

Saint Patrick's College

Maghera



Sixth Form Provision

2016/2017



Introduction

All Year 12 pupils have now come to the end of their statutory schooling. Some will decide to leave and seek employment or find a place on a Job Skills or Modern Apprenticeship programme. Others may decide to follow a course at another institution. Careers teachers or the Careers Officer, who interviews the pupils, will explain the options available. However, the vast majority will return to St. Patrick's and take up Sixth Form studies.

The College offers a very diverse choice of courses. Pupils should consider these options in the light of their interests, abilities and career aspirations. Pupils who have coped well with GCSE should not be discouraged from attempting Sixth Form studies provided they are well motivated. The rewards for continuing education are worth considering. The average graduate from University is earning considerably more than other young people of the same age. The Career prospects for graduates are much better than those for non-graduates. Pupils should also be aware that this level of study is more intensive, involves wide reading and a greater emphasis on independent study.

Finally pupils are accepted into Sixth Form on the understanding that there is a commitment to completing their chosen course of study.



Curriculum Changes

Post 16 education has changed in keeping with the demands of industry. It was felt that the traditional 'A' level route was too restrictive on the development of many young people. This conclusion has led to an increased breadth of the choices open to Sixth Formers. We, in St. Patrick's, were ideally placed to implement these changes as the College has, for many years, offered our pupils a very wide choice of both academic and vocational courses. The changes can be summarised as follows:

- All Sixth Form courses have been broken into specified **Units** or **Modules** of study
- We offer both **A' Levels** and **Btec Nationals**
- There are two types of A' Level **AGCE** and **Applied GCE**
- **Advanced General Certificate of Education (AGCE)** which is divided into two parts - an initial **Advanced Subsidiary (AS)** qualification, usually completed in Lower Sixth comprising of two or three units of study. Pupils can continue to full **AGCE** qualification in a subject by following an **A2** programme of a further two or three units in Upper Sixth. Pupils can finish with the **AS** qualification in a subject. However, most will carry their subjects on to **A2** and full qualification.
- **Applied General Certificate of Education (Ap.GCE)** which is divided into three parts - a three unit **AS** qualification, a six unit single **A' level** and finally a twelve unit **double A'level**. Pupils can study to whichever award level they wish.
- **AGCE** and **Ap.GCE** are graded in a similar way i.e. grades **A,B,C,D** and **E**. This will allow Universities to equilibrate the two types of course. It is the Government's aim that both routes are given equal standing.
- **Btec Nationals** on offer are a **Six Unit National Award** and a **Twelve Unit Level 3 National Diploma**.

- The following table compares the qualification types.

Qualification type	Level	No of Units	A'level equivalence
AGCE	AS	2/3	$\frac{1}{2}$ A'level
	AS &A2	4/6	1 A'level
Applied GCE	AS	3	$\frac{1}{2}$ A'level
	A' Level	6	1 A'level
	Double A' Level	12	2 A'levels
Btec Nationals	National Award	6	A'level
	Level 3 National Diploma	12	2 A'levels

How do I choose?

The following criteria are useful to apply when choosing courses.

- **Choose subjects you like.**

You will be studying a small number of subjects in considerable depth, so it is only sensible to choose subjects which you enjoy.

- **Choose subjects you are good at.**

You are probably well aware of your best subjects. Certainly your GCSE results will provide a good guide. Generally you are expected to have a sound grounding in a subject to be able to cope with the level of work in Sixth Form. Expected GCSE grades for entry to AGCE subjects can be found in appendix 1. However, it should be noted that you may choose some AGCE subjects which you did not study at GCSE level. But you need to choose subjects which you know you can get a good grade in.

- **Choose subjects which you will need for a specific career**

A few Careers / University courses demand that certain subjects have been studied. If you are determined to pursue one of these Careers / courses then you will be required to study the specified subjects. Provided these subjects match the above criteria then you have no problem.

If you are undecided about your Career then try to keep your options open. As can be seen in the appendix most courses at University demand good grades rather than specific subjects.

Choice combinations

Pupils in St. Patrick's study a minimum of 12 units i.e. the equivalent of three A'levels at A2 standard. However, most pupils enhance this to 21 or 24 units by selecting "extra" subjects. The units can be made up of many permutations e.g.

- AGCEs only
- Applied GCEs only
- AGCE's in combination with Applied GCEs
- Btec Nationals in combination with either AGCE or Applied GCE
- A combination of all three

Repeat Facility

Pupils with a good GCSE performance but who failed either Maths or English are not discouraged from joining the Sixth Form. We provide an opportunity for such pupils to join Lower Sixth repeat classes and resit the examination in November or June. Other subjects may be repeated where timetable provision allows. These facilities are provided at the discretion of the College and each case is assessed on its individual merits.

FUTURE CAREER OPTIONS

To make a successful career choice, it is crucial that you and your child are aware of current and future employment opportunities.

There are job opportunities across all occupations in Northern Ireland but there is higher demand in those relating to Science, Technology, Engineering and Maths (STEM).



The following areas are extremely important to the Northern Ireland economy:

Growth areas in NI Employment Sector	Relevant Subjects
<ul style="list-style-type: none"> • business and financial services (including accountancy, corporate recovery, financial analysts) 	Business Studies, Economics, Maths, Accounts, Modern Languages
<ul style="list-style-type: none"> • ICT (particularly software development skills, database development, systems architecture and internet specialist skills) 	Maths, Physics, Chemistry, Biology, Computing, Technology, ICT, Business Communication Systems or Engineering.
<ul style="list-style-type: none"> • agri food sector (including lab technicians, food scientists, biotech, machine operatives) 	Chemistry, Biology, Home Economics, Geography, Physics, Mathematics, Home Economics, PE, IT, Applied Science.
<ul style="list-style-type: none"> • advanced manufacturing and engineering (CAD skills, CNC machine operatives, mechanical and electrical engineering skills including at technician level, strategic marketing) 	Maths, Physics, Product Design, Construction. ICT
<ul style="list-style-type: none"> • renewable energies and recycling 	Physics, Maths, Chemistry, Technology and Design or Engineering.
<ul style="list-style-type: none"> • health and life sciences (biotechnology, pharmaceuticals, biomedical technologies, life applications technologies, nutraceuticals and biomedical devices) 	Biology, Chemistry, Maths, Product Design.
<ul style="list-style-type: none"> • creative and digital media 	Moving Image Art, ICT, Art.
<ul style="list-style-type: none"> • hotels and catering (to boost tourism) 	Business Studies, Economics, Accounts, Geography, Travel and Tourism, Home Economics, Modern Languages
<ul style="list-style-type: none"> • retail 	Business Studies, Economics, Accounts; General Subjects, Modern Languages

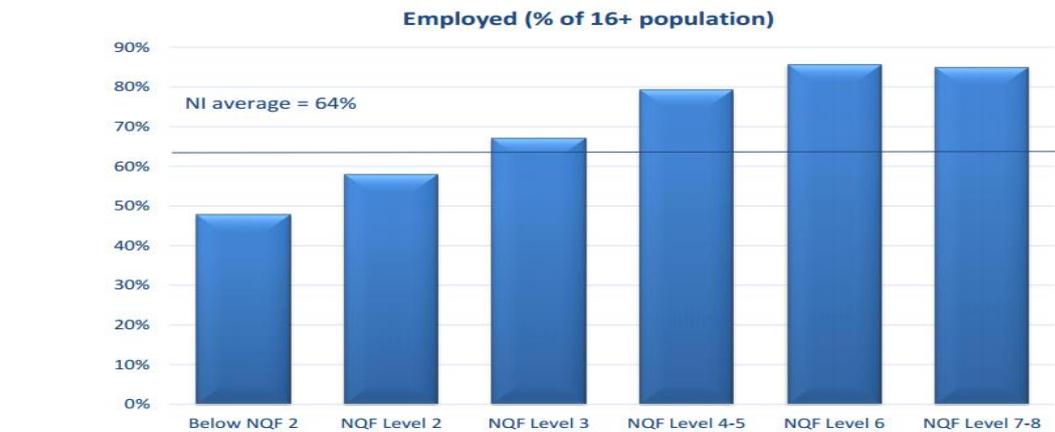
Further Information:

<http://www.delni.gov.uk/parental-guide>

<http://www.delni.gov.uk/labour-market-information-stats>

Also please visit our Careers Department page on school webpage to keep updated with any important information

Employment prospects by level of education

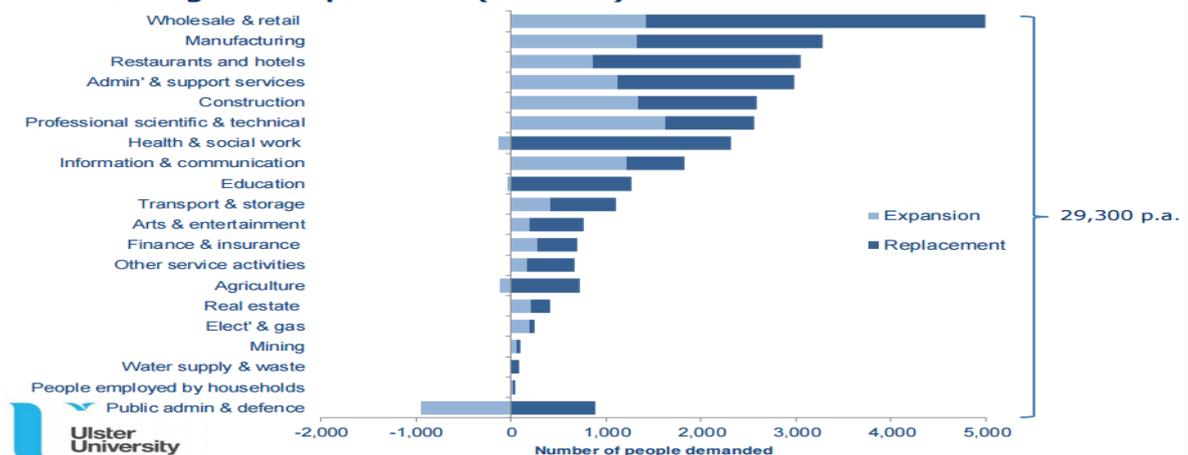


Average earnings by level of education



Demand by industry sector

Annual average net requirement (2015-25)





Entry Requirements and Admissions Policy

There are several Pathways through the Sixth Form. Which Pathway you take will depend on your achievements in Year 12 and your intentions for education after Sixth Form. You **must meet the entry requirements** for the Pathway based on **point score and specific subjects that you wish to follow**. Please remember that in order to study A Levels, students must gain at least 5 GCSE passes at grades A*-C (BTEC qualifications will only count as one GCSE pass). **You must also meet the subject specific entry criteria.** **MUST** continue to study GCSE Mathematics and English Language and Mathematics must be studied in Sixth Form until a Grade C or above is attained.

