



ST. PATRICK'S COLLEGE MAGHERA

POST 16 PROSPECTUS
2025-2026



Principal's Welcome

At St. Patrick's, we are committed to providing every student with the skills, knowledge and opportunities they need to unlock their potential and achieve their aspirations.

Through a broad and balanced curriculum, alongside dedicated careers advice and support, we empower our students to make informed choices about their career paths. Whether heading to university, apprenticeships or directly into the workforce, our students leave St Patrick's equipped not only with high academic achievements but also with resilience, adaptability and a determination to succeed.

This booklet has been designed by our careers team to ensure you are fully informed of all the options available to you at Post 16. It is important that you consider your options carefully, seeking guidance from your teachers and the careers team, to ensure you are on a pathway suited to your strengths, interests and aspirations.

I wish you every success as you begin your Post 16 journey.

Mrs Crilly (Principal)



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Head of CEIAG

Yr12, Parents and Guardians,

As we are coming to the end of your formal education it is now time to decide what pathway you wish to continue upon to reach your career goals. Here at the College, Sixth Form study is able to provide an extensive range of Level 3 courses, including A-Levels and BTECs.

Making the right choice of subjects at A Level can always be difficult and you should gather as much information as possible before you make any important decisions about where and what you wish to study. It may help you to note the following points:

- Aim to choose subjects that you enjoy and that you are good at. However, you should bear in mind the requirements for any career or further education opportunities that you think may be of interest to you. If you do not know what you want to do in the future, then it is sensible to keep as many avenues open as possible at this stage.
- Different courses demand varying

skills and aptitudes. You should read carefully about each subject and if necessary, seek further advice, before filling in your option form. You must meet the required entry criteria before you will be considered for a course.

Included in this prospectus are outlines of the subjects that various departments hope to offer. It must be remembered that places on these courses cannot be guaranteed. We will always do our best to give everyone their first choice, however, it may not be possible to provide every combination of subjects. Sometimes there are too few students to run a particular course; occasionally there may even be too many students or not a sufficient number of teachers available to accommodate all requests. For these reasons it may be necessary for you to modify your choices at a later date.

It is important that you speak to the teachers of the subjects you are thinking of choosing. As well as giving you sound advice for the future, they will be able to give you some



direction if, for some reason, your particular combination of subjects needs to be revised. You will also get the chance to speak to university representatives and local employers who will also help to give you advice on which subjects would suit careers paths you might be considering.

I wish you well during the rest of Year 12 and look forward to working with you in our Sixth Form next year.

Mrs C O'Kane

Head of Year

At St. Patrick's College, we understand the significance of selecting subjects for Years 13 and 14. As students seek a broad and balanced curriculum, they also consider their progression beyond Key Stage 5. You may not know yet what the right educational pathway is for you, but rest assured, our dedicated careers department and pastoral team are here to support you every step of the way, ensuring a smooth and confident transition into Key Stage 5.

We are excited to share the unique opportunities that await you at St. Patrick's during this pivotal stage of your educational journey. This prospectus is designed to provide everyone with a clear overview of the Key Stage 5 curriculum. Our curriculum is thoughtfully crafted to meet the individual needs and aspirations of each student, offering a bespoke educational experience that fosters both academic and personal growth.

In St. Patrick's, we are committed

to nurturing student development through an engaging and dynamic curriculum, supported by a strong pastoral focus. Our outstanding academic programs cater to a wide range of interests and abilities, offering both academic and vocational pathways to ensure that every student can thrive. The Key Stage 5 programme includes programmes to develop the whole child, and a wealth of extra-curricular and work-related activities, all designed to enhance student development and learning opportunities.

Our curriculum is designed to prepare you for future success and lifelong learning, whether that be in further or higher education or along progressive career pathways. Within our nurturing and inclusive school culture, you will find the support and encouragement needed to achieve your full potential.

We invite you to explore the information within this prospectus to



make informed and effective decisions about your future. Should you have any questions or require further information from a pastoral perspective, please do not hesitate to reach out to us.

We look forward to helping you make the right decisions with your child.

Mr O'Donnell (Head of Year 12)

How do I choose my Post 16 Subjects?

Choosing A-levels can feel daunting. The following criteria are useful to apply when choosing subjects to study.

Choose subjects you like.

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

Choose subjects at which you are good.

You are probably aware of your best subjects. Certainly, your GCSE results will provide a good guide in August but for now use your track data to help with this decision. 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 Post 16 subjects can be found on page 7. You may choose Post 16 subjects which you did not study at GCSE level, however you need to choose subjects which you know you can get a good grade in and will take you into your courses at Post 18.

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. On page 46 to 48 of this prospectus you will find a guide to entry requirements for higher education courses which you may find useful. Also, you can use Unifrog or UCAS to help to research courses and subjects they require.



If you have any questions, please call with your Careers teacher and they will help to answer any queries regarding subject choices and course requirements.

Shape your future by choosing the right subjects!

Summary of Curriculum Offer and Entrance Requirements

In order to study A'Levels, pupils must gain a minimum of five GCSE passes at Grade A*-C in separate subjects, including English and Mathematics.

It is expected that most pupils will study three A'Levels. In some circumstances, targeted students may be encouraged to study four A'Level subjects.

In some circumstances, targeted students may be encouraged to study four A'Levels if it will help secure entry to some courses eg Medicine.

Please note that the subjects offered may be subject to change. Some subjects may be withdrawn if student demand is low and the class is not viable. Class size will also be important as some will have a maximum number due to health and safety reasons and access to equipment.

All students in the Sixth Form will need to follow the Core Learning Programme consisting of General RE and Careers, in addition to the curriculum choices made.

Optional Additional Learning may be chosen in September after enrolment.

Please note that certain 3rd level courses have very specific entry requirements. Choosing more than one of the courses below marked as Applied (A), particularly the BTECs, MAY limit your access to any of the Russell group Universities e.g. Queen's, Belfast, and other selective universities. Therefore, check university entry requirements carefully.

SIXTH FORM ENTRY REQUIREMENTS:

1. Pathway 1: Average GCSE Score – 7 or above
Students will study 3 or 4 AS Levels of their choice.
2. Pathway 2: Average GCSE Score – 5.5 to 7
Students will study one or two AS level of their choice and a combination of vocational qualifications from BTECs and Applied A Levels.
3. Pathway 3: Average GCSE Score – Below 5.5
Pupils will follow either one agreed A Level and two vocational or a totally vocational route.

GCSE Points	A*	A	B	C*	C	D	E	F	G
	9	8	7	6	5	4	3	2	1

Subject Entry Requirement – GCSE Grades

SUBJECT	ENTRY REQUIREMENT – GCSE GRADES
Art and Design (G)	5 GCSEs to include Grade B in Art and Design
Biology (G)	(1) For DA entrants - a grade A in both written papers in the subjects you wish to study at AS/A2.
Chemistry	(2) For TA entrants – a grade B overall in the subject you wish to study.
Physics	(3) For all – minimum grade B in Maths and B in English at GCSE.
BTEC Science (A) (Double Award)	C*C* in DAS or a grade A/A* in Single Award TA Science.
Business Studies (G)	B in Business Studies or 5 A*-C including B in English Language and C in Maths.
Applied Business Studies (A)	5A*-C including English and Maths
Digital Technology (A)	B in Digital Technology.
BTEC ICT (A)	A minimum of a grade 'C' in Digital Technology or a minimum of a 'Merit' in BTEC Level 2 ICT.
English Literature (G)	B in English Language and B in English Literature OR A in English Language for students who did not study Literature.
French (G)	B in French and B English Language
Geography (G)	B in Geography and C in Maths and C in English Language
Health and Social Care (A) (Single and Double Award)	B in English Language.
History (G)	B in History and B in English Language
Irish (G)	B in Irish and B English Language
Mathematics (G)	A in Maths with compulsory grade A in M4 and M8 Modules. In addition, pupils must have a UMS of 150 or above in M4.
Music (G)	B in Music and C in Maths and C in English Language. Proficiency in at least one instrument to Grade 5.
Nutrition and Food Science (G)	B in Home Economics: Food and Nutrition and B English Language
Physical Education (PE) (G) WJEC	B in GCSE PE and B in English Language and C* in Maths. Without GCSE PE candidates may be considered with a BB or higher in DA Science
BTEC Sport (A) (Single and Double Award)	GCSE PE grade C and English Language to grade C. A grade C Science qualification is required at Double Award/Triple Award.
Performing Arts (A)	C in English Language Grade B in GCSE Drama or Music or equivalent qualification OR Grade 4 Speech and Drama/ Musical Theatre/Musical Instrument/ Dance or equivalent. If no formal performing arts qualification, students must have experience including a background in acting/singing/dancing which will be demonstrated through audition.
Spanish (G)	B in Spanish and B English Language
Technology and Design (A)	B in Product Design or other related course. C in Maths and C in English Language.
BTEC Construction and the Built Environment (A)	GCSE Maths and GCSE English language at Grade B or above
BTEC Engineering (A)	5 GCSEs at GCSE to include Grade B Maths in a higher tier paper and GCSE English at a minimum of Grade B.
Religious Studies (G)	B in Religious Studies and B in English.
BTEC Travel and Tourism (A)	GCSE Maths and GCSE English Language at grade C or above

COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Experimental Portfolio	Year 13	- Students develop, explore and record ideas.	50% of AS
		- Teachers assess students' work and Exam board moderates their marks. - Assessment Objectives 1, 2 and 3	20% of A level
AS 2: Personal Response	Year 13	- Students present a personal outcome in response to the theme.	50% of AS
		- Students bring this to completion during a 10 hour controlled test. - Teachers assess the controlled task and Exam board moderate their marks. - Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3.	20% of A level
A2 1: Personal and Critical Investigation	Year 14	- Written and practical work inform each other and are integrated, but are marked separately.	60% of A2
		- Teachers assess the practical investigation and Exam board moderates their marks. - 40% of A2 24% of A level Written investigation 1000–2000 words – externally assessed (20% of A2 12% of A level) - Assessment Objectives 1,2 and 3	36% of A level
A2 2: Thematic Outcome	Year 14	- Students present an outcome in response to the theme. - Students bring this to completion during a 15 hour controlled test. - Teachers assess students' work and Exam board moderate their marks. - Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3.	40% of A2 24% of A level

ENTRY REQUIREMENTS

To study Art and Design it is essential for students to not only have a foundational understanding of the key Elements and Principals of GCSE Art and Design, but also have a genuine interest and passion for the Art world. You should choose Art A-Level if you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities. The skills you gain make it a great complement to other subjects. Art and Design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

CAREER PROGRESSION

Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do later in life. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. Here are some of the job opportunities that studying Art can lead you to:
Fashion design, Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design, Fashion and media journalism, Hair and make-up design, Retail design, Exhibition design, Jewellery design, Artist, Visual media, Teaching.

