

WHAT'S NEXT?



SIXTH FORM COURSES
INFORMATION BOOKLET

2024-2025

CONTENTS

Contents and Information about June 2025	1
Foreword	2
Sixth Form Entry Requirements	3
Choosing Your Subjects	4
Summary of subject entry requirements (The entitlement Framework)	5-7
Art and Design	8
Biology	9
Business Studies	10
Chemistry	11
Classical Civilisation	12
Computer Science	13
Digital Technology.....	14
Drama and Theatre	15
Economics	16
English Literature	17
Environmental Technology	18
French	19
Further Mathematics	20
Geography	21
German	22
Government and Politics	23
Health and Social Care	24
History	25
Latin	26
Mathematics	27
Moving Image Arts	28
Music	29
Nutrition and Food Science	30
Physics	31
Psychology	32
Religious Studies	33
Russian	34
Spanish	35
Sport (BTEC)	36
Technology and Design	37
Travel and Tourism (BTEC)	38

Important Information about June 2025

Once the AS examinations are finished at the end of Lower Sixth, you will be required to return to school for the last 3 weeks of June. During this time, you will begin your A2 courses, start the UCAS application process and complete a period of work experience. The return to school date is provisionally set as Monday 2 June 2025. The final date will be confirmed early in September 2024.

Foreword

You are about to make one of the most important decisions in your life. Your choice of A Level subjects will have an impact on your future study and career opportunities. The world of work is changing, and, in the future, you will be part of a dynamic, ever shifting employment landscape which will require you to have the academic qualifications needed for success in your chosen career **and** the skills and dispositions that will allow you to thrive throughout your career.

Methody offers a wide range of subjects which are designed to prepare you for life beyond the College, and you and your parents will be supported by our team of Careers Tutors so that you can make the best choice. When making your choices, *consider where your strengths lie, and which subjects you enjoy*. The depth and complexity of A Level courses compared to GCSE means you will have to spend many hours in school and at home over the next two years studying the subjects you have chosen. The subjects chosen should play to your strengths and interests.

This booklet is intended to help you make an informed decision. It includes up to date subject information which will assist you in your choices so please read it carefully. It is, however, only one part of the Careers and Employability programme listed below which is offered to you throughout the year in Form 5 and which is designed to give you as much information as possible to help you with your choices after your GCSE examinations.



Mrs J. Lendrum
Principal

Form 5 Employability and Careers Programme 2023 – 2024

Date	Event
October 29	Form 5 Parents' Consultation
December 2023	DfE Careers Presentation during tutor group *
December 2023 - January 2024	New subject presentations during tutor group*
October 2023 – March 2024	Scheduled online interviews with the Careers Adviser from DfE
December 2023 – February 2024	Subject talks in class
Friday 8 January 2024	Eye4Education labour market information sessions
Friday 12 January 2024	Form 5 Careers Day
February 20 2024	Form 5 Parents Online Information*
Monday 26 February - Friday 1 March 2024	Careers Interviews and completion of the A Level Choice form with a member of the MCB Careers team or a Vice-Principal
Thursday 22 August 2024	Post GCSE results careers interviews

Sixth Form Entry Requirements

The academic requirements for entry into the Sixth Form are as follows:

1. A minimum of 6 GCSE subjects at Grade C or above (all taken by the end of Form 5).
2. Students are expected to take three subjects in Sixth Form. This means that for the majority of students, entry to Lower Sixth will require them to have achieved a minimum of 3 B Grades and 3 C Grades at GCSE including English Language and Mathematics.
3. Students are required to meet the individual subject entry criteria as set out within this booklet, normally a Grade B or higher. If the subject is not available at GCSE, then a Grade B or above in a related subject, as set out within the booklet, will be accepted.
4. Students may request to take a 4th subject if they:
 - Intend to apply for a university course that requires 4 A Levels or
 - Intend to study Medicine, Veterinary Studies or Dentistry
 - Are studying Mathematics and Further Mathematics at A Level or
 - Have another compelling reason to study an additional subject.

In August, students who obtain less than the minimum entry requirements should arrange to see Mrs Reid, Curriculum Vice-Principal, who will provide information to enable them to identify alternative pathways of progression.

What Will My Timetable in Sixth Form Look Like?

- Most students will take 3 subjects in Sixth Form. Some will take 4.
 - Supervised Study
 - Tutorial Period
 - Games (Optional)
 - Enrichment Programme (Optional)
1. In Lower Sixth, A Level subjects which are modular consist of an AS (Advanced Subsidiary) Level with external exams at the end of Lower Sixth. AS grades are then awarded. All CCEA A Levels will be modular, and the AS score will count towards 40% of the final A Level grade. However, subjects which are following an English examination board specification are linear. For these subjects, the AS is a separate qualification and as such will not count towards the final A Level grade at the end of Upper Sixth. It is our policy that students who are taking linear courses will not be entered for AS examinations in these subjects.

The following modular A Levels will be offered for courses starting in September 2024

Art and Design, Biology, Business Studies, Chemistry, Digital Technology, Economics, English Literature, Environmental Technology, French, Geography, German, Government and Politics, Health and Social Care, History, Mathematics, Moving Image Arts, Music, Nutrition and Food Science, Physics, Religious Studies, Spanish, Technology and Design.

The following linear A Levels will be offered for courses starting in September 2024

- Classical Civilisation, Computer Science, Drama and Theatre Studies, Latin, Psychology and Russian.
2. The College also offers the following courses which are modular and are equivalent to one A Level: BTEC in Travel and Tourism and a BTEC in Sport.
 3. It is anticipated that all students will progress to Upper Sixth. However, if a student fails to achieve at least a Grade D in their AS examination or equivalent internal assessment then a meeting will be arranged with Mrs McCluggage as Head of Sixth Form and/or Mrs Reid, the Vice-Principal, to discuss and identify alternative pathways of progression.

Choosing Your Subjects

All pupils in Form 5, along with their parents, will be asked to attend an interview with a member of the Careers Team or a Vice-Principal to talk about career aspirations and to fill in the choices form, which will then be passed to the Timetabling Office who will see if the subject combination chosen can be timetabled. These interviews will take place from 26 February to 1 March 2024. It is possible to make a change to your choice of subjects after this date, by sending in a letter or email from a parent / guardian to Mr Maltman as soon as possible, but any changes **are subject to timetabling constraints, such as class size, etc.** and may or may not be possible. All subject choices are provisional until Sixth Form entry requirements and individual subject entry criteria are met in August.

To help you prepare for this interview it is important that you **do some research** and **think** about how you would answer the following questions.

- *What subjects are necessary and/or advisable for a particular higher education course or career?*
- *What opportunities do the subjects I would like to take open up; which do they close down?*
- *Do my subject choices complement each other?*
- *Am I likely to be successful in these subjects?*
- *What are the skills and dispositions that I need to develop in order to be successful in my future working life and how will I develop them?*

Heads of Department of Computer Science, Environmental Technology, Health & Social Care, Nutrition and Food Science, Psychology, Sport and Travel & Tourism will give information about their specifications and the content of their subject in presentations to tutor groups. Teachers of other subjects will give you information about their subject during a timetabled lesson.

Please Read the Following Information Carefully

1. A subject will be timetabled provided a large enough number of students opt for it. In some cases, special arrangements may be made for subjects with small numbers, for example, the number of taught periods allocated to subjects with small pupil numbers may be reduced and periods of independent study for the students will be timetabled to ensure provision remains comparable with other subjects.
2. If any subject is oversubscribed a selection process will take place.
3. If you choose Further Mathematics, you must also choose Mathematics **and** two other subjects. It is important to note that some universities will not accept Mathematics and Further Mathematics as 2 distinct A Levels.
4. If you chose A Level Mathematics but have not studied Further Mathematics at GCSE, you will have an extra amount of time for Mathematics on your timetable in Lower Sixth.
5. Russian, Classical Civilisation and Latin Lower Sixth and Upper Sixth classes are taught concurrently.
6. Digital Technology must not be chosen with Computer Science.
7. In Modern Languages, one period per week is allocated for a conversation class.
8. It is advisable to take no more than one BTEC subject.
9. You can take the following courses in 6th Form without having studied them at GCSE: Business Studies, Classical Civilisation, Digital Technology, Economics, Environmental Technology, Geography, Government and Politics, Health and Social Care, History, Media Studies, Nutrition and Food Science, Psychology, Religious Studies, Sport (BTEC), Travel & Tourism (BTEC).
Please note, if you have taken any of these subjects for GCSE then you will be required to achieve the subject entry criteria as given in this booklet to take it forward into A Level as your grade at GCSE is an indicator of future success in the subject.
10. The relevant Head of Department may give approval for study to a student who demonstrates clear evidence of knowledge, understanding and aptitude for Computer Science, Drama and Theatre Studies, Music or Technology and Design, without having taken the subject at GCSE. The decision may be based on a portfolio of work or an audition.

