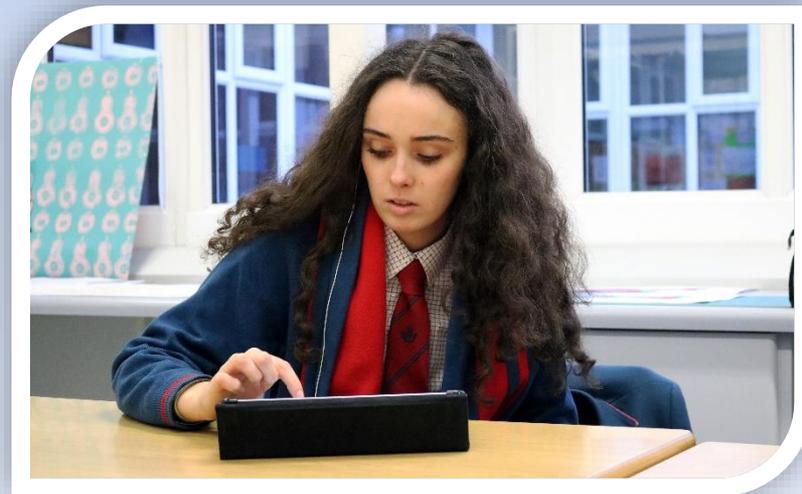
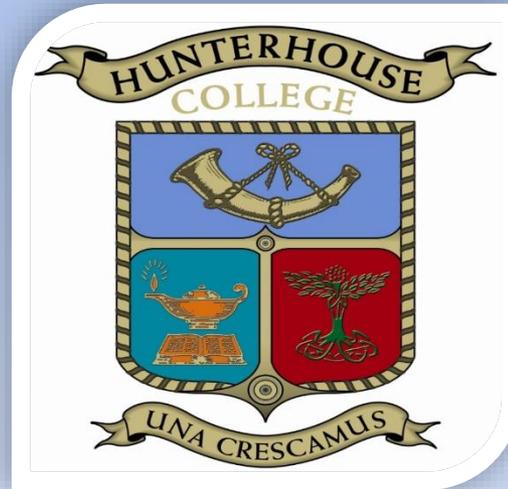


# Hunterhouse College

## Sixth Form Prospectus



# Welcome

Our time in Sixth form at Hunterhouse College has presented us with many opportunities that have helped advance our academic careers and further our personal and social goals. We absolutely have no regrets about returning to Hunterhouse for Sixth Form, it was best decision that we could have made. The positive and inclusive atmosphere here at Hunterhouse College makes us feel like a well-rounded community where we actively encourage each other to further develop our skills and talents. It is because of this that every day, together, we strive to fulfil our school's motto of 'Una Crescamus', let us grow together.

Over our years here, we have experienced and witnessed the ways in which every student is valued and cared for. It is through the supporting and caring attitudes of the staff, teachers and our school's extraordinary pastoral team at Hunterhouse, that every student is encouraged to reach their full potential. Whether it is academically, or in extra-curricular activities such as through the sport teams or clubs like the debating, coding and art clubs.

In recent years, Hunterhouse College has introduced many new interesting subjects. Some of these subjects include Criminology, Life and Health Sciences, BTEC Sport, BTEC Drama and Nutrition and Food Science. This has allowed many students to take up subjects that they have a great interest in and provide alternative courses to the traditional subjects.

Life as a Sixth Form student is made easy through the use of the facilities offered to optimise studying. Sixth Formers 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.

Once a week, Sixth Form students are given the opportunity to attend lectures which are events that inform us about the various universities across the United Kingdom and Ireland. During this time, we have received excellent career advice and guidance on the university application process. We are also informed about alternative pathways for our careers other than going to university, which have greatly helped us decide upon which is the best path to take in the future for each individual. It has been through the dedication and commitment of our teachers that we now feel fully prepared for our future.

Within Sixth Form, you are given a number of privileges throughout the year. These can include weekly one-hour recreational periods in which students can relax and chat with friends in the Sixth Form Social Area 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.

There are many roles within Sixth Form which are positions of responsibility. These responsibilities include the Head Girl's Team, Charity Committee, Administration, Hospitality, Peer Support and Young Enterprise teams. There are also a number of positions within the school's Houses and roles within the School Council.

We hope that 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!

Nicola Johnston and Sona George  
Head Girl and Deputy Head Girl



Learning & Growing Together

# Entrance to Sixth Form

Students 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 involving a student, her parents and careers staff. There will be occasions on which it is necessary to consult the relevant Head of Department or the Principal.



I transferred from my previous school to Hunterhouse College to complete my A levels and it was the best decision I have made. Everyone was very welcoming and helpful towards me and did not let me feel alone. I found it easy meeting new friends and the subjects are very enjoyable. The jump from GCSEs to A Levels is hard; however, the teachers here are good at giving extra support and advice. The subjects I have chosen to study are Criminology, Health and Social Care and Religious Studies. I am happy I made the choice to study here at Hunterhouse College and would recommend it to anyone who is interested.

Amy Patience, Year 13

# Sixth Form Entrance Requirements 2018

Subject to change

Students 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 involving a student, her parents, and careers staff. There will be occasions on which it is necessary to consult the relevant Head of Department or the Principal.

## **ENTRANCE CRITERIA FOR YEAR 13: GENERAL ENTRY REQUIREMENTS**

All students 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.

An acceptable record of attendance in line with the school's policy, and a satisfactory attitude to work and general behaviour as evidenced by the student's record.

**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

Students attaining less than the points score as shown in the General Entry Requirements above are advised to speak with the Principal to discuss other Post 16 options both within and outside Hunterhouse. This may involve, where an appropriate and meaningful combination of courses can be facilitated, the completion of a transition year at Hunterhouse before entry into the standard Post 16 programme of study.