In order to meet the demands of the new challenging reformed A Levels that the government have introduced, it is expected that students will study 3 A Levels over the two year course. In some circumstances targeted students may be encouraged to study 4 A Level subjects.

Pathway Entry Requirement

GCSE Grade	A*	A	B	C
Points	4	3	2	1

Pathway 1: Point score = 24

Students study 4 A Levels of their choice.

Pathway 2: Point score = 15

Students study 3 A Levels of their choice.

Pathway 3: Point Score = 10

Students can study one A Level and a combination of vocational qualifications from: BTECS, OCR Technical and Applied A Levels and may also retake GCSE Maths or English if they have not achieved a C in one or the other.

Pathway 4: Point Score = 9

Students follow a vocational route and/or a Level 2 Course and retake both GCSE English and GCSE Mathematics if necessary.

In addition to meeting the Point Score requirement to follow each Pathway, students must also meet the entry requirements for each subject they intend to study.

Sixth Form Subject Entry Requirements

2016-2017

For each course you must also meet individual subject entry requirements published in the Course Information Booklet. Final decisions on which subjects or courses can be followed will be made in light of examination results and career aspirations.

Subject	Entry Requirement
Art	Grade B GCSE Art (portfolio required for external applicants).
Moving Image Arts	GCSE (grade B) either in Art and Design or Moving Image Arts.
Biology	Minimum of BB grade in DAS and pupils should achieve minimum of BB in tested units or a grade B in Biology.
Chemistry	(1) For DA entrants - a Grade B in the actual C2 written paper (Year 12 unit), rather than an overall grade BB. (2) For TA entrants - A grade B overall. (3) For all - a minimum of grade B in Maths at GCSE.
Physics	GCSE DAS grades AB (with a minimum of a B in both Physics Unit 1 and 2 OR GCSE TAS grade B. GCSE Maths B+ at Higher Tier.
Business Studies	Grade B GCSE Business Studies if taken or 5 A*-C including English Language Grade B and C in Maths.
Digital Technology (formerly ICT)	Grade B or above at GCSE ICT.
Systems Software Development	Further Mathematics Grade B or above at GCSE Level and also opting to study A Level Mathematics at Post 16.
Nutrition and Food Science	Grade B GCSE Home Economics, if taken. GCSE Food is recommended, but not essential. <i>GCSE Maths and English (at Grade C or above) are required.</i>
Product Design	Grade B GCSE Product Design if taken. GCSE Product Design is recommended, but not essential. GCSE Maths and English (at Grade C or above) are required.
Performing Arts	Grade B GCSE Performing Arts, <i>GCSE English (at Grade C or above) is required.</i> <i>GCSE Maths (at Grade C or above) is not required.</i> <i>An audition is required for external candidates.</i>

English Literature	(1) For pupils who studied both <i>GCSE English Language</i> and <i>GCSE Literature</i> - Minimum 'B' grade in BOTH subjects. (2) For pupils who did not study <i>English Literature</i> at <i>GCSE</i> - Minimum 'A' grade in <i>GCSE English Language</i> .
French	Grade B <i>GCSE French</i> . <i>GCSE English (at Grade C or above)</i> is required.
Geography	Grade B <i>GCSE Geography</i> . <i>Maths and English (C grade or above)</i> are both required.
Government and Politics	Minimum 'B' grade in <i>GCSE English Language</i> . 'B' grade in <i>History</i> advantageous, but not essential.
History	Grade B <i>GCSE History</i> . <i>GCSE English (at Grade B or above)</i> is required.
Irish	Grade B <i>GCSE Irish</i> . <i>GCSE English (at Grade C or above)</i> is required.
Mathematics	Grade A <i>GCSE Maths</i> with compulsory T4 & T6 Modules. <i>GCSE Further Maths</i> preferred. A diagnostic test will be taken in the first two weeks of term and a minimum of a <i>Grade C</i> must be achieved to continue on this <i>AS</i> course.
Further Maths (Fast Track)	Grade A in <i>GCSE Maths</i> and <i>Further Maths</i> .
Music	Grade B <i>GCSE Music</i> . You need to be proficient in at least one instrument to Grade 5. <i>Maths and English (C grade or above)</i> are both required.
PE	Grade B <i>GCSE PE</i> and actively engaged in sporting performance or coaching. This should be referenced in your application. In addition a <i>Grade B GCSE Biology</i> or <i>Grade BB GCSE Double Award Science</i> is also needed.
Psychology	Grade B or higher in <i>English Language GCSE</i> . <i>Grade BB Double Award Science</i> or <i>Grade B GCSE Biology</i> .
RE	Grade B <i>GCSE Religious Studies</i> , <i>GCSE English (Grade C or above)</i> is required.
Sociology	Grade B <i>GCSE English Language</i> or <i>Grade B GCSE in English Literature</i> or <i>Grade B GCSE History</i> or <i>Grade B GCSE Religious Studies</i> .
Spanish	Grade B <i>GCSE Spanish</i> <i>GCSE English (Grade C or above)</i> is required.
Applied Business (Single and Double Award)	5 <i>C</i> grades at <i>GCSE</i> and must continue to study <i>GCSE Mathematics</i> and <i>GCSE English Language</i> if a <i>C</i> Grade has not been achieved.

Applied Health and Social Care (Single and Double Award)	At least 5 C grades at GCSE and must include English Language.
BTEC Sport (Double Award)	5 C grades at GCSE and must continue to study GCSE Mathematics and GCSE English Language if a C Grade has not been achieved.
Applied ICT (Single Award)	Grade C in GCSE ICT OR Distinction at Occupational Studies Level.
BTEC Construction	5 GCSEs at GCSE and must continue to study GCSE Maths and GCSE English Language if a Grade C has not been achieved.
Level 3 Diploma in Hospitality (Double Award)	At least 5 C Grades at GCSE.
Level 3 Diploma in Retail Skills (Sales Professional) (Double Award)	At least 5 C Grades at GCSE.
Level 2 Diploma in Food and Beverage Services (Single Award)	At least 5 C Grades at GCSE.

A.G.C.E. Subject details

Art and Design

Examination Board: CCEA

Overview:

The course aims to help you develop a wide range of skills and develop your knowledge, understanding and application of art, craft, media and technologies in current and past societies and cultures. It will also provide you with a solid foundation in Art and Design if you wish to progress to further education or employment. If you have an interest in, enthusiasm for or simply enjoy art, craft and design then this GCE course could be right for you.

Course Content	Assessment
AS 1: Coursework Portfolio	50% of AS or 25% of GCE
AS 2: Externally Set Assignment	50% of AS or 25% of GCE
A2 1: Personal Investigation	25% of GCE
A2 2: Externally Set Assignment	25% of GCE

Skills Developed in Art and Design:

Creativity, fine art and design skills are implicit throughout coursework and other examination pieces.

Entry Requirement:

GCSE Art at grade B or above.

Career Options:

A GCE in Art and Design provides a solid foundation for further study of art, craft and design at a higher level and for degree courses in other fields. Qualifications in art and design can lead to employment in many areas such as architecture, graphic design and fashion. The course will also provide you with creative skills valued by many employers.



Biology

Examination Board: CCEA

Overview:

This subject provides a useful foundation for many careers in a variety of sectors. In addition we hope to promote an awareness of health issues and a concern for the environment. Prospective pupils should be aware of Chemistry and basic Mathematical content as well as a grounding in GCSE Biology. The content develops those themes begun in GCSE in more detail.

Course Content:

AS units:

As Unit 1: Molecules and cells. Molecules, enzymes and cells. Cell physiology. Nucleic acids and DNA technology. Continuity of cells. Tissues and Organs.

AS Unit 2: The principles of exchange and transport. Transport in plants and transpiration. Circulatory systems in mammals. The adaptation of organisms. The variety of life, and human impact on biodiversity.

AS unit 3: Investigative and practical skills in AS Biology AS Centre Assessed Unit.

A2 units:

A2 Unit 1: Homeostasis and the kidney. Immunity. Co-ordination and control in plants. Neurones and synapses. The eye and muscle. Populations and communities. Ecological Energetics and Nutrient cycling. The effect of human activity on the environment.

A2 Unit 2: Respiration and Photosynthesis. DNA as the genetic code. Gene technology. Genes and patterns of inheritance. Mechanism of change. Classification and statistics.

A2 Unit 3: Investigative and practical skills in A2 Biology. A2 Centre Assessed Unit.

Skills developed in Biology:

Application and analysis, acquisition of investigatory skills, Explaining, Evaluating,

Entry Requirement:

G.C.S.E. D.A.S. - BB+ preferred (be aware of Chemistry content)

Related Subject Areas:

Human Biology, Chemistry, Physics, Science in society, Psychology, Applied science, Environmental studies, Health and social care.

Possible Career Options:

Biological sciences, Biomedical sciences, Medicine, Dentistry, Forensic science, Nursing, Pharmacy, Sports therapy/ science, Occupational therapist, nutritional therapist, Horticultural manager, Homeopathy, Farming, Botany, Agricultural science, Biochemistry, Genetics, Embryology.

Business Studies

Examination Board: CCEA

Overview:

Business Studies provides students with a unique insight into the world of work. Through its study, students will discover how businesses operate and learn about their key elements and essential business functions.

This knowledge, and the holistic understanding that develops, is invaluable to those students who are approaching or currently in the workplace. It offers an excellent foundation for those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, and business journalism as well as those interested in continuing on to further study.

