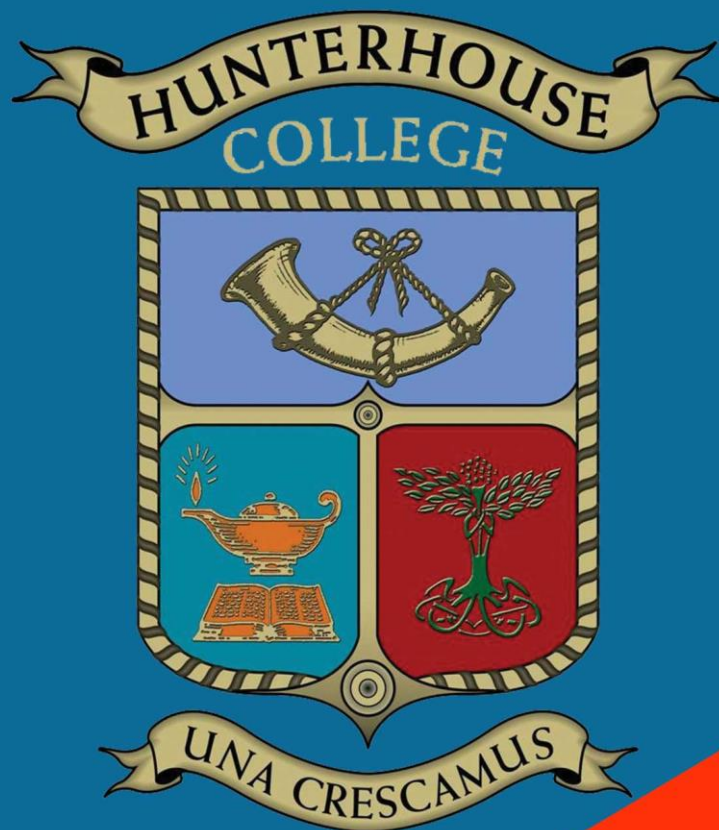


HUNTERHOUSE COLLEGE



**SIXTH FORM
PROSPECTUS**

A Welcome from our Head Girl and Deputy Head Girl

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 potential. Hunterhouse has so much to offer to Sixth Form students, be it in terms of academic study or extra-curricular interests such as sport, music or drama.

The maturity that we have as Sixth Formers at Hunterhouse, allows for the development of mutual respect and positive interactions between students and staff. Each teacher provides tailored support to meet your individual academic needs, allowing you to succeed in your A Level subjects. This creates a comfortable learning environment and 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, priority use of laptops in study time and weekly organised lectures that give us expert guidance on various universities or alternative pathways to further education and employment. We are also supported in our organisation of Work Experience and are encouraged to undertake at least one placement during our time as Sixth Form students. We have a dedicated supervised Sixth Form Study facility which we use for independent work and timetabled study periods and we also have a recreational area which allows us to relax along with our friends.

Our time at Hunterhouse has allowed us to develop both as individuals and collectively as a community and develop life-long bonds. This 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.

Emily Watson, Head Girl

Joanna Courtney, Deputy Head Girl

Introduction from the Principal

Welcome to our Sixth Form prospectus for the academic year 2022-23. In the pages that follow you will find information about the courses on offer, entry criteria and information about the wider Sixth Form life at Hunterhouse.

We are very proud of our Sixth Form students and of the role that they play within the College and we have worked hard in recent years to change and extend the experiences that our Post 16 students have both inside and outside of the classroom.

At the core of this is the Post 16 curriculum, the main aim of which is to enable all students to succeed in their learning. The organisation and delivery of the curriculum is designed to encourage individual progress through the provision of different pathways, choice and flexibility of study.

Alongside our commitment to offering our students the highest possible quality of learning, we have a dedicated team of Sixth Form Managers and Form Tutors who work alongside our students to provide the individualised support and guidance that will allow everyone to attain their academic and personal ambitions.

If you have questions over the coming weeks and months about the entry criteria, the courses on offer, or any other aspect of Sixth Form life the following members of staff will be able to help you.

Mrs Sharon Kane - Vice Principal

Mrs Helen Dowds - Senior Manager – Learning and Teaching + CEIAG
Mr Niall Gilmore- Senior Manager - Student Progress at KS5
Mrs Noreen Shaw/Mrs Karen Playfair - Heads of Sixth Form

Whether you're an existing Hunterhouse student or are planning to join the College for your Post 16 studies, I look forward to welcoming you into our Sixth Form in September.

Mr Andrew Gibson
Principal

Entry Requirements

What Grades do I need to achieve in my GCSEs to be offered a Sixth Form place?

To gain a place within the College's Sixth Form you must obtain **at least 13 points** achieved over a minimum of 6 GCSE subjects. GCSE points are allocated as shown in the table below.

| CCEA Grades | English Exam Board Grades | GCSE Points |
|-------------|---------------------------|-------------|
| A* | 9 | 5 |
| A | 8 + 7 | 4 |
| B | 6 | 3 |
| C* | 5 | 2 |
| C | 4 | 1 |

A full and more detailed version of the Sixth Form Admissions Policy is available on the College's website.

Are there any other entry requirements?

All of the individual subjects have entry criteria and these are shown in the 'Post 16 Subject Entry Requirements' that can be found on the school website.

This document shows the grade that you should have achieved if you studied the subject at GCSE level or that you should have achieved in similar subjects. It also explains the key skills and attributes that you will need in each subject. The reason that we set these criteria is to make sure that all students follow the courses and curriculum pathway that will let them study successfully at Post 16 level.

Students are also required to have 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.

Frequently Asked Questions

In what ways is Sixth Form different to Year 12?

The main difference between Year 12 and Sixth Form is that, as students, we have more independence in our study, including study periods during the school day.

We are also given the opportunity to have responsibilities in school by joining one of the Sixth Form teams or by giving back to the community through the Charity Committee. As you are studying fewer subjects, this means your classes are smaller and you become closer to your teachers.

Swarna and Olivia

Is the work much harder at AS level compared to GCSE Level?

There is a noticeable difference between GCSE and AS Level. However, the support which is available from teachers is exceptional. I took comfort from the fact that many other Sixth Formers were in a similar position, and have faced challenges at some point during the transition.

Laura

Where will I be based to do study when I don't have classes and how will I know what to do?

During your free periods throughout the day, you will be based in the Sixth Form Study Area for supervised independent study. Should you need to avail of a computer to aid your study time, you have access to the Learning Resource Centre. As part of our A Level curriculum we have to complete seven hours of independent learning which is set by our subject teachers. This will help you to know what you need to be doing during your study periods - this may include additional readings, note taking or research tasks.

Judith and Sarah

Will there be opportunities for me to develop leadership skills and to take on additional responsibility?

During your time in Sixth Form you will have the opportunity to join a number of different teams such as the Charity Committee, the Hospitality Team, the Administration Team and the Head Girl's team. As a member of one of these teams, you will be able to develop valuable team and leadership skills that will be very useful when you leave school. You can also become a Peer Supporter, either with a Year 8 Form Class or in subject of your choice.

Caitlin

If I'm struggling with my workload and worried about my grades what should I do?

Coming from GCSEs to A Levels means the workload will inevitably increase. However, this is something which everyone has to adjust to, so everyone is in the same boat. For some people, adjusting can be quite difficult at first, and even through to Year 14 it's something which a lot of people worry about. Yet there are lots of ways to overcome it. One area that Hunterhouse focusses on is our barriers to learning. If stressed, we are encouraged to speak up and ask for help, whether it's from our subject teachers, Form Teachers, the pastoral support team or another member of staff. The first step to overcoming it is to ask for help. Once that is done, teachers are very accommodating to identify the root of the stress and a clear plan to dealing with the workload. Our teachers want us to succeed as much as we do, so they are always very willing to help deal with any problems you face and any stresses you are concerned about.

Georgie

What support is available if I'm having difficulties at home, with friends or because of a safeguarding issue?

