently Asked Questions

What is the school day like?

The school day starts at 8.45 am with our first period class. This is followed by assembly or form time. On Thursdays, 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 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.

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, 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 and the following teams: Administration, Hospitality, 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. 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

Subject to change

- Applied Health and Social Care
- Art & Design
- Biology
- BTEC Level 3 Diploma in Sport
- Business Studies and Applied Business
- Chemistry
- English Literature
- Film Studies
- Geography
- Government and Politics
- History
- ICT
- Life & Health Sciences
- Mathematics
- Further Mathematics
- Modern Foreign Languages
- Music
- Nutrition & Food Science
- 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 Unit 7	Providing Services	Assessed externally
A2 Unit 8	Monitoring Body Systems	Assessed internally
A2 Unit 15	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 **Miss R Moody** in the Nutrition and Food Science department.

Art and Design



Examination Board: CCEA (for first teaching in September 2016)

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. There are two units of work to be completed in each of the two years of the course. Pupils will be awarded a GCE in Art, Craft and Design Combined Studies.

AS Unit 1: Experimental Portfolio

In Unit AS 1, pupils will base their portfolio on a theme that CCEA issues in a stimulus paper at the beginning of the AS course. They will investigate this theme through visual enquiry using a broad range of contextual sources, skills, techniques and disciplines. This builds confidence in working independently. Pupils will use visual enquiry sketchbooks to develop the practice of drawing and recording from first hand sources beyond the classroom. They will develop, explore and record ideas for assessment by their teachers, and CCEA will moderate the results.

The Experimental Portfolio is weighted as 50% of AS and 20% of the full A level.

AS Unit 2, Personal Response

Students will present a personal outcome by generating solutions to the theme by reviewing and refining thoughts and ideas explored in Unit 1. They should bring their exploratory work to a completed personal outcome. Pupils will have at least eight weeks to prepare for work on their outcome and it is brought to completion during a 10 hour controlled test. Teachers will assess the controlled task, and CCEA will moderate the results.

The Personal Response is weighted as 50% of AS and 20% of the full A level.

A2 Unit 1 Personal and Critical Investigation

Pupils will undertake a more rigorous exploration with greater specialisation in a particular medium or process. This is in response to a broad theme set by CCEA at the beginning of the course. There is an increased requirement at A2 to demonstrate understanding through integrated practical and written pieces of work. As well as practical work pupils will research and produce a written investigation of between 1000–3000 words which is externally assessed. All other work in this unit is assessed by the teachers and moderated by CCEA.

The Written Investigation is weighted 20% of A2 and 12% of the full A level.

The practical work for the Personal and Critical Investigation is weighted 40% of A2 and 24% of the full A level.

A2 Unit 2 Thematic Outcome

In this unit, students respond to the theme issued in a stimulus paper at the beginning of the A2 course. This unit includes developmental work and an outcome which stems from the personal investigation completed for Unit A2 1 Pupils should demonstrate increasing independence and confidence in addressing the assessment objectives. Pupils are not expected to repeat elements of their exploration in Unit A2 1, but they should draw together the knowledge, skills and understanding they have developed throughout the A level course and select and present work for examination that reflects their strengths and interests. Pupils will have at least eight weeks to prepare for work on their outcome and it will be brought to completion during a 15 hour controlled test.

The Thematic Outcome is weighted 40% of A2 and 24% of the full A level.

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

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.

Subject to specification changes

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 and 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.

BTEC Level 3 Diploma in Sport

(Performance & Excellence)

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

This course is designed for individuals with a genuine interest in sport and good sporting general knowledge, as much of the course will involve linking the theory learnt to sporting examples. Successful students will be highly motivated and able to consistently meet coursework deadlines.

How will I learn?

Students will not be directly assessed on their sporting ability and therefore it is not an essential pre-requisite to have GCSE qualification in PE. However, there are practical elements of the course that require students to be motivated, enthusiastic and able to regularly participate in practical lessons. You will be involved in fitness testing as part of this course and therefore will be required to have informed consent and medical consent to begin the course. It is extremely useful to have experience of playing or coaching sport before entering the course as this knowledge forms an important part of producing coursework and assessment criteria.