REQUIREMENTS FOR CHOOSING A-LEVEL ART AND DESIGN?

A Grade B or above in GCSE Art & Design.

SAMPLE PROGRESSIVE PATHWAYS FOR ART AND DESIGN

Level 4
Belfast Met: Level 4 Foundation Diploma in Art and Design BTEC
Level 5
UU: Foundation in Art and Design Ba (Hons)
Level 6
UU: Animation BDes (Hons) UU: Digital Design BDes (Hons) UU: Fine Art BA (Hons) UU: Games Design BA (Hons) UU: Graphic Design BA (Hons) UU: Illustration BA (Hons) UU: Photography MFA UU: Product Design BA (Hons) UU: Textile Art and Design Fashion BA (Hons) UU: User Experience and Service Design MDes

MEET ONE OF OUR KEY STAGE 5 PUPILS

Emma Kerr - "I chose A-level art as I believe it would be an excellent qualification to have as I wish to pursue a career in primary school teaching. Not only that but I also have a great love for the subject. The freedom to step away from the 'traditional' lessons of school has greatly benefited my days as I can just take my mind off them and focus on creating and experimenting. I very much enjoy this year's course, as I did my GCSE, however this year is more based on trying out new techniques and practices which I find exciting. I never dread an art lesson and appreciate the opportunity to develop skills outside of my more academic subjects."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-art-and-design-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS Unit 1: Molecules and Cells	Year 13	External exam 1hr 30mins	37.5% of AS 15% of A Level
AS Unit 2: Organisms and Biodiversity	Year 13	External exam 1hr 30mins	37.5% of AS 15% of A Level
AS Unit 3: Practical skills in AS Biology	Year 13	External exam 1hr hour Internal practical assessment	25% of AS 10% of A Level
A2 1: Physiology, Co-ordination and Control, and Ecosystems	Year 14	External exam 2hours 15mins	24% of A Level
A2 2: Biochemistry, Genetics and Evolutionary Trends	Year 14	External exam 2hours 15mins	24% of A Level
A2 3: Practical Skills in Biology	Year 14	External exam 1 hour 15 mins Internal practical assessment	12% of A Level

ENTRY REQUIREMENTS

Minimum B in both Maths and English. DA Biology: An A grade in Unit 1 and Unit 2 Biology; TA Biology: Overall B grade

CAREER PROGRESSION

A-Level Biology opens numerous career pathways and provides essential skills for various professional roles. It is particularly beneficial for those aspiring to enter the world of Medicine, Dentistry, Biomedical sciences, Pharmacy, Biological sciences and Environmental management.
Below are a few examples of how A Level Biology can be useful:

- **Environmental Management:** explores the physical, social, economic and cultural aspects of environmental management. It combines aspects of science, geography and environmental planning with an environmental work placement to understand the environmental systems in which we live and work.
- **Marine biology** is the interdisciplinary study of life in the ocean. At the present time, the position of marine biology graduates has never been as critical to the functioning of our society, economy and environment. Complex issues such as overfishing, pollution and climate change are colliding to bring about extraordinary and sometimes catastrophic changes in marine systems. As a marine biologist you will apply cutting edge technologies to help tackle these issues on a scale from molecules to ecosystems.
- **Microbiology** is the study of bacteria, fungi, algae, protozoa and viruses, and is of immense importance in relation to the environment, agriculture and food, biomedical sciences and biotechnology. Graduates in microbiology are therefore highly sought after in these fields. Microbiology is very central to many aspects of the biological sciences, from pure research to diverse industrial, medical and environmental applications.
- **Biological science graduates** can be employed in organisations working within environmental monitoring and management, water quality management, animal welfare, academic research, the agri-food industries, biotechnology and pharmaceutical industries, teaching and education, and science communication.

Additionally, A-Level Biology is a requirement for certain university courses, particularly those focused on Medical, dentistry, pharmacy and Biomedical sciences, setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR BIOLOGY

Level 4
Belfast Met: Level 4 HNC in Applied Biology
Level 5
Belfast Met: Foundation Degree in Biological Sciences (Validated by QUB) UU Derry-Londonderry: Level 5 Foundation degree in Applied and Medical Sciences QUB: Biological Sciences BSc QUB: Biomedical Sciences BSc NRC: Animal Management – Level 5 Higher National Diploma
Level 6
Hartpury University: Bioveterinary Science (Top up Level 6) Cornwall College: Applied Equitation Science (Level 6) QUB: Dentistry BDS QUB: Marine Biology with Professional Studies MSci QUB: Environmental Management

MEET ONE OF OUR KEY STAGE 5 PUPILS

Orlaith Henry - "When I was making A Level choices, I knew I wanted to keep my options open as to what courses I could apply for. I chose to study A Level Biology because I was aware that it can lead to a wide range of careers and different pathways. I have always enjoyed the practical aspects of Biology. I am also interested in genetics and gene technology. I now know that I want to study Dentistry and studying A Level Biology allows me to apply for this."

You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-biology-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Introduction to Business	Year 13	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
AS 2: Growing the Business	Year 13	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
A2 1: Strategic Decision Making	Year 14	External written examination 2 hours Five compulsory structured data responses (90 marks)	30% of A level
A2 2: The Competitive Business Environment	Year 14	External written examination 2 hours Six compulsory structured data responses (90 marks)	30% of A level

ENTRY REQUIREMENTS
5 A*-C including B in Business Studies and English Language and C in Maths

CAREER PROGRESSION
A-level Business Studies opens up many options for students at university, and there are many courses available with permutations of Business/Management/Administration/ Accounting and Finance. Some of our students will also progress onto Apprenticeships with Deloitte, PwC and local businesses. Business and Management graduates typically progress to careers in areas such as business development, marketing, recruitment and banking, although plenty of other options are available.

SAMPLE PROGRESSIVE PATHWAYS FOR BUSINESS STUDIES

Level 4
NRC: Business - Level 4 Higher National Certificate (Pearson)
Level 5
NRC: Business Management - Foundation Degree NRC: Business Management - Higher Level Apprenticeship (HLA) Belfast Met: Level 5 HND Business
Level 6
UU: BSc Hons Business Studies UU: BSc Communication Advertising and Marketing UU: BSc Hons Marketing UU: BSc Hons Management UU: BSc Accounting with Pathways QUB: BSc Hons Actuarial Science and Risk Management QUB: BSc Advanced Accounting with Placement QUB: BSc Hons Business Management UU: HLA with PwC/Deloitte – BSc Business Analyst



MEET ONE OF OUR YEAR 14s

Harry Tohill - "Studying A-Level Business in sixth form allowed me the opportunity to enter the sector of business, when applying for universities on UCAS. The subject is so versatile and relevant, allowing it to be applied to any area of your everyday life, from understanding how to pay your taxes, to how the economy functions. Having previously studied business studies at GCSE, this was a major advantage as I was able to hit the ground running, however this wasn't exactly necessary as the concepts of the subject are easy to grasp for any academic level."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1 Business skills and functions • Marketing • Finance • Human Resources	Year 13	Written external examination - 1 hour 40 mins	40% of AS 20% of A Level
Unit 2 Business Creation • Business proposal	Year 13	Controlled assessment - 12 hours	60% of AS 30% of A Level
Unit 3 Business Strategy • Business strategies • Technology • External environment	Year 13	Written external examination - 1 hour 40 mins	20% of A Level
Unit 4 Business Investigation • Business Investigation	Year 14	Controlled assessment - 12 hours	30% of A Level

ENTRY REQUIREMENTS
5 A*-C including English and Maths

CAREER PROGRESSION
A-Level Applied Business Studies opens numerous career pathways and provides essential skills for various professional roles. It is particularly beneficial for those aspiring to enter the world of business and management. Here's how it can be useful:
 • **Entrepreneurship:** Equips students with the knowledge to start and manage their own businesses.
 • **Management Roles:** Offers foundational insights into organisational behaviour, finance and strategic planning, essential for managerial positions.
 • **Marketing and Sales:** Prepares individuals for roles in marketing strategy and sales management by understanding consumer behaviour and market dynamics.
 • **Finance and Accounting:** Provides a stepping stone for careers in financial analysis, accounting and investment banking, as it covers fundamental economic principles and financial management.
 Additionally, A-Level Applied Business Studies is a requirement for certain university courses, particularly those focused on business, economics and finance, setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR BUSINESS

Level 4
NRC: Business - Level 4 Higher National Certificate (Pearson)
Level 5
NRC: Business Management - Foundation Degree NRC: Business Management - Higher Level Apprenticeship (HLA) Belfast Met: Level 5 HND Business
Level 6
UU: BSc Hons Business Studies UU: BSc Hons Marketing UU: BSc Hons Management QUB: BSc Advanced Accounting with Placement QUB: BSc Hons Business Management

MEET ONE OF OUR KEY STAGE 5 PUPILS

Cormac Og McCloskey 14C - "I chose to study A Level Applied Business because it offers a practical and dynamic approach to understanding the business world. This course equips me with essential skills like problem-solving and effective communication, which are invaluable in any career path. I am passionate about innovation and entrepreneurship and I believe that studying Applied Business will provide me with the knowledge and experience to turn my ideas into reality."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Basic Concepts in Physical and Inorganic Chemistry	Year 13	External written examination 1 hour 30 mins	40% of AS 16% of A level
AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	Year 13	External written examination 1 hour 30 mins	40% of AS 16% of A level
AS 3: Basic Practical Chemistry	Year 13	A: Internal practical examination 1 hour 15 min B: External written examination 1 hour 15 mins	20% of AS 8% of A level
A2 1: Further Physical and Organic Chemistry	Year 14	External written examination 1 hour 30 mins	40% of AS 24% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	Year 14	External written examination 1 hour 30 mins	40% of AS 24% of A level
A2 3: Further Practical Chemistry	Year 14	A: Internal practical examination 1 hour 15 min B: External written examination 1 hour 15 mins	20% of AS 12% of A level

ENTRY REQUIREMENTS
Minimum B in both Maths and English. DA Chemistry: An A grade in Unit 1 **and** Unit 2 Biology; TA Chemistry: Overall B grade.