The Entitlement Framework

We are committed to providing access to the Entitlement Framework. If you want to study a subject not delivered by the College but by a school in the South Belfast Area Learning Community or Belfast Metropolitan College, you should arrange a second interview, with Mr Ferguson (Entitlement Co-ordinator).

Sixth Form study is challenging. As well as qualifications you need to think about the skills and dispositions that will lead to success.

These include:

- Literacy and numeracy
- Time management and organisation
- Oral and written communication
- Teamwork
- Creative problem-solving
- Initiative and enterprise
- Critical and analytical thinking
- Ability to apply knowledge and concepts
- Information gathering, evaluation and synthesis
- Emotional intelligence and interpersonal skills
- Adaptability
- Dedication and Self-discipline
- Resilience and Grit

You should consider the following questions in relation to skills:

- **Analytical thinking** – do you possess the ability to break down a problem into its component parts, identifying implications and causal relationships?
- **Conceptual thinking** – can you recognise patterns and the key underlying issues, making the complex simple and finding creative solutions?
- **Teamwork** – are you good at working with others – seeing issues from another person’s point of view? Are you willing and able to work co-operatively and collaboratively with others?
- **Communication and Influence** – can you be persuasive? Can you convince others of a view or position?
- **Leadership** – do you enjoy teamwork and co-operation while leading a group of people, articulating a purpose for the group, and motivating people to fulfil that purpose?
- **Evidence** – how would you convince an admissions panel or a prospective employer that you have developed these skills and dispositions?
- **Next steps** – how do you intend to develop or strengthen them?

The Entitlement Framework (Summary of Subject Entry Requirements)

Subject	Minimum GCSE subject grade and additional requirements	Alternative requirements if not taken at GCSE (min grade B unless otherwise stated)
Art & Design	B	
Biology	B and B in Mathematics (no foundation papers can be taken, and a B-grade must be achieved in both Unit 1 and Unit 2 theory papers)	BB in Double Award Science with A in Biology component and B in GCSE Mathematics
Business Studies	B	C* Economics / B in English Language or English Literature and Mathematics if no Economics
Chemistry	B and A in Mathematics	A*A* in Double Award Science with A in Chemistry component and A in GCSE Mathematics
Class Civilisation	6	History or English Language or English Literature or Latin or RE
Computer Science	B in Digital Technology (Programming) / Computer Science / Computing and B in Mathematics	A in Mathematics
Digital Technology	C* in Digital Technology (Multimedia) and C* in English Language	C* in both English Language and Mathematics
Drama & Theatre Studies	6 in Drama and B in English Literature	HOD approval on acceptable audition along with English Language and English Literature
Economics	B	B Business Studies / B in English Language or English Literature and Mathematics if no Business Studies
English Literature	A in English Lit and B in English Language	HOD approval
Environmental Technology	B in Mathematics	Technology or Physics or BB in Double Award Science
French	B	
Geography	B	English Language and Mathematics
German	B	
Government & Politics	B	English Language or History
Health & Social Care	B in English Language	
History	B	A in English Literature or English Language
Latin	6	
Mathematics (Route 1)	A in Mathematics (must have sat M4/M8) and C in Further Mathematics	
Mathematics (Route 2)	A in Mathematics (M4/M8)	
Further Mathematics And Mathematics	A* Further Mathematics and A* in Mathematics	

The Entitlement Framework (Summary of Subject Entry Requirements)

Subject	Minimum GCSE subject grade and additional requirements	Alternative requirements if not taken at GCSE (min grade B unless otherwise stated)
Moving Image Arts	B	
Music	B and grade 5 instrument or voice	HOD approval on acceptable audition
Nutrition & Food Science	B in Food and Nutrition	Biology or Chemistry or BB in Double Award Science
Physics	Essential: B in Physics and an A in Mathematics Desirable: Have studied GCSE Further Mathematics and are studying A level Mathematics	A*A* in Double Award Science with A in Physics component and A in GCSE Mathematics.
Psychology	B in Mathematics and English Language	
Religious Studies	B	English Language or History
Russian	6	
Spanish	B	
Sport (BTEC)	B in PE	B in Biology or BB in Double Award Science
Technology and Design	B	B in Mathematics or Physics or BB in Double Award Science with B in Physics component
Travel and Tourism (BTEC)	C* English Language and Mathematics	

In certain circumstances and if there is space in the class a C may be considered in the following subjects: Business Studies, Classical Civilisation, Computer Science, Digital Technology, Environmental Technology, French, German, Health and Social Care, Russian, Sport, Travel and Tourism.*

Comparison of CCEA GCSE Grades with the 9-1 system used in England

CCEA Structure	9 – 1 Structure
A*	9
A	8
	7
B	6
C*	5
C	4
D	3
E	3 / 2
F	2 / 1
G	1

Entry Criteria

Essential

Grade B or above at GCSE.

Strong skills in drawing from first-hand (from life) and strong problem-solving skills. An ability to juggle coursework deadlines and to work independently to devise ideas for personal investigations arising from a set theme. Strong skills in research and extended writing are needed for the 1,000-2,000-word A2 Written Investigation. A willingness to take creative risks. A keen interest in historical and contemporary issues in Art and Design.

Desirable

A grade A in GCSE Art and Design. A grade B or above in English Language is desirable due to the requirement for extended writing at A2.

Students moving from another school to study at A Level should bring a portfolio of their work as evidence of their ability.

Content

AS 1: Experimental Portfolio

A balance of directed creative and expressive workshops and self-directed research and investigation arising from a set theme

AS 2: Personal Response

Focused investigations leading to a substantial outcome arising from set theme

A2 1: Personal and Critical Investigation

Self-directed research and investigation arising from set theme. A 1,000- 2000-word Written Investigation

A2 2: Thematic Outcome

Focused investigations leading to a substantial outcome arising from set theme.

Assessment

AS 1: Experimental Portfolio

50% of AS, 20% of A Level

AS 2: Personal Response

50% of AS, 20% of A Level

A21: Personal and Critical Investigation

Practical Work 40% of A2, 24% of A Level

Written Investigation 20% of A2, 12% of A Level

A22: Thematic Outcome

40% of A2, 24% of A Level

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Art%20and%20Design%20%282016%29/GCE%20Art%20and%20Design%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/ Higher Education

Students will either choose a Foundation Course in Art and Design or opt for direct entry to a specialist degree course.

Employment

Students will either choose a Foundation Course in Art and Design or opt for direct entry to a specialist degree course.

Other

Apprenticeships for young people are available through organisations such as Northern Ireland Creative Employment Programme and NI Screen.

From a student:

“A Level Art and Design really allows you to explore a range of techniques and media in a truly expressive way. Compared to GCSE we have more freedom to find what intrigues us within art. The A Level specification is very loose, and you have more control, allowing you gain more confidence and independence. A Level Art and Design gives you transferable skills that are useful in industries other than the creative industries too.”

Entry Criteria

Essential

Grade B or above in Biology for pupils following the GCSE Biology course. However, due to the relative difficulty of the subject, it is not recommended to study Biology at A Level with a grade B at GCSE.

Grade B in GCSE Mathematics is essential to cope with the mathematical content of the A Level course.

Desirable

Pupils should have studied GCSE Chemistry as a single science or as part of Double Award. The study of Chemistry at A Level alongside Biology would be of benefit for some topics.

Content

At each level, AS and A2, students must study all three units.

AS 1: Molecules and Cells

AS 2: Organisms and Biodiversity

AS 3: Practical Skills in AS Biology

A2 1: Physiology, Coordination and Control, and Ecosystems

A2 2: Biochemistry, Genetics and Evolutionary Trends

A2 3: Practical Skills in AS Biology

<https://ccea.org.uk/post-16/gce/subjects/gce-biology-2016>

Assessment

AS 1: 15% of A Level

External written exam 1 hour 30 minutes. Students answer six to eight structured questions and write an essay.

AS 2: 15% of A Level

External written exam 1 hour 30 minutes. Students answer six to eight structured questions and write an essay.

AS 3: 10% of A Level

External written exam assessing practical skills 1 hour. Internal practical assessment.

A2 1: 24% of A Level

External written exam 2 hours 15 minutes. Students answer six to nine structured questions and write an essay.

A2 2: 24% of A Level

External written exam 2 hours 15 minutes. Students answer six to nine structured questions and write an essay.

A2 3: 12% of A Level

External written exam assessing practical skills 1 hour 15 minutes. Internal practical assessment

What can you do with this subject?

Further/ Higher Education

Biology is essential for the study of Medicine, Dentistry and Veterinary in most institutions and highly desirable for studying Pharmacy. There are many other Biology based degrees on offer in most universities including; Biological Sciences, Genetics, Zoology etc.