## **(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 students that the school can admit to Year 13. Places that become available in this way shall be allocated only to students 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. Students who have most recently completed Year 12 in Hunterhouse College
2. Students from other schools where admission to an extra place in Hunterhouse College has been agreed by the Department of Education.\*

The Department's policy on extra Sixth Form places is generally to grant places to a school to extend its ability to admit returners, **who meet the school's Sixth Form admissions criteria**, to Year 13.

The Department also grants extra Sixth Form places to schools for young people from other schools who otherwise would not be able to pursue their post-16 course choices at a suitable school without undertaking an unreasonable journey.

The key test applied by the Department when deciding whether or not to award additional places to the enrolment number of a school for external students seeking a place in that school's Sixth Form is whether or not a student can pursue their post-16 course choices at a suitable school with places available without undertaking an unreasonable journey (defined as a journey that cannot be taken within one hour or is further than 15 miles).

To determine the type of school that is suitable for a student, 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 student 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 student. DE will also consider as suitable for the student 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. Students 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 student joining the school in Year 13.

## **(5) ADDITIONAL INFORMATION**

These grades must have been obtained in GCSE subjects and/or recognised equivalencies.

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 2018/19. Students will study 3 or 4 courses in Year 13 and all students undertake a programme of Careers Education and Guidance, Personal Social and Health Education and Enrichment Activities.

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

# Sixth Form Entrance Requirements 2018

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 (or equivalent in BTEC courses) is required to 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

An acceptable record of attendance in line with the school's policy, and a satisfactory attitude to work and general behaviour as evidenced in Progress Reviews and on the Year 13 Report

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

## **EXCEPTIONAL CIRCUMSTANCES**

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

## ADDITIONAL INFORMATION FOR BOTH YEAR 13 AND 14 ENTRANTS

### **PAYMENT OF FEES**

Applicants to each of the year groups will be required to make payment of the school fees by 1<sup>st</sup> September each year. The only exceptions to this are for students 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 students seeking admission to Years 13 and 14 are required to pay (Year 13) or have paid (Year 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 student 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 students seeking admission to the school are required to accept and sign an agreement to comply with the school rules at all times.



# Transition Programme (3 Year option)



AS Levels  
BTECs



Certificate of  
Personal  
Effectiveness



Understanding  
Business  
Enterprise

The Post 16 curricular pathways in Hunterhouse College provide students with an opportunity to follow A level studies over a two or three year period. The chosen option will depend upon the student's academic profile, chosen career path and personal circumstances. Those taking the three year option will begin with a Transition year during which they may opt to take 1 or 2 AS levels or BTECs, Certificate Of Personal Effectiveness, Understanding Business Enterprise and, where necessary and if we can facilitate, GCSE Mathematics or English if required. Following the transition year a further 1 or 2 AS levels can be added to the course complement with three A levels being completed in the final year of study. For example.

# Sample Individualised Transition Programme

1

## Choosing a course or courses

- Select from the list of courses
- Ensure that the subject you are choosing is related to a career path you would like to follow
- Make sure you would like to take the full 2 year programme in this subject.

Applied Health & Social Care  
Business (BTEC)  
Criminology (Level 3)  
Diploma in Sport (BTEC)  
Life & Health Science  
Performing Arts (BTEC)  
Travel & Tourism (BTEC)

Or a subject you have achieved a grade B in at GCSE Level.

2

## Certificate of Personal Effectiveness Level 3

- This level 3 skills-based course will allow you to develop 'world of work' skills
- Working with others
- Improve own learning and performance
- Problem Solving
- Research
- Communicating through discussion
- Giving an oral presentation
- The course attracts UCAS points

Taken in Year 3 of the Transition Programme

3

## Understanding Business Enterprise Level 3

To achieve this qualification, learners must complete a total of 5 units, three mandatory units from group A and two optional from Group B.

The three units that a learner must take from Group A are:

- Understand how to find out about a business
- Understand how to promote business ideas
- Understand how to prepare for starting a business

Learners must also take any two of the units available in Group B

- Understand how to market a business
- Understand business planning
- Understand business resource and legal issues
- Understand how to manage money in a business

# Support & Guidance

In Hunterhouse College we believe that a supportive partnership between the school, students 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** monitors and reviews 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.



After I had completed my GCSEs, I decided to come back for Sixth Form and do A Levels. I was given advice on which A Levels to choose and what I needed for specific careers. It was also easy to change subject choices if I felt they didn't suit me. In Sixth Form there are a lot more opportunities such as Administration Support Team, Hospitality Team and Head Girl's Team.

Megan McCormick, Year 13

# People

The **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. She is here to help you should you have any worries or concerns (academic or pastoral). She communicates 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 and Senior SENCO** help with Special Needs or Special Circumstances.



Since joining Hunterhouse in Year 9, I have felt a warm and caring atmosphere from both fellow classmates and teachers. After a rough couple of years, health wise, Hunterhouse teachers and other staff have done their utmost to help, support and guide me through coping with school and illness at the same time and help me achieve my potential. They have made the transition back into school life very smooth and continue to offer support through the next stages of my education.

Sarah McCarroll

# 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. Staff are 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. 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.



# Student Comments

## New students in Sixth Form

I joined the Sixth Form in Hunterhouse in 2017. I settled in well because I was able to form strong bonds with the students as they are friendly. The school helped me make the right choice for my A levels as it offered a range of subjects, extra-curricular activities and encouraged me to participate in community placements to develop my personal and academic skills and interests further. We have regular progress meetings with our form teacher to ensure that we are reaching our Challenge Grades. The support, guidance and the time invested by teachers to help me is commendable and I appreciate it; the school itself is a positive environment to be in with a 'growing together' ethos for every individual and I am happy to be a part of this school.

Muna Kharel, Year 13

In September 2016, I started Hunterhouse College and it has been an adventure ever since. The incredible opportunities that I have received, the friendly and energetic students and the brilliant teachers are just a few reasons why this school is simply amazing. The Community Placement that you will complete during Year 13 will enable you to develop a variety of skills and your week of work experience will give you the insight and experience that you will desire before making any hard and fast decisions about your future. You will always be supported by your teachers and your peers and encouraged to do your best and be best.