Content	Assessment	Weightings
AS1 Introduction to Business	External written examination 1hr 30 minutes 2 Compulsory structured data responses (40 marks each)	50% of AS 20% of A Level
AS2 Growing the Business	External written examination 1hr 30 minutes 2 Compulsory structured data responses (40 marks each)	50% of AS 20% of A Level
A21 Strategic Decision Making	External written examination 2 hours 1 Compulsory structured data responses (90 marks)	30% of A Level
A2 2 The competitive Business Environment	External written examination 2 hours Students are required to produce a business report analysing problems, evaluating evidence and proposing/justifying solutions (90 marks)	30% of A Level

Skills developed in Business Studies:

Data Skills; Ability to present arguments and make judgements and recommendations; planning work; conducting research.

Entry Requirement:

G.C.S.E. Business Studies C+ or Economics or Open Entry.

Related Subject Areas:

Accounts, Economics, Geography; Employability;

Possible Career Options:

Business Management; Accountancy; Entrepreneur; Law; Politics; Administration; Teaching; Finance; Property Management; Economist; Construction; Manufacturing; Retail.

Chemistry

Examination Board: EDEXCEL

Overview:

This course builds on the knowledge and process skills inherent in GCSE Chemistry. It integrates theory and relevant practical work, which are developed at different levels throughout the course. The prospective pupil will need to communicate effectively, research and think critically about chemical problems and will require good mathematical skills. The main aim of the course is to stimulate and sustain the pupils' interest in and enjoyment of Chemistry

Course Content and Assessment

AS Units	Assessment
1. Structure, bonding and main group Chemistry.	Unit 1 - Written paper (1hr) - 30% AS & 15%A2
2. Introductory organic Chemistry, energetic, kinetic and equilibrium applications.	Unit 2 - Written paper (1hr) - 30% AS & 15% A2
3. Laboratory Chemistry - externally assessed quantitative practical test and a written examination	Unit 3A - Practical exam (1hr 45min) - 20% AS & 10% A2 Unit 3B - Written paper (1hr) - 20% AS & 10% A2
A2 Units	Assessment
1. Periodicity, qualitative equilibria and functional group Chemistry	Unit 4 - Written paper (1hr 30min) - 15% A2
2. Transition metals, qualitative kinetic and applied organic Chemistry	Unit 5 - Written paper (1hr 30min) - 15% A2
3. Laboratory Chemistry - externally assessed qualitative practical test and a written synoptic paper.	Unit 6A - Practical exam (1hr 45min) - 10% A2 Unit 6B - Written paper (1hr 30) - 10% A2

Skills developed in Chemistry:

Group Work, using Chemical and Analytical techniques, Problem solving and analytical thinking

Entry Requirement:

GCSE DS Science BB+

Related Subject Areas:

Biology, Physics, to an extent Home Economics

Possible Career Options:

Pharmacist, Chemical Engineer, Medicine, Chemist, Analytical & Research Chemistry, Laboratory scientist



GCE Design and Technology: Product Design

Examination Board: EDEXCEL

Overview:

Product Design specification seeks to develop students knowledge understanding skills and application for designing products. Product Designs encompasses a wide range of design disciplines but is firmly routed in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants and needs, enhance our day to day lives and most importantly give students the opportunity to develop their design and technology capability.

Course Content and Assessment:

AS

Unit 1: Portfolio of Creative Skills	Coursework	60% of AS	30% of total GCE
Unit 2 Design and Technology in Practice	Examination	40% of AS	20% of total GCE

A2

Unit 3 Designing for the Future	Examination	40% of A2	20% of total GCE
Unit 4 Commercial Design	Coursework	60% of A2	30% of total GCE

Skills developed in Product Design:

Students will be given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities.

Students will also develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology.

Entry Requirement:

Technology & Design or Construction B+

Related Subject Areas:

Art, Construction, Engineering

Possible Career Options:

Product design, Interior design, Engineering, Construction



Digital Technology (subject to change)



This is a new subject to the department with first teaching from September 2016.

Digital Technology aims to encourage students to:

- develop a genuine interest in digital technology;
- gain an understanding of the system development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and

society;

- participate in developing an application while adhering to the system development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;



Students who choose to study Digital Technology will have opportunities to apply their skills to relevant work-related scenarios, to carry out research and development and present their findings in different formats.

The pupils who undertake this course will have developed their skills to help prepare them for third level education and will have demonstrated that they understand and can apply key concepts through both internal and external assessments.

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



Content	Assessment	Weightings
AS 1: Approaches to System Development	External written examination 1 hour 30 mins Students answer short and extended questions based on Approaches to System Development.	50% of AS 20% of A level
AS 2: Fundamentals of Digital Technology	External written examination 1 hour 30 mins Students answer short and extended questions based	50% of AS 20% of A level

	on the Fundamentals of Digital Technology.	
A2 1: Information Systems	External written examination 2 hours 30 mins Students answer short and extended questions based on Information Systems.	40% of A level
A2 2: Application Development	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level



This course will only be available for students who have successfully attained **Grade B** or above at **GCSE Level ICT**.

Complementary Subjects: Digital Technology would give you good exposure to the world of ICT and its application. This subject will enhance your university options for **ICT**. Subjects such as Maths and Physics would enhance eligibility for ICT courses in Third Level Education.

Possible Career Options: Digital Technology can lead into either further education in a range of fields or directly into employment. An ICT qualification can lead to a wide range of careers including ICT management, multimedia, software design, games design, computer programming, graphic design, CAM engineering, CAD design.

Please check university prospectus if considering studying ICT related courses at university as some do not accept Applied ICT as a suitable qualification in place of the AGCE in ICT. Also some do not accept ICT in place of Computer Science unless you are also studying Maths or Physics.

English Literature

Examination Board: CCEA

Overview:

GCE English Literature will give you the opportunity to study a wide range of literature and different genres: drama, poetry and prose. This course will enable pupils to critically evaluate and analyse a writer's methods, as well as developing your own creative skills. Through independent and critical reading you will develop your interest and enjoyment in literary studies and become an accomplished, discerning reader.

Course Content and Assessment:

<p>AS 1 The Study of Drama</p> <p>40% of AS 20% of A Level</p>	<p>For this unit you must submit 2 pieces of coursework:</p> <ul style="list-style-type: none"> • One critical assignment based on Section A - The Study of Shakespeare • One creative/personal assignment based on Section B - The study of a Twentieth Century Dramatist
<p>AS 2 The Study of Poetry Written after 1800 and the Study of Prose 1800 - 1945</p> <p>60% of AS 30% of A Level</p>	<p>For this unit you must answer 2 questions:</p> <ul style="list-style-type: none"> • One question from Section A on a set of paired poets. • One question from Section B ('Based on the novel 'The Great Gatsby' by F.Scott Fitzgerald) <p>Duration: 2 hours</p>
<p>A2 1 The Study of Poetry 1300 - 1800 and Drama</p> <p>25% of A Level</p>	<p>This is a closed book examination. You will answer 2 questions:</p> <ul style="list-style-type: none"> • One question from Section A on a poetry text ('The Pardoner's Prologue and Tale' by Chaucer) For this section a choice of 2 questions will be set on each poetry text. • One question from Section B on a pair of drama texts ('A Doll's House' by H.Ibsen and 'Look back in Anger' by J.Osborne) <p>Duration: 2 hours</p>
<p>A2 2 The Study of Prose - theme based</p> <p>25% of A Level</p>	<p>You will answer 2 questions.</p> <ul style="list-style-type: none"> • One question from Section A requiring close analysis of an extract from the novel you have read • One question from Section B requiring comparison of 2 novels on the same theme as that chosen for Section A. <p>Duration: 2 hours</p>

Skills developed in Eng Lit: Analysis, essay writing, discussion, evaluation, comparison, creativity

Entry Requirement: C+ in G.C.S.E. English Literature (if studied).
Otherwise, grade B+ IN G.C.S.E. English/English Language.

Possible Career Options: Law, Teaching, journalism, management, speech and language therapy, marketing.....



French

Examination Board: AQA

Overview:

This course will encourage pupils to communicate clearly and confidently in French. It will also provide in-depth insights into aspects of French culture and society and will examine many contemporary social issues via the target language.

AS and A2 units; main areas studied in this course

Media, Popular Culture, Healthy Lifestyle, Family and Relationships, Environment, Multicultural Society, Contemporary Social Issues, Further Optional Topic.

Assessment: External Examination

Papers and their %

- ⇒ AS 1 - 70% OF AS, 35% of A2
- ⇒ AS2 - 30% of AS, 15% of A2
- ⇒ A2 3 - 35% of A2
- ⇒ A2 4 - 15% of A2

Skills developed in French:

Communication skills, critical thinking skills, information management skills, ICT skills



Entry Requirement:

G.C.S.E grade B or better.

Related Subject Areas:

Modern Languages, English Literature, Business Studies, Economics, History, Geography, Politics, RE, Science, Theatre Studies, Sociology, Critical thinking, Leisure Studies

Possible Career Options:

French is spoken in 68 countries and French graduates have many skills that make them employable. Many employers look for graduates who are fluent in languages other than English. Career opportunities exist in commerce, business, law, interpreting and translating, public administration, tourism, education and the media. Many university courses require a Modern Language at GCSE level and it is a requirement for entry to all courses in universities in the South of Ireland.

Geography

Examination Board: CCEA

Overview:

Geography is described as a "soft science". It is a subject, which attempts to develop a knowledge and understanding of the human and physical environments, their inter-relationships and how they change over time. Geography provides an opportunity for pupils to develop a sensitivity towards others who differ from themselves. This will be done on a local, European and Global scale. Pupils will be expected to develop competence in intellectual, practical, graphical numeracy and communication skills including ICT.

Course Content and Assessment:

AS Units	Assessment
AS1 Physical Geography	40% of AS 16% of A Level
AS2 Human Geography	40% of AS 16% of A Level
AS3 Fieldwork Skills and Techniques in Geography	20% of AS 8% of A Level
A2 Units	Assessment
A21 Physical Processes, Landforms and Management	24% of A Level
A22 Processes and Issues in Human Geography	24% of A Level
A23 Decision Making in Geography	12% of A Level

Skills developed in (Geography):

Geography is a subject which attempts to develop a knowledge and understanding of human and physical environments, their inter-relationships and how they change over time. Geography provides an opportunity for pupils to develop sensitivity towards others who differ from themselves. This will be done on a local, European and Global scale. Pupils will be expected to develop competence in intellectual, practical, graphical, numeracy and communication skills including ICT.

