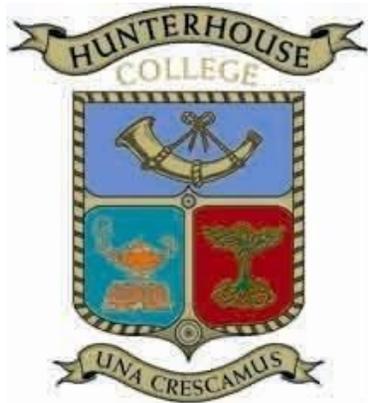


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HUNTERHOUSE COLLEGE

SIXTH FORM PROSPECTUS



A Cross-Community Grammar
School for Girls



Entrance to Sixth Form

INTRODUCTION

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

Our Sixth Form admissions policy is downloadable from our the link below

<http://hunterhousecollege.org.uk/wp-content/uploads/2019/02/Sixth-Form-Admissions-Policy-2019.doc>

Curriculum

The core aim of the curriculum at Hunterhouse is to enable all students to succeed in their learning. The organisation and delivery of the curriculum is designed to encourage individual progress through, for instance, the provision of different pathways, choice and flexibility where appropriate.

At Post 16 level the College exceeds the requirements of the Entitlement Framework with an appropriate blend of General and Applied Courses including STEM courses. In recent years new subjects have been introduced to include BTEC Travel and Tourism and Criminology.

Post 16 subjects

Applied Health & Social Care*, Art & Design, Biology, Business Studies, Business (BTEC), Chemistry, Criminology, Design & Technology, Digital Technology, English Literature, Film Studies, French, Further Mathematics, Geography, German, Government & Politics, History, Life & Health Sciences, Mathematics, Music, Nutrition & Food Science, Performing Arts (BTEC), Physics, Religious Studies, Sociology, Spanish, Sport (BTEC), Travel & Tourism (BTEC).

*This course is offered in collaboration with Belfast Metropolitan College



Caroline Thurston and Julia Leslie
Head Girl and Deputy Head Girl

ABOUT US

Hunterhouse College has a caring and inclusive environment that provides you with the highest standard of education. Individual development is fundamental to school life and is supported through the outstanding pastoral care that promotes self-growth and self-discipline at each stage of your school years.

"We are very proud of the quality of learning and teaching in our classrooms and we want all of our students to do well and to aspire to academic excellence"

Welcome

The Sixth Form at Hunterhouse College has a caring and inclusive environment that provides us with countless opportunities to achieve our full personal and academic potentials. Self-growth and self-discipline are core values of Sixth Form that assist in delivering the highest standard of education.

The maturity that we are granted as Sixth Form students allows for a mutual respect between students and staff members. This creates a comfortable learning environment and so, along with open-door policies and small-group teaching at Post-16 level, we are encouraged to be actively engaged in the learning process.

The additional facilities that we are provided with enhance our personal studies and preparation for Higher Education. These include a refurbished Careers Department with a Careers Education and Guidance Tutor, the priority of laptop use in study time and weekly lectures that give us expert guidance on various universities or alternative pathways. We are also supported in our organisation of Work Experiences, with at least one placement encouraged to be undertaken in Year 13.

Our time at Hunterhouse has allowed us to develop both as individuals and collectively as a community, which is reflected in our school motto, 'Una Crescamus', let us grow together. We hope that your Sixth Form experience will be just as memorable as ours have been, and we wish you luck in your studies.

The 3 Ps of Sixth Form

People

Independent Learning is greatly encouraged during your time in Sixth Form, but as a Sixth Form student you are never alone; at Hunterhouse College there are many staff members available to help guide you through Sixth Form life.

The Head of Sixth Form, Mrs Shaw, is available to help you with any worries or concerns you may have. She regularly communicates with the Sixth Form through weekly assembly, in form time or, if need be, on an individual basis and in regular meetings with both the Head Girl and Deputy Head Girl.