Andreen Comrie, Year 14

# Student Comments

## Students Continuing into Sixth Form

Throughout the past five years at Hunterhouse College, together we have enjoyed many memorable moments from Cultra to the ski trip in Italy. All of our experiences have brought us closer together, both as a friendship group and as a year group. Now we have moved onwards to completing our A Levels studying a range of subjects from Biology to Geography to Spanish.

“I have chosen Spanish as one of my A Level subjects as I have thoroughly enjoyed learning the language, culture and accent ever since Year 8. I am now hoping to carry it on into my future career path.” – Georgia

“I had no doubt about continuing my journey within Hunterhouse College as I thoroughly enjoyed the sense of community in the school from Year 8 to Year 13. I have participated in various extra-curricular activities including drama, choir and hockey. I was even privileged enough to be given the role of Miss Bell in this year’s school production of Fame.” – Brogan

“Throughout my time at Hunterhouse, I have been privileged to be able to have the opportunity to see various places around Europe. I went skiing in Italy and on a Business Studies trip to Disneyland Paris to see the internal workings of the well-known theme park. I now have the opportunity to see the landscapes of Iceland with Geography and I am very grateful for all of the opportunities I have been given throughout my time here.” – Jessica

Georgia Campbell McAleavey, Brogan Michie and Jessica McCullough, Year 13

After completing my GCSEs and achieving the grades I had hoped for, I was over the moon knowing I was able to come back for Sixth Form. As I have learnt, there is no such thing as an easy A Level but the support and guidance I am given in each of my three subjects is the backbone to my success in these courses. There is a lot of independent learning involved and you are encouraged to make use of the excellent facilities including the laptops, computers and a Sixth Form Study Area which is a designated silent study area for Sixth Form pupils only. Through my transition into Year 13, I have made friends with a number of the Year 14 students, friendships that I never imagined forming. Sharing the Recreational Area with the Year 14 students has helped me develop further friendships and these are friendships I will forever be grateful for. I am confident that my decision to stay at Hunterhouse for Sixth Form will allow me to achieve the grades I am capable of, opening many different pathways for when I leave school.

Jordan Turner, Year 13

I have thoroughly enjoyed my rollercoaster journey during my seven years here at Hunterhouse. I have had uncountable opportunities I would not have been offered elsewhere and have continuously been surrounded by teachers and other staff who genuinely care, as well as making life-long friendships and memories. During my A Level courses I have received endless guidance and support, and have been able to make use of resources such as the library and laptops, as well as the Sixth Form Study and Recreational area. Being in Sixth Form you are given so much freedom, but also the chance to have responsibilities on the Hospitality Team, Administration Team, Charity Committee or Peer Support Team. Through these activities I have gained essential skills for university and adult life. I will be sad to leave this wonderful, crazy environment but will always value my time spent here.

Alannah Houston, Year 14

# Student Comments

## Students Continuing into Sixth Form

We decided to continue our studies in Hunterhouse College as we know it will be beneficial for our education. When deciding to pick our A levels, the teachers were very helpful and supportive. This made the process of it less stressful and made us feel excited for the transition into Sixth Form. We enjoy the privileges which we receive in Sixth Form because they push us to do better in our chosen subjects. We enjoy Sixth Form and are looking forward to continuing this experience.

Jade Lewis and Emma Lennon, Year 13

During my time at Hunterhouse, I have been encouraged to put 100% work ethic into everything I do since starting in 2012. Due to the support of the school, I decided to continue my education into the Post-16 course to study A Levels. My transition from GCSE to A Level has been smooth and from the Careers Department I received exceptional guidance regarding A Level subject choices which were best suited to my academic ability as well as my career interests. Sixth Form has given me a greater sense of independence and is preparing me for my future prospects, especially university. Over the years I have made many friendships which will last forever as well as great relationships with my teachers that have not only included hard work and dedication but fun and enjoyment.

Ezara Beggs Year 13

I started Hunterhouse in 2012 as a Year 8 pupil. Since then my time at school has consisted of working hard, making friends and memories to last a lifetime and receiving guidance and advice which has shaped me into the person I am and hope to be. Based on the amazing first five years I had in Hunterhouse, I decided to make the transition to Sixth Form, as I knew Hunterhouse would push me to do my best and provide help and guidance when I needed it. Sixth Form has been filled with some of my best experiences in Hunterhouse. The Careers Department in Hunterhouse has been incredible in providing advice on career paths and subject choice best suited to my personal interests and capabilities. Sixth Form, although filled with hard work, has been very enjoyable and I am incredibly grateful for the teachers' encouragement and help throughout my time in the school.

Katie McNeilly, Year 13

The three of us have been at Hunterhouse College since Year 8, so it was natural that we would stay for Sixth Form, after getting good results in our GCSEs. We are all very glad that we stayed here at Hunterhouse to do our A-levels, as there are so many benefits from being in Sixth Form! The teachers already know who you are, which helped us incredibly as they know how you learn and what is best for you. Having this support gave us an advantage, as we received immediate guidance from GCSE to A-Level. Another benefit of staying in Sixth Form is that we were familiar with the school and the timetable for the school day. We all agree that moving to a new school would be very hard having to adjust to all of this. There are so many privileges from being in Sixth Form such as the Sixth Form Centre, lunch starting at 12:15 if you have a study period and, if you have good attendance, you have the option to start late at 9:45, or leave early at 2:20, one day a week. All these things contributed to our settling into Sixth Form, as we are encouraged to do our best to succeed even while being given more freedom.

Claire Ford, Megan McVeigh and Cherith Moffitt, Year 13

# 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. 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, Administration Support Team and the Charity Committee. If you enjoy music or drama join the Choir, Orchestra or Recorder group, take Speech and Drama lessons and get involved in the annual school production. Other activities include Arts and Crafts and Scripture Union.