CAREER PROGRESSION

Pharmacology - Pharmacology is a highly interesting field of work; investigating how drugs affect the body and interact with other medicines.

Materials scientist - A **materials scientist** studies and evaluates products that exist naturally and the ones created by humans.

Toxicologist - Toxicologists study these affects to discover the potential risks or hazards.

Chemical engineer - works principally in the chemical industry to convert basic raw materials into a variety of products and deals with the design and operation of plants and equipment.

Chemist - Chemists study the composition of matter and its properties.

Forensic scientist - As a **forensic scientist**, you're not just unraveling chemical mysteries; you're decoding the secrets hidden within substances to aid investigations.

Chemistry teacher - Chemistry teachers share their knowledge with the people who may go on to commit to any of these scientific careers.

Research Scientist - Research scientists are often the people behind the scenes, conducting experiments that advance industries' capabilities - analysing their findings and presenting them in journals or at conferences.

Biochemist - Biochemists study these compounds to understand the chemical processes and substances within living organisms.

Environmental scientist - By monitoring air, water, and soil, environmental scientists seek to understand the effect humans have on the environment.

SAMPLE PROGRESSIVE PATHWAYS FOR CHEMISTRY	
Level 4	Belfast Met: Level 4 HNC in Computing
Level 5	HND Chemistry/ Applied Chemistry
Level 6	QUB: BSc Chemistry QUB: BSc Chemical Engineering QUB: BSc Biochemistry QUB: BSc Medicinal Chemistry QUB: BSc Pharmaceutical Biotechnology QUB: BSc Pharmaceutical Science QUB: Medicine QUB: Dentistry QUB: Pharmacy UU: BSc Biomedical Science UU: BSc Applied Biomedical Science UU: Pharmacy UCD: Veterinary Medicine

MEET SOME OF OUR KEY STAGE 5 PUPILS

Luca McIvor Yr14 - "I chose Chemistry as I enjoyed learning about it throughout junior school and GCSEs. It is also a useful subject to study that can open multiple pathways for a great future career."



Kate Gallagher Yr14 - "I chose to study Chemistry because I always enjoyed it at GCSE and the topics are engaging and challenging. I want to pursue a career in Pharmacy, so Chemistry is necessary for this career plan."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Approaches to System Development	Year 13	External Written Exam - 1 hour 30 mins	50% of AS 20% of A Level
AS 2: Fundamentals of Digital Technology	Year 13	External Written Exam - 1 hour 30 mins	50% of AS 20% of A Level
A2 1: Information Systems	Year 14	External Written Exam - 2 hours 30 mins	40% of A Level
A2 2: Application Development	Year 14	Coursework	20% of A Level

ENTRY REQUIREMENTS
B in Digital Technology

CAREER PROGRESSION

A-Level Digital Technology opens up a wide range of career opportunities and equips students with essential technical skills for the rapidly evolving digital landscape. It is particularly beneficial for those looking to pursue roles in IT software development, and digital innovation. Some areas that Digital Technology are useful for or required included:

- Software Development:** Provides the foundational knowledge of programming, algorithms and application design necessary for a career in software engineering.
- Cybersecurity:** Prepares students for roles in protecting systems and networks from cyber threats by understanding digital security protocols and risk management.
- Data Science and Analytics:** Introduces the tools and techniques for analysing large data sets, opening doors to careers in data analysis, machine learning and artificial intelligence.
- Digital Project Management:** Equips students with the skills needed to manage technology-driven projects, including understanding the software development lifecycle and agile methodologies.
- Systems Analysis and Design:** Prepares students for roles that involve designing, developing and improving computer systems to meet business needs.

Additionally, A-Level Digital Technology is a prerequisite for university courses in computer science, IT and engineering, laying the foundation for further academic and professional development in the ever-expanding digital sector.

SAMPLE PROGRESSIVE PATHWAYS FOR DIGITAL TECHNOLOGY	
Level 4	Belfast Met: Level 4 HNC in Computing
Level 5	NRC: Foundation Degree Cloud Computing with Cyber Security NRC: Foundation Degree in Computing NRC: Higher Level Apprenticeship in Computing Belfast Met: Level 5 HND in Computing Open University: Foundation Degree in Computing
Level 6	QUB and UU: BEng in Software Engineering QUB and UU: BSc in Computing Science UU: BSc in Computing Technologies QUB: BSc in Business and Information Technology

You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016> or scan the QR code.



MEET ONE OF OUR KEY STAGE 5 PUPILS

Megan Brown – 13A - "I chose A Level Digital Technology as one of my subjects after GCSE Digital Technology. I believe this course will be extremely useful to me as in the future I wish to be a software engineer or any other job in ICT. This course is interesting and a challenge but very beneficial for me to progress into the ICT industry. I believe due to the major impact technology has on our lives, any experience in ICT will benefit me in the future inside and outside of my job."



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1: Information Technology Systems	Year 14	External written examination 2 hours	33%
Unit 2: Creating Systems to Manage Information	Year 13	External online examination 5 hours (over two days)	25%
Unit 3: Using Social Media in Business	Year 14	Coursework	25%
Unit 6: Website Development	Year 14	Coursework	17%

ENTRY REQUIREMENTS
A minimum of a grade 'C' in Digital Technology **or** a minimum of a 'Merit' in BTEC Level 2 ICT.

CAREER PROGRESSION
The BTEC Level 3 Extended Certificate in Information Technology opens up a wide range of career opportunities and provides students with practical, hands-on skills essential for working in the IT and digital technology sectors. It is especially beneficial for those looking to pursue careers in areas such as IT support, network administration and digital development. It can be required or useful for a range of careers including:

- **IT Support and Technical Assistance:** Equips students with the skills to troubleshoot and resolve technical issues, making them valuable in roles providing support for businesses and individuals.
- **Systems Analysis and Design:** Provides the knowledge needed to design and improve IT systems that meet specific business needs, a key skill in many technical roles.
- **Web Development:** Introduces students to the basics of web design and development, preparing them for careers in creating and maintaining websites and web applications.
- **Database Management:** Teaches how to design, implement and manage databases, which is essential for roles involving data storage, management, and analysis.
- **Cybersecurity:** Covers the fundamentals of securing networks and information systems, preparing students for roles in digital security and risk management.

Additionally, the BTEC Level 3 Extended Certificate in Information Technology is a stepping stone for students interested in further education, such as university courses in computing, digital technology and IT management, as well as vocational roles in the growing tech industry.

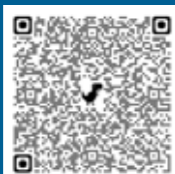
SAMPLE PROGRESSIVE PATHWAYS FOR INFORMATION TECHNOLOGY	
Level 4	Belfast Met: Level 4 HNC in Computing
Level 5	NRC: Foundation Degree Cloud Computing with Cyber Security NRC: Foundation Degree in Computing NRC: Higher Level Apprenticeship in Computing Belfast Met: Level 5 HND in Computing Open University: Foundation Degree in Computing
Level 6	QUB and UU: BEng in Software Engineering QUB and UU: BSc in Computing Science UU: BSc in Computing Technologies QUB: BSc in Business and Information Technology

MEET ONE OF OUR KEY STAGE 5 PUPILS

Harry Tohill 14F - "I chose BTEC Level 3 Information Technology because it offers a hands-on approach to learning. The course provides practical skills and real-world experience that are essential for a career in IT. Plus, the flexibility and support from the tutors make it an ideal choice for anyone passionate about technology."



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS Unit 1: The Study of Poetry 1900–Present and Drama 1900–Present	Year 13	External written examination You must answer 2 questions: (1) Poetry: Comparative Poetry of Robert Frost and Seamus Heaney (open book) (2) Drama: 'The Crucible' by Arthur Miller (closed book) 2 hours	60% of AS 24% of A2
AS Unit 2: The Study of Prose Pre 1900	Year 13	External written examination You must answer 1 question from a choice of two on the novel 'Frankenstein' by Mary Shelley. (closed book) 1 hour	40% of AS 16% of A2
A2 Unit 1: Shakespearean Genres	Year 14	External written examination You will study Shakespeare's classic tragedy 'King Lear'. (closed book) You must answer 1 question from a choice of two. 1 hour 30 mins	20% of A2
A2 Unit 2: The Study of Poetry Pre 1900 and Unseen Poetry	Year 14	External written examination You will answer 2 questions: Section A: Based on a collection of poems by William Blake (closed book) Section B: Responding to unseen poetry. 2 hours	20% of A2
A2 Unit 3: Internal Assessment	Year 14	Internal assessment Students complete a comparative 2500-word essay based on reading 2 novels on the same theme.	20% of A2

ENTRY REQUIREMENTS
B in English Language and B in English Literature **OR** A in English Language for students who did not study Literature.