Entry Requirement:

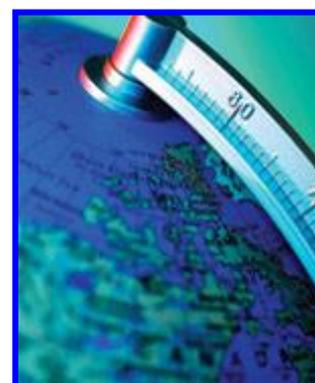
G.C.S.E. Geography Grade B+
C grade or above in English
C grade or above in Maths

Related Subject Areas:

Science; I.C.T; Business Studies; L.L.W

Possible Career Options:

Geography Teacher; Surveyor; Town Planner; Landscape Architect; Meteorologist; Estate Agent; Travel Agent; Transport Manager; Mapping and Charting Officer; Geologist.



Government & Politics

Examination Board: CCEA

Overview:

Political issues and events are frequently the main focus of local, national and international news. This is not surprising as government and politics involves the big issues that affect all our lives. This course will help to develop your knowledge and understanding of political systems and who has the authority and power to make political decisions. You will learn about individual rights and responsibilities and compare how government works in different countries.

Course Content:	Assessment:
AS1 - The Government and Politics of Northern Ireland	AS1 - 40% AS, 20%A2
AS2 - The British Political Process	AS2 - 60% AS, 30%A2
A21 - Comparative Government (UK and USA)	A21 - 30% A2
A22 - Political Power and Political Ideas	A22 - 20% A2

Skills developed in Government and Politics:

The study of *Government and Politics* at AS/A2 will develop pupils' ability to critically evaluate systems of government and the political process itself. The course is designed to provide a relevant and stimulating opportunity to develop pupils' skills and critical awareness of political ideas, institutions and processes. The course will also develop pupils' ability to analyse, evaluate and process information. The ability to construct and communicate a coherent written argument will also be developed, improving pupils' skills in written communication.

Entry Requirement:

Students must have at least a 'B' grade in *GCSE English Language*. A 'B' grade (or higher) in *GCSE History* would also be advantageous.

Related Subject Areas:

History, English

Possible Career Options:

A study of *Government and Politics* helps prepare pupils for a range of interesting careers in many areas of business, finance, government services and the professions.



History

Examination Board: CCEA

Overview:

History requires a pupil to be able to communicate both in the written word and in discussion. Good overall literary skills are essential. The ability to learn facts and to analyse and evaluate evidence are skills both required and developed in this course. The recognition of change, continuity and motivation are important characteristics of the History pupil

<u>Course Content</u>	<u>Assessment</u>
• AS1 : Germany 1918-1945	External exam, 1hr 30mins, 50% of AS, 25% of A2
• AS2 : Russia 1903-1941	External exam, 1hr 30mins, 50% of AS, 25% of A2
• A2.1 : Clash of Ideologies 1900-2000	External exam, 1hr 15mins, 20% of A Level
• A2.2 : Partition of Ireland 1900-1925	External exam, 2 hrs, 30% of A Level

Skills developed in History:

- ⇒ Interpretation, evaluation and use of historical source material;
- ⇒ Knowledge and understanding of historical issues and concepts;
- ⇒ Organisation and communication of historical knowledge;
- ⇒ Independent research.

Entry Requirement:

A grade 'C' or more in GCSE History would be desirable. The subject requires good literary skills.

Related Subject Areas:

Politics, Sociology and English



Possible Career Options:

Teaching, Conservation, Archaeology, Architecture, Law, Broadcasting, Publishing, Politics, Journalism, Librarian, Museum work, Civil Service and Tourism.

Irish

Examination Board: CCEA

Overview:

GCE Irish will give you a fascinating insight into the world of Irish. Whilst developing the ability to communicate confidently and effectively in Irish in both speech and writing, you will also learn about the contemporary society, cultural background and heritage of Ireland and communities where Irish is spoken. Your own personal development will also benefit greatly from taking GCE Irish. It will strengthen your confidence and help you gain a positive attitude to learning and independent study. The AS units can be taken separately as a stand alone qualification or you can take the AS units combined with the A2 units to gain the full A Level qualification.

Course Content:

AS LEVEL

- ⇒ AS1 Speaking: Presentation and Conversation
- ⇒ AS2:

Section A - Listening: Students answer two questions based on two recorded passages.

Section B - Reading: Two reading comprehension questions based on one text and one translation into English.

Section C - Writing: Extended Writing - an essay response to stimulus text.

A2 LEVEL

- ⇒ A2 1 Speaking: Discussion based on societal theme and conversation.
- ⇒ A2 2 :

Section A - Listening: Students answer two questions based on two passages, one in Irish and one in English.

Section B - Reading: Students answer three questions based on two texts and do one translation from English into target language.

Section C - Writing: Students answer one essay response based on a literary text.

Assessment: Number of papers and their %

- ⇒ AS 1 35%, AS 2 65%
- ⇒ A2 1 35%, A2 2 65%

Skills developed in Irish: Listening, Speaking, Reading and Writing

Entry Requirement: B at GCSE having opted for higher tier entries and a good Proficiency in Spoken and Written Irish.

Related Subject Areas:

At University you can combine Irish with other languages or with a range of other subjects, including American Studies, Computing, Design, Drama, International Politics, Irish History, Management, Law, Drama, Business, Marketing and Music.

Possible Career Options:

Genealogist, Interpreter, Library Assistant/ Manager, Translator, Teacher, Lecturer, Civil Servant, Diplomat, Journalist, Lawyer, Solicitor, Nurse, Social Worker, Secretary, Radio DJ, TV Presenter, Researcher, Jobs in Gaeltacht, Jobs in Irish Culture and Irish Language Organisations.



Mathematics

Examination Board: CCEA

Overview:

Mathematics is a challenging subject at AS and A2 level and pupils would need to be sufficiently motivated to succeed. This course enables pupils to develop problem solving skills, an ability to reason, to classify, to generalise and prove. Mathematics is suitable for both specialists in the subject and those whose main interests lie in other spheres.

Course Content:

Three AS units are studied in Year 13.	Three A2 units are studied in Year 14.
1. Module C1 - Pure Mathematics - laws of indices, surds, quadratic functions, algebraic manipulation, graphs of functions, coordinate geometry, differentiation.	1. Module C3 - Pure Mathematics - further algebra, parametric equations, trigonometry, exponential functions, natural logarithms, differentiation and integration, solution of equations using iterative methods.
2. Module C2 - Pure Mathematics - circle geometry, sequences, arithmetic and geometric progressions, binomial theorem, trigonometry, logarithms, integration.	2. Module C4 - Pure Mathematics - functions, trigonometry, differentiation, integration, vectors.
3. Module S1 - Statistics - data handling and representation, discrete and continuous probability distributions.	3. Module M1 - Mechanics - displacement, velocity, acceleration, forces, equilibrium, Newton's Laws of motion, impulse and momentum.

Assessment: One paper for each module at AS or A2 Level. Each of the six papers is of equal weight in the final grade.

Skills developed in Mathematics:

The specification gives students the opportunities to:

- develop mathematical concepts, skills and experiences through practical activities;
- develop their mathematical abilities by considering and solving problems individually and through co-operative enquiry and experiment;
- use mathematics as a means of graphical communication;
- develop their ability to reason logically, to classify, to generalise, to construct mathematical proofs and to draw valid conclusions;
- design and develop mathematical models from which they can investigate situations and solve problems.

Entry Requirement : Grade A at Higher Tier Level in GCSE with result coming from T4 & T6. Having GCSE Further Mathematics is preferred for this course.

Related Subject Areas:

Physics, Chemistry, Technology, Geography, Economics, Business Studies, Computers and ICT.

Possible Career Options:

Engineering, Medical Careers, Banking and Finance, Accountancy, Insurance and Actuarial, Statistician, Teaching, Computers and ICT.

Moving Image Arts

Examination Board: CCEA

This course provides pupils with a deeper insight into the film making techniques and artistic direction with in film.

Pupils will be able to explore the different genres of film through the work of its major contributors. From Alfred Hitchcock, Saul Bass to Tim Burton and Danny Elfman students learn about the technical and creative aspects to all areas of film.

Course Content

A/S	A2
<p>AS 1: Moving Image Arts Creative Production: Foundation Portfolio</p> <p>Making a film/Animation that reflects all the planning that the pupils have done in preparation. The film must have some influences of directors work and last 5 minutes.</p>	<p>A2 1: Moving Image Arts Creative Production and Research: Advanced Portfolio:</p> <p>Making a film/Animation that reflects all the planning that the pupils have done in preparation. The film must have some influences of directors work and last 5 minutes.</p>
<p>AS 2: Moving Image Arts Critical Response</p> <p>Online exam that lasts a hour and a half. Students will be asked about various film making techniques, the directors reason for these techniques and pupils will have to answer using film language terms.</p>	<p>A2 2: Moving Image Arts Critical Response and Specialisation</p> <p>Critical analysis of three unseen moving image clips chosen from the specification's two compulsory moving image art forms: Film <i>and</i> Animation</p>

The teacher will assess the portfolios at the start of each year, this will then be moderated by CCEA. The online exams are assessed by CCEA.

Skills developed in Moving Image Arts:

- Demonstrate knowledge and understanding of film-making techniques.
- Show understanding of the working methods of historical and contemporary film-makers.
- Make connections between their work and that of others.
- Develop ideas through investigating and experimenting with formal and stylistic film-making techniques and processes.

- Demonstrate organisation of ideas / processes.
- Manage resources and equipment in relation to film production

Entry requirements:

It would be preferred if pupils had a qualification at GCSE either in media studies, Art and Design or Moving Image Arts.

Possible Career Options:

Production Designer, Director, Cinematography, Editor, Screen writer, Actor, Actress, Camera Operator, Producer, Sound Designer, Teacher, Artist, Photographer, Animation..

Music

Examination Board: CCEA

Overview:

This course incorporates the three fundamental musical activities of composing, performing and appraising. It accommodates the needs and interests of a wide variety of students by providing flexibility within the units of assessment.