Employment

The study of Biology is very useful in a wide range of employment areas, including the health industry, food production and environmental health, conservation and most recently the ever-expanding biotechnology industry.

Other

Biology gives students an understanding and respect for living organisms. Students develop valued skills including analysis, evaluation, problem solving, research and an ability to understand complex processes, along with practical skills such as using a microscope, fieldwork, and handling apparatus.

From a student:

"I studied Biology at A Level to allow me to apply for medical degrees. However, it has always been of personal interest and is a subject that is relevant to most people. There is a lot to learn at A Level but there is also lots of practical work and it is really interesting."

Entry Criteria

Essential

Grade B or above in Business Studies, however, a C* may be considered if the student has also achieved a grade C* or above in both Mathematics and either English Language or English Literature at GCSE.

If you do not have GCSE Business Studies, but have studied Economics, then grade C* or above in Economics is required. If neither Business Studies or Economics has been studied, a grade B or above in Mathematics is required along with a grade B or above in either English Language or English Literature.

Desirable

An interest in business related content, ability to be creative and innovative as well as willingness to undertake additional reading around business topics.

Content

AS 1: Introduction to Business: This unit begins with what motivates individuals to develop business enterprises. It also covers topics such as importance of quality, recruitment, management and leadership styles, employee motivation and business operations.

AS 2: Growing the Business: Students explore the role of technology in growing a business as well as topics such as marketing and the use of e-business. Students also develop an appreciation of the role of accounting and financial information in business decision making and financial control.

A2 1: Strategic Decision Making: Students identify business objectives as well as how conflict can occur among various stakeholders. Students gain an insight into business planning and how to manage risk and uncertainty when developing business strategies through decision tools as well as the use of accounting and financial information.

A2 2: The Competitive Business Environment: Students examine the macroeconomic framework and the impact of globalisation on business activities. Students develop an appreciation of the importance of ethics and sustainability on business decision making and culture as well as how businesses are affected by and react to a change in the dynamic and technology-driven business environment.

Assessment

AS 1: External written examination - 1 hour 30 minutes:
Two compulsory structured data responses.

AS 2: External written examination – 1 hour 30 minutes:
Two compulsory structured data responses.

A2 1: External written examination - 2 hours: Five compulsory structured data responses.

A2 2: External written examination - 2 hours: Six compulsory structured data responses.

<https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016>

What can you do with this subject?

Business Studies continues to be one of the most popular university and career pathways for students leaving Methodist College. It will provide students with an excellent broad-based preparation for careers and degrees in management, accountancy, product development, marketing, investment banking, international business, finance, actuary, retail or simply running your own business. Some of our students have recently entered business-related apprenticeships with companies such as PWC.

Throughout the course, the students will experience guest speakers and the opportunity to visit businesses to see how theory learnt in the classroom can be carried across into the real business world.

From a student:

“I have really enjoyed studying Business Studies and now hope to go on to study a business-related course at University. I believe studying Business Studies at A Level has allowed me to gain confidence in my overall ability as well as developing key skills in areas such as organisation, critical-thinking and communication as well as having a wide knowledge of how the business world works. Most importantly, this knowledge and development of transferrable skills are key in preparing me for the demands of future employment where there is a need for a flexible and adaptable workforce.”

Entry Criteria

Essential

Grade B or above in Chemistry and an A in Mathematics

The College may exercise discretion for pupils who sit on the A/B borderline (within 5 UMS marks of the A grade)

Grade A*A* with A grades in the Chemistry elements of Double Award Science

Desirable

An interest in the subject and science in general.

Content

AS 1: Basic Concepts in Physical and Inorganic Chemistry

AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry

AS 3: Basic Practical Chemistry

A2 1: Further Physical and Organic Chemistry

A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

A2 3: Further Practical Chemistry

Assessment

AS 1: External written examination. 1 hour 30 minutes. (90 marks)

AS 2: External written examination. 1 hour 30 minutes. (90 marks)

AS 3: Practical Booklet A. 1 hour 15 minutes. (25 marks).

Practical Booklet B. 1 hour 15 minutes. (55 marks).

A2 1: External written examination. 2 hours (110 marks)

A2 2: External written examination. 2 hours (110 marks)

A2 3: Practical Booklet A. 1-hour 15minutes. (30 marks).

Practical Booklet B. 1 hour 15 minutes. (60 marks).

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Chemistry%20%282016%29/GCE%20Chemistry%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/ Higher Education

Chemistry, biochemistry, biomedical sciences, medicine, dentistry, veterinary science, forensic science

Employment

Laboratory technician, Research and Development, Pharmacy technician

Other

Biotechnology, Oil and gas, Food, Pharmaceuticals, Sustainable energy, Management

From a student:

“A Level Chemistry presents an unparalleled opportunity for lovers of problem solving as it is all about making connections between many of the topics studied at GCSE and the more in-depth understanding of them. There is a real satisfaction to be gained from the various aspects of the course falling into place. The wealth of information studied is enriching and relevant to so many aspects of everyday life.”

Entry Criteria

Essential

Grade 6 or above if Classical Civilisation has been taken at GCSE (OCR).

Those who have not studied Classical Civilisation at GCSE Level must have obtained a Grade B (or equivalent) in a subject such as History, English Language, English Literature, Latin or Religious Studies.

Desirable

As the course is quite varied in nature, it should appeal to those with an interest in literature, politics, drama or history who wish to gain a knowledge and understanding of the literature and culture of the Greeks and Romans through studying a diverse range of ancient material.

Content

Unit 1: The World of the Hero: Homer's *Odyssey* and Virgil's *Aeneid*: This component is solely focused on the study of Greek and Roman literature in translation.

Unit 2: Culture and Arts: Imperial Image: Through an examination of literature and visual/material culture, this component looks at the ways in which the Emperor Augustus conveyed his personal brand of rule to all the social classes of Rome.

Unit 3: Beliefs and Ideas: Democracy and the Athenians: The aim of this component is to examine the birth and development of democracy, what this meant to an Athenian and its positive and negative aspects as expressed by historians, dramatists and commentators.

Assessment

Three written papers are taken at the end of Upper Sixth.

Unit 1: 2 hours 20 minutes – 40%.

Unit 2: 1 hour 45 minutes – 30%.

Unit 3: 1 hour 45 minutes – 30%.

Examination paper questions are varied and range in length from short answers to full length essays. Source-based questions appear on all the papers.

<https://ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf>

What can you do with this subject?

Further/ Higher Education

Classical Civilisation can be studied at degree level on its own or in combination with other subjects.

Employment

The transferable skills gained are useful in a wide range of occupations such as author, historian, teacher, lecturer, civil servant, journalist, researcher, politician, diplomat and lawyer.

From a student:

"Classical Civilisation has been an enjoyable subject to study due to the diverse areas of the Greek and Roman worlds covered. It has been interesting to read through two of the world's greatest epics, to look at how the concept of democracy was born in Athens over 2500 years ago and how the first Roman emperor Augustus, much like many politicians today, sought to present his public image in a positive way. I have developed my research, analytical and critical thinking skills and found out that many of the burning issues of today were around in ancient times too!"

Entry Criteria

Essential

Grade B or above in Digital Technology (Programming) / Computer Science / Computing along with grade B in Mathematics.

If none of the above offered, then grade A in Mathematics.

Desirable

Good problem-solving ability

Logical thinking skills

Willingness to persevere with a task in order to develop an efficient, working solution

Content

AS 1: Paper 1 - On-screen examination

AS 2: Paper 2 - Written examination

A2 1: Paper 1 - On-screen examination

This paper tests a student's ability to program, as well as their theoretical knowledge of computer science

A2 2: Paper 2 - Written examination

This paper tests a student's theoretical knowledge of computer science

A2 3: Non-examination assessment

The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.

Assessment

A2 1: 2 hours 30-minutes on-screen examination (40%)

A2 2: 2 hours 30 minutes written examination (40%)

A2 3: Non-examination assessment (20%)

<https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517>

What can you do with this subject?

Further/ Higher Education

Applied Computing

Computer Science

Software Engineering

Employment

Earn as You Learn schemes (e.g.,

Kainos)

Apprenticeships (e.g.,

Deloitte Brightstart)

Other

www.bcs.org

<https://www.careers.ox.ac.uk/computing-it/>

From a student:

"The opportunities in the Computing industry are increasing. It is a thriving industry and will allow me to work anywhere in the world, on lots of different projects. I may decide not to be a programmer but know that, with my A Level, I will be able to choose from a diverse range of careers. In fact, the jobs I will do may not exist yet – that is exciting!"

Entry Criteria

Essential

Grade C* or above in Digital Technology (Multimedia) if studied **and** Grade C* or above in English Language
If IT or Digital Technology are not taken at GCSE, then C* in both English Language and Mathematics is required.