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

In Sixth Form, there is a wide range of teams 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 students will put their names forward and will be selected by staff and students onto the team. These include the Head Girl's Team, House positions, Sports Captains, Charity Committee, Administration Support, Hospitality, Careers and Peer Support. 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 students 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.

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 16 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?**

Students 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
- Business (BTEC)
- Business Studies
- Chemistry
- Criminology (Level 3)
- Digital Technology
- English Literature
- Film Studies
- Geography
- Government & Politics
- History
- Life & Health Sciences
- Mathematics & Further Mathematics
- Modern Foreign Languages
- Music
- Nutrition & Food Science
- Performing Arts (BTEC) & Theatre Studies
- Physics
- Religious Studies
- Sociology
- Sport (BTEC Level 3)
- Technology and Design
- Travel & Tourism (BTEC)

# 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 sector

## Course Content

AS Unit 1	Promoting Positive Care	Assessed externally
AS Unit 2	Communication in Care Settings	Assessed internally
AS Unit 3	Health and Well Being	Assessed internally
A2 Unit 7	Providing Services	Assessed externally
A2 Unit 8	Monitoring Body Systems	Assessed internally
A2 Unit 10	Health Promotion	Assessed internally

## 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**

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 one of the following : Art, Craft and Design- Combined Studies or Art & Design - Photography and Lens Based Media or Art & Design -Three-Dimensional Design or Art & Design -Textiles.

### **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 J Boomer** in the Art & Design Department.

# Biology



**Examination Board: CCEA** - Subject to specification changes

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 37.5% of AS Level, which is equivalent to 15% each of the final A Level mark.

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

### AS 3 Practical Skills in AS Biology

This is composed of two sections; an external written examination assessing practical skills (1 hour) and internal practical assessment of seven pieces of practical work, which are marked by the teaching staff and moderated by the examining board. This is worth 25% of AS Level, which is equivalent to 10% of the final A Level mark.

## 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.

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

These are assessed by external written examinations, (2 x 2 hours 15 minutes) each worth 24% of the final A Level mark.

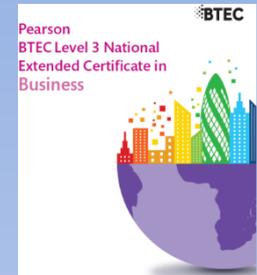
The Advanced GCE in Biology contains sections on homeostasis, immunity, co-ordination and control, ecosystems, respiration, photosynthesis, DNA as the genetic code, gene technology, genes and patterns of inheritance, population genetics, plant and animal classification.

### A2 3 Practical Skills in Biology

This is composed of two sections; an external written examination assessing practical skills (1 hour 15 minutes) and internal practical assessment of five pieces of practical work, which are marked by the teaching staff and moderated by the examining board. This is worth 12% of the final A Level mark.

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

# BTEC Level 3 Extended Certificate in Business



**What is the examination board?**

Edexcel

**What is the form of Assessment?**

Students complete four units: two of these components are externally assessed and two are assessed internally and moderated externally. The qualification is graded from Pass to Distinction plus (P – D\*).

Content	Assessment
<b>Unit 1</b>  <b>Exploring Business</b>	Internal Assessment through three assignments (90 Guided Learning Hours)  Learners will study the purposes of different businesses, their structure, the effect on the external environment and how they need to be dynamic and innovative to survive.
<b>Unit 2</b>  <b>Developing a Marketing Campaign</b>	External Assessment (90 Guided Learning Hours)  Pre-release material along with a task which is set and marked by Pearson and completed under supervised conditions.  Learners will gain skills relating to and an understanding of how a marketing campaign is developed, linking success to the impact on the business. This unit includes a synoptic assessment, where students need to use their knowledge and understanding of concepts in Units 1 & 3. Assessment availability is twice per year.
<b>Unit 3</b>  <b>Personal and Business Finance</b>	External Assessment (120 Guided Learning Hours)  Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.  The examination will be two hours in length. One resit is allowed.
<b>Unit 4</b>  <b>Recruitment and Selection Process</b>	Internal Assessment through an assignment (60 Guided Learning Hours)  Learners explore how the recruitment process is carried out in a business.  They have the opportunity to participate in selection interviews and review their performance. Learners will write a report that includes information about how a business recruits employees.

# BTEC Level 3 Extended Certificate in Business

## What is BTEC Level 3 National Extended Certificate in Business?

It is a broad basis for studying business for post-16 students wanting to continue their education through applied learning. The qualification is equivalent in size to one GCE A level.

The learning programme covers the following content areas:

- business environment
- finance
- marketing
- human resources

## Why study BTEC Business?

It will support entry to almost any HE course, depending on the subjects taken alongside. For example, if taken with:

- A levels in Spanish and Maths, it could lead to a BSc in International Management with Spanish
- BTEC Level 3 National in Travel and Tourism and an A Level in Geography, it could lead to a BA in Tourism Management
- A Levels in History and English Literature, it could lead to a BA in History.

## What skills will one develop?

The student will develop the transferable and higher order skills that are highly regarded by both HE and employers. These include communication, teamwork, research and analysis, independent learning which are valued in both higher education and the workplace. For example, when studying the Business and Personal Finance unit, students will be measuring the financial performance of a business, preparing and analysing statements of comprehensive income and statements of financial position, as well as analysing profitability, liquidity and business efficiency, which supports some of the skills students need to progress into higher education, employment, self-employment or training.

*“BTEC helps students get the skills that today’s employers are looking for...BTEC is considered the gold standard of vocational learning.”*  
Peter Jones, CBE.

## What are the career options?

BTEC Business is an industry-endorsed specification, appropriate for school leavers who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher and further education courses, not necessarily in business-related subjects. It is also suitable for those considering entry into apprenticeships or direct employment.

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

# Business Studies

## Educating tomorrow's leaders

**What is the examination board?** Examination Board: CCEA

## What is the form of Assessment?

Business Studies has four assessment units: two at AS level and two at A2 level. AS will count for 40% of the marks, with A2 counting for the remaining 60%. These changes to the Assessment Objective weightings better reflect the nature of the papers.