The Principal, Mr Gibson seeks to ensure each individual student succeeds and he puts great effort into monitoring the individual progress of each student. Mr Gibson is greatly involved in Sixth Form life, meeting regularly with the Head Girls' Team, communicating through assemblies and meeting on an individual basis if it is required.

Form Teachers at Hunterhouse College are available for support during daily registration and through a target-setting interview at the start of each academic year, followed by five individual academic and review meetings throughout the year.

A Careers Education and Guidance Tutor will guide you by holding individual interviews before you take part in work placement, complete your UCAS application and your transition to higher education at the end of Year 14, and also through communication in lectures and careers lessons.

A Pastoral Coordinator and Senior SENCO is available to help with special needs or special circumstances.

The 3 Ps of Sixth Form

Places

The Sixth Form Centre: this area of the school is strictly for the use of Sixth Form students. The centre includes a recreational room, available to use at break, lunch and during recreational periods and a kitchen area with multiple kitchen facilities.

The Sixth Form Study and Learning Resource Centre: the large study room which connects to the Learning Resource Centre is a quiet area for supervised private study, here you will find Dr McCarthy, the Sixth Form Study Supervisor. The Learning Resource Centre allows you to engage in research using both conventional and internet-style approaches.

The Career Zone: a quiet area where students can carry out the essential research needed as students in both Year 13 and Year 14 plan to move forward. Mrs Wilson, Head of Curriculum and Careers, is based here and available for guidance.

The Redwood Centre Restaurant: opening at 8.00am for breakfast, with free tea and coffee, Redwood is an excellent place to relax before the school day. The break-time menu consists of hot drinks and snacks, while at lunch time both the Sandwich Bar and Hot Food bar open, providing a wide variety of lunch-time choices.

Privileges

Privileges within Sixth Form include:

A weekly one hour recreational period and an early lunch for those Sixth Form students who have a private study period before lunch.

Permission to leave school at 2:20pm on a Friday afternoon once the E-progress programme is completed for Year 13 students and once the UCAS application process is finished in Year 14.

Permission to leave school at 2:20pm or arrive at 9:40am once a week, provided students are in study for that period, have met their academic targets and have a satisfactory level of attendance.

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, AS Unit 2, Communication in Care Settings, AS Unit 3, Health and Well Being, A2 Unit 7, Providing Services, A2 Unit 8, Monitoring Body Systems, A2 Unit 10, Health Promotion

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

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. Students will be awarded a GCE in the broad area of Art, Craft and Design - Combined Studies or in one of the three specialisms: Photography and Lens-Based Media, Three-Dimensional Design or Textiles.

AS Unit 1: Experimental Portfolio - In Unit AS 1, Students 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. Students 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.

Course Content

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. Students 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 - Students 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, students 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. Students should demonstrate increasing independence and confidence in addressing the assessment objectives. Students 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. Students 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.

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.

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.

Business Studies

Educating tomorrow's leaders

Examination Board: **CCEA**

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%. All components are externally assessed.

Course Content

AS 1: Introduction to Business, External written examination lasting 1 hour 30 mins, 50% of AS
Two compulsory structured data responses, (80 marks), 20% of A Level

AS 2: Growing the Business, External written examination, 1 hour 30 mins, 50% of AS
Two compulsory structured data responses, (80 marks), 20% of A Level

A2 1: Strategic Decision Making, External written examination, 2 hours, 30% of A Level
Five compulsory structured data responses, (90 marks)

A2 2: The Competitive Business Environment, External written examination, 2 hours, 30% of A Level
Six compulsory structured data responses (90 marks)

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?

There are two good reasons to choose Business Studies:

Students will foster an understanding of key business concepts and issues in the 21st century and the new content includes entrepreneurship, e-business and sustainability.

Business Studies

Educating tomorrow's leaders

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:

- Develop valuable transferable skills that will help them to access further education courses and succeed in business
- Develop their analytical thinking and problem solving
- Develop skills needed to analyse data, think critically about issues and make informed decisions
- Develop quantitative skills

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.