Course Content:

AS/A2: Unit 1 - Making & Appraising Music

Solo or ensemble performance + ONE of the following options - composition, multi-tracking, sequencing.

Unit 2 - Responding to Music

Listen to and comment perceptively on a range of familiar and unfamiliar music.

Develop knowledge and understanding of a range of music and structures and present their thoughts in extended writing on a compulsory Area of Study + ONE of THREE options:

Course Content	Assessment
AS - Compulsory Area of Study	AS: <ul style="list-style-type: none"> • Aural perception test + Written paper - 36% of AS; 18% of AL • Solo or ensemble performance + practical option - 64% of AS; 32% of AL
<ul style="list-style-type: none"> • Music for the Orchestra 1700 to 1900 	
Optional Areas of Study	
<ul style="list-style-type: none"> • Chamber Music 1750 to 1830 • Music for Solo Piano 1825 to 1890 	
<ul style="list-style-type: none"> • The Musical 1900 to Today 	
A2 - Compulsory Area of Study	A2: <ul style="list-style-type: none"> • Aural Perception + Written Paper - 20% of AL • Solo or ensemble performance + practical option - 30% of AL
<ul style="list-style-type: none"> • Music for the Orchestra in the Twentieth Century 	
Optional Areas of Study	
<ul style="list-style-type: none"> • English Secular Music 1550 to 1600 • New Directions in Twentieth Century Music 	
<ul style="list-style-type: none"> • Jazz in the USA 1930 to 1960. 	

Skills developed in Music:

- Communication
- Improving own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others



Please indicate Entry Requirement: GCSE Music - B+. Grade 5 in chosen instrument.

Possible Career Options:

Music Teacher; Primary School Teacher; Nursery School Teacher; Teacher: Special Educational Needs; Community Development Worker; Computer Games Designer; Musician; Music Therapist; Disc Jockey; Musical Instrument Technician; Arts Administrator; Promotions Artist Manager; Music Industry; Film/video Editing Assistant, Music Dealer, Manager Retail Music, Sales Advertising, Executive Booking Agent, Business Manager, Producer, Recording Engineer, Sound Technician, Mastering Engineer

Nutrition and Food Science

Examination Board: CEA

Overview:

The central focus of **Nutrition and Food Science** education is the health and well-being of people in their everyday living. **Nutrition and Food Science** is concerned with making informed decisions about nutrition and the safety of our food.

Course Content & Assessment:

<u>Course Content</u>	<u>Assessment</u>
AS - Unit 1 - Principles of Nutrition	AS - Unit 1 - External Assessment - 20%
AS - Unit 2 - Diet, Lifestyle and Health	AS - Unit 2 - External Assessment -20%
A2 - Unit 1 - Food Safety and Quality	A2 - Unit 1 - External Assessment - 30%
A2 - Unit 2 - Research-based Assignment	A2 - Unit 2 - Internal Assessment - 30% (4000 word assignment)

Skills developed in Home Economics:

- Communication
- Working with others
- Problem-solving
- Information and Communication Technology
- Application of Number
- Improving own Learning and Performance

Entry Requirement:

The AS in **Nutrition and Food Science** builds on but does not depend upon knowledge and understanding and skills developed within GCSE Home Economics and related subjects.

Related Subject Areas:

- Applied Health and Social Care
- Biology
- Business Studies

Possible Career Options:

- Education - Teaching and Consumer Education
- Health and Social Services - Health Promotion, Nursing and Social Work
- The Food Industry - Management, Retail, Product Development & Production
- Hospitality and Catering Industry

GCE Performing Arts. (Single Award)

Examination Board: EDEXCEL

This new Course will be based on the completion of 6 assessed Units completed over the 2-Year Period and is equivalent to 1 A Level Grade.

Units will be both internally and externally assessed and will culminate each Year in a Performance marked by a visiting Examiner.

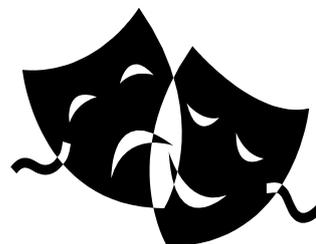
There is no formal Examination at the end of this Course making the completion of a series of Portfolios a crucial part of the overall result.

Previous experience at GCSE with Grade B or above in this subject is essential for pupils hoping to follow this Course. It is also expected that all pupils choosing the subject will be able to demonstrate a genuine interest in the Performing Arts with present involvement in activities both inside and outside the College. Numbers in the Subject are limited to 12 in a class and should we exceed this, **every** pupil will be expected to prepare a short audition piece in their chosen skill (ie Music, Dance or Drama).

Pupils taking this Course will be expected to get actively involved in all areas of the Arts within the College. (This will be very important for successful completion of the Portfolios)

DETAILS OF THE 6 UNITS;

1. Exploring Skills for Performance.
2. Planning a Creative Event.
3. Performing to a Commission.
4. Employment opportunities in the Performing Arts.
5. Advanced Performance/Production Practice
6. Production Delivery.



Psychology

Examination Board: AQA

Overview:

Through the study of psychological theories, concepts and research candidates will develop an understanding of the principles and perspectives of the subject. Candidates will develop the ability to apply psychology to cultural, social and contemporary issues and use a range of research methods to investigate psychological issues. This subject is not difficult to understand however it does require the commitment to learn well and the ability to write well and the marking reflects this. Candidates should therefore have at least grade B in GCSE English.

AS Units

AS PSYCHOLOGY

UNIT 1. Cognitive Psychology - Human memory

Critical issue - eyewitness testimony

Developmental Psychology - Attachments in development

Critical issue - day care

Research methods - qualitative and quantitative research methods and data analysis

UNIT 2. Biological Psychology - Stress

Critical issue - stress management

Individual Differences - Abnormality

Critical issue - eating disorders

Social Psychology - Social influence and obedience

Critical issue - ethical issues in psychological research

A2 PSYCHOLOGY

UNIT 3. Biological Rhythms and sleep

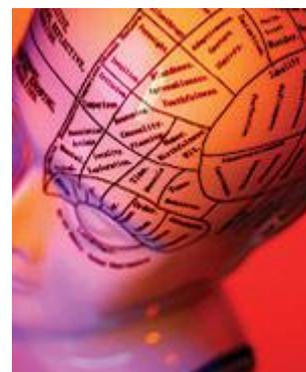
Relationships formation and breakdown

Eating disorders

UNIT 4. Psychopathology - Schizophrenia

Psychology in action - Addiction

Research and scientific method



Assessment:

Number of papers and their %- 4 papers in total worth 25% each

Skills developed in Psychology:

Candidates will develop the ability to apply psychology to cultural, social and contemporary issues and use a range of research methods to investigate psychological issues. Through the subject candidates will also develop ICT skills, communication skills and mathematical skills.

Related Subject Areas:

Health and social care, Sociology and elements of A level PE

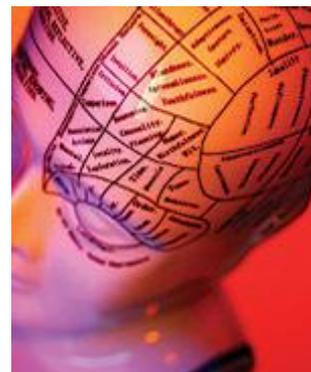
Possible Career Options:

Directly associated: a degree in Psychology is essential in order to obtain employment or further training in these occupations

- Clinical Psychology
- Counselling Psychology
- Educational Psychology
- Forensic/Criminal Psychology
- Health Psychology
- Occupational Psychology
- Sport and Exercise Psychology
- Further & Higher Education Psychology Teaching

Associated: a degree in Psychology would be helpful in order to obtain employment or further training in these occupations.

- Careers Advisory Work
- Counseling
- Educational Guidance
- Occupational Therapy
- Psychotherapy
- Personnel, Training & Recruitment
- Social Work
- Speech Therapy



Physical Education

Examination Board: EDEXCEL

Overview:

This specification will give you a broad understanding of the importance of Physical Education and Sport in today's society. Content of the course will help prepare you for a wide range of third level courses as well as a variety of sport related courses/careers. You will be required to act as a sports performer and as a sports coach in the practical component of the course while theoretical study will inform you of the history and development of sport; the progress of sport in modern society and some of the key issues in sport today - commercialism, media, drugs and participation levels. You will also study how the body works during and responds to exercise and sport. Your involvement within the wider world of sport is important and you will have responsibility to take for your own learning and your own assessment.

Course Content	Assessment
AS 1 Participation in Sport and Recreation	Externally Assessed 50% of AS Level
AS 2 The Critical Sports Performer	Internally Assessed 50% of AS Level
A2 3 Preparation for Optimum Sports Performance	Externally Assessed 50% of A2 level
A2 4 The Developing Sports Performer	Internally Assessed 50% of A2 Level

Skills developed in Physical Education:

Communication Skills; working with others; thinking skills; ICT and Application of Number

Please indicate Entry Requirement:

GCSE PE preferred

DAS - CC+ or SAS B+

Open Entry Considered

Related Subject Areas:

Science, Maths, ICT

Possible Career Options:

Teaching, Physiotherapist, Sports Science, Sports Development Officer; Sport Related Careers.

Any other non-specialist course asking for certain grades/UCAS points.



Physics

Examination Board: AQA

Overview:

Physics describes the marvels of nature from the tiniest parts of the atom to the furthest reaches of the Universe. It has helped us to control our environment through technology. We need Physics for medicine, agriculture, industry, sport etc. The language of Physics is Mathematics. Competence in Mathematics is very useful as are problem-solving skills. Skills developed in this course include linking theory and experiment, and how Mathematical expressions relate to Physical principles. Data collection using a variety of sensors is the main part of the practical element.

Course Content & Assessment:

AS Units	
1. Mechanics, Materials and Waves	Unit 1: 40% of AS (20% of A2)
2. Particles, Quantum Phenomena and Electricity	Unit 2: 40% of AS (20% of A2)
3. Investigative and Practical Skills	Unit 3: 20% of AS (10% of A2)
A2 Units	
1. Fields and Further Mechanics	Unit 4: 20% of A2
2. Nuclear, thermal and medical Physics	Unit 5: 20% of A2
3. Practical examination	Unit 6: 10% of A2
Units 3 and 6 are Investigative and Practical Skills	

Skills developed in Physics:

Pupils will develop the cross curriculum skills of Communication, Using Maths and Using ICT throughout the course as well as one of the most sought after skills in today's dynamic employment marketplace, Problem Solving.