**All components are externally assessed.**

Content	Assessment	Weightings
<b>AS 1: Introduction to Business</b>	External written examination 1 hour 30 mins	50% of AS
	Two compulsory structured data responses (80 marks)	20% of A Level
<b>AS 2: Growing the Business</b>	External written examination 1 hour 30 mins	50% of AS
	Two compulsory structured data responses (80 marks)	20% of A Level
<b>A2 1: Strategic Decision Making</b>	External written examination 2 hours Five compulsory structured data responses (90 marks)	30% of A Level
<b>A2 2: The Competitive Business Environment</b>	External written examination 2 hours Six compulsory structured data responses (90 marks)	30% of A Level

## What is Business Studies?

Business Studies gives students an invaluable insight into how organisations meet the discerning needs of stakeholders in a constantly changing environment. Students discover how businesses operate and engage in the decision-making and risk-taking processes at all levels in the organisation. Students develop a greater awareness of the ethical dilemmas and responsibilities that organisations and individuals face as they conduct their business.

## Why study GCE Business Studies?

Two good reasons to choose Business Studies:

Students will foster an understanding of key business concepts and issues in the 21st century.

The new content includes entrepreneurship, e-business and sustainability.

# Business Studies

In addition, the specification will allow students to benefit from a more dynamic approach, whereby they can appreciate the inter-related nature of business. The AS units introduce students to the world of business. They will develop an understanding of the importance of quality and gain an appreciation of growing a business through marketing activities and e-business. They also learn about the importance of financial information and its use in decision-making.

Students who continue to A2 explore business planning and risk management when developing business strategies and develop an appreciation of the role of accounting and financial information in making strategic business decisions. They gain an understanding of the macroeconomic and global framework that organisations operate in. They develop an appreciation of how ethics and sustainability affect business decision-making and organisational culture. Prior study of GCSE Business Studies is not essential.

## What skills can be developed?

Students will develop useful skills that will help them to build a strong foundation for further study and employment.

They will:

- Learn develop valuable transferable skills that will help them to access further education courses and succeed in business
- Develop their analytical thinking and problem solving
- Skills needed to analyse data, think critically about issues and make informed decisions
- For the first time quantitative skills are included in the subject criteria.

## What are the career options?

This course offers an excellent foundation for a career in marketing, finance, accountancy, management, human resource management or self-employment. It provides a solid foundation for further study.

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.



# Criminology (Level 3)

## WJEC Level 3 Diploma Criminology

Crime is always in the headlines. Whether it's contentious policing tactics or public outcry at the sentences handed out to high profile offenders – crime and justice stimulate fervent debates. Criminology enables students to examine these issues with a scientific eye.

WJEC Level 3 Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities. This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been created to offer exciting and interesting experiences that focus learning through applied methods, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

The diploma is comprised of four mandatory units, two of which are internally assessed whilst the other two are externally examined as illustrated in the table below.

Unit Number	Unit Title	Assessment
1	Changing Awareness of Crime	Internal
2	Criminological Theories	External
3	Crime Scene to Courtroom	Internal
4	Crime and Punishment	External

The first mandatory unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The second mandatory unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. The third mandatory unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. Studying a third level qualification in criminology provides you with lots of options within the public, private and voluntary sector. Many students go on to pursue a career within the criminal justice system, working in roles such as police officer, probation officer, prison governor, case review manager for the criminal cases review commission or in the field of forensic accounting. A career in public policy - either in the civil service, think tank or charity - is also an option.

Having developed an understanding of the social issues surrounding crime, a criminology student may be well suited to a career in welfare, for example social work, or a role in victim support or drugs rehabilitation. Whatever career you decide to pursue, the skills developed through a criminology course - such as analysis and critical thinking - are likely to be valued by employers across the graduate jobs market.

For further details on the course, please contact **Mrs K PLAYFAIR**.

# Digital Technology

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



# Digital Technology

## 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**

# Diploma in Sport, BTEC Level 3 (Performance & Excellence)

## BTEC SPORT LEVEL 3 SUSIDIARY DIPLOMA

Want to pursue a career in the sport sector? Then this may be the ideal course for you.

This course is equivalent to one A Level and supports progression to higher education (when taken as part of a programme of study that includes other third level qualifications).

Learners have the opportunity to demonstrate their knowledge, skills and understanding in a range of work-related contexts, through a variety of formats.

### 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 11 Sports Nutrition (10 credits)

All units in this qualification are internally assessed. There is no exam component .

If you would like further information you can speak to **Mrs Hedley** in the PE 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 students who choose this subject enjoyed and performed well in English / English Language at GCSE level. Much independent study is expected if students 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.

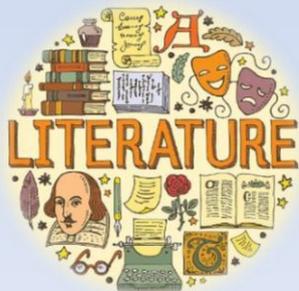
## **A2 English Literature**

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 through literary methods, 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; write in a fluent and perceptive style 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.

At A2 level, students will engage with an even more eclectic selection, ranging from modern American blockbusters to early silent film and experimental film.

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.

## **Advantages:**

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

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

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

## **Course Content**

The AS level modules comprise a comparative study of British cinema, study of old and new Hollywood, and one European film.

The A2 level modules comprise American film since 2005, Documentary, Silent Film and Experimental Film

## **Assessment**

AS level: one written examination and coursework

A2 level: two written examinations and coursework

## **Teaching**

Students are expected to spend up to five hours a week working through their study pack outside of the class.

If you would like to know more about the Film Studies course please ask to speak to **Mr Evans**.



# Geography



**Exam Board: CCEA**

**AS Modules usually taken in Year 13**

1. Physical Geography
2. Human Geography
3. Geographical Skills

**A2 Modules usually taken in Year 14**

1. Physical Geography
2. Human Geography
3. Decision-making report.

## **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 and 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 succession study based on Murlough Bay sand dunes and in Year 14 we take a tour of Belfast to investigate the processes that maintain the city's ethnic diversity. Once every two years a foreign fieldtrip is available, with destinations such as the Bay of Naples and Iceland.