Desirable

Good problem-solving ability

Willingness to persevere with a task in order to develop an efficient, working solution.

Content

AS 1: Approaches to Systems Development

Develop knowledge & understanding of approaches to development of systems

AS 2: Fundamentals of Digital Technology

Develop knowledge and understanding of fundamentals of any system

A2 1: Information Systems

An extension to Unit AS 2

A2 2: Application Development (Case Study)

Apply skills, knowledge and understanding of digital technology to solve a problem for a specified client

Assessment

AS 1: 1 hour 30 mins external written examination; Students answer short and extended questions

AS 2: 1 hour 30 mins external written examination

Students answer short and extended questions

A2 1: 2 hours 30 mins external written examination

Students answer short and extended questions

A2 2: Internal assessment

Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user

<https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016>

What can you do with this subject?

Further/ Higher Education

Some of the current options: Software Engineering with Digital Technology Partnership; Business Information Technology; Computing and Information Technology; Animation; Graphic Design; Intermedia Art; Games Design; Information Technologies or any Digital Technology / Information Technology / ICT course

Education and Employment

You may wish to consider apprenticeships – work for a company and study at the same time – earn a salary and have all your fees paid

Other

“If you’re thinking of continuing on to higher education, it is important to check that the combination of subjects and qualifications you are planning to study will satisfy the requirements of the undergraduate course at the unis or colleges you’re thinking of applying to.” (UCAS)

From a student:

“Digital Technology has allowed me to develop my practical computer skills, in particular, the use of databases. Through the development of my solution for the case study, I understand the importance of problem-solving skills and have become more independent when solving problems. I realise that no matter what career path I choose, computers, in some format, will play a large part in my day-to-day tasks.”

Entry Criteria

Essential

Grade B or above in both GCSE Drama **and** GCSE English Literature. If Drama has not been taken at GCSE, then students may be considered with grade B in both English Literature and English Language along with an acceptable audition with Head of Department.

Desirable

Grade A in GCSE English Language

Content

Unit 1: Devising Students will devise an original performance piece using one key extract from a performance text and the methods and ideas of a key influential theatre practitioner (10%). Written coursework detailing the process from Page to Stage (30%).

Unit 2: Text in Performance Students will be expected to perform/design one key extract from a performance text, in a group, to an external examiner. (13%) Students will perform a monologue or duologue performance/design realisation from one key extract from a different performance text to an external examiner. (7%)

Unit 3: Theatre Makers in Practice Students will study a piece of live Theatre and two performance texts, to be chosen by the Drama department. They will practically explore and interpret the work, utilising the work of theatre practitioners, to complete a written examination.

Assessment

Unit 1: Devising (80 marks and 40% of the qualification) Portfolio (60 marks) and Devised Performance (20 marks)

Unit 2: Text in Performance (60 marks and 20% of the qualification) Group Performance and Monologue/Duologue (60 marks)

Unit 3: Theatre Makers in Practice (80 marks and 40% of the qualification) Written examination: 2 hours 30 minutes

Section A: Live Theatre Evaluation

Section B: Page to Stage: Realising a Performance Text

Section C: Interpreting a Performance Text

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>

What can you do with this subject?

Further/ Higher Education

Performing Arts Degree
Law Degree
Communications Degree
Bachelor of Arts in Drama

Employment

Professional Acting/Musical Theatre
Law
Advertising
Teaching

From a student:

"I have thoroughly enjoyed Drama because it has taught me a wide range of styles, methods and techniques that I have been able to put into practice when performing both inside and outside of school."

"A Level Drama has exposed me to a variety of practitioners and styles which have helped me develop a better performance style. The theory side has provided me with a greater understanding of stage craft and therefore developed my acting as a whole."

Entry Criteria

Essential

Grade B or above if GCSE Economics has been taken.

If you do not have GCSE Economics, but have studied Business Studies, then grade B or above in Business Studies is required. If neither Economics or Business Studies has been studied a grade B or above in Mathematics is required along with a grade B or above in either English Language or English Literature.

Desirable

An interest in current economic affairs, the ability to think critically and logically as well as ability to problem solve.

Content

AS 1: Markets and Market Failure: Students consider how market forces of supply and demand interact to allocate resources in local, national and international markets. Students will look at different forms of market failure and will evaluate possible methods of government intervention to remedy market failures.

AS 2: Managing the National Economy: Students analyse the impact of economic growth, inflation, unemployment and the balance of payments. They will assess the likely impact and effectiveness of different government policies.

A2 1: Business Economics: Students will examine what factors affect the nature of competition between firms. Students will examine how some firms are profit maximisers, yet others may have alternative business objectives. They also analyse and evaluate competition policy.

<https://ccea.org.uk/post-16/gce/subjects/gce-economics-2016>

Assessment

A2 2: Managing the Economy in a Global World:

Students get the opportunity to understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will analyse public finance, macroeconomic policies and the role of the financial sector in a global context.

Assessment

AS-1: 1 hour 30 minutes written examination consisting of short-answer questions, a multi-part data response question and one extended open-response question from a choice of two.

AS-2: 1 hour 30 minutes written examination consisting of short-answer questions, a multi-part data response question and one extended open-response question from a choice of two.

A2-1: 2 hour written examination consisting of short-answer questions, a multi-part data response question and one open-response question from a choice of two.

A2-2: 2 hour written examination consisting of short-answer questions, a multi-part data response question and one open-response question from a choice of two.

What can you do with this subject?

Employers place a high value on those who study Economics. Careers and university pathways for those who have studied economics include economist, banking, accountancy, data analyst, financial risk analyst, government economist, statistician, actuary, management consultant and stockbroker.

Throughout their studies, students are exposed to situations where they will learn to develop a wide range of valuable transferable skills, including: communication, numeracy, problem solving, time management and analytical skills.

From a student:

“Studying Economics completely changes the way in which you view the world. What is unique about Economics is the way you learn basic theories but are then able to think about them broadly and apply them to a range of real-life examples - something which you do not have the opportunity to do in other subjects. I would recommend Economics to anyone who has an interest in current affairs, politics or fundamentally wants to understand how the world works. Economics enables you to study a subject which is hugely relevant in the real world, and employers value the analytical skills you develop as well as your ability to write discursively covering a spectrum of issues.”

Entry Criteria

Essential

Grade A or above in English Literature **and** B in English Language

Desirable

Strong performance in Examination Units in GCSE English Language and Literature. A clear track record of punctuality and adherence to deadlines. A good grade at GCSE does not guarantee success at A Level: we seek pupils who can demonstrate an active interest in Literature and reading both inside and outside of the classroom.

Content

AS 1: The Study of Poetry 1900-Present and Drama 1900-present: A Streetcar Named Desire by Tennessee Williams and selected poems by Robert Frost and Seamus Heaney.

AS 2: The Study of Prose Pre-1900: Wuthering Heights by Emily Bronte.

A2 1: Shakespearean Genres: King Lear.

A2 2: The Study of Poetry Pre-1900 and unseen poetry

A2 3: Internal assessment

Assessment

AS 1: 2-hour examination

AS 2: 1-hour examination

A2 1: 1 hour 30 minutes examination

A2 2: 2-hour examination

A2 3: Internal assessment:2500-word essay

<https://ccea.org.uk/english-literature>

What can you do with this subject?

Further/ Higher Education

English, Teaching, Journalism, Law, History, Politics, Classics, Media, Film, Current Affairs.

Employment

Teaching, Law, Journalism, Media & TV, editorial work, research & investigation.

Other

Covers a range of highly enabling skills, supremely applicable in future pathways.

From a student:

“Not only is the subject enjoyable and challenging, but there is an inherent quality and depth to the student who has committed to studying literature at such a rigorous level: you will emerge with an extremely marketable skill-set.”

Entry Criteria

Essential

Grade B or above in Mathematics, however a C* may be considered if the student has achieved a grade C* or above in Mathematics and English Language along with a science-based subject at GCSE.

Desirable

Having studied Technology or Physics at GCSE would be an advantage.

Content

AS 1:

Earth's Capacity to Support Human Activity: how the use of fossil fuels affects climate and the environment and what action can be taken to mitigate this.

AS 2: Internal Assessment: An evaluation, by desktop research and practical investigation of a scenario for the installation of renewable energy technologies.

A2 1:

Building and Managing a Sustainable Future: How human action affects climate and the environment and how technology can be taken to mitigate this.

A2 2: Internal Assessment:

An evaluation of a building, by desktop research and practical investigation of a scenario to the code for sustainable homes.