You will spend time learning through both theoretical and practical work, both in and outside College to gain a greater understanding of your course. You will work with teachers and outside agencies where appropriate and should expect to spend extra hours outside of lesson time working on individual and group projects. Much of the work will be completed in our computer rooms, Learning Resource Centre and classrooms.

How will I be assessed?

All units are internally assessed and graded by teachers. You will be involved in a variety of activities including group work, presentation, role plays, practical activities, wall displays and written work. Each unit will be graded pass, merit or distinction and given points which will go towards the overall qualification grade. An overall grade for the qualification is awarded based upon the learner's performance in each individual unit.

At this time there are no external examinations in this qualification.

Course Content

This is a vocational course designed to develop both knowledge and practical skills in the broad field of Sports, Leisure and Fitness. Over the two years the units will include:

Year 1

- **Unit 1 Principles of Anatomy and Physiology in Sport (5 credits)**
- **Unit 2 The Physiology of Fitness (5 credits)**
- **Unit 3 Assessing Risk in Sport (10 credits)**
- **Unit 7 Fitness Testing for Sport and Exercise (10 credits)**

(Upon successful completion of Year 1 you will have the award of a Certificate in Sport which is broadly equivalent to one AS Level)

Year 2

- **Unit 4 Fitness Training and Programming (10 credits)**
- **Unit 5 Sports Coaching (10 credits)**
- **Unit 12 Current Issues in Sport (10 credits)**



More information on the units for the BTEC qualifications in this specification are available on the Edexcel website (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	40%	16%
AS 2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	1 ½ hr written exam	40%	16%
AS 3	Basic Practical Chemistry	1 ¼ hr practical exam 1 ¼ hr written exam on practical techniques	20%	8%
A2 1	Further Physical and Organic Chemistry	2 hr written exam	40%	24%
A2 2	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	2 hr written exam	40%	24%
A2 3	Practical examination/Internal Assessment	1 ¼ hr practical exam 1 ¼ hr written exam on practical techniques	20%	12%

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

The AS course includes the study of poetry and drama texts from 1900 to the present day and a pre 1900 novel. All texts are examined through external examination.

A2 English Literature

There are three units of study at A2 level. The first two, the study of Shakespeare and poetry, are assessed through external examination. The third unit is an internally assessed comparison of two novels.

At both AS and A2 you will be assessed on your ability to respond personally and critically to texts in a fluent and accurate way, analyse how meaning has been created, understand texts in their contexts, make connections between texts and consider various interpretations of texts.

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.

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 21st 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

History and Government and Politics. Exam Board: CCEA

Why study AS/A Level History or Government and 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 History course?

AS 1: Historical investigations and interpretations. Germany 1919-45 (1 short essay, 2 source based questions) Topics include the rise and fall of Weimar; the rise of the Nazis; the Nazi consolidation of power; Nazi social policy; the Nazi economy and the effect of the Nazis on culture, media and the arts. 1 hour 30 minute paper, 50% of the AS, 20% of the A level.

AS 2: Conflict and Change in Europe. Russia 1903-1941 (2, 2 part questions, one short response the other an essay, from a choice of three). Topics include the 1917 revolutions; Lenin's Russia; Stalin's rise to power and dictatorship. 50% of AS, 20% of A level.

What is on the A Level History course?

A2 1: Change over time and historical interpretations. The Clash of Ideologies in Europe 1900-2000 (1 source question, 1 essay) – topics include the foreign policy of Tsarist Russia; the relationship between the Soviet Union and Western Governments from the October Revolution 1917 to WW2; Soviet foreign policy during the Cold War and the response of Western Governments. 2 hour examination, worth 30% of the A level.

A2 2: Historical Investigations. The Partition of Ireland 1900-1925 (2 source based questions and 1 essay from a choice of 2.) Topics include the Home Rule Crisis 1914; political events 1914-18; and political developments 1919-23. 2 hour examination, worth 30% of the A level.

What is on the AS Government and Politics course?

AS 1: Northern Ireland (2 source based questions; plus 2 questions covering NI Assembly, the Executive and the NI Political parties). 1 Hour 15 minute paper, worth 40% of AS; 16% of A level.