In 2015 an article in The Guardian stated, "Geography is a subject for our times. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Inherently interesting, valuable and current, it encourages ways of seeing and thinking that make geographers eminently employable, which is why, according to the latest information from the [Higher Education Careers Services Unit](#), only 5.8% of geography graduates were still job-hunting six months after they graduated, against an average of 7.3%"

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

# Government & Politics

## History

### **Government and Politics, History. 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 minutes paper, 50% of the AS, 20% of the A level.

**AS 2: Conflict and Change in Europe. Russia 1914-1941** (2, 2 part questions, one short response question, the other an essay, from a choice of three). Topics include the 1917 revolutions; Lenin's Russia; Stalin's rise to power and dictatorship. 1 hour 30 minutes paper worth 50% of AS, 20% of A level.

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

**A21: Change over time and historical interpretations. The Clash of Ideologies in Europe 1900-2000** (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. 1 hour examination, worth 30% of the A level.

**A22: 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 hours 30 minutes 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 minutes paper, worth 40% of AS; 16% of A level.

**AS 2: British Political Process** (5 questions) on British Parliament; the Executive; the Judiciary or British pressure groups. 1 hour 45 minutes 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 hours 15 minutes 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 minutes paper, worth 25% of A level.

# Government & Politics

## History

### **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 Government & Politics or a member of the History and Government & Politics department.

# Life and Health Sciences



## Examination Board: CCEA

Students must have a grade B or above in GCSE Biology or Chemistry 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 a external examinations each worth 33.3% of the course.

Unit	Brief Description	Areas of science studied
<b>AS Unit 1</b> <b>Experimental Techniques</b> <b>(Portfolio of evidence)</b>	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.
<b>AS Unit 2</b> <b>Human Body Systems</b> <b>(Externally assessed)</b>	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.
<b>AS Unit 3</b> <b>Aspects of Chemistry in Industrial Processes</b> <b>(Externally assessed)</b>	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, nutritionists, 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 & Further Mathematics

## Examination Board: CCEA

In Year 13 students follow an AS Level course in Pure Mathematics, Mechanics and Statistics.

Each module is examined by a written paper taken during the summer term.

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

Content	Assessment	Weightings
AS 1: Pure	External written examination (1 hour 45 minutes)	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination (1 hour 15 minutes) 50% Mechanics and 50% Statistics	40% of AS 16% of A level
A2 1: Pure Mathematics	External written examination (2 hours 30 minutes)	36% of A level
A2 2: Applied Mathematics	External written examination (1 hour 30 minutes) 50% Mechanics and 50% Statistics	24% of A level

## 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 have obtained a minimum of a grade A**. It is also *desirable* that students have studied CCEA Module T4 and GCSE Further Mathematics and have obtained grade A\* - B.

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

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

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

Students explore pure mathematics, including further algebra and functions, complex numbers, matrices and vectors. They also investigate applied mathematics, including mechanics, statistics, and discrete and decision mathematics.

For further information students should contact the Head of Mathematics, **Mr J McAlister**.

# 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 students study music to a high level simply because of their interest and enjoyment of the subject, while others use a qualification in music as the basis for further study at University. At present, former Hunterhouse students are studying music at Queen's University Belfast, Stranmillis University College and Glasgow University.

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

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

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

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

## MUSICAL ACTIVITIES

Extra-curricular musical activities flourish at Hunterhouse College. The Orchestra rehearses once a week and performs in assemblies and concerts. Students from the Orchestra are given the opportunity to perform in School Productions as and when required. The Ukulele groups have become an important feature of the Music Department; we now have a beginners group and an advanced group. Pupils who enjoy singing are encouraged to join the Junior Choir (Years 8-10) and Senior Choir (Years 11-14). The choirs sing at the annual Christmas Carol Service, the Spring Concert, and other events and formal occasions (e.g. Prize Day) throughout the year. In February 2017 the Senior Choir participated in the BBC School Choir of the Year Competition.

## 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 are lent to pupils taking instrumental lessons, subject to availability. There are two class teaching rooms (both equipped 10 keyboards), a music technology room with 15 iMac computers running Garageband and four practice rooms in the 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 (65% of AS, 26% of AL)

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 (35% of AS, 14% OF A2)

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 (39% of AL)

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 (21% of AL)

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	<b>Principles of Nutrition</b> They also study nutritional requirements and current dietary recommendations for each life stage.	1 hour 30 minute Examination 50% AS 20% A2
AS 2	<b>Diet, Lifestyle and Health</b> In this unit, students investigate current research on diet, lifestyle and health.	1 hour 30 minute Examination 50% AS 20% A2
A2 1	<b>Food Safety and Quality</b> 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	<b>Research Project</b> 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 (BTEC) & Theatre Studies

## AS and A2 Drama and Theatre & BTEC Level 3 National Extended Certificate in Performing Arts

### 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 Level 3 National Extended Certificate in Performing Arts

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.