BTEC Level 3 Extended Certificate in Business

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*).

Course Content

Unit 1, Exploring Business, 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.

Unit 2, Developing a Marketing Campaign, External Assessment (90 Guided Learning Hours)

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.

Unit 3, Personal and Business Finance, 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.

Unit 4, Recruitment and Selection Process, 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 higher education 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 higher education and employers. These include communication, teamwork, research and analysis and independent learning. 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 students 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.

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.

Course Content

Unit AS 1, Basic concepts in Physical and Inorganic Chemistry, 1 hour 30 min written exam, 40%

Unit AS 2, Further Physical and Inorganic Chemistry and introduction to Organic Chemistry, 1 hour 30 min written exam, 40%

Unit AS 3, Basic Practical Chemistry, 1 hour 15 min practical exam and 1 hour 15 min written exam on practical techniques, 20%

Unit A2 1, Further Physical and Organic Chemistry, 2 hour written exam, 40%

Unit A2 2, Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry, 2 hour written exam, 40%

Unit A2 3, Practical Examination/Internal Assessment, 1 hour 15 min practical exam and 1 hour 15 min written exam on practical techniques, 20%

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**, Head of Chemistry, in the Science Department.

Criminology (Level 3)

Examination Board: **WJEC**

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.

Course Content

Unit 1, Changing Awareness of Crime, Internally Assessed

Unit 2, Criminological Theories, Externally Assessed

Unit 3, Crime Scene to Courtroom, Internally Assessed

Unit 4, Crime and Punishment, Externally Assessed

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 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 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**.

Design & Technology

Examination Board: **Edexcel**

The subject content at A Level sets out the knowledge, understanding and skills relevant to this qualification. Hunterhouse students 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. This Edexcel A level in Design and Technology follows a clear pathway from GCSE and allows possibility for progression to higher education at the end of the two years.

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

The A Level Design and Technology qualification is designed to equip students with design skills for the future, encourage creativity and innovation, have clear routes through the specification and ensure clear progression from GCSE and beyond to higher education and careers.

Course Content

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 product, 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.

Component 2: Independent Design and Make Project (Controlled Assessment), 50% of A Level

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

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 manufacture a working final product which is to be evaluated against the specification laid out in their folder work.

For further information, contact **Mr T Campbell**, Head of Technology.

Digital Technology

Examination Board: **CCEA**

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 specification contains topics which are up-to-date and relevant in today's digital world.

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 skills which can be utilised in a range of professions. You will complete one piece of coursework at A2 level; coursework is worth 20% of the overall grade.

Course Content

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

Data Representation, Hardware, Data and Information, Software, Programming

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 solve 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 Digital Technology?

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 Digital Technology, 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 Digital Technology course please contact **Mrs K Strain**, Head of ICT

English Literature

Examination Board: **CCEA**

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 Literature / 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 21st Century.

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

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 M Evans**, in the English Department

Geography

Examination 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 students 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 students 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 students 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. Intrinsically 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

Examination 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, both short and 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 Science

Examination Board: **CCEA**

Students must have a grade B or above in GCSE Biology or Chemistry or grades BC or above in Double Award Science. Those students who achieve a C* at Single Award Science, may, after consideration of their module results by the Head of Department, be permitted to proceed to study AS Life and Health Science. It is expected that students will also have a grade 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.

Course Content

The AS Single Award is composed of 3 units of work and the A Level Single Award is composed of 6 units of work. Unit 1 is worth 33.3% of the course and consist of a series of practical tasks that will be evidenced through the production of a portfolio/lab book of reports. Units 2 and 3 are external examinations, each worth 33.3% of the course.

AS Unit 1, Experimental Techniques (Portfolio of evidence)

This unit gives a general introduction to the use of scientific techniques in the lab. Students carry out a range of practical activities and present these as a portfolio of practical reports. Areas of science studied include general practical skills in the laboratory relevant to Biology, Chemistry and Physics.