If you are worried about anything at home or in school, whether it be big or small there are many people in the school environment to talk to. Any teacher in Hunterhouse is happy to help. You could go to a Form Tutor, subject teacher or just the teacher you feel most comfortable with. There are also senior members of staff who may be able to offer the most help, for example your Head of Year, which in Sixth Form is Mrs Shaw, Mr Gilmore who is the Senior Manager for Post 16 or our Vice Principal, Mrs Kane. We also have a School Counsellor who you can speak with in confidence on a regular basis.

Lucy

As a student new to Hunterhouse I don't want to feel like a Year 8 all over again - will it be easy for me to find my way round and get to know other students?

Having come to Hunterhouse in Year 10, I can understand how it feels to move to a new school later than everyone else. The school is easy to find your way around, I knew my way around after my first week, and the teachers are so supportive in helping you to settle in. You are made to feel a part of the school community straight away, and everyone is so welcoming.

Joanna

What if I choose a new subject and realise after a week or two that it's not what I expected?

Most people have the option to choose four AS subjects to start off with and it is common for people to drop a subject after the first or second month, most often the one they find most difficult or don't enjoy as much. However, if you only start with three subjects and know that you aren't suited to one of them after the first couple of weeks, it may be possible to drop it and pick up a different one. Teachers and careers staff will ensure that the A Levels you choose are suitable for you and the career path you are considering.

Hannah and Christina

I've heard applying to university is a long and difficult process - is there help available with this?

The application process for university can seem daunting, however, each Year 14 student at Hunterhouse College is allocated one hour a week with a UCAS Tutor who is carefully selected based on the courses that they are applying for. This time allows you to discuss courses and universities that you are interested in. It also gives students the opportunity to work on their personal statement and have it reviewed by their Tutor in order to achieve their full potential.

Hannah and Christina

I know Sixth Form will be hard work - will there be time for any fun?

It's important to set aside time for independent study so your workload doesn't become unmanageable. However, having fun should still be important. I enjoy the extra-curricular activities offered in school. It gives you the opportunity to make new friends. Sixth Form is a short period of time, so enjoy it!

Holly

People, Places and Privileges

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 Heads of Sixth Form, Mrs Shaw or Mrs Playfair, are available to help you with any worries or concerns you may have. They regularly communicate 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 Senior Manager for Key Stage 5, Mr Gilmore, is in charge of Student Progress for Post 16 students. He coordinates the Assertive Mentoring Programme, is the Deputy Designated Teacher for Safeguarding and has the responsibility for linking the pastoral and academic areas of school life and undertaking Learning Guidance interviews when required.

The Principal and Vice Principal, Mr Gibson and Mrs Kane, seek to ensure each individual student succeeds and they put great effort into monitoring the individual progress of each student. They are greatly involved with Sixth Form, meeting regularly with the Head Girl's Team, communicating through assemblies and meeting students on an individual basis, when necessary.

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 four individual Assertive Mentoring Meetings for academic review of progress 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.

Our Head of Individual Needs, Mr Press, is also available to help with any special and/or additional needs or special circumstances.

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 independent study, which is supervised by 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 CEIAG research needed as Sixth Form students plan their career pathways. The Head of Careers is based here and is 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;
- Early lunch for those Sixth Form students who have independent study during period 3;
- Permission to leave school at 2:20pm on a Friday afternoon once the UCAS application process is finished in Year 14.

Why study Art & Design?

By studying Art and Design you will explore and develop an understanding of how artists, craftspeople or designers approach their work. You will communicate meanings, ideas and intentions in your own work as well as explore the creative and cultural industries. Through the subject you will develop and enhance many core skills by investigating and experimenting. You will learn how to use different media, materials, techniques, processes and technologies.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Ms J. Frizzell or the other A Level teacher, Mrs N. Rebbeck.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|-----------|-------------------------------------|---|-----------------------------|
| AS | AS 1: Experimental Portfolio | Students develop, explore and record ideas. Teachers assess students' work, and we moderate their marks. Assessment Objectives 1,2 and 3 only | 50% of AS 20% of A Level |
| | AS 2: Personal Response | Students present a personal outcome in response to the theme. Students bring this to completion during a 10 hour controlled test. Teachers assess the controlled task, and CCEA moderate their marks. Assessment Objective 4 is more heavily weighted than Assessment Objectives 1,2 and 3. | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|-----------|--|---|----------------------------------|
| A2 | A2 1: Personal and Critical Investigation | Written and practical work inform each other and are integrated, but are marked separately. Teachers assess the practical investigation, and we moderate their marks. Assessment Objective 4 is more heavily weighted than Assessment Objectives 1,2 and 3. | 60% of A2 36% of A Level |
| | A2 2: Thematic Outcome | Students present an outcome in response to the theme. Students bring this to completion during a 15 hour controlled test. Teachers assess students' work and CCEA moderate their marks. Assessment Objective 4 is more heavily weighted than Assessment Objectives 1,2 and 3. | 40% of A Level 24% of A Level |

How does studying this subject enhance my employment opportunities?

You may go on to become a practising artist, designer or architect and contribute to the economy as part of the fast-growing creative and cultural industries. Students of Art and Design develop valuable transferable skills, which are sought after by many colleges and universities, employers and industry leaders. These practical skills and the ability to solve problems and think creatively will be used throughout your life.

Why study A Level Biology?

Biology is the study of Life and is divided into many specialised areas that cover the morphology, physiology, anatomy, behaviour, origin, and distribution of living organisms including recent biological advances at both the molecular, cellular and organism level.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs H. Anderson or the other A Level teacher, Mr N. Gilmore.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|---|-------------------------------|
| AS | AS 1 Molecules and Cells Topics include Molecules, Enzymes, Viruses, Cells, Cell Physiology, Continuity of Cells, Tissues and Organs | External written exam – 1 hour 30 minutes students answer six to eight structured questions and write an essay | 37.5% of AS 15% of A Level |
| | AS 2 Organisms and Biodiversity Topics include Transport and Exchange Mechanisms, The Adaptations of Organisms, Biodiversity and Human Impact | External written exam – 1 hour 30 minutes students answer six to eight structured questions and write an essay | 37.5% of AS 15% of A Level |
| | AS 3 Practical Skills in AS Biology Completion of at least seven assessed practical tasks | External written exam – 1 hour, assessing practical skills and internal practical assessment (marked by teacher) | 25% of AS 10% of A Level |

| | Content | Assessment | Weighting |
|----|--|---|----------------|
| A2 | A2 1 Physiology, Co-ordination and Control and Ecosystems Topics include Homeostasis, Immunity, Co-ordination and Control, Ecosystems | External written exam - 2 hours 15 minutes students answer six to nine structured questions and write an essay. | 24% of A Level |
| | A2 2 Biochemistry, Genetics and Evolutionary Trends Topics include Respiration, Photosynthesis, DNA, Gene Technology, Inheritance, Population Genetics, Classification | External written exam - 2 hours 15 minutes students answer six to nine structured questions and write an essay. | 24% of A Level |
| | A2 3 Practical Skills in Biology Completion of at least five assessed practical tasks | External written exam - 1 hour 15 minutes assessing practical skills and internal practical assessment (marked by teacher) | 12% of A Level |

How does studying this subject enhance my employment opportunities?

Studying Biology allows students to progress to a wide range of careers including Science, Engineering, Medicine and Commerce. The development of problem-solving, practical and research skills allows students to understand biological concepts and processes helping them to organise information and develop competent communication and mathematical skills.

Why study Business Studies?