CAREER PROGRESSION
Teaching, Journalism-Print and Broadcast, Publishing, Legal field; solicitor or barrister, Politics, Lexicographer, Copy Editor, Author, Public Relations, Marketing and Advertising, Librarian, Human Resources, Civil Service.

SAMPLE PROGRESSIVE PATHWAYS FOR ENGLISH LITERATURE	
Level 4	SERC: Level 4 HNC in Performing Arts
Level 5	NRC and SERC: Level 5 Higher National Diploma in Performing Arts Open University: Foundation Degree in Journalism and Documentary Production
Level 6	UU and QUB: BA (Honours) English UU: BA (Honours) English with History UU: BA (Honours) English with Education UU: BA (Honours) Journalism with English UU: BA (Honours) Journalism with Education UU: BA Drama UU: BA Film and TV Production QUB: BA Broadcasting Open University: BA (Honours) English Language and Literature BA (Honours) Arts and Humanities (English Language) BA (Honours) Arts and Humanities (Creative Writing) BA (Honours) English Literature BA (Honours) English Literature and Creative Writing St Mary's University College: BEd Primary English

MEET ONE OF OUR KEY STAGE 5 PUPILS

Louis McCormack Year 14 - "Having found a real passion in GCSE English Language and English Literature, this enthusiasm led me to continue studying English Literature at A level and I am hoping to pursue a career in Journalism. Reading and exploring Mary Shelley's 'Frankenstein' has encouraged me to think critically about society and evaluate my own interpretation which is a skill I will replicate when I become a journalist. 'The Crucible' by Arthur Miller is a fascinating play that captivated me with every page I read as I explored the historical and social context of Salem in 1692 which links in to reporting and understanding numerous current events. I intend to complete a Level 5 Journalist apprenticeship at the BBC followed by completing a Level 7-degree apprenticeship in Journalism. My advice to students younger than me is that if they want to choose a subject that improves investigative and analytical skills, then A level English Literature is the one for you. You will also have the opportunity to participate in debates and public speaking to improve your confidence and boost self-esteem."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-english-literature-2016w> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS1: Speaking	Year 13	External Question 1: students give a presentation based on an AS level theme related to an aspect of a French-speaking country or community. (approximately 3 mins) Question 2: conversation (approximately 8 mins) Total time: 11 mins	30% of AS level 12% of A level
AS 2: Listening [A], Reading [B] and Use of Language [C]	Year 13	External AS 2: Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in French. Recording 2: students answer in English. (40 mins) AS 2: Section B – Reading Question 1: students answer one set of questions in French based on one passage. Question 2: students translate a passage from French into English. (50 mins) AS 2: Section C – Use of Language Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into French. (30 mins) Total time: 2 hours	40% of AS 16% of A level
AS 3: Extended Writing	Year 13	External Students write one essay in French in response to a set film or literary text. Total time: 1 hour	30% of AS 12% of A level AS: 40% of A level
A2 1: Speaking	Year 14	External Question 1: students introduce and discuss one individual research project based on either: • a cultural aspect of a French-speaking country or community; • a historical period from the twentieth century of a French-speaking country or community; or • a region of a French-speaking country or community. (approx 6 mins) Question 2: conversation (approximately 9 mins) Total time: 15 mins	18% of A level
A2 2: Listening [A] and Reading [B]	Year 14	External Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in French. Recording 2: students answer in English. (45 mins) A2 2: Section B – Reading Students answer two sets of questions and complete one summary exercise and one translation exercise. Question 1: students complete a gap-filling exercise in French. Question 2: students answer a set of questions in French based on one passage. Question 3: students read a passage in French and summarise it in English. Question 4: students translate a passage from English into French. (2 hours) Total time: 2 hours 45 mins	24% of A level
A2 3: Extended Writing	Year 14	External Students write one essay in French in response to a set literary text. Total Time: 1hr	18% of A level A2: 60% of A level
ENTRY REQUIREMENTS			
To study GCE French, pupils are required to have a minimum of Grade B in GCSE French and a B in GCSE English Language.			



CAREER PROGRESSION

Almost any subject can be combined with a language at Third Level education.

Universities offer full degrees in languages or they can be combined with each other or a range of other subjects. Joint degrees with languages include Business Studies, Law, History, English, Education, ICT, Film Studies and Engineering.

To study in a university in the South of Ireland, students must have obtained a GCSE in a modern language.

MEET SOME OF OUR KEY STAGE 5 PUPILS

Ruby Mullan 13E - "I chose French for A level as I really enjoyed taking it at GCSE. Having this qualification will provide me with many more opportunities when applying for university and for future jobs. Learning French has also helped me to learn about another culture and has increased my enthusiasm for further travel in the future."



Caoimhe Taggart 13F - "I chose French at A level for the opportunity it gives me to learn a new language to a higher level than before. I would love to have the opportunity to travel to either France or Canada with my job and studying A level French will help me to achieve this."



You can read more about the subject here: : <https://ccea.org.uk/post-16/gce/subjects/gce-french-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1 – Physical Geography	Year 13	External Exam - 1hr 15 mins	40% of AS 20% of A level
Unit 2 – Human Geography	Year 13	External Exam - 1hr 15 mins	40% of AS 20% of A level
Unit 3 - Fieldwork	Year 13	External Exam – 1hr	20% of AS 8% of A level
A2 Physical Processes	Year 14	External Exam – 1hr 30mins	24% of A level
A2 Human Processes	Year 14	External Exam – 1hr 30mins	24% of A level
A2 Decision Making in Geography	Year 14	External Exam – 1hr 30mins	12% of A level

ENTRY REQUIREMENTS
At least a B grade in GCSE Geography and a C in Maths and a C in English Language

CAREER PROGRESSION
In an increasingly interconnected and environmentally conscious world, the study of Geography has gained significant relevance. A level Geography offers students a broad understanding of the planet's physical and human systems, making it a valuable qualification for a range of exciting and diverse career opportunities. With the growing concern for environmental issues, A-Level Geography equips students with a solid foundation to pursue careers in environmental conservation, sustainability and ecological management. Opportunities can be found within governmental organisations, environmental consultancies, non-profit organisations, and private sector companies. Roles such as environmental planner, sustainability analyst, climate change researcher, or conservation officer are examples of the diverse career options available. Geographical Information Systems (GIS) have become integral to various industries, including transport, logistics, marketing, and urban management. A-Level Geography offers a strong foundation in spatial data analysis, map interpretation and the use of GIS software. This skill set opens doors to careers as GIS specialists, data analysts, cartographers or remote sensing technicians, where individuals can utilise technology to analyse and visualise spatial data for decision-making processes. The tourism and hospitality industry greatly benefits from professionals with a strong understanding of geography. A-Level Geography provides insights into destination management, cultural and heritage tourism, and sustainable tourism practices. Careers within this sector include tour operators, destination marketing managers, event planners, and travel consultants, allowing individuals to explore the world while utilising their geographical knowledge to enhance the visitor experience. Other careers include teaching, farming, countryside ranger, land surveyor, hydrologist.

SAMPLE PROGRESSIVE PATHWAYS FOR GEOGRAPHY	
Level 4	Open University: Geography certificate - Certificate of Higher Education in Environment
Level 5	NRC: Hospitality and Tourism management – higher level apprenticeship NRC: Hospitality and Tourism management with specialism – foundation degree Open University: Geography Diplomas • Higher education in Geography • Higher education in environmental sciences • Higher education in environmental studies • Higher education in Geology
Level 6	UU: BSc Environmental science with education UU: BSc Geography UU: BSc Geography with Education QUB: BSc in Geography QUB: BSc in Archaeology, Palaeoecology and Geography QUB: BSc Geography with a language Open University: BA (honours) Geography • BA (honours) Geology • BA (honours) in Environmental Sciences



MEET ONE OF OUR KEY STAGE 5 PUPILS

Sophie Brown 13A - "The importance of Geography is simple. It isn't just an academic subject; it's a way to understand the world around us. I want to have a better understanding of my surroundings as I plan a pathway for my future career"



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-geography-2018> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Promoting Quality Care	Year 13	Internal assessment - Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Year 13	Internal assessment - Students produce a written report on communication in a health, social care or early years setting. Teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 3: Health and Well-Being	Year 13	External written examination 2 hours - Students answer three compulsory questions.	50% of AS 20% of A level
A2 3: Providing Services	Year 14	External written examination based on pre-release material 2 hours. Students answer three compulsory questions.	30% of A level
A2 4: Public Health and Health Promotion	Year 14	Internal assessment - Students produce a report on public health issues and how they are being addressed in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	15% of A level
A2 5: Supporting the Family	Year 14	Internal assessment - Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	15% of A level

ENTRY REQUIREMENTS
B in English Language
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

CAREER PROGRESSION
Studying health and social care will enable you to gain skills that are valued in further and higher education as well as in the workplace. Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses including degree courses are available at colleges and universities. You may, however, use this qualification to gain access to a course which is not related to health, social care or early years. Whilst GCE Health and Social Care is an applied subject it has the same currency in UCAS points as other GCE subjects. Alternatively, you may progress to employment or undertake further training to enhance your career prospects.