AS Unit 2, Human Body Systems (Externally assessed)

In this biology unit, students consider some essential knowledge regarding how the human body systems work and how they support good health. Areas of science studied include the structure and function of the cardiovascular and respiratory systems, the processes of respiration and homeostasis and investigating the roles of nutrition and physical exercise in maintaining health.

AS Unit 3, Aspects of Chemistry in Industrial Processes (Externally assessed)

This chemistry unit explores the work of the industrial chemist and the types of work that they may undertake including selecting optimum manufacturing conditions by considering energetics, equilibrium and the kinetics of a reaction.

Students will develop skills in performing calculations in chemistry, applying knowledge of energetics, equilibrium and kinetics in the industrial manufacture of chemicals.

Life and Health Science

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 Life and Health 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.

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.

Course Content

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 Modules M4 and M8 at GCSE Mathematics Higher Tier and have obtained a minimum of a grade A. It is also desirable that students have studied 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**

Three Modern Languages are offered at AS and A2 Level, French, German and Spanish.

Entry Requirements

Those with good GCSE grades (A*, A and perhaps a 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 and 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

Examination Board: **CCEA**

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. In recent years, former Hunterhouse students have gone on to study music at Queen's University Belfast, Stranmillis University College and Glasgow University.

Careers in music include composing, performing, teaching, administration, broadcasting, music therapy, librarianship, recording technology 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 & 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. The Ukulele groups have become an important feature of the Music Department; we now have a beginners group and an advanced group. Students 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 Giving) throughout the year. In February 2019 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 students taking instrumental lessons, subject to availability. There are two class teaching rooms (both equipped with 10 keyboards), a music technology room with 15 iMac computers running Garageband and four practice rooms in the department.

Music

Course Content

AS MUSIC (YEAR 13)

Unit 1: Making and Appraising Music 1 (65% of AS, 26% of A2)

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

Composing one piece of music and 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:

Music for Orchestra 1700 – 1900, Sacred Vocal Music (Anthems) and 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 A Level)

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

composing one piece of music and 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 A Level)

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

Orchestral music in the Twentieth Century, Sacred Vocal Music (Mass/Requiem Mass) and Secular Vocal Music (1600 – present day)

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

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

Nutrition and Food Science

Exam Board: **CCEA**

This course provides a background of knowledge and skills 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:

AS 1, Principles of Nutrition

AS 2, Diet, Lifestyle and Health

A2 1, Food Safety and Quality

A2 2, Research Project

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.

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)

Examination Board: **Edexcel**

Course Title: The BTEC Level 3 National Extended Certificate in Performing Arts

BTEC Qualification: BTEC Qualifications offer a more flexible approach to learning and assessment which enables students to submit work in a format that best reflects their own learning style and strengths. This level 3 Extended Certificate course carries equivalent UCAS points to one A-Level and is widely accepted by universities and further education institutions.

Entry Requirements

GCSE Drama is not a pre-requisite for this exciting and demanding course. However, previous performing arts experience is desirable and you should have an interest in performing. Much of the work is practical and students should be able to commit to at least 2 hours of rehearsal per week at either lunchtime or after school, throughout different points of the year.

Course Content

Investigating Practitioners' Work

Learners investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. Externally assessed 25%

Developing Skills and Techniques for Live Performance

Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Internally assessed/ externally moderated 25%

Group Performance Workshop

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. Externally assessed 33%

Acting Styles

Learners develop acting methods by exploring different acting styles. They will apply techniques to the development, rehearsal and performance of their practical work. Internally assessed/ externally moderated 17%

Homework and Coursework

As with any Sixth Form subject, students are required to complete roughly seven hours of independent study per week. In the Performing Arts, students should be prepared to use at least two hours 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

Examination Board: **CCEA**

Students must have a grade B or above in GCSE Physics or grades AB or above in Double Award Science (including at least two grade B grades for the Physics modules).