Assessment

AS 1: Written paper 1 hour 30 minutes 50% of AS, 20% A2

AS 2: Internal Assessment
Renewable Energy Technologies
50% of AS, 20% of A2

A2 1: Written paper 2 hours 30 % A2

A2 2: Internal Assessment
Environmental Building Performance and Measurement
30% of A2

<https://ccea.org.uk/post-16/gce/subjects/gce-environmental-technology-2016>

What can you do with this subject?

Further/ Higher Education

Many elements of the course echo the BEng degree offered by Energy and Building Services Engineering in UU

Employment

Significant employment opportunities in engineering, planning, manufacturing, technical support and management. Modern apprenticeships.

From a student:

"This subject is becoming increasingly relevant with more jobs and university courses arising in the Environment sector. The subject is 50% coursework based so if you devote enough time and effort into it and revise well for the examination, very high grades can be achieved."

Entry Criteria

Essential

Grade B or above in GCSE French

Desirable

An interest in the subject or country. A desire to study a wide range of topics including Cinema, Music, Health matters, Education, Politics and Family and relationships

Content

AS 1: Speaking

AS 2: Listening, Reading and Use of Language

AS 3: Extended Writing

A2 1: Speaking

A2 2: Listening and Reading

A2 3: Extended Writing

Assessment

AS 1: 11 minutes presentation and conversation

AS 2: 40 minutes Listening and 1 hr 20 minutes

Reading paper

AS 3: 1-hour Writing paper

A2 1: Speaking research topic 6 minutes,

Conversation 9 minutes

A2 2: Listening 45 minutes, Reading 2 hours

45 minutes

A2 3: Extended Writing 1 hour

<https://ceea.org.uk/downloads/docs/Specifications/GCE/GCE%20French%20%282016%29/GCE%20French%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Interpreting and translating; Teaching; Civil Service; International Organisations; Industry and Commerce; Travel; Tourism; Hotel and catering work; Journalism; Scientific work

Careers possibilities: <https://www.academicinvest.com/arts-careers/french-careers>

From a student:

“Studying French has allowed me to improve my communication skills. This is essential as I hope to go on to study Medicine. Upon contacting various universities, I was told that French set me apart from other students who were applying for the courses, and I should continue with it into A2 if possible as it showed excellent interpersonal skills. Through studying French, I have had the opportunity to study both a film and a text and have really enjoyed how different it is to my other subjects. I have also enjoyed the opportunity to travel to France with my friends and experience life in Paris.”

Entry Criteria

Grade A* in both GCSE Mathematics and GCSE Further Mathematics.

This course is intended for students who have a real interest in and enjoyment of Mathematics and who have proved themselves to be capable mathematicians.

Students will sit AS/A2 Mathematics in their L6th year and then AS/A2 Further Mathematics in their U6th year.

This subject will run over 2 subject choice blocks in each year.

Content

AS Further Mathematics

AS1 Pure Mathematics

- Further algebra and functions
- Complex numbers
- Matrices
- Vectors
- Exponentials and logarithms
- Differentiation
- Integration
- Vectors

AS2 Applied Mathematics

[Mechanics/Statistics]

- Hook's law
- Work / energy / power
- Circular motion
- Sampling / probability
- Statistical distributions
- Bivariate distributions

Assessment

AS1 Written examination 1 hour 30 minutes

AS2 Written examination 1 hour 30 minutes

https://ceea.org.uk/downloads/docs/Specifications/GCE/GCE%20Further%20Mathematics%20%282018%29/GCE%20Further%20Mathematics%20%282018%29-specification-Standard_0.pdf

Content

A2 Further Mathematics

A21 Pure Mathematics

- Further algebra and functions
- Proof by induction
- Further complex numbers
- Further calculus
- Polar co-ordinates
- Hyperbolic functions
- Differential equations
- Numerical methods

A22 Applied Mathematics [Mechanics/Statistics]

- Simple harmonic motion / damped oscillations
- Centre of mass / frameworks
- Further circular motion
- Linear combinations of independent variables
- Sampling and estimation
- t-distribution / χ^2 test

Assessment

A21 Written examination 2 hours 15 minutes

A22 Written examination 2 hours 15 minutes

What can you do with this subject?

- This course provides an excellent basis for those wishing to study courses at university which contain significant mathematical content.
- Students will not have met many of the topics outlined above with the course providing significant challenge and extending mathematical thinking skills.
- As a STEM subject, the skills developed in studying AS/A2 Further Mathematics are valued by both universities and employers, especially in the growth employment sectors.
- A student considering applying to Oxford or Cambridge to study Mathematics, Engineering, Computing or one (or more) of the Physical Sciences would find it an advantage to study both Mathematics and Further Mathematics at AS/A2 Level.

From a student:

"I have always enjoyed the challenge that Mathematics has presented and by taking AS/A2 Further Mathematics I was able to study topics and concepts which extended my thinking skills and overall interest in the subject. Whilst the content at A2 Level can be demanding, the tailored resources produced by the department facilitates sound understanding of topics and provides a range of consolidation exercises up to and including examination style questions."

Entry Criteria

Essential

Grade B or above in GCSE Geography.

Those who have not studied GCSE Geography must have grade B in both English Language **and** Mathematics.

Desirable

Students have studied GCSE Geography **and** a Science.

As written communication and elements of Mathematics are key components of Geography A Level, grade B in both Mathematics and English Language at GCSE are good indicators of success.

Content

- AS 1: Physical Geography:** Rivers, Ecosystems, Weather and Climate
- AS 2: Human Geography:** Population, Settlement, Development
- AS 3: Fieldwork and Skills**
- A2 1: Physical Processes, Landforms and Management:** Plate Tectonics – Theory and Outcomes, Dynamic Coastal Environments
- A2 2: Processes and Issues in Human Geography:** Ethnic Diversity, Tourism
- A2 3: Decision Making in Geography**

Assessment

- AS 1: Physical Geography** 1 hour 15 minutes
40% of AS – 16% of A Level
- AS 2: Human Geography** 1 hour 15 minutes
40% of AS – 16% of A Level
- AS 3: Fieldwork Skills and Techniques** 1 hour
20% of AS – 8% of A Level
- A2 1: Physical Processes, Landforms and Management** 1 hour 30 minutes
24% of A Level
- A2 2: Process and Issues in Human Geography** 1 hour 30 minutes
24% of A Level
- A2 3: Decision Making in Geography** 1 hour 30 minutes
12% of A Level

What can you do with this subject?

Further/Higher Education

Geography, Geology, Earth Sciences, Engineering, Medicine, Law, PPE, Marketing, Sociology, Business, Architecture, Finance

Employment

Cartographer, Surveyor, Teacher, Town Planner, International development / aid worker, Landscape architect, GIS officer, Environmental Consultant

Other

<https://www.rgs.org/>
<https://www.topuniversities.com/student-info/careers-advice/what-can-you-do-geography-degree>

From a student:

“I like A Level Geography because the classes are always engaging as we are learning about the different processes that happen in the world around us. The topics are all interesting and they can be directly linked to all aspects of real life.”

Entry Criteria

Essential

Grade B at CCEA or level 6 at GCSE (AQA) or equivalent

Desirable

An interest in effective communication with others.

A willingness to develop your cultural and critical sensitivity.

A desire to learn more about literature, the arts, intellectual ideas, linguistics and history

Content

AS 1: Speaking

AS 2: Listening, Reading, Use of Language

AS 3: Extended writing

A2 1: Speaking

A2 2: Listening, Reading

A2 3: Extended Writing

The topics covered are Relationships and Culture and Lifestyle (AS) and Young People in Society and Our Place in a Changing World (A2)

Assessment

AS 1: 3-minute Presentation and 8-minute conversation

AS 2: Listening and reading comprehension, grammatical and lexical exercises

AS 3: One essay in German in response to a set film or literary text

A2 1: 1-minute presentation, 5-minute discussion and 9-minute conversation

A2 2: Listening and Reading

A2 3: One essay in German in response to a literary text

<https://ccea.org.uk/post-16/gce/subjects/gce-german-2016>

What can you do with this subject?

Further/ Higher Education:

It is possible to study German on its own or jointly with other subjects, such as another language, business or management.

Employment:

Education, Journalism, Broadcasting, International Business, Advertising and Marketing, Tourism, Civil and Public Service, Diplomacy

Other

Academic and research Communities

From a student:

"Learning German increases university and employment opportunities as you are not restricted to just English-speaking countries. German has allowed me to develop my analytical skills and visiting Germany hugely improved my confidence in terms of communicating with others. In this way, A Level German has given me important skills for any future career."

Essential

Grade B or above in Politics, English Language or History.