AS 2: British Political Process (5 questions) on British Parliament; the Executive; the Judiciary and British pressure groups. 1 hour 45 minute paper, worth 60% of AS; 24% of A level.

What is on the A2 Level Government and Politics course?

A2 1: The Comparative study of the Government and Politics of the USA and the UK. (6 questions some short; some extended. One question is source based). Topics covered include the US executive and legislature to include pressure and lobby groups and a comparison of the US and UK executives and the legislatures. 2 hour 15 minute paper, worth 35% of the A Level .

A22: Political Power (1 source, 5 questions). Topics include the factors involved in the exercise of political power and the theories of political power including elite theory, feminism, pluralism and Marxism. 1 hour 30 minute paper, worth 25% of A level.

History and Politics

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

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?

You will complete one piece of coursework at A2 level; coursework is worth 20% of the overall grade.

AS Level

At AS level you will study two units:

AS1: Approaches to System Development (Theory) – 1hour 30 written paper

- ⊗ Approaches to System Development
- ⊗ Reasons for system Development
- ⊗ Analysis
- ⊗ Design, development and testing
- ⊗ Implementation
- ⊗ Alternative development approaches

AS2: Fundamentals of ICT (Theory) – 1hour 30 written paper

- ⊗ Data Representation
- ⊗ Hardware
- ⊗ Data and Information
- ⊗ Software
- ⊗ Programming



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

- ⊞ Networks
- ⊞ Mobile technologies
- ⊞ Databases
- ⊞ Intelligent computers
- ⊞ Individual (moral), Social (ethical) and Legal Considerations
- ⊞ Contemporary Applications of ICT

A22: Approaches to Software Development

For A2 level you then build a system to 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?

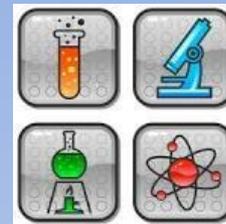
Few occupations or workplaces do not make use of Information and Communication Technology today and most are likely to change further as ICT becomes more pervasive.

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**

Life and Health Sciences



Examination Board: CCEA

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 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 learn how science contributes to our lifestyle, the environment in which we live and how the sciences contribute to the success of the economy and society. The course follows a programme of learning which is practically-based and which improves experimental techniques. Students work independently, carrying out practical tasks 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. Unit 1 is worth 33.3% of the course and consist of a series of practical tasks that will be evidenced through the production of a portfolio/lab book of reports. Units 2 and 3 are external examinations each worth 33.3% of the course.

Unit	Brief Description	Areas of science studied
AS Unit 1 Experimental Techniques (Portfolio of evidence)	This unit gives a general introduction to the use of scientific techniques in the lab. Students carry out a range of practical activities and present these as a portfolio of practical reports.	General practical skills in the laboratory relevant to Biology, Chemistry and Physics.
AS Unit 2 Human Body Systems (Externally assessed)	In this biology unit, students consider some essential knowledge regarding how the human body systems work and how they support good health.	The structure and function of the cardiovascular and respiratory systems; the processes of respiration and homeostasis and investigating the roles of nutrition and physical exercise in maintaining health.
AS Unit 3 Aspects of Chemistry in Industrial Processes (Externally assessed)	This chemistry unit explores the work of the industrial chemist and the types of work that they may undertake including selecting optimum manufacturing conditions by considering energetics, equilibrium and the kinetics of a reaction.	The development of skills in performing calculations in chemistry, applying knowledge of energetics, equilibrium and kinetics in the industrial manufacture of chemicals.

At A2 level students have the opportunity to carry out an experimental research portfolio, further their knowledge of Chemistry through an examined unit in the area of Organic reactions and then choose either a physics based (Medical Physics or Light and Sound) or a biology based (Genetics and Stem Cell Research) examined unit.

Career prospects

There is an extremely wide variety of employment opportunities for those interested in science. The Health and Life Sciences 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 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 Life and Health Sciences course please speak to **Mr N Gilmore**, the Head of Science, in the Biology Department.

Subject to specification changes

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 should have obtained a minimum of a grade A**. 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 Further 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, **Mr J McAlister**.

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.

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 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

Entry Requirements

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

Qualifications

Students can take:

- the AS course units as a final qualification; or
- the AS course units plus the A2 units for a full GCE A level qualification.