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 Modules

1. Forces, Energy & Electricity

Paper lasting 1¾ 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 and 16% of A2

2. Waves, Photons & Astronomy

Paper lasting 1¾ 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 and 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 and 8% of A Level.

A2 Modules

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 well 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**, Head of Physics.

Religious Studies

Examination Board: **CCEA**

At AS level students study the following two units:

Unit AS 1: An Introduction to Luke's Gospel

- Students begin by exploring the content of the Gospel of Luke, starting with an understanding of how and why the Gospel was written.
- Students learn about the religious and political situation in Palestine at the time of Jesus.
- Students learn about key events in the ministry of Jesus, focusing on the Infancy Narrative and early ministry.
- Students learn about miracles of healing and raising to life, which is contrary to the laws of nature.
- During their study of the parables, students focus on the theme of mercy, forgiveness and the Kingdom of God.
- They will study the themes of discipleship and Salvation History.

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

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

- Students explore the themes and principles that are foundational to religious ethics.
- Students learn about the origin and development of each ethical theory, focusing on the contribution of key writers and ethicists.
- They then apply these ethical approaches to key issues in medical ethics, such as human infertility, surrogacy and embryo research.
- Students explore the relationship between science, technology and Christian ethics.
- In their study of life and death issues, students focus on the moral debates surrounding abortion and the ethics of assisted suicide and euthanasia.

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.

Religious Studies

At A2 level students study the following two units:

Unit A2 1: Themes in the Synoptic Gospels

At the start of the unit, students discuss the Synoptic Problem. The focus of study then widens to include the Gospels of Matthew and Mark.

Students focus on the ethical teaching of Jesus presenting a challenge to the attitudes of his day.

Students critically compare and examine the Passion and Resurrection Narratives against a background of contemporary scholarship. In the final theme on religious texts, authority and interpretation, students examine issues surrounding the authority of religious texts and the role of leadership within faith communities. 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.

Unit A2 7: Global Ethics

Students focus on moral theory. This includes the origins and development of virtue ethics and a study of free will, determinism and libertarianism.

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.

They will 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.

Please contact [Mrs D Wood](#), Head of Religious Studies for further information.

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 choose Sociology as an A Level subject, will complete the two year course in its entirety. The A level course is as follows:

Year One

Families and Households

Students are expected to be familiar with sociological explanations of the following content:

the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies; changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures; gender roles, domestic labour and power relationships within the family in contemporary society; the nature of childhood, and changes in the status of children in the family and society; demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Education

Students are expected to be familiar with sociological explanations of the following content:

the role and functions of the education system, including its relationship to the economy and to class structure; differential educational achievement of social groups by social class, gender and ethnicity in contemporary society; relationships and processes within schools, with particular reference to teacher/student relationships, student identities and subcultures, the hidden curriculum, and the organisation of teaching and learning; the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

Sociology

Year Two

Beliefs in Society

Students are expected to be familiar with sociological explanations of the following content: ideology, science and religion, including both Christian and non-Christian religious traditions; the relationship between social change and social stability, and religious beliefs, practices and organisations; religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice; the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices; the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Crime and Deviance

Students are expected to be familiar with sociological explanations of the following content: crime, deviance, social order and social control; the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime; globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Please contact [Mrs K Playfair](#), Head of Department for further details.

Sport (BTEC) Level 3

Examination Board: **Edexcel**

BTEC SPORT LEVEL 3 SUBSIDIARY 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 L Hedley** in the PE Department.

Travel & Tourism (BTEC)

Examining Board: **Pearson**

Course title: BTEC Level 3 Subsidiary Diploma

Course Content

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.

Why study Travel and Tourism?

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. Good organisational skills are essential 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,

For further information and advice, please speak to **Mrs C Dawson** or **Mrs D Cromie** in the Languages Department