Please indicate Entry Requirement:

- ⇒ G.C.S.E. D.A.S. BB+
- ⇒ G.C.S.E T.A.S BB+

Related Subject Areas:

Maths, Technology, Chemistry and Biology

Possible Career Options:

Architecture, Industrial Design, Dentistry, Engineering (all types), Environmental Health, Food Science, Medicine, Ophthalmics/Optomety, Pharmacy, Quantity Surveying, Sport and Leisure Studies, Veterinary Medicine



Religious Studies

Examination Board: CCEA

Overview:

AS and A2 Religious Studies provides candidates with the opportunity to learn about, discuss, evaluate and learn from religious beliefs, practices and values. It allows opportunities for candidates to engage with challenging questions about the meaning and purpose of life, our place in society and the world around us.

Religious Studies opens up a wide range of opportunities for further and higher education and interesting and rewarding careers. Candidates engage with debates and are therefore provided with the opportunity to develop their skills in arguing a case on the basis of evidence, a skill which is central to progress in the world of work.

Course Content and Assessment:

Unit	Module	Assessment	Weighting
AS1	An Introduction to the Gospel of Luke	Externally assessed written paper	50% AS 25% A level
AS4	The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure	Externally assessed written paper	50% AS 25% A level
A21	The Theology of the Gospel of Luke	Externally assessed written paper	50% A2 25% A level
AS24	The Continued Development of the Christian Church in the Roman Empire to 325AD.	Externally assessed written paper	50% A2 25% A level

Skills developed in Religious Studies:

Reflect on, select and deploy specified knowledge; Identify, investigate and analyse questions and issues arising from the course of study; Use appropriate language and terminology in context; Interpret and evaluate religious concepts, issues, ideas, the relevance of arguments and the views of scholars; Communicate, using reasoned arguments substantiated by evidence; Make connections between the areas of study and other aspects of human experience.

Entry Requirement

C+ at GCSE

Related Subject Areas:

Sociology, Geography, Psychology, History

Possible Career Options:

Teaching, Charity Fundraising, Community Development, Social Work



Sociology

Examination Board: AQA

Overview:

Sociology seeks to understand human and social phenomena. It is not a suitable subject for those whose beliefs cannot tolerate questioning. Those who study the subject will learn to think like sociologists, to seek explanations to life in sociological terms. In the process they will learn about sociological methods, how to ask the right questions, to assess evidence and present a conclusion. Ideally everyone studying sociology should have good literary and communication skills.

Course Content: AS and A2 units

AS SOCIOLOGY

UNIT 1 Family and Households

UNIT 2 Education and Sociological Research methods

A2 SOCIOLOGY

UNIT 3. Beliefs in Society

UNIT 4. Crime and Deviance and Theory and Methods

Assessment:

Number of papers and their %- 4 papers in total : Unit one 20% Unit two 30% Unit three 20% Unit four 30%

Skills developed in Sociology:

This specification is designed so that candidates will acquire the essential knowledge and understanding of central aspects of sociological thought and methods together with the application of a range of skills. It has also been designed to allow the integration of sociological themes such as socialisation culture and identity. In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

Related Subject Areas: Health and social Care; Psychology; History

Possible Career Options:

Here are some examples of jobs where a Sociology degree may be useful.

- Housing manager ; Information scientist ; Journalist ; Lecturer ; Personnel manager ; Police constable Prison governor ; Probation officer ; Public sector administrator ; Social researcher ; Social worker; Welfare advice worker ; Community worker ; Youth worker

Spanish

Examination Board: CCEA

Overview:

This course will encourage pupils to communicate clearly and confidently in Spanish. It will also provide in-depth insights into aspects of Spanish culture and society and will examine many contemporary social issues via the target language.

AS and A2 units; main areas studied in this course

A.S. - Relationships, culture and lifestyle.

A.2. Young people in Society, Our place in a changing world

Assessment: External Examination. Speaking exam.

Papers and their %

<p><i>AS 1: Speaking AS 1: Speaking Total time: 11 mins 30% of AS level 12% of A level</i></p>	<p><i>AS 2: Listening [A]; Reading [B]; and Use of Language [C] 40% of AS level 16% of A level</i></p>	<p><i>AS 3: Extended Writing 30% of AS level 12% of A level</i></p>
<p><i>A2 1: Speaking Total time: 15 mins 18% of A level</i></p>	<p><i>A2 2: Listening [A]; and Reading [B] (45 mins) 24% of A level</i></p>	<p><i>A2 3: Extended Writing A2 3: Extended Writing 18% of A level Total time: 1 hour A2: 60% of A level</i></p>



Skills developed in Spanish:

Communication skills, critical thinking skills, information management skills, ICT skills

Entry Requirement:

G.C.S.E grade B or better.

Related Subject Areas:

Modern Languages, English Literature, Business Studies, Economics, History, Geography, Politics, RE, Science, Theatre Studies, Sociology, Critical thinking, Leisure Studies

Possible Career Options:

Spanish is the second most spoken language in the world after Mandarin Chinese and is one of the most widely used languages when conducting business transactions. Spanish graduates have many skills that make them employable most notably a high level of spoken proficiency as well as knowledge of Spain and Latin America. Many employers look for graduates who are fluent in languages other than English. Career opportunities exist in commerce, business, law, interpreting and translating, public administration, tourism, education and the media.

GCE Software Systems Development



The ability to write computer programs in languages that are used widely in the industry is one of the most valuable skills to have in the world today. Knowing languages such as **Java** and **C#** allows you to programme and develop applications on a range of platforms such as desktops and mobiles. Wouldn't it be great to have the skills to become part of this growing industry?



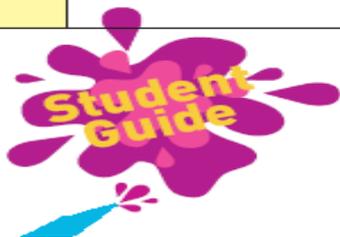
This course will only be available for students who have successfully attained **Additional Mathematics Grade B** or above at **GCSE Level** and are hoping to study **A Level Mathematics** at Post 16.

Examination Board: CCEA

Q. What will I study?

There are two units at AS and a further two units at A2:

Unit	Areas of Study	Unit	Areas of Study
AS 1: Introduction to Object Oriented Development	In this unit you will develop a thorough understanding of object oriented systems. You will learn about: <ul style="list-style-type: none"> - Software - Defining Data - Program Control Structures - Objects - Data Structures - Exception Handling - Managing Input/Output - Testing an Object Oriented Application 	AS 2: Internal Assessment Event Driven Programming	In this unit you will learn how to develop and implement object oriented technologies in an event driven environment such as creating an application with an appropriate user interface. You will learn about: <ul style="list-style-type: none"> - Defining Graphical User Interface (GUI) Objects - Understanding Events - Using Multiple Forms - Designing an Event Driven Application - Linking an Object Application to Simple Files - Testing an Event Driven Application - Evaluating an Event Driven Application



Complementary Subjects: Software Systems Development would give you good exposure to the world of programming and strengthen your university options for **Software Engineering** or **Computer Science**. Subjects such as Maths, Physics, and Chemistry would enhance eligibility for programming courses.

Possible Career Options: Software Development can lead to a wide range of careers including: Systems Analyst or Systems Engineer, Software Systems Engineer, Solutions Architect, Programmer Analyst, Network Analyst or Network Engineer and Network Manager.

In Unit AS 1 - This unit is externally assessed through a **two hour examination** paper. (50% of AS, 25% of A Level)

Unit	Areas of Study	Unit	Areas of Study
A2 1: Systems Approaches and Database Concepts	This unit will provide you with a thorough understanding of the reasons for systems development. You will also be introduced to database concepts, enabling you to understand relational database systems. You will learn about: <ul style="list-style-type: none"> • Reasons for Systems Development • Systems Methodologies • Managing Projects • Testing • Database Concepts • Entity Relationship (ER) Models • Normalisation • Structured Query Language (SQL) 	A2 2: Internal Assessment Implementing Solutions	In this unit you will learn to design and build a solution to a given problem using an RDMS through an event driven programming environment. You will learn about: <ul style="list-style-type: none"> • Applying Project Management Techniques to the Development Process • Selecting a Systems Approach to the Solution of a Business Problem • Defining and Documenting User Requirements • Documenting the Design of the Solution and Testing the Design • Developing and Implementing a Desktop Solution Using an RDMS through an Event Driven Programming Environment • Testing the Solution • Evaluating the Solution

In Unit AS 2 This unit is **internally assessed**. (50% of AS, 25% of A Level)

In Unit A2 1 This unit is externally assessed through a **two hour examination** paper with a pre-release case study. (25% of A Level)

In Unit A2 2 This unit is **internally assessed with a pre-release case study**. (25% of A Level)

This course aims to help students to:

- develop a genuine interest in programming in software systems development;
- develop an understanding of systems approaches and modelling techniques;
- develop skills that will prepare them for work in today's software industry;
- participate in developing a software project using a complete software development process;
- apply their skills to work-related scenarios;
- research, develop and present their findings in a variety of formats;
- develop advanced study skills to prepare for third level education; and
- demonstrate their understanding and application of key concepts through assessments.



Applied G.C.E. Subject Details.

Introduction.

The crucial difference between Ap.G.C.E. and A.G.C.E. is the nature of study. All Ap.G.C.E.'s are work-related qualifications devoted to particular vocational fields. They allow you to gain experience of industry and commerce. You spend time on work-related assignments learning about an area of work such as business, I.C.T., leisure, science or health. You are involved in planning your own learning activities, which are likely to include: working alone and in groups, spending time out of the classroom visiting employers and other organisations, solving problems and meeting deadlines. As these courses are vocationally directed, preparing pupils for employment by developing the knowledge and skills demanded by industry, they could provide a headstart in the search for a job. Pupils develop a variety of transferable skills throughout these courses. They include gathering, analysing and interpreting data and communicating the findings in different ways as well as ICT and numeracy. The inclusion of these transferable skills allows pupils to go straight to employment after Sixth Form if that is the route they prefer. However, the vast majority of pupils studying vocational subjects at St, Patrick's move on to Higher Education

The units of work are now more directed so that the pupil can show evidence of coverage. They must gather the stated assessment evidence for each unit. There is only one method of assessment for each unit. This can be:

Either

- Portfolio evidence produced by assignment i.e. coursework

Or

- Evidence as a result of an external assessment.