The full Advanced GCE award is based on students' marks from the AS (40 %) and the A2 (60 %).

Overview

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.

Content overview

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. They explore two themes: **Relationships, and Culture and Lifestyle**. Students also explore a topic of personal interest and study a film or a literary text.

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. They explore two themes: **Young People in Society and Our Place in a Changing World**.

Assessment

At AS level there is a speaking examination, a listening, reading and use of language examination and an extended writing examination.

At A level there is a speaking examination, a listening and reading examination, and an extended writing examination.

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

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. Former Hunterhouse pupils have studied 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, librarianship, recording technology 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

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 **Mrs C Cairns**, Head of Department for further information.

Music

Examination Board: CCEA

AS MUSIC (YEAR 13)

Unit 1: Making and Appraising Music 1 (70% of AS, 28% of A Level)

In this unit, students compose, perform and appraise their own music by:

- 1) Composing one piece of music
- 2) Performing a programme of minimum Grade 4 standard. (5 – 7 minutes)

Performances also include a **viva voce**. Composition tasks also include a **commentary**.

Unit 2: Responding to Music 1 (30% of AS, 12% of A Level)

In this unit, students undertake three compulsory Areas of Study:

- 1) Music for Orchestra 1700 – 1900
- 2) Sacred Vocal Music (Anthems)
- 3) Secular Vocal Music (Musicals)

These are assessed through a test of aural perception and a written examination.

A2 MUSIC (YEAR 14)

Unit 1: Making and Appraising Music 2 (42% of A Level)

In this unit, students compose, perform and appraise their own music by:

- 1) Composing one piece of music
- 2) Performing a programme of 8 – 10 minutes.

Performances also include a **viva voce**. Composition tasks also include a **commentary**.

Unit 2: Responding to Music 2 (18% of A Level)

In this unit, students undertake three compulsory Areas of Study:

- 1) Orchestral music in the Twentieth Century
- 2) Sacred Vocal Music (Mass/Requiem Mass)
- 3) Secular Vocal Music (1600 – present day)

These are assessed through a test of aural perception and a written examination.



Nutrition and Food Science

Exam Board: CCEA

This course provides a background of knowledge and skill related to Nutrition and Food Science 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:

	Module Title	Assessment type
AS 1	Principles of Nutrition They also study nutritional requirements and current dietary recommendations for each life stage.	1 hour 30 minute Examination 50% AS 20% A2
AS 2	Diet, Lifestyle and Health In this unit, students investigate current research on diet, lifestyle and health.	1 hour 30 minute Examination 50% AS 20% A2
A2 1	Food Safety and Quality In this unit, students explore securing a safe food supply from the primary producer to the consumer	2 hour 30 minute Examination 30% A2
A2 2	Research Project In this unit, students submit a report on a research project of their own choice. Students must take their research area from AS 1, AS 2 or A2 1. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process.	30% A2

Desirable Criteria for a Nutrition and Food Science student:

A genuine interest in Nutrition and Food Science 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 Nutrition and Food Science, but it is useful.

Nutrition and Food Science 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 Nutrition and Food Science course, please speak to: **The Head of Nutrition and Food Science, Miss R Moody.**



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

RELIGIOUS STUDIES

Exam Board: CCEA

The specification for Religious Studies adopts a modular structure. 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.

At **AS level** pupils study the following two units

3.2 Systematic Study of One Religion

***Unit AS 4: The Origins and Development of the Early Christian church to AD 325**

In this unit students explore:

- the beginning, growth and development of the Christian Church in the first three centuries. Students focus on the possible reasons for expansion and study the causes and course of persecution.
- the development of early Christian thought as characterised by Apostolic Fathers and apologists. They also examine in detail the contribution of the writings of Ignatius of Antioch and Justin Martyr.
- the development of the sacraments. They study the doctrine and practice of baptism and the Eucharist, referring to evidence in the sources from the period
- the relationship between the Christian Church and the state through the life of Emperor Constantine. They focus on events leading to his 'conversion' and his subsequent religious policies up to the Council of Nicaea.

Students also explore the relationship between the early Christian Church to AD 325 and other aspects of human experience.