SAMPLE PROGRESSIVE PATHWAYS FOR SA HEALTH AND SOCIAL CARE	
Level 4	HNC Level 4 in Health Practice at Belfast Met and SERC BTEC level4 in Social and Community Work in Belfast Met .
Level 5	Foundation Degree in Health and Social Care in UU Higher Level Apprenticeship in Health and Social Care
Level 6	BSc in all types of Nursing at QUB and UU All Allied Health courses at Ulster Universities – e.g. Occupational Therapy BSc in Social Work at QUB, UU and Belfast Met

MEET ONE OF OUR KEY STAGE 5 PUPILS

Emma Bateson 14A - "I chose to study Single Award Health because I enjoyed doing Food and Nutrition at GCSE and when I heard about Single Award Health, I thought it was perfect. A balance between coursework and exam which gave me the opportunity to develop a better understanding of health and social care. Getting in touch with health and social care facilities like the learning support centre that I used for AS, I got a better understanding of what health care facilities are like. And I have enjoyed every minute of it."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Promoting Quality Care	Year 13	Internal assessment - Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Year 13	Internal assessment - Students produce a written report on communication in a health, social care or early years setting. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 3: Health and Well-Being	Year 13	External written examination 2 hours - Students answer three compulsory questions.	25% of AS 10% of A level
AS 4: Safeguarding Children	Year 13	Internal assessment - Students produce a written report and an information resource for staff working in an early years setting. Teachers mark the tasks and moderate the results.	12.5% of AS 5% of A level
AS 5: Adult Service Users	Year 13	External written examination 2 hours - Students answer three compulsory questions.	25% of AS 10% of A level
AS 6: Holistic Therapies	Year 13	Internal assessment - Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
A2 1: Applied Research	Year 14	Internal assessment - Students produce a research report on a health and social care or early years topic of their own choosing. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 2: Body Systems and Physiological Disorders	Year 14	Internal assessment - Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 3: Providing Services	Year 14	External written examination based on pre-release material 2 hours. Students answer three compulsory questions.	15% of A level
A2 4: Public Health and Health Promotion	Year 14	Internal assessment - Students produce a report on public health issues and how they are being addressed in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 5: Supporting the Family	Year 14	Internal assessment - Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 7: Human Nutrition and Health	Year 14	External written examination 2 hours - Students answer three compulsory questions	15% of A level
ENTRY REQUIREMENTS		CAREER PROGRESSION	
<p>B in English Language</p> <p>This course will appeal to students who:</p> <ul style="list-style-type: none"> • 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. <p>The following are some of the areas covered:</p> <ul style="list-style-type: none"> • 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 		<p>Studying Health and Social care will enable you to gain skills that are valued in further and higher education as well as in the workplace.</p> <p>Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers.</p> <p>A wide range of courses including degree courses are available at colleges and universities. You may, however, use this qualification to gain access to a course which is not related to health, social care or early years.</p> <p>Whilst GCE Health and Social Care is an applied subject it has the same currency in UCAS points as other GCE subjects. Alternatively, you may progress to employment or undertake further training to enhance your career prospects.</p>	



SAMPLE PROGRESSIVE PATHWAYS FOR SA HEALTH AND SOCIAL CARE

Level 4
HNC Level 4 in Health Practice at Belfast Met and SERC BTEC level4 in Social and Community Work in Belfast Met .
Level 5
Foundation Degree in Health and Social Care in UU Higher Level Apprenticeship in Health and Social Care
Level 6
BSc in all types of Nursing at QUB and UU All Allied Health courses at Ulster Universities – e.g. Occupational Therapy BSc in Social Work at QUB, UU and Belfast Met

MEET ONE OF OUR KEY STAGE 5 PUPILS

Mollie Bradley 14A- "I chose to study Double Award Health and Social care as I wish to work in the health care profession, in particular as a physiotherapist. I thought this would be a good subject to study due to the balance between coursework and exams, which I believe has made the course more manageable."



You can read more about the subject here:
here <https://cea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016>
or scan the QR code.





COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Historical Investigations and Interpretations Germany 1918-1945	Year 13	External written examination 1 hour 30 mins Students answer a short response question and a two-part source question.	50% of AS 20% of A2
AS 2: Historical Conflict and Change Russia 1914-1941	Year 13	External written examination 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A2
A2 1: Change Over Time Clash of Ideology 1900-2000	Year 14	External written examination 1 hour 15 minutes Students answer a synoptic essay question.	20% of A2
A2 2: Historical Investigations and Interpretations Partition Of Ireland 1900-1925	Year 14	External written examination 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.	40% of A2

ENTRY REQUIREMENTS

B in History and a B English Language

CAREER PROGRESSION

The study of history at A Level should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. All of this can be extremely beneficial in various career paths. Here are some areas where A Level History is particularly useful or even required:

- **Teacher** - A prerequisite for those aspiring to teach History at advanced levels.
- **Actuary** - A desirable qualification to help make critical decisions in Business or Government Agencies to minimise risk.
- **Solicitor** - A very desirable qualification to have for Law where critical thinking, asking why, analysing information and presenting arguments are necessary.
- **Social Worker** - An ability to understand historical context on any issues that arise through this kind of work.
- **Archaeology** - Intrinsicly linked areas of study, History is a prerequisite for the study of Archaeology.
- **Political work** - This is intertwined with the discipline of History as you need the ability to make connections between the past and present, which informs decision-making.
- **Broadcasting** - The skills developed in the study of History in particular research and communication can offer a range of roles, for example reporters, editors and producers.
- **Architecture** - A desirable qualification which the study of History can inform people of ideas which are important to and shaped as societies.
- **Publisher** - Skills developed in History will allow you to be informed in critical thinking skills and the ability to communicate which are essential in this field.

Additionally, these careers benefit from the analytical, research, and critical thinking skills developed through studying the discipline of A Level History setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR HISTORY

Level 5

Open University:

Diploma of Higher Education in History and Politics
Diploma of Higher Education in History and Languages (French)

Level 6

QUB, UU, Open University, St. Mary's Belfast

Law (LLB)
Law with Politics (LLB)
Primary Education History (BA Hons)
Broadcast Production (BA Hons)
History (BA Hons)
History with Journalism (BA Hons)
History with Sociology (BSC Hons)
History with Education (BA Hons)
History with Politics (BA Hons)
History with Education (BA Hons)
History and International Relations (BA Hons)
History and Anthropology (BA Hons)
History with Spanish (BA Hons)

MEET ONE OF OUR KEY STAGE 5 PUPILS

Kate Bryson 14A- *"I decided to study A-Level History because I found GCSE History incredibly engaging and wanted to enhance my analytical and logical reasoning skills. History has always been a passion of mine, with Weimar and Nazi Germany and The Partition of Ireland being my favourite topics. Aspiring to a career in Law, I believe that History, as a facilitating subject, has equipped me well by teaching me to draw balanced conclusions through impartial evaluation of evidence."*



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-history-2019> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit AS 1: Speaking	Year 13	Question 1: students give a presentation based on an AS level theme related to an aspect of an Irish-speaking country or community. (approximately 3 mins) Question 2: conversation (approximately 8 mins) Total time: 11 mins	30% of AS level 12% of A level
Unit AS 2: Listening, reading and use of language.	Year 13	AS 2: Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Irish. Recording 2: students answer in English. (40 mins) AS 2: Section B – Reading Question 1: students answer one set of questions in Irish based on one passage. Question 2: students translate a passage from Irish into English. (50 mins) Section C – Use of Language Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into Irish. (30 mins) Total time: 2 hours	40% of AS level 16% of A level
Unit AS 3: Extended writing	Year 13	Students write one essay in Irish in response to a set film or literary text. Total time: 1 hour	30% of AS level 12% of A level AS: 40% of A level
Unit A2 1: Speaking	Year 14	A2 1: Speaking Question 1: students introduce and discuss one individual research project based on either: • a cultural aspect of an Irish-speaking country or community; • a historical period from the twentieth century of an Irish-speaking country or community; or a region of an Irish-speaking country or community. (approximately 6 mins) Question 2: conversation (approximately 9 mins) Total time: 15 mins	18% of A level
Unit A2 2: Listening and reading	Year 14	A2 2: Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Irish. Recording 2: students answer in English. (45 mins) A2 2: Section B – Reading Students answer two sets of questions and complete one summary exercise and one translation exercise. Question 1: students complete a gap-filling exercise in Irish. Question 2: students answer a set of questions in Irish based on one passage. Question 3: students read a passage in Irish and summarise it in English. Question 4: students translate a passage from English into Irish. (2 hours) Total time: 2 hours 45 mins	24% of A level
Unit A2 3: Extended Writing	Year 14	A2 3: Extended Writing Students write one essay in Irish in response to a set literary text. Total time: 1 hour	18% of A level A2: 60% of A level
ENTRY REQUIREMENTS			
Minimum grade 'B' in GCSE Irish and in GCSE English Language.			
CAREER PROGRESSION			
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.			
There are many different types of jobs you can do also: 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.			




SAMPLE PROGRESSIVE PATHWAYS FOR IRISH

Level 6

QUB: BA (Hons) Irish
QUB: BA (Hons) English and Irish
QUB: BA (Hons) French and Irish
QUB: BA (Hons) History and Irish
QUB: BA (Hons) Irish and Politics
QUB: BA(Hons) Irish and Spanish
University of Liverpool: BA(Hons) Irish studies
UU: BA (Hons) Irish with education
St.Mary's University: BEd Primary Irish
St.Mary's University: BA Hons Liberal Arts Irish
UCC : Law and Irish BCL (Hons)
Trinity College, Dublin: Irish BA (Hons)

There are many more courses available in the South of Ireland.

You can read more about the subject here: <https://ceea.org.uk/post-16/gce/subjects/gce-irish-2016> or scan the QR code.