Desirable

Keen interest in current affairs and politics

Content

AS 1: The Government and Politics of Northern Ireland

- The Northern Ireland Assembly
- The Northern Ireland Executive
- Political Parties in Northern Ireland

AS 2: The British Political Process

- The House of Commons
- The House of Lords
- Prime Minister & Cabinet
- Pressure Groups in the UK

A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom

- Congress
- President
- Comparative study between Parliament/Prime Minister in the UK and Congress/President in the USA

A2 2: Option A: Political Power

- Exercise of Political Power
- Theories of Political Power

Assessment

AS 1: Written examination. 1 hour 15 minutes

AS 2: Written examination. 1 hour 45 minutes

A2 1: Written examination. 2 hours 15 minutes

A2 2: Written examination. 1 hour 30 minutes

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Government%20and%20Politics%20%282016%29/GCE%20Government%20and%20Politics%20%282016%29-specification-Standard.pdf>

What can you do with this subject?**Further/ Higher Education**

Government and Politics, History, English Language, English Literature, General Studies, Economics,

Employment

Law, business, finance, government services, education, journalism, public relations or political research

From a student:

“Government and Politics as a subject is both relevant and useful. I study this subject as it allows me to engage in meaningful conversation around BREXIT and Trump with my peers. Discussion in class is always fresh and engaging as we debate the big issues in today’s society.”

Entry Criteria

Essential

Grade B or above in GCSE English Language.

Desirable

Grade B or above in Biology.

Points to note:

- As part of this course pupils have to find their own placement in a Health and Social care setting for periods throughout the year for example a hospital, day centre, nursery school or primary school.
- This subject requires a considerable amount of extended writing therefore quality of written communication needs to be of a high standard to succeed.
- A key is to consider the proportion of portfolio work required. This form of assessment can be beneficial to students who prefer working regularly on substantial pieces of work whilst being assessed throughout.

Content

AS Unit 1: Promoting Quality Care - students investigate how care workers apply the values of care on a daily basis with service users.

AS Unit 2: Communication in Health, Social Care and Early Years Settings – students examine communication skills, factors that support effective communication and barriers to communication observed in a health and social care setting.

AS Unit 3: Health and Well-Being – students learn about key concepts of health and well-being and the impact of ill health on individuals.

A2 Unit 2: Body Systems and Physiological Disorders – students examine the circulatory and respiratory systems and research a physiological disorder of their own choice.

A2 Unit 3: Providing Services – this examined unit based on pre-release material provides students with an overview of service provision in the health and social care sectors.

A2 Unit 5: Supporting the Family - this unit provides students with the opportunity to consider the changing family structures in today's society. Students develop an understanding of a range of factors that influence family life and investigate the services available to families.

Assessment

AS Unit 1: Internal assessment 10% of A level.

AS Unit 2: Internal assessment 10% of A level.

AS Unit 3: External 2 hour written assessment 20% of AS level.

A2 Unit 2: Internal assessment 15% of A level.

A2 Unit 3: Providing Services – External 2 hour written assessment 30% of A Level.

A2 Unit 5: Supporting the Family - Internal assessment 15% of A level.

<https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016>

What can you do with this subject?

Further/ Higher Education/Employment

Studying Health and Social Care will enable students to gain skills that are valued in further and higher education, as well as in the workplace. Many students who complete this A Level, continue to third level education to study a range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses are available at colleges and universities.

From a student:

“Health and Social Care allowed me to gain an in-depth understanding of health and well-being and the health care industry. This course is greatly beneficial for those thinking about pursuing a career in health and social care, such as nursing, dietician etc. The coursework allowed me to gain experience in researching and writing concise reports, which may be of benefit when producing similar reports at university.”

Entry Criteria

Essential

Grade B or above if GCSE History has been taken.

Those who have not studied GCSE History must have grade A in either English Literature or English Language.

Desirable

Keen interest in the past, and developing analytical skills

Content

AS 1: Germany 1919-45

AS 2: Russia 1914-41

A2 1: Ireland Under the Union 1800-1900

A2 2: Partition of Ireland 1900-25

Assessment

AS 1: 1 hour 15 minutes – 40% of AS and 20% of A Level. Students answer a short response question and a two-part source question.

AS 2: 1 hour 45 minutes – 60% of AS and 20% of A Level. Students answer two questions from a choice of three. Each question has two parts, a short response, and an extended essay.

A2 1: 2 hours 15 minutes – 60% of A2 and 20% of A Level. Students answer a synoptic essay.

A2 2: 1 hour 30 minutes – 40% of A level. Students answer three questions – source and essay questions.

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20History%20%282019%29/GCE%20History%20%282019%29-specification-Standard.pdf>

What can you do with this subject?

Further/ Higher Education

Many History students go to university and study Law, Journalism, PPE, accountancy, History

Employment

Analytical, communication and recall skills learned can lead to employment in a range of jobs

Other

A well respected and recognised subject which for many becomes a hobby later in life!

From a student:

“Politics is incredibly relevant to our understanding of today’s world. It is ever-changing and therefore remains constantly interesting and engaging.”

Entry Criteria

Essential

Grade 6 or above in GCSE Latin in either the EDUQAS or OCR examination.

Desirable

An interest in developing a more detailed knowledge of the Latin language, acquiring the literary skills to read Latin literature, both prose and verse, with appropriate attention to literary techniques, styles and genres and applying analytical and evaluative skills.

Content

Unit 1: Unseen Prose and Verse Translation The content builds on GCSE vocabulary and grammar and the unseen writers are known in advance – Livy for prose and Ovid for verse.

Unit 2: Unseen Latin Comprehension Questions are answered on a passage from a prose writer.

Unit 3: Prose Set Texts

Passages in Latin and English from Tacitus *Annals* 12-14 are studied.

Unit 4: Verse Set Texts

Passages in Latin and English from Juvenal *Satire* 6 are studied.

Assessment

Four written papers are taken at the end of Upper Sixth.

Unit 1: 1 hour 45 minutes – 33%.

Unit 2: 1 hour 15 minutes – 17%.

Unit 3: 2 hours – 25%.

Unit 4: 2 hours – 25%.

Prose and verse set texts are tested by comprehension, translation and short essays.

<https://ocr.org.uk/Images/220734-specification-accredited-a-level-gce-latin-h443.pdf>

What can you do with this subject?

Further/ Higher Education

Latin can be studied at degree level on its own or in combination with other subjects.

Employment

The transferable skills gained are useful in a wide range of occupations such as author, accountant, computer operator, teacher, diplomat, civil servant, financial manager and lawyer.

Other

Latin is classed as a facilitating subject by the Russell Group of universities (www.russellgroup.co.uk).

From a student:

“Latin will provide you with a unique perspective on languages as it allows you to see from where many modern languages have originated. It helps to develop skills such as analysis, critical thinking and problem-solving, skills which would be especially useful in a variety of careers. Through studying Latin, you will also explore some Roman history and mythology as you translate the works of historians, poets and politicians.”

Entry Criteria

Essential

Route 1: Grade A or above in Mathematics **and** Grade C or above in GCSE Further Mathematics.

Route 2: Grade A or above in GCSE Mathematics.

Both routes require modules M4 and M8 to be taken at GCSE level.

Those students entering through Route 2 will be kept together in the +2 class where they receive 2 extra Mathematics periods over the two-week timetable cycle.

Content

AS Mathematics

AS1: Pure Mathematics

- Algebra and functions
- Co-ordinate geometry in (x,y) plane
- Binomial expansions
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Vectors

AS2: Applied Mathematics [Mechanics/Statistics]

- Kinematics
- Forces and Newton's laws
- Sampling
- Data presentation and interpretation
- Probability
- Statistical distributions

Assessment

AS1: Written examination 1 hour 45 minutes

AS2: Written examination 1 hour 15 minutes

Content

A2 Mathematics

A21: Pure Mathematics

- Algebra and functions
- Co-ordinate geometry in (x,y) plane
- Sequences and series
- Trigonometry
- Differentiation
- Integration
- Numerical methods

A22: Applied Mathematics [Mechanics/Statistics]

- Kinematics
- Moments
- Impulse and momentum
- Probability
- Statistical distributions
- Hypothesis testing

Assessment

A21: Written examination 2 hours 30 minutes

A22: Written examination 1 hr 30 minutes

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Mathematics%20%20%282018%29/GCE%20Mathematics%20%20%282018%29-specification-Standard.pdf>

What can you do with this subject?

Mathematics continues to be one of the most popular AS/A2 subjects within MCB.

Students have developed strengths in the subject at GCSE Level and have a natural curiosity as to how topics are extended at AS/A2 Level.

As a key STEM subject, Mathematics develops key innovative transferable skills which build into many other subjects particularly within Science, Technology, Business Studies and Economics.

Studying Mathematics at AS/A2 Level provides the key to many developing sectors including ICT, accountancy, actuary, finance, medicine, dentistry, engineering and data analysis.

The majority of our A2 students move into university courses which have significant mathematical application whilst others move directly into STEM related posts with the option of further study.