At some point in their lives, all students will encounter the world of business and must be prepared to engage in business activity with confidence and competence, by gaining an understanding of how businesses function and their role in society. Students will have opportunities to familiarise themselves with the skills that are required in the business environment.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs P. McCartan or Mrs N. Shaw, Teacher of Business Studies.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|-----------|---|---|-----------------------------|
| AS | AS Unit 1 Introduction to Business Topics covered include enterprise and entrepreneurship, central purpose of business activity, forms of business ownership, stakeholder groups, markets and market force, quality management and approaches to and measures of quality, productivity and investment, organisational design, investing in people, motivation, principles of management and leadership. | External written examination lasting 1 hour 30 minutes Two compulsory structured data responses, including both short and extended questions | 50% of AS 20% of A Level |
| | AS Unit 2, Growing the Business Topics covered include the spectrum of competition, degree of competition in the market, market research, marketing mix, elasticity of demand, product life cycle, market planning and strategy, E-Business, sources of finance, breakeven analysis, cash flow, cash flow forecast, budgeting, financial statements, final accounts. | External written examination lasting 1 hour 30 minutes Two compulsory structured data responses, including both short and extended questions | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|-----------|--|--|------------------|
| A2 | A2 Unit 1, Strategic Decision Making Topics include business objectives, organisational culture, stakeholder objectives, communication, economies and diseconomies of scale, business strategy and planning, decision tree analysis, risk and uncertainty, company accounts, ratio analysis, investment appraisal. | External written examination lasting 2 hours; five compulsory structured data responses, that includes both short and extended questions | 30% of A Level |
| | A2 Unit 2, The Competitive Business Environment Topics include macroeconomic framework, government policies, globalisation, business ethics and organisational culture, sustainability, corporate social responsibility, influence of stakeholder groups, organisational design, monopolies, mergers, takeovers and restrictive practices, change. | External written examination lasting 2 hours; six compulsory structured data responses, that includes both short and extended questions | 30% of A Level |

How does studying this subject enhance my employment opportunities?

This course offers an excellent foundation for a career in Marketing, Accountancy, Human Resource Management or self-employment. Students will develop transferable skills that will help them to access further education courses or become valued employees.

BTEC Level 3 National Extended Certificate in Business

Pearson Edexcel Examination Board

Why study BTEC Business?

The Extended Certificate is for students who are interested in applied learning about the business sector and this is achieved through vocational tasks where they can develop transferable skills and knowledge, to prepare them for university or employment. If you have a zest for hands-on learning, this course is for you!

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs P. McCartan or Mrs N. Shaw, Teacher of Business Studies.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|--|-----------------------------|
| AS | Unit 1 Exploring Business Topics include features of different businesses, how businesses are organised, the environment in which the business operates, business markets, the role of innovation and enterprise. | Internal assessment through three assignments, internally assessed and moderated externally | 50% of AS 25% of A Level |
| | Unit 2 Developing a Marketing Campaign Topics include the role of marketing, influence of marketing activity, rationale for a marketing campaign, plan and develop a marketing campaign. | 3 hour examination set by Pearson, with a case study given 2 weeks before the examination, to carry out research | 50% of AS 25% of A Level |

| | Content | Assessment | Weighting |
|----|--|---|----------------|
| A2 | Unit 3 Personal and Business Finance Topics include the importance of managing personal finance, exploring the personal finance sector, the purpose of accounting, sources of finance, break-even and cash flow forecasts, statements of income and financial position and business performance. | 2 hour examination set by Pearson, containing questions on personal finance and business finance units, with short and extended questions | 67% of A Level |
| | Unit 8 Recruitment and Selection Process Topics include recruitment of staff, recruitment and selection process, ethical and legal considerations in the recruitment process, job applications, interviews and skills, review and evaluation of individual performance, SWOT analysis and action plan. | Internal assessment: a report that examines the recruitment process in a large business, internally assessed and moderated externally | 33% of A Level |

How does studying this subject enhance my employment opportunities?

The content of the Extended Certificate has been developed in collaboration with employers and representatives from higher education and in this way it is up to date and includes skills that are recognised and valued in the workplace. This qualification embodies a learner centred approach where students have opportunities to apply their knowledge in project-based assessments. It focuses on the holistic development of the practical, interpersonal and thinking skills required to succeed in employment and at university. After studying at university, students will be able to explore careers in Marketing, Human Resources, Sales, and Operations.

Why study Chemistry?

Chemistry is the study of elements and the compounds they form. Chemistry plays a role in everyone's lives, it is essential for meeting our basic needs of food, clothing, health, energy, and clean air and water. As well as providing fascinating insights into materials and structures, studying Chemistry helps to develop analytical and practical skills alongside logical thought processes.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Dr C. McNally or the other A Level teachers, Mrs H. Dowds or Miss S. McSwiggan.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|--|-----------------------------|
| AS | AS 1: Basic concepts in Physical and Inorganic Chemistry Topics include chemical calculations, atomic structure, bonding and intermolecular forces and the chemistry of Group VII elements. | 1 hour 30 minute written exam: 10 multiple-choice questions and a number of structured questions | 40% of AS 16% of A Level |
| | AS 2: Further Physical and Inorganic Chemistry and introduction to Organic Chemistry Topics include organic chemistry, equilibrium, thermochemistry, kinetics and Group II elements. | 1 hour 30 minute written exam: 10 multiple-choice questions and a number of structured questions | 40% of AS 16% of A Level |
| | AS3: Basic Practical Chemistry Throughout unit 1 and 2 practical techniques are developed. Key skills such as observation and measuring are also established. | 1 hour 15 minute practical exam and 1 hour 15 minute written exam on practical techniques | 20% of AS 8% of A Level |

| | Content | Assessment | Weighting |
|----|--|---|-----------------------------|
| A2 | A2 1: Further Physical and Organic Chemistry Topics include rates of reaction, equilibria, enthalpy, entropy and buffer solutions. Further study of organic chemistry includes carbonyl and aromatic compounds. | 2 hour written exam: 10 multiple-choice questions and a number of structured questions | 40% of A2 24% of A Level |
| | A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry Topics include NMR and chromatography, redox and complex ion formation with transition metals and a further study of organic compounds. | 2 hour written exam: 10 multiple-choice questions and a number of structured questions | 40% of A2 24% of A Level |
| | A2 3, Practical Examination/Internal Assessment At A2, the practical skills and techniques that the students use at A2 overlap with and build on those they have acquired at AS level. | 1 hour 15 minute practical exam and 1 hour 15 minute written exam on practical techniques | 20% of A2 12% of A Level |

How does studying this subject enhance my employment opportunities?

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, forensic science and nursing. The skills that are developed throughout the course, such as communication, problem solving and data analysis are transferable to a large number of career pathways.

Why study 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. 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.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs K. Playfair.

How is the course structured?

| | Content | Assessment | Weighting |
|-----------------------------|---|--|--------------------------------------|
| Year 1 - Certificate | Unit 1 Changing Awareness of Crime Topics include the study of a range of crimes that are under-reported in society. Students will conclude the unit by planning a campaign to raise awareness of an under-reported crime. | Controlled Assessment (8 hours) | 50% of Certificate 25% of Diploma |
| | Unit 2 Criminological Theories Topics include the consideration of a wide range of theoretical explanations for crime, including biological, psychological and sociological. These will be contextualised through the consideration of real criminal cases. | External Examination (1 hour 30 minutes) | 50% of Certificate 25% of Diploma |

| | Content | Assessment | Weighting |
|------------------------|---|--|----------------|
| Year 2- Diploma | Unit 3 Crime Scene to Court Room Topics include the usefulness of investigative techniques in criminal investigations, and an understanding of the use of evidence in criminal cases | Controlled Assessment (8 Hours) | 25% of Diploma |
| | Unit 4 Crime and Punishment Topics include an overview of the organisation of the Criminal Justice System and the effectiveness of agents of social control as well as the purpose of punishment. | External Examination (1 hour 30 minutes) | 25% of Diploma |

How does studying this subject enhance my employment opportunities?

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.

Why study Design and Technology?

This course will equip our students with design and manufacturing skills for the future and encourage development of creativity and innovation. This enjoyable A Level provides opportunities to develop numerous other key skills such as the use of ICT, S.T.E.M and interpersonal skills when dealing with clients.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mr T. Campbell.