MEET SOME OF OUR KEY STAGE 5 PUPILS



Clodagh O'Neill, Gráinne Glass and Kate Gribbon – Year 13 - *Smaller classes allows for more one to one teaching and more opportunities to ask questions. The classes are enjoyable, and the teachers are all nice. There are a lot of resources and external sources that can help to make Irish more interesting and accessible at AS Level. AS Level Irish is quite similar to GCSE Irish, it creates more opportunities for different career pathways. It helps improve communication skills.*

COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS1	Year 13	External written - 1 hour 45 minutes	60% of AS 24% of A level
AS2	Year 13	External written - 1 hour 15 minutes	40% of AS level 16% of A level
A21	Year 14	External written - 2 hour 30 minutes	36% of A level
A22	Year 14	External written - 1 hour 30 minutes	24% of A level

ENTRY REQUIREMENTS
A in Maths with compulsory grade A in M4 and M8 Modules. In addition, pupils must have a UMS of 150 or above in M4.

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

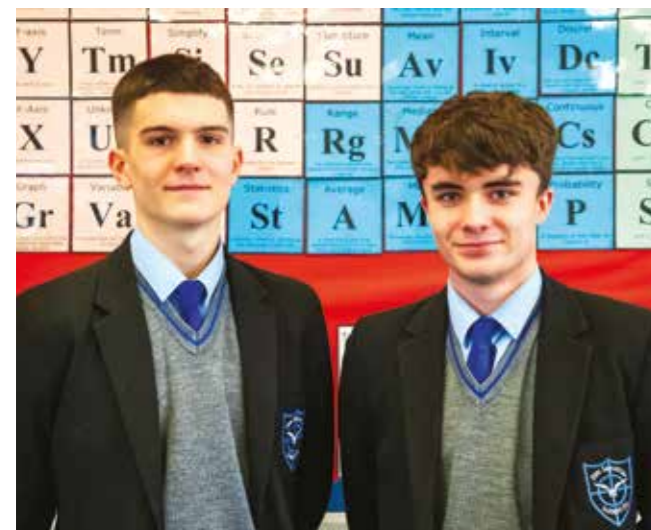
SAMPLE PROGRESSIVE PATHWAYS FOR MATHEMATICS	
Level 4	Ballymena/Magherafelt/Coleraine: Level 4 certificate: Accountancy (Accounting Technicians Ireland-AT1) Ballymena: Business Level 4 HNC Newtownabbey: Computing Level 4 HNC
Level 5	NRC Ballymena: Computing foundation degree Engineering-Electrical and electronic engineering foundation degree [Ulster University]
Level 6	QUB: BSc Mathematics BSc Engineering PhD Accounting Msc Actuarial Science Ulster University: BEng Mechanical and Manufacturing Engineering MSc Advanced Accounting BSc Accounting and Law

MEET ONE OF OUR KEY STAGE 5 PUPILS

Odhrán Donoghue - "My intrinsic joy for understanding complex concepts, and how they are able to explain things that happen around me every day, has guided me to pursuing Mathematics at A-Level. Having been fascinated by complex concepts, mechanisms and puzzles such as the infamous "Rubick's Cube" from a young age, my pursuit of understanding the world around me has been found through further education in mathematics. Studying mathematics at A-Level, has truly developed my lateral thinking abilities and vision within problem analysis, which further compliment my other two A-Level subjects, Physics and Chemistry. Mathematics is the most fundamental form of true knowledge, having an A-Level in Maths is an accolade that will truly broaden horizons and give you ample opportunity for your future career. In a world that is advancing so quickly within engineering, medicine, and computer science, mathematics fine tunes your problem-solving proficiency, ability to think outside of the box and sharpens your intellect. Having such a strong Maths Department at the college, through the highly academic teachers and their mastery in teaching people in ways that excite and develop a real love for the subject, I have never looked back on choosing Mathematics and an A-level. I ask anyone who is considering Mathematics for A-Level to take this great opportunity, for it will stand to you for the rest of your life."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Performing	Year 13	Solo performance at a level equivalent to least Grade 5 standard of 5 to 7 minutes. Viva Voce assessed discussion with a visiting examiner.	32.5% of AS 13% of A level
AS 2: Composing	Year 13	Internally assessed composition task of 1.5 to 2.5 minutes duration accompanied by a written commentary of no more than 1000 words.	32.5% of AS 13% of A level
AS 3: Responding to Music	Year 13	Two external written examinations: Test of aural perception - 1 hour Written examination - 2 hours	35% of AS 14% of A level
A2 1: Performing	Year 14	Solo performance at a level equivalent to least Grade 5 standard of 8 to 10 minutes. Viva Voce assessed discussion with a visiting examiner.	19.5% of A level
A2 2: Composing	Year 14	Internally assessed composition task of 2 to 3 minutes duration accompanied by a written commentary of no more than 1200 words.	19.5% of A level
A2 3: Responding to Music	Year 14	Two external written examinations: Test of aural perception - 1 hour 15 mins Written examination - 2 hours	21% of A level

ENTRY REQUIREMENTS
B in Music and C in Maths and C in English Language. Proficiency in at least one instrument to Grade 5.

CAREER PROGRESSION
A-Level Music opens numerous career pathways and provides essential skills for various professional roles. Here's how it can be useful:
Performing Musicians: Soloist, large ensemble, Freelance musician, Accompanist
Creators: Composer, Music Critic, Online Content Creator, Instrument Maker
Educators: Music Teacher, Professor, Private Teacher, Community School Teacher
Administrators and Business Owners: Management, Accounting, Music Publicist, Repair Technician
Music and Medicine: Music Therapy, Medical Researcher
Technology: Producer/Arranger, Sound Engineer, DJ, Technician

SAMPLE PROGRESSIVE PATHWAYS FOR MUSIC	
Level 4	NWRC: Music (session musician pathway) NWRC: Music (production pathway)
Level 5	SRC: Creative Music and Audio Production SERC: Pearson BTEC HND in Music
Level 6	SRC: Creative Music and Audio Production BA (Hons) Degree QUB: Music BMus QUB: Music Performance BA QUB: Audio Engineering BSc UU: Music BMus (Hons) UU: Creative Audio BSc (Hons)

MEET ONE OF OUR KEY STAGE 5 PUPILS

Catriona McCloskey 13D- "A-Level Music opens a plethora of opportunities to develop your creative and analytical skills, which are vital aspects when it comes to the world of work. Music not only has a written element, but a practical component, allowing pupils to enhance their ICT skills, develop strong aural skills and communication skills."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-music-2016> or scan the QR code.





COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Principles of Nutrition	Year 13	External written examination 1 hour 30 mins Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS 20% of A level
AS 2: Diet, Lifestyle and Health	Year 13	External written examination 1 hour 30 mins Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS 20% of A level
A2 1: Option A: Food Security and Sustainability or Option B: Food Safety and Quality	Year 14	External written examination 2 hours 30 mins Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
A2 2: Research Project	Year 14	Internal assessment Students complete a 4000 word research-based project. Teachers mark the projects, and CCEA moderate the results	30% of A level

ENTRY REQUIREMENTS
 B Grade in GCSE Food and Nutrition
 B Grade in English Language

CAREER PROGRESSION
 GCE A level in Nutrition and Food Science opens up a variety of career paths:
Higher Education: Many students pursue further studies in fields such as nutrition, dietetics, food science, food technology, biochemistry, and public health.
Healthcare Careers: Opportunities in areas like dietetics, nutrition counselling, health promotion and public health roles.
Food Industry: Roles include food quality assurance, food product development, food safety, and food marketing.
Research and Development: Conducting research in both academic and commercial settings to develop new food products or nutritional guidelines.
Teaching: Teaching roles, especially in health and nutrition education at various levels.
Government and Policy: Working on community nutrition programs or in regulatory roles ensuring food safety standards.
Writing and Media: Getting involved in food journalism, writing for health and nutrition blogs, or creating content for media outlets.

SAMPLE PROGRESSIVE PATHWAYS FOR NUTRITION AND FOOD SCIENCE

Level 4
First-Year Undergraduate / HNC/HND E.g. CAFRE/UU/QUB
Foundation Skills: Study core principles of nutrition, dietary requirements, food safety, and food product development.
Career Pathways: Assistant positions in dietetics, nutrition counselling, and food safety inspection.

Level 5
Second-Year Undergraduate / HND/FdSc E.g. CAFRE/UU/QUB
Advanced Knowledge: Focus on more specialized topics like food microbiology, advanced nutritional sciences, and food policy.
Career Pathways: Career avenues can expand to roles such as food technologists, nutritionists, or research assistants in food science. Opportunities to work in food production and quality assurance may become available.

Level 6
Final-Year Undergraduate / BSc Degree E.g. CAFRE/UU/QUB
Professional Competence: Conduct independent research, critically evaluate current nutritional issues, and develop comprehensive diet plans for various demographics.
Career Pathways: Graduates can pursue roles such as dietitians, public health nutritionists, food scientists, and Environmental Health Practitioner. Possibilities for further academic study at the master's level or in specialised certifications increase.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Maebh Harkin - "Having a great interest in Food and Nutrition since I started studying it at GCSE has led me to choose it for A level. The course is relevant across a range of industries and jobs. Dieticians and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. I love all aspects from the practical aspect to the critical food science. I performed well in exams and thoroughly enjoy the course overall."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Developing Skills and Repertoire	Year 13	September - January Internally assessed Externally moderated A portfolio, including a summary of research, skills audit, record of work, risk assessment and evaluation. Pathway can either be live performance or production and presentation.	60% of AS 24% of A Level
AS 2: Planning and Realising a Performing Arts Event	Year 13	February - May Externally set pre-release stimulus material. Externally assessed. Supporting document in three sections produced under controlled conditions. Live performance and/or presentation	40% of AS level 16% of A level
A2 1: Planning for employment	Year 14	September - January Internally assessed Externally moderated. A record of work, including a written report in three sections, promotional portfolio and evaluation	60% of A2 36% of A Level
A2 2: Performing to a Commission Brief	Year 14	February - May Externally set pre-release stimulus material. Externally assessed. A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation The evaluation is to be produced under controlled conditions.	40% of A2 24% of A Level

ENTRY REQUIREMENTS

C in English Language
Grade B in GCSE Drama or Music or equivalent qualification OR Grade 4 Speech and Drama/ Musical Theatre/Musical Instrument/ Dance or equivalent. If no formal performing arts qualification, students must have experience including a background in acting/ singing/dancing which will be demonstrated through audition.