From a student:

"Studying history has given me the confidence to challenge other opinions. We are encouraged to research and then come to our own conclusions about a range of topics – we often have debates in class showing a full range of viewpoints. They often get quite lively – I love it!"

Entry Criteria

Essential

Grade B or above in GCSE Moving Image Arts. A genuine interest in film. Strong lens-based skills. An ability to juggle coursework deadlines. Initiative and willingness to work independently in the development of personal ideas for film. Strong organisational skills and skills in extended writing as there is substantial written work at both AS and A2 Level.

Desirable

Access to a film camera outside school would be useful. A grade B or above in English Language is desirable to the requirement for extended writing.

Content

AS 1: Foundation Portfolio – pre-production materials, 3-4 minute film or animation, evaluation (Statement of Intentions and Evaluation 2,600 words)

AS 2: Critical Response: 1 hr 30-minute online exam with questions on clips from set study areas.

A2 1: Advanced Portfolio – Illustrated Essay and Evaluation 2700 words, pre-production materials, 5-7 minute film or shorter animation.

A2 2: Advanced Critical Response: 2 hr 15-minute online exam with questions based on clips from set study areas and unseen clips

Assessment

AS 1: 60% of AS, 24% of A Level

AS 2: 40% of AS, 16 % of A Level

A21: 36% of A Level

A22: 24% of A Level

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Moving%20Image%20Arts%20%282016%29/GCE%20Moving%20Image%20Arts%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/ Higher Education

Students go on to study a wide range of degree courses in film and broadcasting.

Employment

The Creative Industries is one of the fastest growing areas of the UK economy with diverse career opportunities within film and related areas.

Other

Apprenticeships for young people are available through organisations such as Northern Ireland Creative Employment Programme and NI Screen.

From a student:

“Moving Image Arts is a fantastic subject. It has an incredible balance between coursework and theory; you get to learn about the history of cinema through the 20th century, and simultaneously explore your own film-making ideas. I would thoroughly recommend this subject for any student interested in media, broadcasting, or the creative arts- MIA will definitely shine in your portfolio.”

Entry Criteria

Essential

Grade B or above in GCSE Music along with Grade 5 in voice or instrument

Desirable

Grade 5 theory

Keen interest on all types of Music and willingness to get involved in performance opportunities.

Content

AS 1: Solo performance and composition

AS 2: Aural and Written papers

A2 1: Solo performance and composition

A2 2: Aural and Written papers

Assessment

AS 1: 64% One performance of between 5-7 minutes-external examiner. One piece of original composition

AS 2: 36% One Aural paper-1 hour and one written paper-2 hours-based on set works.

A2 1: 60% One performance of between 8-10 minutes-external examiner. One piece of original composition

A2 2: 40% One Aural paper-1 hour and one written paper-2 hours-based on set works.

What can you do with this subject?

Further/Higher Education

Most universities offer music degrees and many also offer music technology. Many pupils go to music colleges which specialise in their chosen instrument or voice. Some students gain choral scholarships to sing in university choirs.

Employment

- Broadcasting
- Composing
- Journalism
- Music industry support work
- Music technology and musical instrument technology
- Music therapy
- Sound recording
- Teaching
- Performing
- Conducting
- Librarianship e.g., in an orchestra
- Musical administration

Other

Some students join the forces and audition for military bands. Some go directly into careers involving music publishing. Some go to Belfast Met to study Music Technology.

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Music%20%282016%29/GCE%20Music%20%282016%29-specification-Standard.pdf>

From a student:

“I really recommend doing A Level music because it helps you to gain so much more understanding and appreciation when listening to and playing all types of music, as well as being in a class of like-minded people who share your interests and motivate you to do your best, resulting in a really enjoyable and engaging course to study.”

Entry Criteria

Essential

Grade B or above in GCSE Food and Nutrition. If no GCSE Food and Nutrition, a grade B or above in Biology or Chemistry, or BB in Double Award Science.

Points to note:

There is no cooking at A Level in this subject.

At A2 the research project allows for flexibility of choice, so that students can specialise in individual areas of interest to them.

Desirable

An interest in Food and Nutrition issues along with the ability to work independently, manage time and meet deadlines.

Content

AS Unit 1: Principals of Nutrition - the study of macronutrients and micronutrients and other dietary constituents.

AS Unit 2: Diet, Lifestyle and Health - students investigate current research on diet, lifestyle and health such as eating patterns.

A2 Unit 1: Food Safety and Quality – the study of securing safe food supply from primary producer to consumer such as food safety.

A2 Unit 2: Coursework Assignment – a 4,000-word report on student's own choice research-based activity. The students chosen topic should come from a topic covered in the A level course.

Assessment

AS Unit 1 Written paper (1½ hours)
20% of A level

AS Unit 2 Written paper (1½ hours)
20% of A level

A2 Unit 1 Written paper (2 ½ hours)
30% of A level

A2 Unit 2 Internally assessed coursework
30% of A Level

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Nutrition%20and%20Food%20Science%20%282016%29/GCE%20Nutrition%20and%20Food%20Science%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/Higher Education

The course provides a good foundation for higher education courses such as medicine, dietetics, sports science, food science, nursing, consumer studies, business studies and marketing.

Employment

Nutrition and Food Science is a fast-moving discipline that focuses on understanding the role of diet in maintaining a healthy human body and preventing disease. There are many career opportunities both at home and worldwide within this field of work as scientific knowledge and research develops.

From a student:

“What I love about Nutrition and Food Science is that it is so relevant to everyday life, meaning you can constantly enjoy your knowledge outside of the classroom. Nutrition and Food Science is a very up-and-coming subject as the increased imbalance between food and population and pandemics, such as obesity, are becoming more prevalent in our world. I plan to study Food Science and Nutrition at university, as it is a broad topic which can branch into many exciting and innovative career opportunities.”

Entry Criteria

Essential

Grade B in Physics and Grade A in Mathematics

Alternative to Grade B in Physics -Grade A*A* with A grades in the Physics elements of Double Award Science

Desirable

Physics is closely linked to Mathematics, so studying the two together can improve your skills in both.

It is therefore recommended that those choosing A level Physics will have already studied GCSE Further Mathematics and/or are intending to study AS/A2 Mathematics.

Content

AS 1: Forces, Energy and Electricity

AS 2: Waves, Photons and Astronomy

AS 3: Practical Techniques and Data Analysis

A2 1: Deformation of Solids, Thermal Physics, Circular Motions, Oscillations and Atomic and Nuclear Physics

A2 2: Fields, Capacitors and Particle Physics

A2 3: Practical Techniques and Data Analysis

Assessment

AS 1: 1 hour 45 minutes examination (16%)

AS 2: 1 hour 45 minutes examination (16%)

AS 3: 2 x 1-hour examinations (8%)

A2 1: 2-hour examination (24%)

A2 2: 2-hour examination (24%)

A2 3: 2 x 1-hour examinations (12%)

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Physics%20%282016%29/GCE%20Physics%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/Higher Education

Physics A Level can be useful for getting on to a wide range of university courses e.g., Engineering.

Employment

Use your knowledge to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft.

Other

For useful information on Careers via school, technical and University routes, view the Institute of Physics website at www.iop.org/careers/index.

From a student:

“I was good at GCSE Physics and really enjoyed studying the different topics. It enhanced my understanding of the fundamentals of how our modern world works. I carried it on to A Level, both because I enjoyed it, and because it was essential for the University course I was applying to.”

Entry Criteria

Psychology is the study of the human brain and behaviour. It is a Social Science and study at A Level will provide a solid understanding of How Science Works through engaging in a variety of scientific investigations and mathematical analysis.

Essential

Grade B in both GCSE Mathematics **and** English Language. Psychology is a challenging A Level in which a wealth of material is covered, and subject specific terminology is used. It requires a mix of literary, scientific and mathematical skills.

Desirable

B grades in Science are also recommended.

Content

AS 1: Introductory topics in Psychology:

Social Influence

Memory

Attachment

AS 2: Psychology in Context:

Approaches in Psychology

Research Methods

Psychopathology

A Level 1: Issues and Options in Psychology:

Approaches and Biopsychology

Research methods

A Level 2: Options - Schizophrenia; Forensic

Psych, Cognition & Development

Assessment

Paper 1: 2 hours Introductory topics in Psychology

Paper 2: 2 hours Psychology in Context

Paper 3: 2 hours Issues and Options in Psychology

All papers taken at end of second year of study.

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level>

What can you do with this subject?

Further/ Higher Education

Psychology provides a good introduction to higher education within the subject area but keeps paths open to explore the sciences and arts.

Employment

Psychology forms a significant component of: Medicine and related disciplines, Sales and Marketing, Human Resources Governmental departments, Law, Social work and Education.

Other:

Psychology promotes the development of scientific theories into how the mind and body works and encourages the application of these to all aspects of life today.