Component Title	Content	Assessment weighting/ Method
Devising	<ul style="list-style-type: none"><li>Devise an original performance piece.</li><li>Use one key extract from a performance text and a theatre practitioner as stimuli. Centre choice of text and practitioner.</li><li>Performer or designer routes available.</li></ul>	Internally assessed/ externally moderated  40% of the qualification
Text in Performance	<ul style="list-style-type: none"><li>A group performance/design realisation of one key extract from a performance text.</li><li>A monologue or duologue performance/design realisation from one key extract from a different performance text.</li><li>Centre choice of performance texts.</li></ul>	Externally assessed by visiting examiner  20% of the qualification
Theatre Makers in Practice	<ul style="list-style-type: none"><li>Live theatre evaluation – choice of performance.</li><li>Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.</li><li>Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.</li></ul>	Externally assessed written examination  40% of the qualification

# Performing Arts (BTEC) & Theatre Studies

## BTEC Extended Certificate in Performing Arts 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 Title	Content	Assessment weighting/ Method
Investigating Practitioners' Work	<ul style="list-style-type: none"><li>Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</li></ul>	Externally assessed  25%
Developing Skills and Techniques for Live Performance	<ul style="list-style-type: none"><li>Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.</li></ul>	Internally assessed/ externally moderated 25%
Group Performance Workshop	<ul style="list-style-type: none"><li>Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.</li></ul>	Externally assessed  33%
Acting Styles	<ul style="list-style-type: none"><li>Learners develop acting methods by exploring different acting styles. They will apply techniques to the development, rehearsal and performance of their practical work.</li></ul>	Internally assessed/ externally moderated  17%

## 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 40% 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 1¼ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed	40% of AS 16% of A2
2	Waves, Photons & Astronomy	Paper lasting 1¼ hours consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed	40% of AS 16% of A Level
3	Practical Techniques and Data Analysis	2 papers each lasting 1 hour. Paper 1: consisting of short tasks to examine practical skills. Paper 2: requiring the analysis of experimental results. Externally assessed	20% of AS 8% of A Level
A2 Module	Title	Assessed by	Weighting
1	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Paper lasting 2 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. Externally assessed	24% of A level
2	Fields, Capacitors and Particle Physics	Paper lasting 2 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. Externally assessed	24% of A Level
3	Practical Techniques	2 papers each lasting 1 hour. Paper 1: consisting of two experimental tests to examine practical skills. Paper 2: requiring the analysis of experimental results. Externally assessed	12% of A Level

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 GCSE Further 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 A 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.

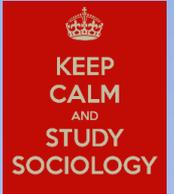
### ASSESSMENT

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 data-bbox="426 676 624 696"><b>Families and Households</b></p> <p data-bbox="166 701 886 721">Students are expected to be familiar with sociological explanations of the following content:</p> <ul data-bbox="98 725 942 933" style="list-style-type: none"><li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li><li>• 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</li><li>• gender roles, domestic labour and power relationships within the family in contemporary society</li><li>• the nature of childhood, and changes in the status of children in the family and society</li><li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li></ul> <p data-bbox="484 962 566 982"><b>Education</b></p> <p data-bbox="166 986 886 1006">Students are expected to be familiar with sociological explanations of the following content:</p> <ul data-bbox="98 1011 948 1268" style="list-style-type: none"><li>• the role and functions of the education system, including its relationship to the economy and to class structure</li><li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li><li>• 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</li><li>• 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.</li></ul> <p data-bbox="442 1293 608 1313"><b>Theory and Methods</b></p>	<p data-bbox="1335 676 1470 696"><b>Beliefs in Society</b></p> <p data-bbox="1045 701 1765 721">Students are expected to be familiar with sociological explanations of the following content:</p> <ul data-bbox="977 725 1831 933" style="list-style-type: none"><li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li><li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li><li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li><li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li><li>• 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.</li></ul> <p data-bbox="1325 986 1481 1006"><b>Crime and Deviance</b></p> <p data-bbox="1045 1011 1765 1031">Students are expected to be familiar with sociological explanations of the following content:</p> <ul data-bbox="977 1035 1812 1196" style="list-style-type: none"><li>• crime, deviance, social order and social control</li><li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li><li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li><li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li></ul> <p data-bbox="1321 1293 1487 1313"><b>Theory and Methods</b></p>

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

# Technology & Design

## Why Choose to study A level Design and Technology (Product Design)?

The AS/A Level Design and Technology qualification is designed to:

- (1) Equip students with design skills for the future
- (2) Encourage creativity and innovation
- (3) Have clear routes through the specification
- (4) Ensure clear progression from GCSE and beyond to HE/Careers.

## Qualification Structure and Specification Content

*There are 2 separate qualifications available:*

**AS Level Design and Technology**

**A Level Design and Technology**

## AS Level Design and Technology

The subject content at AS sets out the knowledge, understanding and skills relevant to this qualification. Together with the assessment information, it provides the framework within which we can ensure progression from GCSE Level requirements and the possibilities for progression to Advanced Level GCE and higher education.

## A Level Design and Technology

This Edexcel A level in Design and Technology is developed to ensure clear progression from GCSE and AS Levels, and allows possibility for progression to higher education.

## Content and assessment overview

Both AS and A level Design and Technology are separate qualifications.

Each one consists of 2 components:

## AS Level Design and Technology

Component 1:

### **Principles of Design and Technology -**

- Written Exam, 50% of AS.

- **Maths skills are fundamental to design and technology. These will be embedded within the examination for this qualification.**
- 

Component 2:

### **Independent Design and Make Project - 50% AS**

- Non-Examined Assessment, 50% AS.

Hunterhouse pupils will be encouraged to work independently to produce a small-scale design and make and evaluate a project by responding to the contextual challenge set.

*It is anticipated that most Year 13 students will follow Technology through to Year 14. In this situation a student will receive only an A Level grade at the end of the course with no separate AS grade awarded at the end of Year 13. It is possible to study the course to the end of Year 13 but this decision must be made by February half term at the latest.*

# Technology & Design



## A Level Design and Technology

### Component 1: Principles of Design and Technology

*Written examination: 2 hours 30 minutes*

*50% of the qualification*

*120 marks*

#### Content overview

- Topic 1: Materials
- Topic 2: Performance characteristics of materials
- Topic 3: Processes and techniques
- Topic 4: Digital technologies
- Topic 5: Factors influencing the development of products
- Topic 6: Effects of technological developments
- Topic 7: Potential hazards and risk assessment
- Topic 8: Features of manufacturing industries
- Topic 9: Designing for maintenance and the cleaner environment
- Topic 10: Current legislation
- Topic 11: Information handling, Modelling and forward planning
- Topic 12: Further processes and techniques.

Written Exam, 50% of the total A Level Qualification.