CAREER PROGRESSION

Further Education:
Performing Arts Degrees: Many students go on to study degrees in acting, musical theatre, dance or technical theatre at universities or conservatoires.
Specialised Diplomas or Certificates: Courses in stage management, sound design, costume design and more can lead to technical or creative roles in the industry.
Drama Schools: Intensive training in acting, directing or production is available at renowned institutions like RADA or LAMDA.

Career Options in the Performing Arts:
Actor: Opportunities in theatre, film, TV or radio.
Musical Theatre Performer: Combining acting, singing and dancing in stage productions.
Director: Leading creative direction for theatre, film or live performances.
Choreographer: Designing and teaching movement or dance routines for productions.
Playwright or Screenwriter: Writing scripts for theatre or film.
Stage Manager: Coordinating backstage elements of live performances.
Theatre Designer: Specialising in set, costume, lighting or sound design.
Casting Director: Matching actors with roles for theatre, film or TV.

Creative Industry Careers:
Producer: Overseeing all aspects of production in theatre, film or television.
Talent Agent: Representing actors, musicians or performers and managing their careers.
Event Manager: Planning and coordinating live events or festivals.
Drama Therapist: Using drama techniques in therapeutic or educational settings.
Arts Administrator: Managing the operations of theatre companies, arts organisations or galleries.

Transferable Skills:
A-Level Performing Arts also cultivates key skills such as communication, leadership, project management and creative thinking. These skills are useful in sectors like:

Education: Teaching performing arts or becoming a lecturer.
Marketing and Public Relations: Managing campaigns for arts organisations or performers.
Media and Broadcasting: Presenting, writing or producing content for TV, radio or online platforms.
This qualification opens many doors, both in performing arts and beyond.



SAMPLE PROGRESSIVE PATHWAYS FOR DRAMA	
Level 4	SERC: Level 4 HNC in Performing Arts SERC: Pearson BTEC HNC in Performing Arts – Level 4 NWRC: Performing Arts HNC (Acting Pathway) Level 4
Level 5	NRC and SERC: Level 5 Higher National Diploma in Performing Arts Belfast Met: Foundation Degree in Journalism and Documentary Production SERC: Pearson BTEC HND in Performing Arts – Level 5 NRC and NWRC: Performing Arts HND (Acting Pathway) Level 5 Belfast Met: Screen Acting and Producing (Foundation Degree)
Level 6	UU: BA Drama UU: BA Film and TV Production UU and QUB: BA English QUB: BA Broadcasting

MEET ONE OF OUR KEY STAGE 5 PUPILS

Rachel O’Kane - “My name is Rachel O’Kane, I am a year 13 Performing Arts (PA) student. I studied GCSE Drama which really helped me to build the skills and confidence required for studying PA at A Level. I love this course because it is giving me excellent insight into the world of performing arts, through exploring practitioners in practical lessons and by completing the different coursework components. I would love to study Drama at university, and I feel that this A Level is putting me on the right path. I feel that Drama at SPC helped to prepare me for my audition for the school musical – where I played the Wicked Witch of the West. The work in the drama classroom leaves me feeling encouraged and supported while developing my craft.



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-performing-arts-2016> or scan the QR code.

COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS Unit 1: Exploring physical education To assess all AS subject content Question types: Contextualised questions to include multiple choice, data response, short and extended answers	Year 13	Written examination: 1¼ hours	24% of qualification
AS Unit 2: Improving personal performance in physical education To assess • practical performance in one activity as a player/performer • practical performance as a coach or official • Personal Performance Profile	Year 13	Non-exam assessment	16% of qualification
A2 Unit 3: Evaluating physical education To assess all A level subject content Question types A range of questions to include data response, short and extended answers	Year 14	Written examination: 2 hours	36% of qualification
A2 Unit 4: Refining personal performance in physical education To assess • practical performance in one activity as a player/performer, coach or official • Investigative Research	Year 14	Non-exam assessment	24% of qualification

ENTRY REQUIREMENTS
B in GCSE PE and B in English Language and C* in Maths.
Without GCSE PE candidates may be considered with a BB or higher in DA Science
The specification builds on the knowledge, understanding and skills established at GCSE. Some learners may have already gained knowledge, understanding and skills through their study of Physical Education at GCSE.

CAREER PROGRESSION		
Physiotherapy	Teaching	Occupational therapists
Sports Science	Biomedical Engineering	Quantity surveying
Performance Analysis	Radiotherapy	Mechanical/Civil Engineering
Sports Psychology	Business and Finance	Nursing
Sports Nutrition	Medicine	Construction
Event Management	Paramedics	Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR A-LEVEL PHYSICAL EDUCATION
Level 4 NRC: Sport and Exercise Sciences NRC: Sports Coaching and Development NRC: National Extended Diploma in Physical Activity, Fitness and Exercise Science NRC: Personal Training
Level 5 NRC Sports Science, Coaching and Fitness Foundation Degree Bangor - Foundation Degree in Sports, Coaching and Fitness
Level 6 UU: Outdoor Adventure – BSc (Hons) Degree UU: Sports Studies – BSc (Hons) Degree UU: Sport and Exercise Nutrition – BSc (Hons) Degree UU: Sport and Exercise Sciences – BSc (Hons) Degree UU: Sport, Physical Activity and health – BSc (Hons) Degree UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Katie McCloskey - "I chose A-Level PE because of my personal interest in sport and exercise and would be able to take interest in the subject content. I found this to be true and enjoyed the two years of the course, I was willing to push on and do well in the exams"



You can read more about the subject here: https://www.wjec.co.uk/qualifications/physical-education-asa-level/#tab_keydocuments or scan the QR code.



COURSE OUTLINE - SINGLE AWARD			
Equivalent in size to ONE A Level. 4 units of which 3 are mandatory and 2 are external			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
EXTERNAL UNITS Unit 1 Anatomy and Physiology	Year 13	Unit 1: Written examination set and marked by Pearson. 1.5 hours	External assessment (34%)
Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Year 13	Unit 2 A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	External assessment (34%)
INTERNAL UNITS Unit 3 Professional Development in the Sports Industry	Year 13	Unit 3: Internally assessed Written coursework	Mandatory content (16%).
Unit 4 Sports Leadership	Year 13	Unit 4: Internally assessed Written Coursework	Mandatory content (16%).

ENTRY REQUIREMENTS
GCSE PE grade C and English Language to grade C. A GCSE Science qualification is required at Double Award/Triple Award.

CAREER PROGRESSION		
Physiotherapy	Teaching	Occupational therapists
Sports Science	Biomedical Engineering	Quantity surveying
Performance Analysis	Radiotherapy	Mechanical/Civil Engineering
Sports Psychology	Business and Finance	Nursing
Sports Nutrition	Medicine	Construction
Event Management	Paramedics	Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC SPORT

Level 4 SPC: A-Level PE SPC: A-Level 3 National extended Certificate in BTEC SPORT SPC: A-Level 3 National Diploma in BTEC SPORT NRC: Sport and Exercise Sciences - Level 3 National Extended Diploma NRC: Sports Coaching and Development - Level 3 National Extended Diploma NRC: National Extended Diploma in Physical Activity, Fitness and Exercise Science - Level 3 Diploma (Active IQ) NRC: Personal Training - Level 3 Diploma (Active IQ)
Level 5 NRC Sports Science, Coaching and Fitness Foundation Degree Bangor - Foundation Degree in Sports, Coaching and Fitness
Level 6 UU: Outdoor Adventure – BSc (Hons) Degree UU: Sports Studies – BSc (Hons) Degree UU: Sport and Exercise Nutrition – BSc (Hons) Degree UU: Sport and Exercise Sciences – BSc (Hons) Degree UU: Sport, Physical Activity and health – BSc (Hons) Degree UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Johnny Mullan - "Having a huge interest in sport, I chose Double Award BTEC in Sport for my A level choice as I thought it was a great opportunity and opened several doors when applying for university. When studying BTEC Sport their was both theory and practical based work which I thoroughly enjoyed"



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html> or scan the QR code.



COURSE OUTLINE - DOUBLE AWARD			
Equivalent in size to TWO A Levels. 9 units of which 6 are mandatory and 3 are external			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
EXTERNAL UNITS Unit 1 Anatomy and Physiology	Year 13	Unit 1: Written examination set and marked by Pearson. 1.5 hours	120 marks External assessment (18%)
Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Year 13	Unit 2 A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	120 marks External assessment (18%)
Unit 22 Investigating Business in Sport and the Active Leisure Industry	Year 14	Unit 22 A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	90 marks External assessment (14%)
INTERNAL UNITS Unit 3 Professional Development in the Sports Industry	Year 13	Unit 3: Internally assessed Written coursework	60 marks Mandatory content (9%).
Unit 4 Sports Leadership	Year 13	Unit 4: Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 5 Application of Fitness testing	Year 14	Unit 4: Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 7 Practical Sports performance	Year 14	Unit 4: Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 23 Skill Acquisition in Sport	Year 14	Unit 4: Internally assessed Written Coursework	90 marks Mandatory content (14%)

ENTRY REQUIREMENTS		
GCSE PE grade C and English Language to grade C. A grade C Science qualification is required at Double Award/Triple Award.		
CAREER PROGRESSION		
Physiotherapy Sports Science Performance Analysis Sports Psychology Sports Nutrition Event Management	Teaching Biomedical Engineering Radiotherapy Business and Finance Medicine Paramedics	Occupational therapists Quantity surveying Mechanical/Civil Engineering Nursing Construction Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC SPORT
Level 4
NRC: Sports Coaching and Development NRC: Physical Activity, Fitness and Exercise NRC: Personal Training
Level 5
NRC Sports Science, Coaching and Fitness Foundation Degree Bangor - Foundation Degree in Sports, Coaching and Fitness
Level 6
UU: Outdoor Adventure – BSc (Hons) Degree UU: Sports Studies – BSc (Hons) Degree UU: Sport and Exercise Nutrition – BSc (Hons) Degree UU: Sport and Exercise Sciences – BSc (Hons) Degree UU: Sport, Physical Activity and health – BSc (Hons) Degree UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Alannah Hampsey - "I loved sport so I knew I wanted to enjoy what I was doing at A level. This BTEC course offered me that and it also enabled me to apply to various courses at university not just sports related courses."