From a student:

"I really enjoyed studying Psychology, coming out of GCSE's I was ready for a change, Psychology was new and different to anything I had studied before. It has been interesting to see the key role of clinical psychologists within the field of law. They assess people where they may be unfit to be tried."

Entry Criteria

Essential

Grade B in GCSE Religious Studies.

If Religious Studies has not been taken at GCSE, then grade B in either English Language or History is required.

Desirable

Students should have an enquiring, critical and sympathetic approach to the study of religion. They should be willing to explore the way in which faith affects thinking and behaviour and to develop their knowledge and understanding of religion and ethics. Finally, students should be willing to reflect on and develop their own values, opinions and attitudes.

Content

AS 1: An Introduction to the Acts of the Apostles

AS 2: Foundations of Ethics with Special Reference to Issues in Medical Ethics

A2 1: Themes in Selected Letters of St Paul

A2 2: Global Ethics

Assessment

AS 1: Examination 1 hour 20 minutes

AS 2: Examination 1 hour 20 minutes

A2 1: Examination 2 hours

A2 2: Examination 2 hours

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Religious%20Studies%20%282016%29/GCE%20Religious%20Studies%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/Higher Education

Religious Studies can lead to the study of theology and religion. However, it can also give access to a wide variety of arts and science courses.

Employment

Suitable for students who want to have an understanding of ethical and moral issues in a wide range of careers or issues of religion and faith in public life.

Other

Suitable for students who want to have an understanding of ethical and moral issues in a wide range of careers or issues of religion and faith in public life.

From a student:

“Religious Studies provides the opportunity to engage in class debate and improve your essay writing skills, while expanding your knowledge of topical issues, both religious and ethical. We would encourage you to study this subject as it provides essential skills for both university and life in the world of work.”

Entry Criteria

Essential

Level 6 at GCSE (EDEXCEL)

Desirable

An interest in effective communication with others.

A willingness to develop your cultural and critical sensitivity.

A desire to learn more about literature, the arts, intellectual ideas, linguistics and history

Content

A2 1: Listening, reading and translation

A2 2: Response to literary and film texts

A2 3: Speaking

The topics covered are Russian Society and Culture in the post-soviet world. Perestroika and the collapse of the Soviet Union.

Assessment

A2 1: Listening, reading and translation

A2 2: Two essays in Russian in response to a literary text and film.

A2 3: 2-minute presentation, 5-minute discussion and 9-minute conversation.

<https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-a-levels/russian-2017.html>

What can you do with this subject?

Further/ Higher Education

It is possible to study Russian on its own or jointly with other subjects, such as another language, business or management.

Employment

Education, Journalism, Broadcasting, International Business, Advertising and Marketing, Tourism, Civil and Public Service, Diplomacy

Other:

Academic and research Communities

From a student:

“Learning Russian has given me more choices when applying to different university courses and it has been great fun as the classes are small.”

Entry Criteria

Essential

Level 6 at GCSE Spanish (AQA) or Grade B at CCEA or equivalent

Desirable

A lively interest in Spanish language and culture

A desire to learn more about the Spanish speaking world

An interest in Hispanic literature

Content

AS 1: Speaking

AS 2: Listening, Reading and Use of Language

AS 3: Extended Writing (One essay in Spanish in response to a set film or literary text)

A2 1: Speaking

A2 2: Listening and Reading

A2 3: Extended Writing (One essay in Spanish in response to a literary text)

Assessment

AS 1: 3-minute Presentation and 8-minute conversation

AS 2: Listening comprehension, Reading comprehension, translation from Spanish into English, grammatical and lexical exercises

AS 3: One essay in Spanish in response to a set film or literary text

A2 1: 6-minute discussion and 9-minute

A2 2: Listening, reading comprehension, summary and translation

A2 3: One essay in Spanish in response to a set film or literary text

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Spanish%20%282016%29/GCE%20Spanish%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

Further/ Higher Education

B.A. in Spanish or combined with another subject, e.g., Spanish and Law

Employment

Translating, Interpreting, Media, Business and International, Services, Travel and Tourism, Teaching

From a student:

“I am really enjoying studying Spanish A Level. It has equipped me with lifelong skills, such as effective communication, research and analytical skills. Furthermore, it has been fascinating learning about current and historical issues in Spain. Spanish is incredibly useful as it opens a lot of doors in varied career paths.”

Entry Criteria

Essential

Grade B or above in GCSE PE

Those who do not have GCSE PE must have grade B in Biology or grade BB in Double Award Science

A keen interest in Sport, Health and Fitness is essential

Desirable

An interest in studying a sports related course at university

Takes part in regular sport or physical training

Content

AS 1: Anatomy and Physiology

AS 2: Fitness Training and Programming for Health, Sport and Well-being

A2 1: Fitness Testing

A2 2: Professional Development in the Sports Industry

Assessment

AS 1: Anatomy and Physiology - 1hr 30min exam in January of L6th

AS 2: Fitness Training and Programming for Health, Sport and Well-being - 2hr 30min Controlled Assessment Exam in May of L6th

A2 1: Fitness Testing – Coursework in U6th

A2 2: Professional Development in the Sports Industry – Coursework in U6th

What can you do with this subject?

Further/ Higher Education

Satisfies the entry requirements for all sport related degree courses – is equal in UCAS points to 1 A-level

Further/ Higher Education

Satisfies the entry requirements for all sport related degree courses – is equal in UCAS points to 1 A-level

From a student:

“I struggled greatly with examinations; the BTEC in Sport meant a reduced volume of revision. It allowed me to focus on my assignments throughout the two years and I was able to achieve a Distinction * Grade (A* equivalent). Consequently, I gained a place in a Primary School training college to become a teacher.”

Entry Criteria

In this course, students explore Technology and Design in a range of different contexts and scenarios, from the home and community to the world of business and industry. The course appeals to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands.

Essential

In this course, students explore Technology and Design in a range of different contexts and scenarios, from the home and community to the world of business and industry. The course appeals to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands.

Desirable

Grade B in Physics and Maths GCSE. Good ability to work independently, time manage and meet deadlines.

Content

AS 1: Design and Materials and Systems and Electronic and Microelectronic Control Systems

AS 2: Internal Assessment – Product Development

A2 1: Product Design

A2 2: Internal Assessment – Product/System Design and Manufacture

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Technology%20and%20Design%20%282016%29/GCE%20Technology%20and%20Design%20%282016%29-specification-Standard.pdf>

Assessment

AS 1: Design and Materials and Systems and Electronic and Microelectronic Control Systems

AS 2: Internal Assessment – Product Development

A2 1: Product Design

A2 2: Internal Assessment – Product/System Design and Manufacture

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Technology%20and%20Design%20%282016%29/GCE%20Technology%20and%20Design%20%282016%29-specification-Standard.pdf>

What can you do with this subject?

A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design.

The qualification could also be used as an entry route into an apprenticeship in a career such as engineering.

The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design. This can provide you with a useful basis for entry into careers such as product design, engineering, graphic design, teaching and architecture.

From a student:

“I really enjoy studying Technology at A Level because I am gaining an understanding of how products are developed; systems work and how everyday items are manufactured. I enjoy the challenge of the practical work and how I have developed as an independent learner through the course. I like that we get to use tools such as the 3D printer and Laser cutter as it gives me a great understanding of how items are made in industry.”

Entry Criteria

Essential

Grade C* or above in English Language **and** Mathematics.

Desirable

An interest in the wider world, and a desire to follow a career path in Travel and Tourism or Geographical related studies.

Content

UNIT 1 – The World of Travel and Tourism

UNIT 2 – Global Destinations

UNIT 3 – Principles of Marketing in Travel and Tourism

UNIT 9 – Visitor Attractions

OR

UNIT 11 – Events, Conferences and Exhibitions

Assessment

UNIT 1 – (90 GLH teaching) Written examination – 1.5 hours – 75 marks

UNIT 2 – (120 GLH teaching) Task set and marked externally, completed under supervised conditions – 3 hours – 60 marks

UNIT 3 – (90 GLH teaching) Internally marked coursework

UNIT 9 (60 GLH teaching) Internally marked coursework

UNIT 11 (60 GLH teaching) Internally marked coursework

<https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html#%2Ftab-0>

What can you do with this subject?

Further/ Higher Education:

BTEC Higher National in Travel and Tourism, Undergraduate degree in Travel and Tourism, or Links to other degree courses, e.g., Geography

Employment:

Airline employment, hotel management, international business management, tour manager, travel agent, resort representative, resort management.

Learners will develop transferable skills such as presenting and communication, which are highly regarded by employers and higher education providers.

From a student:

“I am really interested in travelling the world when I leave school. It would be great if I could get a job in the travel industry. I much prefer coursework to exam-based subjects, so BTEC Travel and Tourism is the perfect subject for me!”