How is the A Level course structured?

| | Content | Assessment | Weighting |
|--|--|---|--------------------------|
| A Level <i>(AS Level is not an option with this Specification)</i> | Component 1: Principles of Design and Technology Topics includes: 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 examination: 2 hours 30 minutes (120 marks) | 50% of the qualification |
| | Component 2: Independent Design and Make Project (split into 4 parts) Work includes: Part 1: Identifying and outlining possibilities for design Part 2: Designing a prototype Part 3: Making a final prototype Part 4: Evaluating own design and prototype | Coursework The portfolio will contain approximately 20-30 sides of A3 paper (or electronic equivalent) | 50% of the qualification |

How does studying this subject enhance my employment opportunities?

Students can progress towards a number of areas to be studied at university or through apprenticeships leading to careers in Mechanical Engineering, Civil Engineering, Product Design, Industrial Design, Architecture, Design and Applied Technology, Aeronautical Engineering, Building/Quantity Surveying, Electrical Engineering and Teaching.

Why study Digital Technology?

‘Information is Money.’ Development in the computing industries is growing, 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.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs K. Strain.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|--|---|-----------------------------|
| AS | AS1: Approaches to System Development Approaches to System Development, Reasons for System Development, Analysis, Design, Development and Testing, Implementation, Alternative Development Approaches. | 1 hour 30 minutes External written paper | 50% of AS 20% of A Level |
| | AS2: Fundamentals of ICT Data Representation, Hardware, Data and Information, Software, Programming | 1 hour 30 minutes External written paper | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|----|--|--|----------------|
| A2 | A21: Information Systems Networks, Mobile Technologies, Databases, Intelligent Computers, Individual (moral), Social (ethical) and Legal Considerations, Contemporary Applications of ICT | 2 hours 30 minutes External written examination | 40% of A Level |
| | A22: Approaches to Software Development (Case Study) 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. | Internal Assessment | 20% of A Level |

How does studying this subject enhance my employment opportunities?

You will gain analytical skills, build project management and numeracy skills, and the subject will also encourage you to think logically in order to solve problems.

This means that when it comes to potential IT careers, you have many options including:

- Web Designer
- Systems Analyst
- Computer Games Developer
- User Experience Developer
- Media (Broadcast Engineer, Multimedia Broadcaster, Sound Technician)
- Military (Technical Officer, Intelligence Officer, Satellite Technician)
- Finance (Credit Analyst, Financial Risk Analyst).

Why study Drama and Theatre?

Drama and Theatre is one of the oldest art forms. With this exciting course, you will not only develop key performance skills within the profession but will also be given the opportunity to explore in a practical way the lives of fictional and factual characters by bringing them to life on stage. Oscar Wilde said, “regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being”.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mr K. Down.

How is the Course structured?

| Content | Assessment | Weighting |
|---|---|-----------|
| <p>Component 1: Devising</p> <p>Theatre Exploration: Practical and theoretical exploration of ‘theatre makers’ and ‘devising practitioners’.</p> <p>Playmaking: Development of skills in shaping and creating original performance work.</p> <p>Evaluating Theatre: evaluating theatrical performance.</p> | <p>Performance of the completed devised piece to an invited audience.</p> <p>Portfolio reviewing the devising process and performance.</p> | 40% |
| <p>Component 2: Text in Performance</p> <p>Textual Analysis: Practical and theoretical approaches to preparing and developing text for performance. Explorative strategies for assuming a character or role.</p> <p>Textual Realisation: Practical and theoretical approaches to rehearsal techniques and methods for honing performance skill.</p> <p>Performance (Solo and Group): Practical and theoretical approaches to performing effectively with imagination and spontaneity in solo and group performance text.</p> | <p>Two prepared performances of extracts from published plays.</p> <p>Performed to a visiting examiner.</p> <p>One should be a group performance piece and the other a monologue or duologue from a published play.</p> | 20% |
| <p>Component 3: Theatre Makers in Practice</p> <p>Live Theatre Evaluation: Explore the role of the theatre critic by analysing and evaluating a live piece of theatrical performance</p> <p>Page to Stage: Realising a Performance Text: Demonstrate a theoretical understanding of the way that an actor and designer can realise their ideas on stage.</p> <p>Interpreting a Performance Text: Learn to demonstrate a theoretical understanding of the way an original play can be brought to modern audience by using the techniques and devices of internationally recognised Theatre Makers and Practitioners.</p> | 2hr 30min Written Examination | 40% |

How does studying this subject enhance my employment opportunities?

Aside from key acting skills in interpretation, voice, movement and performance, Drama and Theatre also equips students with important research skills and interpersonal skills when working as part of a team. Students are assessed on their ability to work independently and to look for imaginative ways to solve problems. All of these are essential skills for the workplace or further education.

Why study English Literature?

English Literature gives you a glimpse into human nature throughout the ages. It is a subject driven by engaging plots and characters through which you can develop your skills of analysis and evaluation and ensure you can communicate in a sophisticated way both orally and in writing.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department, Miss L. Gibbons or the other A Level teachers, Mrs A. Taylor and Dr J. Riddell.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|---|-----------------------------|
| AS | AS1 The Study of Poetry 1900 – Present and Drama 1900 – Present Students study an anthology of two comparable poets considering how they use poetic techniques to shape meaning. The Drama text is studied with consideration of dramatic methods alongside contextual information. | 2 hour paper, answer one question on each set text Poetry is open book, drama is closed book | 60% of AS 24% of A Level |
| | AS2 The Study of Prose Pre 1900 A novel from the Victorian period is studied with students building and sustaining arguments and supporting with reference to narrative methods and context. | 1 hour paper, closed book exam | 40% of AS 16% of A Level |

| | Content | Assessment | Weighting |
|----|--|--|----------------|
| A2 | A21 Shakespearean Genres A play by Shakespeare is studied. Students must build coherent arguments, discuss dramatic methods and apply relevant contextual information. | 1 hour 30 minute exam Closed book | 20% of A Level |
| | A22 The Study of Poetry Pre 1900 and Unseen Poetry An anthology of poems by one poet is studied. Alongside this, students learn how to analyse the methods used in any given poem. | 2 hour exam Closed book Answer one question on poet studied and one on the unseen poem | 20% of A Level |
| | A23 Internal Assessment This is a theme-based coursework task with the teacher leading the study of a twenty first century novel and students choosing a comparable novel independently. | 2500 word essay | 20% of A Level |

How does studying this subject enhance my employment opportunities?

Studying English Literature leads to a range of exciting opportunities for the future. The skills which you will develop include research skills, analytical skills, communication and writing skills. These skills could open the door to careers in Writing, Publishing, Editing, Law, Journalism, Teaching and Television and Media.

Why study Film Studies?

Film is the most significant art form of the 21st Century and an A Level in this subject will prepare students for a career in this field. Studying film encourages debates and discussions that will raise awareness and stimulate critical thinking about the media we consume every day.

Who can I speak to or contact about the subject?

For further information, talk with Mr M. Evans in the English Department.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|--|---|-----------|
| AS | FM1 American Film Topics cover a comparison between Classical Hollywood and New Hollywood through the study of two films which represent each period and a single film study of American Independent film. | 1 hour 30 minute exam Two short questions and two extended essay questions based on the study of three films | 35% of AS |
| | FM2 European Film Topics include a study of the growing and distinctly unique style of modern British cinema through the analysis of two films and a single film study of a foreign language feature. | 1 hour 30 minute exam One two-part question on two British films and one question on a foreign language film | 35% of AS |
| | FM3 Production Students have the opportunity to create their own filmed or written narrative on a topic of their choice. | One production (either screenplay or film) and a written reflective analysis of the product | 30% of AS |

| | Content | Assessment | Weighting |
|----|---|---|----------------|
| A2 | FM1 Varieties of Film Topics include a comparison between Classical Hollywood and New Hollywood, a comparison between independent and mainstream modern cinema, and an analysis of two British films. | 2 hour 30 minute exam Three questions in total, one question for each topic mentioned in the content section | 35% of A Level |
| | FM2 Global Filmmaking Perspectives Topics include the study of two foreign language films, one silent era film, a documentary film and a single experimental film. | 2 hour 30 minute exam Four questions in total, one comparison question on foreign language film and one for each of the other topics studied | 35% of A Level |
| | FM3 Production Students have the opportunity to create their own filmed or written narrative on a topic of their choice. | One production (either screenplay or film) and a written reflective analysis of the product | 30% of A Level |

How does studying this subject enhance my employment opportunities?