The external assessments are set and marked by the Awarding Body. There will normally be two opportunities for pupils to take external tests - January and June.

Pupils will only be allowed one resit of an external test. Grading in individual units will be expressed as A, C or E. However, the overall grade for the Ap.G.C.E. will be reported as A, B, C, D, or E as a combined aggregate of all unit grades.

Business Applied G.C.E.

Examination Board - CCEA

Applied Business Studies

The course, which has an applied vocational dimension enables pupils to apply their knowledge in realistic business contexts and emphasises the development of the transferable skills necessary in a changing and dynamic working environment. The Applied A level is particularly suited to those students who want to specialise in Business Studies and enjoy working on coursework. The vocational style of learning relies more heavily on an assignment led approach and less emphasis is placed on external testing. Due to the strong practical focus, this course provides a range of opportunities for industry links through organised visits and visiting speakers.

AS/A2 Applied Business Studies at a Glance:

AS Units	Assessment Format	Weighing and Marks	Assessment
Unit 1 The Enterprising Business	Portfolio	16.6% of A Level	Summer
Unit 2 The Enterprising Manager	Portfolio	16.6% of A Level	Summer
Unit 3 - External Influences on the Business Enterprise	1hr 30mins Exam Questions set on a Seen Pre-Release Case Study	16.6% of A Level	Summer

A2 Units	Assessment Format	Weighing and Marks	Assessment
Unit 7 Finance	1Hour 30mins External Exam Paper	16.6% of A Level	Summer
Unit 9 Enterprise In Practice	Portfolio	16.6% of A Level	Summer
Unit 10 - Investors in People	Portfolio	16.6% of A Level	Summer

These are the compulsory units which will be covered if studying Single Award Business.

If you decide to study Double Award you will study 3 additional modules in Yr13 and 3 in Yr14. This twelve unit course would be appropriate for students planning to undertake higher level studies in Business areas such as Marketing, Human Resources or Financial Management.

This course will appeal to those pupils who:

- Are interested in developing an understanding of Business organisations, the markets they serve and how to deal with customers effectively.
- Have a keen interest in Business and how it operates.
- Want to find out more about Business through personal investigation.

Pupils with an Ap.G.C.E. in Business have access to a wide variety of Career and Higher Education opportunities. These include accounting, marketing, personnel and retailing.



Health and Social Care Applied G.C.E.

This course will appeal to students who:

- Are interested in a career in the caring field
- Have an interest in people of different ages - children through to the elderly.
- Are reasonably competent in Biology.

The following are some of the areas covered:

- Dealing with aspects of individual and community health.
- Factors that affect human growth and development.
- Equal opportunities and client's rights
- Communicating in Health and Social Care

Pupils studying Ap.G.C.E. Health and Social Care have access to a wide variety of health related courses in Universities. However, the qualification can be used, in conjunction with other subjects, to support applications to non-health related courses. Pupils can also go directly to work in health and social services.

All units carry equal weighting. The units studied in the college are listed below.

Subject Content

Unit AS 1: Promoting Quality Care

Unit AS 2: Communication in Care Settings

Unit AS 3: Health and Well-Being

Unit AS 4: Safeguarding Children

Unit AS 5: Adult Service Users

Unit AS 6: Holistic Therapies

Unit A2 9: Body Systems and Physiological Disorders

Unit A2 10: Providing Services

Unit A2 11: Health Promotion

Unit A2 12: Supporting the Family

Unit A2 13: Understanding Human Behaviour

Unit A2 14: Human Nutrition and Health

Information and Communication Technology Applied G.C.E.

Applied ICT prepares students for a world increasingly dominated by the use of ICT systems. It is an ideal subject for students who want a broad education in ICT as well as those looking to develop skills needed in a vocational or work context. The course motivates students to achieve the best they can and empowers them to take charge of their own learning and development. Not only do students gain knowledge and understanding about information and communication technologies, but equal emphasis is also placed on the 'doing'. Applied ICT's practical and skills-based approach ensures that students develop a real understanding of ICT that directly relates to the needs of employers.

This course will appeal to students who:

- Have a lively and enquiring mind.
- Have an interest in Information and Communication Technology.
- Have a willingness to explore new ideas.
- Have an ability to communicate ideas effectively.
- Want to study a subject that will be more and more relevant in their lives, at home and at work.
- Enjoy practical work and being creative.

The following are some of the areas covered:

- ICT and how it serves organisations. (Portfolio Based)
- Software Applications and Tools (External Exam)
- Organisations and Information Systems (Portfolio Based)
- Investigating Systems (External Exam)
- Database Development (Portfolio Based)
- Website Design and Management (Portfolio Based)

Possible Career Options:

Students with Ap.G.C.E. Information Communication Technology can use it to support applications to many Higher Education courses, especially computer based courses. Taken with Languages or Arts it supports an equally wide range of courses such as communications, media, business and management. Direct employment opportunities are prevalent in areas such as programming, systems analysis, Multimedia etc.

Please check university prospectus if considering studying ICT related courses at university as some do not accept Applied ICT as a suitable qualification in place of the AGCE in ICT. Also some do not accept ICT in place of Computer Science unless you are also studying Maths or Physics.

Btec National Subject Details

Btec nationals are rather like ApGCE's in that they are vocationally based within specific areas. However, unlike ApGCE's all Units are assessed by Assignment / Coursework and not examinations. This type of assessment is very attractive for many pupils. At present the College offers two Btec Nationals

Btec Level 3 Subsidiary Diploma in Construction and the Built Environment

This course will appeal to students who:

- Have an interest in construction and the built environment
- Are quite competent in Mathematics and physics
- Are interested in design

Students will follow six units from the following options. These are determined by the college:

- Health, Safety and Welfare in Construction and the Built Environment
- Sustainable Construction
- Mathematics in Construction and the Built Environment
- Science and Materials in Construction and the Built Environment
- Construction Technology and Design in Construction and Civil Engineering
- Building Technology in Construction
- Surveying in Construction and Civil Engineering
- Construction in Civil Engineering
- Building Services Control Systems
- Building Services Science

The Btec Level 3 Subsidiary Diploma in Construction has been designed to provide a broad educational basis for further education or for moving into employment within the construction industry. Career opportunities are many, a few examples being civil engineering, architecture or quantity surveying.

BTEC Level 3 Diploma in Sport (Development, Coaching and Fitness)

This is a Vocational Course:

- You will present all your work in assignment form throughout your two years of study
- You will have UJJ as a Third Level target destination
- You can access a range of sport and non-sport related courses if you score well in this subject area.
- There is no final exam in the course.

Over the two years of the course you will study 12 different units. Each unit will require you to complete between 4 and 6 pieces of work and these tasks, when completed, will make up your completed portfolio for that unit.

L6th Units

Unit 1 Principles of Anatomy and Physiology in Sport	Mrs. C.Scott
Unit 2 The Physiology of Fitness	Mrs. C.Scott
Unit 3 Assessing Risk in Sport	Miss M. Devlin
Unit 4 Fitness Training and Programming	Mr. D.McNicholl
Unit 6 Sports Development	Mr. S.Lockhart
Unit 7 Practical Team Sports	Mrs. C.Scott /Mr. D.McNicholl
Unit 12 Current Issues in Sport	Mr. P.Hughes

U6th Units

Unit 5 Sports Coaching	Miss M. Devlin
Unit 7 Fitness Testing for Sport and Exercise	Mr. P.Hughes
Unit 10 Outdoor and Adventurous Activities	Mr. D.McNicholl
Unit 14 Exercise, Health and Lifestyle	Mr. S.Lockhart
Unit 15 Instructing Physical Activity and Exercise	Mrs. C.Scott
Unit 23 Organising Sports Events	Mr. P.Hughes

Units will cover such areas as the history and development of sport; sport as a business; training and fitness for sport; fitness testing in sport; how the body works during and responds to physical activity; coaching in sport.

On Yr13 unit will be based on practical performance and one U6th unit focuses on Outdoor Pursuits activities and includes practical participation in such activities at a suitable centre.

The tasks in each unit may be letters, practical performance, essays, reports, powerpoints, leaflets or other presentations. Each of these pieces of work will cover certain Grading Criteria, (P1, P2, M3, M4, D3, D4), which you must achieve if you are to achieve the overall grade for the unit. These Grading Criteria will be given to you by your teacher for each unit.

BTEC Sport requires you to be able to use different sources to investigate the topics you are studying. The proper use of investigative research will distinguish between Pass, Merit and Distinction level work and will also provide an insight to the type of work required from you at third level.

Sources you may use include;

- text books, web sites, interviews, questionnaires, emails for example

UNDERSTANDING BTEC GRADES		
BTEC Grades	UCAS points	A2 Equivalent
PP	80	EE
MP	120	DD
MM	160	CC
DM	200	BB
DD	240	AA
D*D	260	A*A
D*D*	280	A*A*

Eye4training Course

BIIAM Level 2 Diploma in Professional Food and Beverage Service (QCF)

This qualification allows you to gain and then show the skills and knowledge that are needed to work in the Food and Beverage Service sector at an operational level. It prepares you to enter a specific sector, job role, and/or apprenticeship (eg the Intermediate Level Apprenticeship in Hospitality (Food and Beverage Service)).

The qualification has been developed by the Sector Skills Council for this sector, People 1st, and is recognised as the main qualification in the United Kingdom that shows that the person who has it is competent to work at this level. If you achieve the qualification then the certificate you receive will allow you to show and say that you are competent at this level. It is a vocational qualification.

Course Content -

Mandatory units:

You will be assessed on the following areas:

- Maintenance of a safe, hygienic and secure working environment
- Working effectively as part of a hospitality team
- Give customers a positive impression of yourself and your organisation
- Maintain food safety when storing, holding and serving food.