3.3 Religion and Ethics

***Unit AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics**

At the start of this unit, students explore

- the themes and principles that are foundational to religious ethics. These include the role of Christian scripture in informing Christian ethics, the deontological approach of Natural Moral Law, the teleological approaches of utilitarianism and situation ethics.
- the origin and development of each ethical theory, focusing on the contribution of key writers and ethicists
- the application of these ethical approaches to key issues in medical ethics, such as human infertility, surrogacy and embryo research.
- the relationship between science, technology and Christian ethics. This allows them to consider possible implications for society, marriage and the family. In their study of life and death issues, students focus on the moral debates surrounding abortion and the ethics of assisted suicide and abortion.

Students also explore the relationship between ethics and other aspects of human experience.

ASSESSMENT

At AS level there are two examinations at the end of the year. Each examination lasts 1hr 20 minutes. There is NO coursework or controlled assessment.

At **A2 level** pupils study the following two units

3.6 Systematic Study of One Religion

***Unit A2 4: Themes in the Early Church and the Church Today**

The first two sections of this unit consist of **themes in the early Church (Church authority and division and Early Christian literature)** followed by a section dealing with **belief and belonging in the modern world**.

Students study the changing nature of authority and Church government and the challenges of heresy. They link these to leadership, organisation and challenges to belief.

Students also study the writings of Tertullian and Cyprian and consider the impact of modern theologians and apologists.

In the final theme on faith, morality and the state, students consider the relationship between religious faith and state authority. This includes lessons that can be learned from historical and contemporary examples. The role religion plays in reconciliation is an important issue relating to faith and the state.

Students initially study this theme in relation to the early Church. It then provides a perspective from which students can consider the content of other units.

3.7 Religion and Ethics

***Unit A2 7: Global Ethics**

At the start of this unit, students focus on moral theory. This includes the origins and development of virtue ethics and a study of free will, determinism and libertarianism. Moral theory underpins the study of global ethics, focusing on topical issues in the world today.

Students study global rights, including the historical development of Christian and secular perspectives on human rights. These focus on sexual identity and gender-related issues.

Students examine the nature and purpose of justice and punishment and the problems presented by contemporary warfare as global ethical issues.

In the final theme on conscience, freedom and tolerance students consider the notion of moral duty and the link between religion and morality. An important issue relating to the capacity for religion to promote tolerance is the question of whether fundamentalism has the opposite effect.

Students study this theme initially in relation to religious ethics. It then provides a perspective from which students can consider the content of other units.

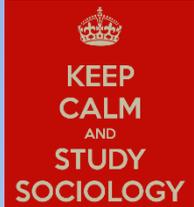
ASSESSMENT

At A2 level there are two examinations at the end of the year. Each examination lasts 2 hours. There is NO coursework or controlled assessment.

Sociology

Examination Board: AQA

The Study of Human Social Behaviour and Social Institutions



Sociology involves the study of how and why individuals behave in the manner they do in society. It considers the nature of social institutions such as the family and education and examines the extent to which social behaviour is structured and influenced by them. Students are given opportunities to unpick the layers of society and look closely at the nature of our behaviour in the social world.

Some of the questions that the students will be required to consider during the course of their studies include:

Are women's roles 'natural' or socially constructed?, Do the brightest necessarily do best at school?, To what extent do early family experiences affect our behaviour in later life?

The specification is based on the linear model, now used by all English examination boards, in which students complete three examinations at the end of the second year of their studies (Year 14). For those students who are unable to complete the two year course, there is the option of undertaking a free-standing AS qualification, however it is hoped that those students who chose Sociology as an A Level subject, will complete the two year course in its entirety. The A level course is as follows:

Year One	Year Two
<p>Families and Households</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none">• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies• changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures• gender roles, domestic labour and power relationships within the family in contemporary society• the nature of childhood, and changes in the status of children in the family and society• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.	<p>Beliefs in Society</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none">• ideology, science and religion, including both Christian and non-Christian religious traditions• the relationship between social change and social stability, and religious beliefs, practices and organisations• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices• the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.
<p>Education</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none">• the role and functions of the education system, including its relationship to the economy and to class structure• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society• relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning• the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.	<p>Crime and Deviance</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none">• crime, deviance, social order and social control• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.
<p>Theory and Methods</p>	<p>Theory and Methods</p>

Please contact Mrs K Playfair, Head of Department, for further details.