Students who take Film Studies will develop skills which will be beneficial in a wide range of careers. Students will acquire essay-writing skills, including the ability to construct logical, coherent written responses as well as the ability to analyse a text with maturity and insight. Students will also learn to plan, produce and refine an individual, creative product. These skills lend themselves to professions such as Television, Media, Law, Journalism, Marketing and Teaching.

Why study Geography?

The world in which we live is constantly changing; people move around for different reasons, countries change economically and politically, wars occur, natural disasters are frequent and caught on camera, goods are bought and sold across the world and we travel more than ever before. The growth of digital media means that we are more aware of what is happening in the world around us. Geography is the subject that helps you make sense of all the information. Geography is highly valued by universities as an A Level choice, and combines well with both arts and science subjects. It can be a facilitating subject - that is a subject most likely to be required or preferred for entry to degree courses. Choosing facilitating subjects will keep more options at the university-level; geography opens doors to other degrees such as business and administrative studies, law, engineering and technology, and the other social physical sciences. Geography was also found to be the most relevant A Level subject in teaching students about climate change (YouGov/RGS 2020). In fact, according to the Guardian Newspaper, Geography is the “must-have” A-Level subject.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs P. Henderson or the other A Level teacher, Mrs S. Winnington.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|--|---|-----------------------------|
| AS | Code SGG11 Physical Geography Topics include Rivers, Biomes and Atmosphere | 1 hour 15 minutes Structured and essay questions | 40% of AS 16% of A Level |
| | Code SGG21 Human Geography Topics include Population, Settlement and Development | 1 hour 15 minutes Structured and essay questions | 40% of AS 16% of A Level |
| | Code SGG31 Fieldwork Skills and Techniques in Geography | 1 hour | 20% of AS 8% of A Level |

| | Content | Assessment | Weighting |
|----|---|--|----------------|
| A2 | Code AGG11 Physical Processes, Landforms and Management Topics include Plate Tectonics and Dynamic Coastal Environments | 1 hour 30 minutes Choice of 2 from 4 possible questions | 24% of A Level |
| | Code AGG21 Processes and Issues in Human Geography Topics include Tourism and Ethnic Diversity | 1 hour 30 minutes Choice of 2 from 4 possible questions | 24% of A Level |
| | Code AGG31 Decision Making in Geography Based on a current real-world issue. | 1 hour 30 minutes Writing a report | 12% of A Level |

How does studying this subject enhance my employment opportunities?

Many Geography students go on to have successful and interesting careers in a wide and diverse range of areas such as Urban Planning, Cartography, GIS Applications, Climatology, Environmental Management, Weather Forecasting, Research, Teaching and Demography. Others use the skills acquired through the study of Geography to pursue careers that require similar skills, for example, GIS related jobs, which is a growth area.

Why study A Level Government and Politics?

Government and Politics deals with decisions, issues and processes that change the world. It is through understanding how governments and institutions operate, and how power is distributed and exercised, that many important challenges can be addressed – human rights, poverty, equality, and welfare.

Who can I speak to or contact about the subject?

For further information, please contact the Head of Department, Dr P. Johnson.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|-----------|--|--|---------------------------------|
| AS | AS1 The Government and Politics of Northern Ireland This unit analyses the Northern Irish political system since 1998, including the Northern Ireland Assembly, the Northern Ireland Executive, and the Political Parties in Northern Ireland. | 1 hour 45 minutes examination: Four questions, ranging from a short recall question to a longer extended writing question. Source material is referred to in two of the questions. | 40% of AS 16% of A Level |
| | AS2 The British Political Process This unit analyses the British Political System, including the House of Commons, the House of Lords, the Prime Minister and Cabinet, the Judiciary, and pressure groups. | 1 hour 45 minutes examination: Five questions ranging from short recall to extended writing. | 60% of AS 24% of A Level |

| | Content | Assessment | Weighting |
|-----------|---|---|----------------|
| A2 | A21 Option A: A Comparative Study of the Government and Politics of the USA and the UK This unit analyses the functions and powers of the US Congress and President, comparing the relationship between the USA's legislature and executive with that of the UK. | 2 hours 15 minutes examination: Section A: four questions, two of which use a source. Section B: two questions, one of which is an extended writing question. | 35% of A Level |
| | A22 Option A: Political Power This unit focuses on the factors involved in creating and maintaining power, studying concepts such as authority, coercion and legitimacy. Theories of power are also critically evaluated including Elite, Pluralist, Marxist and Feminist theories. | 1 hour 30 minutes examination: Section A: three questions, two of which use a source. Section B: two questions, one of which is an extended writing question. | 25% of A Level |

How does studying this subject enhance my employment opportunities?

Studying Government and Politics encourages students to develop a range of transferrable skills including the ability to think critically, evaluate arguments, conduct research and communicate effectively. This allows students to progress to a wide range of careers in areas such as Government, Law, Journalism, Civil Service, Teaching and Research.

Applied Health and Social Care (Double and Single Award)

CCEA Examination Board

Why study AS / Level Health and Social Care?

Health and Social Care is the study of health and well-being. Students investigate the profound influence that health care professionals can have on the state of an individual's health and their role in monitoring health, and preventing and addressing ill health when it arises.

Who can I speak to or contact about the subject?

For further information, you can speak to Mrs C. Nedza (Teacher in Charge), Mrs R. Boyd, Mrs J. McKittrick, Mrs H. Anderson or Mrs L. McClintock.

How are the AS and A2 courses structured?

| | Content | Assessment | Single Award Weighting | Double Award Weighting |
|---|---|--|---------------------------------|----------------------------------|
| AS Single Award | AS 1: Promoting Quality Care Topics such as values of care, key legislation and policies, the impact of poor practice and how to maintain confidentiality are studied. Students use evidence gathered whilst in their placement setting. | Internal assessment Students produce a written report based on practice in a health, social care or early years setting. | 25% of AS 10% of A Level | 12.5% of AS 5% of A Level |
| | AS 2: Communication in Health, Social Care and Early Years Settings Students explore communication skills and their importance in promoting quality care. They also evaluate their own communication skills and use evidence gathered whilst in their placement setting. | Internal assessment Students produce a written report based on practice in a health, social care or early years setting. | 25% of AS 10% of A Level | 12.5% of AS 5% of A Level |
| | AS 3: Health and Well-Being Students learn about key concepts of health and factors that affect it, health promotion approaches, the roles of organisations responsible for it and the impact of discrimination on health and well-being. | External written examination 2 hours | 50% of AS 20% of A Level | 25% of AS 10% of A Level |
| AS Double Award These Units will be completed in addition to the Units above. | AS 4: Safeguarding Children Students develop an understanding of the sensitive issues surrounding child protection, giving them knowledge and of safeguarding in early years settings. | Internal assessment Students produce a written report and an information resource for staff working in an early years setting. | | 12.5% of AS 5% of A Level |
| | AS 5: Adult Service Users Students focus on the range of adult service users who require support, assistance or treatment from health and social care services. Students develop a knowledge and understanding of the roles of key professionals involved in providing care for service users. They also examine relevant policies and the values of care that underpin the work of the caring professions. | External written examination 2 hours Students answer three compulsory questions. | | 25% of AS 10% of A Level |
| | AS 6: Holistic Therapies Students investigate the holistic approach to managing various medical conditions. They have the opportunity to research a range of holistic therapies and compare these to medical treatments. | Internal assessment Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings. | | 12.5% of AS 5% of A Level |