Optional units: In addition, you can choose the additional optional areas you wish to be assessed upon - you may wish to focus more on Beverage Service or Food Service or cover an even mix.

This course will involve a work placement which will take place one/two days per week.



BIIAMB Level 3 Diploma in Retail Skills (Sales Professional)

It's not just about selling great products or services. The retail business sector values people with a positive attitude towards customers, themselves and other employees, who strive towards delivering the highest standards of quality and customer service. The retail apprenticeships have been designed to meet the demands of today's highly competitive market and offer development of skills across retail sectors including grocery, consumer, clothing and charity. The Level 3 Diploma in Retail Skills (Sales Professional) is a flexible qualification designed to provide learners with an in-depth level of retail competence required by employers in the sector.

Assessment

Assessment takes place through evaluation of workplace performance, presenting evidence, witness testimony and questioning. A portfolio of evidence is produced which demonstrates that the candidate can perform to the level described. Participants will all have a Training Assessor who will help assemble the portfolio and prepare for assessment in the school setting.

Pearson BTEC Level 3 Diploma in Hospitality

The Pearson BTEC qualifications in this specification have been developed in the Hospitality industry to:

- give full-time learners the opportunity to enter employment in the Hospitality industry or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Hospitality Management
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Course Content: (actual modules to be confirmed)

Generally you will cover the following areas:

- Customer Service
- Development of Interpersonal Skills needed in Hospitality Industry
- Supervisory Skills
- Development of Employability Skills
- Culinary Skills
- Event Management

In Yr 13 all those studying any of the two level 3 courses will spend 1 day per week in Yr13 on work placement and 2 days in Yr14. This will be organised by 'eye4training'.

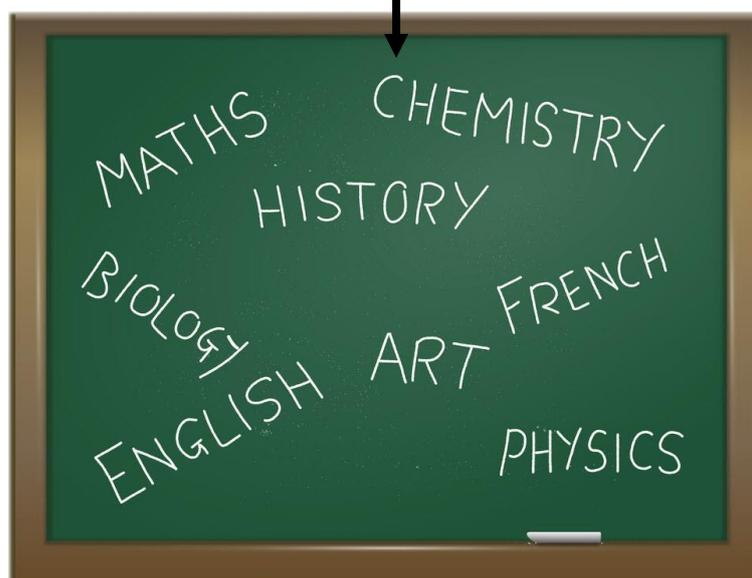
Higher Education Course Entry Requirements

Course	Requirement
Accountancy	3 A'levels - GCSE Maths grade B
Agriculture	3 A'levels - Preferably Biology or Chemistry + GCSE D.A.S.
Anatomy	3 A'levels - Biology with preferably Chemistry
Archaeology	3 A'levels
Architecture	3 A'levels - Mathematics and Art are preferred (Art portfolio for interview)
Art and Design	3 A'levels - including Art portfolio (most students take a Foundation Course in Art and Design)
Fashion Design	As with Art and Design
Industrial Design	3 A'levels - Art and 2 others (Physics or Technology desirable)
Banking and Finance	3 A'levels
Biochemistry	3 A'levels - Chemistry and one from Mathematics, Physics or Biology
Biological Sciences	3 A'levels - including Biology and another science preferably Chemistry
Biomedical Science	3 A'levels - 2 sciences Chemistry and Biology preferred
Biomedical Engineering	3 A'levels - 2 science subjects + Maths or Technology
Building Studies	3 A'levels - Maths and a Physical science preferred
Business Studies	3 A'levels - need to show a commitment to the subject in your personal profile i.e. work experience etc
Business Information Technology	3 A'levels - GCSE Mathematics
Chemistry	3 A'levels - including Chemistry
Computer Science	3 A'levels - Maths or I.C.T. or Chemistry or Physics (some will not accept ICT so check carefully)
Communication, Advertising and Marketing	3 A'levels
Consumer Studies	3 A'levels

Dentistry	3 $\frac{1}{2}$ A'levels - Chemistry + 1 from Biology (Required to at least AS level) Maths or Physics - very good GCSE & AS profile required (UKCAT exam and interview now involved)
Dietetics	3 A'levels - including 2 sciences - Chemistry preferred
Economics	3 A'levels - sometimes Maths preferred for some courses
Engineering (all types)	3 A'levels - including Maths and Physics or Technology
English	3 A'levels - including English Literature
Environmental Engineering	3 A'levels - Science + Maths or Technology
Environmental Health	3 A'levels - including 2 from Maths, Biology, Chemistry and Physics
Environmental Planning	3 A'levels - GCSE Maths
Environmental Science	3 A'levels - including 2 science subjects (which may include Economics and Geography)
European Studies	3 A'levels - Language required
Ethnomusicology	3 A'levels
Film Studies	3 A'levels.
Food Quality, Safety and Nutrition	3 A'levels - including Chemistry or Biology, preferably both
French	3 A'levels - including French
Finance	3 A'levels - Maths preferred
Genetics	2 A'levels - including Biology + Chemistry
Geography	3 A'levels - including Geography
German	3 A'levels - including German
Government and Economics + Government and Law	3 A'levels - must show evidence of commitment to these courses in your personal profile i.e. work experience etc.
Health Studies - Chiropractic	3 A'levels - including 2 sciences
History	3 A'levels - including History
Hospitality Management + Hotel and Catering / Tourism	3 A'levels
Housing	3 A'levels
Celtic Studies / Irish Studies	3 A'levels - including Irish
Law	3 A'levels
Management	3 A'levels

Medicine	3 $\frac{1}{2}$ A'levels - Chemistry + 1 from Biology (Required to at least AS level) Maths or Physics - very good GCSE & AS profile required (UKCAT exam and interview now involved)
Microbiology	3 A'levels - Biology and Chemistry
Molecular Biology	3 A'levels - Biology and Chemistry
Music	3 A'levels - including Music
Music Technology	3 A'levels - one from Maths, Physics or I.C.T.
Nursing (Degree level)	3 A'levels - Biology preferred
Nursing and Midwifery (Diploma)	5 GCSE passes including English and either Maths or a Science subject are basic entry requirements but A'levels usually required and Biology is desirable - interview important
Nutrition	3 A'levels Chemistry and / or Biology preferred
Occupational Psychology	3 A'levels
Occupational Therapy	3 A'levels
Ophthalmics / Optometry	3 A'levels - including 2 from Maths, Physics, Chemistry or Biology (Physics often required)
Pharmacy	3 A'levels - including Chemistry + 1 from Biology (Required to at least AS level) Maths or Physics (GCSE DAS required)
Physics	3 A'levels - including Maths and Physics
Physiology	3 A'levels - preferably Biology and Chemistry
Physiotherapy	3 A'levels - one or more science subjects required
Podiatry/ Chiropody	3 A'levels - one or more science subjects preferred (GCSE DAS required)
Product Design	3 A'levels - Maths and a science or Technical subject
Psychology	3 A'levels
Quantity Surveying	3 A'levels - some courses prefer Maths or Physics or Geography
Radiography	3 A'levels - one or more science subjects required (GCSE DAS required)
Social Work	3 A'levels - interview very important
Sociology	3 A'levels
Speech and Language Therapy	3 A'levels - including one from English, Maths, or a Science. A Modern Language can substitute for any of these (GCSE Science + Modern Language required) interview very important.
Sport and Leisure Studies	3 A'levels - 2 from Biology, Business Studies, Chemistry, Economics, English, Maths, Physics and Sociology.
Teaching	3 A'levels - Including the subject you wish to teach + GCSE English and Maths - Interview very important

Technology and Design	3 A'levels - including Design and Technology
Technology Management	3 A'levels - including Design and Technology
Theatre and Drama Studies	3 A'levels - English Literature required for some courses (GCSE Modern Language preferred) - Interview + personal profile very important
Transport	3 A'levels - GCSE Maths and Science or Technology
Veterinary Medicine	3 A'levels - 3 of the Colleges ask for Chemistry + Biology and one from Maths or Physics - 3 other Colleges ask for Chemistry and 2 from Biology, Maths and Physics (need veterinary work experience)
Youth and Community Work	3 A'levels candidates must show knowledge and experience of working with young people - Interview very important



Important Considerations!

- The requirements listed in the previous table are what is generally asked for admission to the Degree programmes. However, some institutions may differ slightly on admission policy. It is always best to check the current prospectus in the Careers Library or Online. It is also important to read if they have any specific GCSE requirements.
- The lists of requirements do not differentiate between A.G.C.E. and Ap.G.C.E. It would be advisable to check for specific institution demands.
- Two A'levels and five GCSE's (including English and Maths) are the minimum entry requirement for Level 5 courses (HNDs & Foundation Degrees). However, three subjects are needed in order to gain entry to Level 6 courses (Hons degree courses)
- Students applying to Teacher Training courses, outside Northern Ireland, must ensure the Institution offers the Catholic Certificate in Religious Studies in order to qualify to teach in the Catholic school system. Also you need DA Science at GCSE level.
- For courses like social work, nursing and teaching you need to get involved in your local community, doing voluntary work or caring for someone. This experience will form an important part of your UCAS personal statement!

Whatever you choose be the best you can be, the world needs brilliant people like YOU!

Useful websites to help decide:

<https://www.nidirect.gov.uk/articles/and-levels>

<https://www.nidirect.gov.uk/articles/options-after-year-12>

<https://www.ucas.com/ucas/after-gcse>

<https://careerz.cascaid.co.uk/#/menu>