#### **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.

### Component 2: Independent Design and Make Project

- 50% of A Level

#### Content overview

- Students individually and/or in consultation with a client/end user identify a problem and design context.

Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.

- Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.

- Students will realise one potential solution through practical making activities with evidence of project management and plan for production.

- Students will incorporate issues related to sustainability and the impact their prototype may have on the environment

- Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others

- Students are expected to analyse and evaluate of wider issues in

- Non-Examined Assessment, 50% of the total A Level Qualification.

- Hunterhouse pupils will undertake a substantial design and make and evaluate a project which will test their skills in designing and making a prototype.

- Pupils are also required to individually and in consultation with a client/end user, identify a design possibility independently.

*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***

# BTEC Travel & Tourism



**Examining Board: Pearson**

**Course title: BTEC Level 3 Subsidiary Diploma**

## **Specification in brief**

Broad introduction to the travel and tourism sector

Everyone taking this qualification will study, over two years, four mandatory units, covering the following content areas:

Investigating the Travel and Tourism Sector

The Business of Travel and Tourism

The UK as a Destination

Customer Service in Travel and Tourism

In addition, students will study two or three optional units.

## **Reason to study the subject**

This course is designed for students with an interest in travel and tourism who want to continue their education through applied learning and who aim to progress to higher education. The qualification is equivalent in size to one A level. It attracts UCAS points and is widely recognised by universities and employers.

This broad introduction to the travel and tourism industry has an emphasis on core knowledge and fundamental skills that are transferable across other sectors. No prior study of the sector is needed.

## **Progression routes**

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC courses or A Levels. It sits well alongside many traditional subjects such as Languages, Maths, Geography, History or Business Studies.

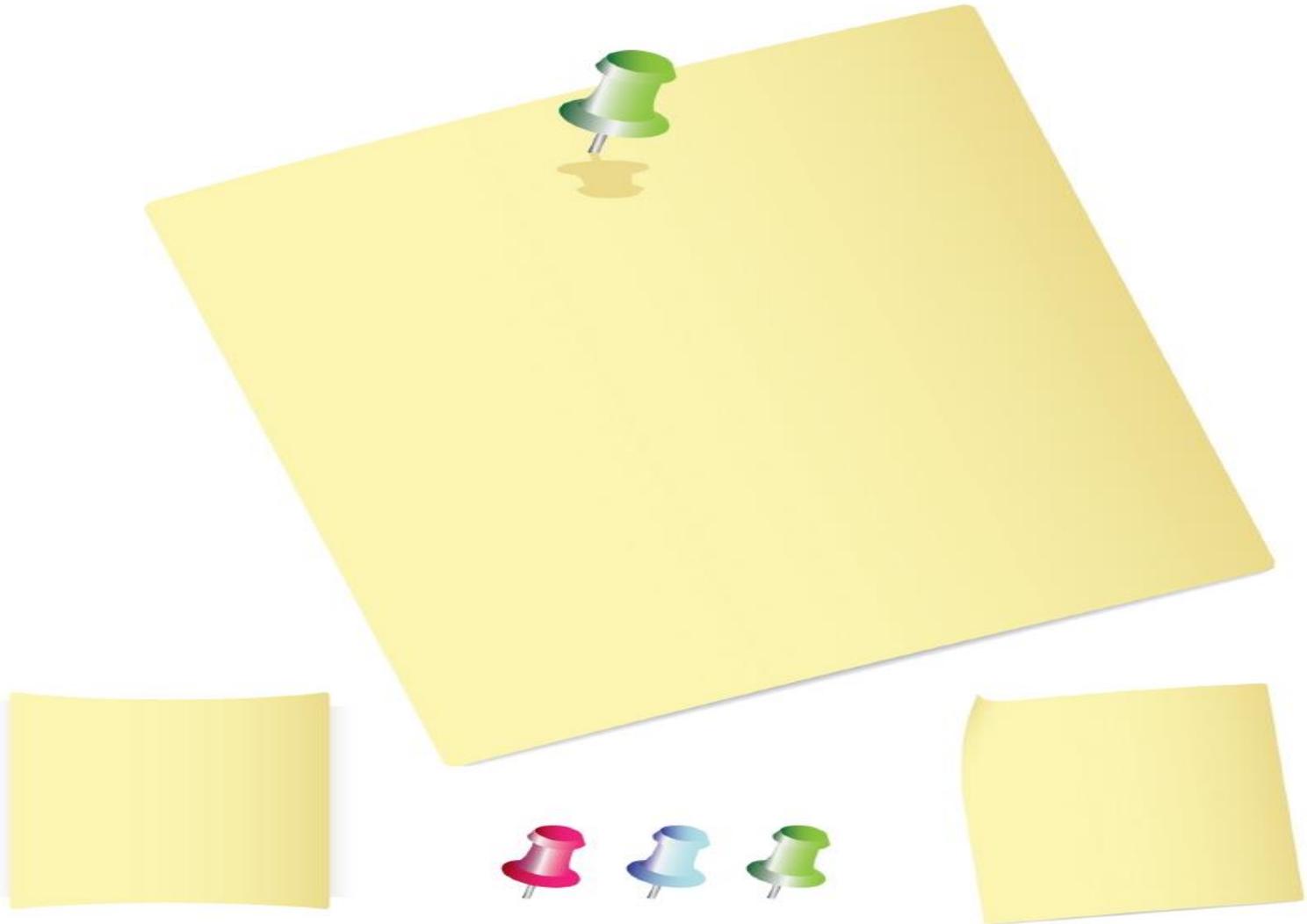
## **Skills and aptitudes for success**

You will be successful in this course if you can work at a steady and consistent pace and pay close attention to deadlines. You must be prepared to carry out your own research. As you will be asked to complete a series of assignment tasks that will be set and marked and keep a portfolio of your assignments, good organisational skills are essential.

## **Further information and advice**

Speak to Mrs C Dawson or Mrs D Cromie.

# NOTES



# NOTES