| A2 Single Award | Content | Assessment | Single Award Weighting | Double Award Weighting |
|--|--|---|-------------------------------|-------------------------------|
| | <p>A2 2: Body Systems and Physiological Disorders Students learn about the structure, function and control mechanisms of two major body systems and how to monitor them. Students then monitor the two body systems for two individuals.</p> | <p>Internal assessment Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder.</p> | 15% of A Level | 7.5% of A Level |
| | <p>A2 3: Providing Services Students learn about service provision, structure and development, and demographics which can influence provision. Students also explore the role of practitioners and how they identify and meet a range of service users' needs.</p> | <p>External written examination based on pre-release material - 2 hours</p> | 30% of A Level | 15% of A Level |
| | <p>A2 4: Health Promotion Students develop an understanding of local health priorities and health promotion campaigns. They plan, implement and evaluate a small-scale health promotion activity, based on a Northern Ireland health promotion priority.</p> | <p>Internal assessment Students examine health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings.</p> | 15% of A Level | 7.5% of A Level |
| <p>A2 Double Award</p> <p>These Units will be completed in addition to the Units above.</p> | <p>A2 1: Applied Research Students investigate a health, social care or early years topic in depth by carrying out individual research. Students conduct primary and secondary research on the selected topic, present their findings and evaluate both their findings and the research process in a written research report.</p> | <p>Internal assessment Students produce a research report on a health and social care or early years topic of their own choosing.</p> | | 7.5% of A Level |
| | <p>A2 5: Supporting the Family Students focus on changing and evolving family structures in today's society. They research the range of family structures and the functions of families. They also investigate the wide range of services available to families and the support that these services offer.</p> | <p>Internal assessment Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues.</p> | | 7.5% of A Level |
| | <p>A2 7: Human Nutrition and Health Students explore the relationship between nutrition and health. They will identify the dietary needs of individuals in a range of settings. Students investigate the importance of a balanced diet and the impact food choices have on individuals' health and well-being, focusing on individuals in a range of care settings.</p> | <p>External written examination 2 hours Students answer three compulsory questions.</p> | | 15% of A Level |

How does studying this subject enhance my employment opportunities?

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.

Why study A Level History?

History involves the study and analysis of the past using evidence. Apart from being extremely enjoyable to explore, by offering students the opportunity to delve into the rich storehouse of human experience, studying historical change and continuity enables students to better understand contemporary societies.

Who can I speak to or contact about the subject?

For further information, please contact the Head of Department, Dr P. Johnson, or your History Teacher.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|-----------|---|---|---------------------------------|
| AS | <p>AS1 Historical Investigations and Interpretations: Germany 1919-45</p> <p>This unit examines the establishment and decline of the Weimar Republic after the First World War. Then the rise of Hitler, the consolidation of the Nazi dictatorship, Nazi economic and cultural policies, anti-Semitism, and Germany during the Second World War are studied.</p> | 1 hour 30 minutes exam: One short response question and a two-part source based question. | 50% of AS 20% of A Level |
| | <p>AS2 Historical Conflict and Change: Russia 1914-41</p> <p>This unit analyses the February and October Revolutions of 1917, the Bolshevik seizure and consolidation of power, and Lenin's economic and socio-cultural policies. Stalin's rise to power and dictatorship are also examined, considering terror, propaganda, industrialisation and collectivisation.</p> | 1 hour 30 minutes exam: Two questions from a choice of three. Each has two parts, a short response and an extended essay. | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|-----------|--|---|----------------|
| A2 | <p>A21 Change Over Time: Clash of Ideologies in Europe 1900-2000</p> <p>This unit analyses the relationship between the Soviet Union and Western European Governments from the October Revolution of 1917 to the collapse of the Soviet Union.</p> | 1 hour 15 minutes exam: One synoptic essay. | 20% of A Level |
| | <p>A22 Historical Investigations and Interpretations: Partition of Ireland 1900-25</p> <p>This unit focuses on unionism and nationalism, and the partition of Ireland. The Home Rule crises, the First World War, the Easter Rising, the Anglo-Irish Treaty, the Irish Civil War and the government of Northern Ireland are explored.</p> | 2 hours 30 minutes exam: Two source based questions and one extended essay. | 40% of A Level |

How does studying this subject enhance my employment opportunities?

History emphasises the development of critical thinking skills, as well as the ability to formulate convincing arguments, evaluate evidence, interpret sources and assess the merits of conflicting interpretations. Such skills prove vital in a range of careers including law, politics, teaching and journalism.

Why study A Level French/German/Spanish?

Language Learning at AS and A2 level will give you a fascinating insight into language and culture. Whilst developing the ability to communicate confidently and effectively in both speaking and writing, you will also learn about the contemporary society, cultural background and heritage of the country. The knowledge and advanced skills that you will acquire will help you to progress to further study, higher education or employment and take your place in a multilingual, global society.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs D. Cromie or Mrs S. Devlin or Mrs G. Burns.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|---|-----------------------------------|
| AS | AS 1: Speaking | Presentation and Conversation 11 minutes | 30% of AS Level 12% of A Level |
| | AS 2: Listening [A], Reading [B] and Use of Language [C] Topics include: Relationships - different family structures / roles, responsibilities and relationships within families/ challenges for families/ intergenerational issue/ influences on young people Culture and Lifestyle -physical well-being/ risk-taking behaviour/ dealing with stress and challenges/ hobbies and interests/ the arts, film, fashion and design/social media and new technology/ holidays, festivals and tourism. | Listening Questions based on two recorded passages. Reading Questions in the target language based on a passage and a translation exercise Use of Language Grammatical and lexical exercises and translation from English into the target language. 2 hours | 40% of AS Level 16% of A Level |
| | AS 3: Extended Writing | Essay in response to set film or literary text 1 hour | 30% of AS Level 12% of A Level |

| | Content | Assessment | Weighting |
|----|---|--|----------------|
| A2 | A2 1: Speaking | Individual research project discussion and conversation 15 minutes | 18% of A Level |
| | A2 2: Listening [A] and Reading [B] Topics include: Young People in Society -part-time jobs/ education and employment/ career planning / young people and democracy/ European citizenship/societal attitudes and young people Our Place in a Changing World -equality/inequality and discrimination/prejudice/poverty/immigration and emigration/multicultural society and cultural identity/resolution of conflict /sustainable living and environmental issues | Listening Questions based on two recorded passages. Reading Two sets of questions, one summary exercise and one translation exercise 2 hours 45 minutes | 24% of A Level |
| | A2 3 : Extended Writing | Essay in response to a literary text 1 hour | 18% of A Level |

How does studying this subject enhance my employment opportunities?

Being able to speak another language, understand other cultures and show empathy with colleagues are valuable skills in the global workplace. Studying a language at this level provides opportunities to develop communication and presentation skills as well as competence in research, evaluation and analysis, thus widening your career opportunities.

This qualification will enable you to consider a range of employment opportunities such as Teaching, Tourism, Broadcasting, Marketing, Enterprise and Business, Financial Services, Information Technology, Journalism and Engineering.

Why study A Level Life and Health Sciences?