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.

AS 50% of Specification Content		A2 50% of Specification Content	
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.

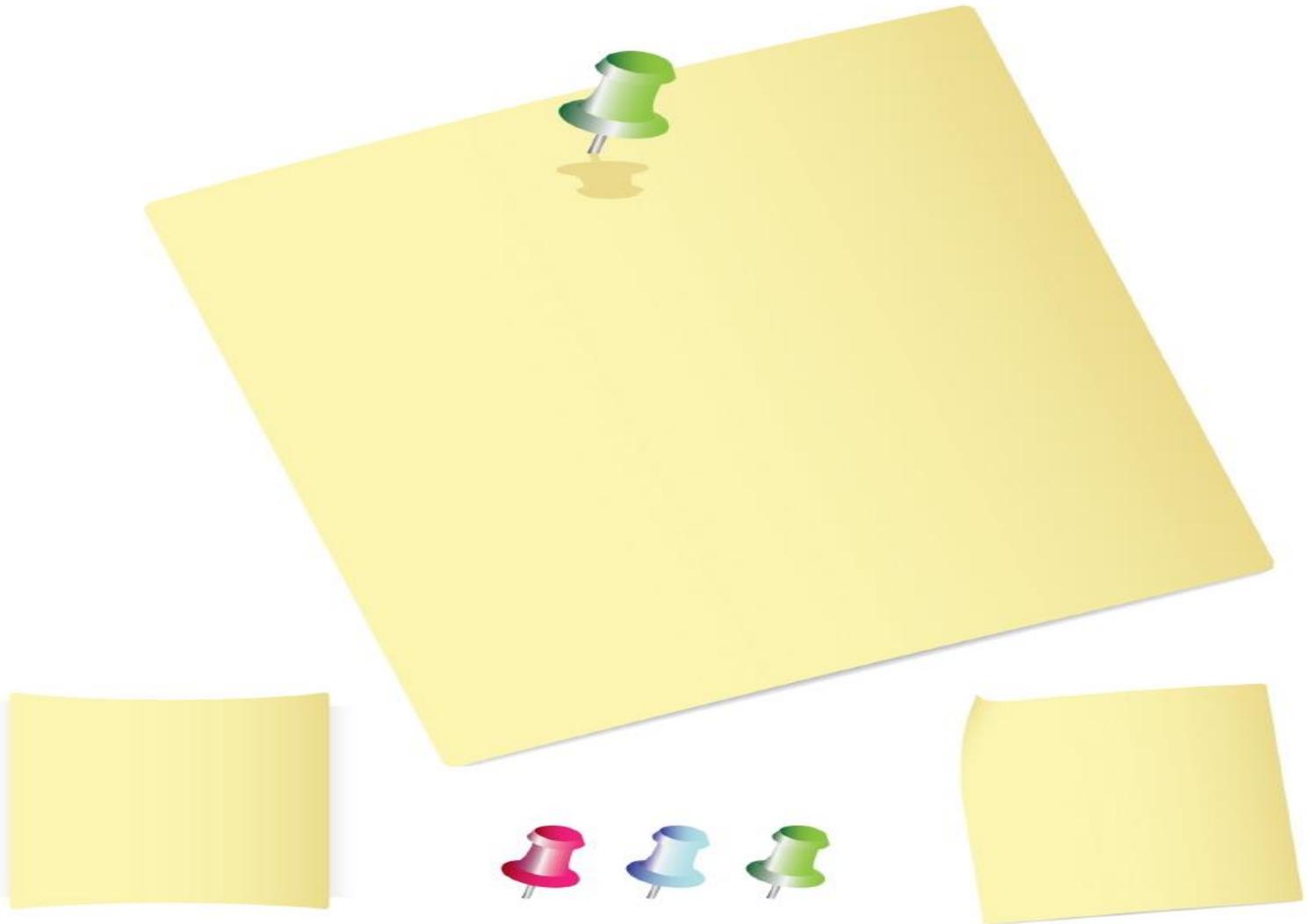
PROGRESSION

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***

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