Life and Health Sciences allows students to appreciate a wide range of scientific issues and how sciences contribute to the economy and society, through the establishing of links between different scientific areas and the development of advanced key skills.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mr N. Gilmore or the other A Level teachers, Mrs H. Dowds and Miss S. McSwiggan.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|---|---|
| AS | AS 1 Experimental Techniques (core unit) Students develop skills in performing a range of experimental techniques useful in Biology, Chemistry and Physics. | Internal practical assessment (marked by teacher) Students complete a portfolio of evidence. | 33.34% of AS level 13.34% of A Level |
| | AS 2 Human Body Systems (core unit) Topics include Cardiovascular System, Respiratory System, Respiration, Homeostasis, Nutrition, Exercise and Health | External written exam – 1 1/2 hours, consisting of a series of compulsory structured questions, some of which may allow opportunities for extended writing. | 33.33% of AS level 13.33% of A Level |
| | AS 3 Aspects of Physical Chemistry in Industrial Processes (core unit) Topics include Chemical Calculations, Volumetric Analysis, Energetics, Kinetics, Equilibrium, Industrial Processes | External written exam – 1 1/2 hours, consisting of a series of compulsory structured questions, some of which may allow opportunities for extended writing. | 33.33% of AS level 13.33% of A Level |

| | Content | Assessment | Weighting |
|----|--|--|----------------|
| A2 | A2 1 Scientific Method, Investigation, Analysis and Evaluation (core unit) Students carry out a scientific investigation, including researching, planning and carrying out. They will communicate results, conclusions, and evaluate their work. | Internal practical assessment (marked by teacher) students complete a portfolio of evidence that includes an essay, plans, a lab book, and a report with analysis and evaluation. | 20% of A Level |
| | A2 2 Organic Chemistry (core unit) Topics include Organic compounds, Alkanes, Alkenes, Alcohols, Polymers, Spectroscopic Techniques, Aspirin | External written exam - 1 3/4 hours, consisting of a series of compulsory structured questions, some of which may allow opportunities for extended writing. | 20% of A Level |
| | A2 5 Genetics, Stem Cell Research and Cloning (optional unit) Topics include DNA, Cell Division, Genetic Engineering, Gene Therapy, Gene Cloning, Genetic Fingerprinting, Stem Cell Technology | External written exam - 1 3/4 hours, consisting of a series of compulsory structured questions, some of which may allow opportunities for calculation and extended writing. | 20% of A Level |

How does studying this subject enhance my employment opportunities?

Studying Life and Health Sciences allows students to progress to a wide range of careers including further study and careers in research science. The advanced study skills which you will develop include research, investigation, practical ability, problem-solving, communication, literacy and numeracy. These skills lend themselves to many professions both within and beyond the field of Science.

Why study Mathematics?

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying Maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects and managing budgets.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mr J. McAlister or the other Mathematics teachers, Mrs L. Rice, Mrs S. Rourke, Mrs L. McKavanagh and Miss L. Buchanan.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|-----------|--|--|-----------------------------|
| AS | AS 1: Pure Mathematics Topics include algebra and functions, co-ordinate geometry in the (x, y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors. | 1 hour 45 minutes External written examination | 60% of AS 24% of A Level |
| | AS 2: Applied Mathematics Topics include kinematics, resultants & components, equilibrium, friction, Newton's Laws, statistical sampling, data presentation & interpretation, probability and statistical distributions. | 1 hour 15 minutes External written examination 50% Mechanics 50% Statistics | 40% of AS 16% of A Level |

| | Content | Assessment | Weighting |
|-----------|--|--|----------------|
| A2 | A2 1: Pure Mathematics Topics include algebra and functions, parametric equations, binomial series, trigonometry, calculus and numerical methods. | 2 hours 30 minutes External written examination | 36% of A Level |
| | A2 2: Applied Mathematics Topics include kinematics, moments, impulse and momentum, probability, normal distribution and statistical hypothesis testing. | 1 hour 30 minutes External written examination 50% Mechanics 50% Statistics | 24% of A Level |

How does studying this subject enhance my employment opportunities?

Maths is a "facilitating" subject, which means that it will help you to study lots of other subjects and pursue lots of different careers. This A-Level can help you get onto a wide range of university courses and it works well alongside any other A-Level. People with Maths qualifications can go into a wide variety of careers including Accounting, Medicine, Engineering, Forensic Pathology, Finance, Consultancy, Teaching, IT, Games Development, Scientific Research, Programming, Design and Construction.

Why study Music?

The study of music at A Level is much more than learning how to sing or play an instrument. Students explore how compose, develop analytical and evaluative skills in music listening whilst continuing to foster and develop performance skills.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Miss C. Flanagan or the other A Level teacher, Mrs R. Carlisle.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|--|-----------------------------|
| AS | AS1 & AS2 Performing and Composing Music One solo performance and viva lasting 5-7 minutes to a minimum Grade 4 standard. One composition lasting 1½-2 ½ minutes. A commentary is also submitted. | One Solo performance marked by external examiner One Composition, internally assessed, externally moderated | 65% of AS 26% of A Level |
| | AS3 & AS4 Responding to Music 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) | Test of aural perception 1 hour Written examination 2 hours | 35% of AS 14% of A Level |

| | Content | Assessment | Weighting |
|----|---|--|----------------|
| A2 | A21 & A22 Performing and Composing Music One solo performance and viva lasting 8-10 minutes to a minimum Grade 5 standard. One composition lasting 2-3 minutes. A commentary is also submitted. | One Solo performance marked by external examiner One Composition, internally assessed, externally moderated | 39% of A Level |
| | A23 & A24 Responding to Music 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) | Test of aural perception 1 hour and 15 minutes Written examination 2 hours | 21% of A Level |

How does studying this subject enhance my employment opportunities?

Some students study music to a high level simply because of their interest in the subject, while others use a qualification in music as the basis for further study at University. Careers in music include Composing, Performing, Teaching, Administration, Broadcasting, Music Therapy, Librarianship, Recording Technology and other areas of the music business. The varied nature of the course enables students to develop highly desirable skills in areas such as self-management, creativity, performance, teamwork, problem-solving, and communication. Strengthening these transferrable skills will certainly enhance your employment profile both inside and outside the music industry.

Why study A Level Nutrition and Food Science?

Nutrition and food is essential to everyone, as we all need to eat. The choices we make about food affect our health and well-being, so knowledge of nutrition and food science is important. To make the correct choices, we need to know about the principles of nutrition and how dietary requirements change throughout our lives.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs R. Boyd or the other A Level teachers, Mrs J. McKittrick and Mrs L. McClintock.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|--|--|---------------------------------|
| AS | AS 1: Principles of Nutrition Topics covered include macronutrients and micronutrients and other dietary constituents. You will also study nutritional requirements and current dietary recommendations for each life stage. | External written examination - 1 hour 30 minutes Students answer short questions in Section A and two extended writing questions from a choice of three in Section B | 50% of AS 20% of A Level |
| | AS 2: Diet, Lifestyle and Health In this unit, students investigate current research on diet, lifestyle and health. Key topic areas include eating patterns and dietary-related disorders, such as cancer, diabetes and obesity. | External written examination - 1 hour 30 minutes Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|----|---|--|----------------|
| A2 | A2 1: Option B: Food Safety and Quality In this unit, students explore securing a safe food supply from the primary producer to the consumer. Key topic areas include microbial and chemical contamination, food allergens and additives. | External written examination- 2 hours 30 minutes Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B. | 30% of A Level |
| | A2 2: Research Project In this unit, students submit a report on a research project of their own choice. Students must take their research area from AS 1, AS 2 or A2 1. | Internal assessment Students complete a 4000-word research-based project. | 30% of A Level |

How does studying this subject enhance my employment opportunities?

This course should encourage students to develop knowledge and understanding of nutrition to meet human needs in a diverse and ever-changing society. Nutrition and Food Science is useful for a wide range of career areas including Food Production and Development, Food Quality Management, Nutrition and Dietetics, Catering and Hospitality, Customer Services, Nursing, New Product Development and Consumer Advice.

Why study A Level Physics?

Physics is fundamental to our understanding of how the universe works. By choosing Physics, you choose to study an enormously stimulating subject that also sits right at the heart of technology development. Physics today is a very rewarding and exciting field with new discoveries occurring at the frontiers of human knowledge. Its methods and insights are widely applicable and its practitioners widely sought.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mr N. Luke.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|--|------------------------------|
| AS | AS 1 Forces, Energy and Electricity Topics covered also include scalars and vectors, moments, linear motion, Newton’s Laws of motion, linear momentum, energy, electric current, electric charge, potential difference, resistance and resistivity. | 1 hour 45 minutes A number of compulsory short answer questions | 40 % of AS 16% of A Level |
| | AS 2 Waves, Photons and Astronomy Topics covered also include refraction, lenses, superposition, interference and diffraction, quantum physics and astronomy. | 1 hour 45 minutes A number of compulsory short answer questions | 40 % of AS 16% of A Level |
| | AS 3 Practical techniques and data analysis Topics covered include the recording of experimental data and the analysis of the data obtained. | Practical paper lasting 1 hour Theory paper lasting 1 hour | 20 % of AS 8% of A Level |

| | Content | Assessment | Weighting |
|----|---|---|-----------------|
| A2 | A2 1 Deformation of solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics Topics also include simple harmonic motion, nuclear decay and nuclear energy. | 2 hours A number of compulsory short answer questions | 24 % of A Level |
| | A2 2 Fields, Capacitors and Particle Physics Topics also include particle accelerators and fundamental particles. | 2 hours A number of compulsory short answer questions | 24% of A Level |
| | AS 3 Practical techniques and data analysis Topics covered include the recording of experimental data and the analysis of the data obtained. | Practical paper lasting 1 hour Theory paper lasting 1 hour | 12% of A Level |

How does studying this subject enhance my employment opportunities?

Physics can lead to a varied and extensive career path for example in Astronomy, Cosmology, Dentistry, Engineering, Geology, Mathematics, Medicine, Meteorology, Science Research, Science Education and Finance. The skills developed through the study of Physics are highly sought after by employers including academic excellence, effective communication, good interpersonal skills and appropriate research techniques.

Why study Religious Studies?

Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies, students get a broad look at how religion and spirituality form the basis of our culture. At a time when society is becoming more diverse Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department, Mrs D. Wood, or the other A Level teacher, Mrs A. McLeese.

How are the AS and A2 courses structured?

| | Content | Assessment | Weighting |
|----|---|--|-----------------------------|
| AS | Unit AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics Students explore the principles of religious ethics, the development of ethical theory, and the ways in which these approaches can be applied to issues such as human infertility, surrogacy and embryo research. | 1 hour 20 minutes exam - students answer one from two questions in Section A and one from two questions in Section B | 50% of AS 20% of A Level |
| | Unit AS 8: An Introduction to the Philosophy of Religion Students will focus on the arguments for the existence of God, challenges to religious belief, the relationship between God and human experience and Christian responses to evil and suffering. | 1 hour 20 minutes exam - students answer one from two questions in Section A and one from two questions in Section B | 50% of AS 20% of A Level |

| | Content | Assessment | Weighting |
|----|---|---|----------------|
| A2 | Unit A2 7: Global Ethics Students will apply the principles of moral theory to topical issues, including: sexual identity; gender justice; justice and punishment and contemporary warfare. | 2 hour exam - students answer two from three questions in Section A and the compulsory synoptic question in Section B | 30% of A Level |
| | Unit A2 8: Themes in the Philosophy of Religion Students examine life after death, the relationship between religion and morality and key twentieth-century movements, including existentialism, humanism and contemporary atheism. | 2 hour exam - students answer two from three questions in Section A and the compulsory synoptic question in Section B | 30% of A Level |

How does studying this subject enhance my employment opportunities?

Religious Studies has a multidisciplinary nature, including philosophical thinking, ethics, textual study and social understanding. It supports students in developing marketable skills including: analytical and strategic thinking; research skills; critical judgement; understanding of the impact of conflicting beliefs; and an appreciation of human diversity, belief systems, and cultural and spiritual experiences. These skills are particularly useful for future careers in Law, Education, Social work, Politics, Medicine or the Media.

Why study Sociology?

Sociology's principal benefit is gaining a greater understanding of the complex and confusing yet charmingly simple nature of humans, and the societies in which we organise ourselves. By studying societal behaviour, we can make comparisons, attempt to solve issues and gain a rational understanding of some of society's more challenging habits.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs K. Playfair.

How are the AS and A Level courses structured?

| | Content | Assessment | Weighting |
|----|--|---------------------------------------|-----------------|
| AS | Education with Methods in Context Topics include explanations for differential educational attainment on the basis of class, gender and ethnicity as well as and analysis of processes in schools such as pupil-teacher interaction. | 1 hour 30 minutes written examination | 50% of AS Level |
| | Families and Households with Research Methods Topics include an analysis of contemporary family trends as well as views of the changing position of children in society. | 1 hour 30 minutes written examination | 50% of AS Level |

| | Content | Assessment | Weighting |
|---------|--|----------------------------|------------------|
| A Level | Sociological Theory Topics include in-depth analysis of a range of theories of society including Marxism, Feminism and Postmodernism. | 2 hour written examination | 33.3% of A Level |
| | Beliefs in Society Topics include an examination of an eclectic range of religious institutions as well as focus on the compatibility of science and religion. | 2 hour written examination | 33.3% of A Level |
| | Crime and Deviance Topics include explanations for criminal behaviour as well as an examination of the effectiveness of crime prevention measures in society. | 2 hour written examination | 33.3% of A Level |

How does studying this subject enhance my employment opportunities?

Studying Sociology opens up a wide range of careers in areas such as Welfare, Education, Social Research, and Local and Central Government. Sociology students acquire a range of skills that are in demand, including communication and information gathering and analysis.

Why study BTEC Sport?

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

- BTEC Level 3 Extended Certificate in Sport is designed to build on learning and achievement from Key Stage 3 and 4 through coursework and external exams.
- It gives you the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector or to progress to higher education qualifications such as University or apprenticeships.
- It gives you the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

Who can I speak to or contact about the subject?

For further information, talk with the Head of Department Mrs L. Hedley or the other BTEC Sport teachers, Mrs A. McLeese, Mrs S. McIvor and Miss C. Nedza.

How is the BTEC Sport course structured?

This is a vocational course designed to develop both knowledge and practical skills in the broad field of Sports, Leisure and Fitness.

In Year 13 and 14 you will study four units. These consist of two mandatory units which will be assessed through external exams which are taken at the end of Year 13 and can be repeated in Year 14. The two optional units will be assessed through coursework completed in Year 14. Below is the combination of internal and external units which students at Hunterhouse College study.

Year 1

Unit 1: Physiology and Anatomy (externally assessed)

Unit 2: Training and Programming for Health, Sport and Well-being (externally assessed)

Year 2

Unit 3: Professional Development in the Sports Industry (internally assessed)

Unit 4: Sports Leadership (internally assessed)

Tasks/activities enable learners to produce evidence that directly relates to the specified criteria. A variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments will be used. Assignments have emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of practical activities and work experience.

How does studying this subject enhance my employment opportunities?

BTEC Sport provides students with work-related learning, giving them the edge and opening the door to Higher Education or employment in the sports sector. There are clear progression routes such as BSc in Sport, Physical Education and Coaching Science. It also supports progression into roles such as Physical Activity Leader or Fitness/Leisure Assistant.

BTEC Level 3 National Extended Certificate in Travel and Tourism

Pearson Examination Board



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.

Who can I speak to or contact about the subject?

For further information, talk with Mrs D. Cromie.

How is the course structured?

| | Content | Assessment | Weighting |
|---------------|---|--|--|
| | The Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism is a qualification equivalent to one A-level that consists of four units 3 are mandatory and 2 are external. This is delivered over 2 years. | Assessment is both external (examination) and internal (assignments) | |
| Year 1 | Year 1 Topics include: The World of Travel and Tourism Principles of Marketing | Two Units: Unit 1 External examination Unit 3 Internal assessment (Assignments) | 50 % of qualification Two Units- both mandatory One is external One is internal |
| Year 2 | Year 2 Topics include: Global Destinations Visitor Attractions | Two Units: Unit 2 External assessment Unit 9 Internal assessment (Assignments) | 50 % of qualification Two units: one mandatory and one optional One is external One is internal |

How does studying this subject enhance my employment opportunities?

The BTEC Level 3 courses (RCF specification) are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners knowledge, understanding and skills that they need to prepare for employment in the sector, they provide career development opportunities for those already working in the sector, and for students they offer progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.