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html> or scan the QR code.





COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit AS 1: Forces, Energy and Electricity	Year 13	Examination 1 hour 45 mins	40% of AS 16% of A level
Unit AS 2: Waves, Photons and Astronomy	Year 13	Examination 1 hour 45 mins	40% of AS 16% of A level
AS 3: Practical Techniques and Data Analysis	Year 13	Externally assessed 2 (1 hour) components	20% of AS 8% of A level
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Year 14	Examination 2 hour	24% of A level
A2 2: Fields, Capacitors and Particle Physics	Year 14	Examination 2 hour	24% of A level
A2 3: Practical Techniques and Data Analysis	Year 14	Externally assessed 2 (1 hour) components	12% of A level

ENTRY REQUIREMENTS

- (1) For DA entrants - a grade A in both written papers in the Physics papers.
- (2) For TA entrants – a grade B overall in Physics.
- (3) For all – minimum grade B in Maths and B in English at GCSE.

CAREER PROGRESSION

Physics is renowned for its problem-solving nature, and A Level Physics takes this aspect to a higher level. This subject challenges you to think critically, analyse complex scenarios, and develop innovative solutions. It is a ‘facilitating subject’ which means it is highly regarded whatever degree or career path you choose.

- **Entrepreneurship:** Equips students with the foundations needed to be a creative thinker in terms of business and products.
- **Management Roles:** As a ‘facilitating subject’, physics is regarded by major employers as having the key components necessary to create problem solvers and lead to roles in management and finance.
- **Engineering and manufacturing:** With a physics A-Level, you can apply your knowledge to solve real-world problems, design innovative solutions, and contribute to technological advancements. The engineering sector offers diverse opportunities, ranging from manufacturing and renewable energy to telecommunications and robotics.
- **Finance and Accounting:** A physics degree is a great starting point for a career in scientific research, as well as in a range of careers in the business, finance, IT and engineering.

Additionally, A-Level physics relevant careers include anything to do with building or developing new technology including architecture, engineering, astronomy, space exploration, games development and modelling the climate!

SAMPLE PROGRESSIVE PATHWAYS FOR PHYSICS

Level 4

NRC: Higher Level Apprenticeships and Foundation degrees
Construction and Engineering Level 4 and level 5 courses. (2 or 3 year in duration
Construction Engineering with Surveying

Level 5

NRC/SRC: Range of Higher Level Apprenticeships in construction and engineering courses.

Level 6

QUB: Physics, Applied Maths and Physics, Physics and Astrophysics, Physics and Medical Physics, Physics with French/Spanish and is a preferred subject for a range of finance and engineering courses.

UU: A preferred subject for a range of finance and engineering courses. Also, Renewable Energy and Waste Management

MEET ONE OF OUR KEY STAGE 5 PUPILS

Charlie O’Kane - *“Physics is renowned for its problem-solving nature and challenges you to think critically, analyse complex scenarios, and develop innovative solutions. It is considered a “facilitating subject,” meaning it is highly regarded regardless of the degree or career path you choose. I love Physics because it equips me with the foundations needed to be a creative thinker. Physics is valued by major employers for creating problem solvers who can take on management and finance roles. With a Physics background, I can apply knowledge to solve real-world problems, design innovative solutions, and contribute to technological advancements in fields such as engineering and manufacturing. I also enjoy Physics because it helps me understand the fundamental laws and forces that govern the universe at every level, from the smallest subatomic particles to the largest galaxies. It strengthens my quantitative reasoning and problem-solving skills that are valuable in various fields beyond physics, including academia, government, and the private sector.”*



You can read more about the subject here:
<https://ccea.org.uk/post-16/gce/subjects/gce-physics-2016>
or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: An Introduction to the Gospel of Luke	Year 13	Externally assessed written paper 1 year	50% AS 20% A level
AS 4: The Origins and Development of the Early Christian Church to AD 325	Year 13	Externally assessed written paper 1 year	50% AS 20% A level
A2 1: Themes in the Synoptic Gospels	Year 14	Externally assessed written paper 1 year	50% A2 30% A level
A2 4: Themes in the Early Church and the Church today	Year 14	Externally assessed written paper 1 year	50% A2 30% A level

ENTRY REQUIREMENTS
'B' in GCSE Religious Studies and 'B' in GCSE English Language

CAREER PROGRESSION
Teaching, Law, Medicine, Nursing, Charity Fundraising, Community Development, Social Work, Communication and Marketing, Journalism, Theology and many more.



SAMPLE PROGRESSIVE PATHWAYS FOR RELIGIOUS STUDIES	
Level 4	Belfast Met: Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social and Community Work Practice)
Level 5	Open University: Level 5 Diploma of Higher Education in Religion, Philosophy and Ethics
Level 6	St Mary's University College, Belfast Level 6: Religious Studies with Education (BEd. Hons)

MEET ONE OF OUR KEY STAGE 5 PUPILS

Catherine O'Kane 14E -
"I have always had a great passion, interest and natural flair for Religious Studies. Through studying AS and A2 Religious Studies, I have fostered a love of, and enjoyment for the analytical aspect of the subject. I particularly enjoy learning about the relevance of Religious Studies in our modern society."



You can read more about the subject here:
<https://ccea.org.uk/post-16/gce/subjects/gce-religious-studies-2016>
 or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS Unit 1: Speaking	Year 13	External exam in April/May. 11 mins	30% of AS 12% of A Level
AS Unit 2: Listening, Reading and Use of Language	Year 13	External exam in May/June. 2 hours	40% of AS 16% of A Level
AS Unit 3: Extended writing	Year 13	External exam in May/June. 1 hour	30% of AS 12% of A Level AS – 40%
A2 Unit 1: Speaking	Year 14	External exam in April/May. 15 mins	18% of A level
A2 Unit 2: Listening and Reading	Year 14	External exam in May/June. 2hrs 45 mins	24% of A level
A2 Unit 3: Extended writing	Year 14	External exam in May/June. 1 hour	18% of A level A2 – 60%

ENTRY REQUIREMENTS
A minimum of a Grade B in GCSE Spanish.

CAREER PROGRESSION
 Spanish opens many pathways for future employment directly using the language or the communication, problem-solving skills developed through learning the language.

- Specialist language occupations - interpreting, translation and language teaching
- Travel and Tourism
- Law, Missionary Work
- Industries which need people with language skills: Hair and Beauty, Business, Administration and Finance, ICT, Business, Environmental and Land-based, Construction, Hospitality and Catering, Medicine, Engineering, Creative & Media, Manufacturing.

SAMPLE PROGRESSIVE PATHWAYS FOR SPANISH	
Level 5	Open University: Diploma of Higher Education in Language studies / Arts and Humanities / Business Management and Spanish / History and Spanish / Law and Spanish. Certificate of Higher Education in Language studies / Arts and Humanities / Business Management and Spanish / History and Spanish / Law and Spanish.
Level 6	Open University: BA Hons Language Studies with English and Spanish / Business Management and Spanish / Arts and Humanities (Spanish) / History and Spanish / Law and Spanish. QUB: BSc Accounting with Spanish BA Anthropology with Spanish BA Archaeology with Spanish BSc Economics with Spanish BA English and Spanish BA French and Spanish BA History and Spanish BSc International business with Spanish BA International relations and Spanish BA Irish and Spanish LLB Law with Spanish BSc Maths with Spanish BSc Physics with Spanish MPhys Physics with Spanish BA Politics with Spanish BA Spanish BA Spanish and Portuguese



MEET ONE OF OUR KEY STAGE 5 PUPILS

Sofia Watters 14F -
"I have chosen to study A Level Spanish as it interests me, it will enhance my CV and provide me with excellent opportunities in relation to courses and careers. Learning Spanish will enable me to visit many different places in the Spanish speaking world. I am developing my communication skills and my confidence which will enable me to communicate with people in other countries. Studying Spanish is a very enriching experience."

You can read more about the subject here:
<https://ccea.org.uk/post-16/gce/subjects/gce-spanish-2016>
 or scan the QR code.

COURSE OUTLINE - DOUBLE AWARD			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1: Principles and Applications of Science	Term 1 year 13	External examination worth 90 marks with a total time of 2 hours, undertaken in three timed sessions of 40 minutes for each of Biology, Chemistry and Physics. Learners must take all three parts of the single examination in the same series to be awarded a result.	12.5%
Unit 2: Practical Scientific Procedures and Techniques	Throughout year 13 – to be completed by end of April	Internally assessed Assignments	12.5%
Unit 3: Science Investigation Skills	Term 2 and 3 year 13	External examination a written task (Part B) worth 60 marks. The task is set and marked by Pearson. In order to complete the written task in Part B, learners will be provided with Part A. Learners will have 45 minutes to review Part A before they complete Part B. Part B will be one session lasting one hour and 30 minutes. Both Part A and B will be under supervised conditions. Part A and B are taken in a single session timetabled by Pearson.	16.7%
Unit 10: Biological Molecules and Metabolic Pathways	Throughout year 13 – to be completed by end of April	Internally assessed Assignments	8.3%
Unit 4: Laboratory Techniques and their Application	Throughout year 14 – to be completed by end of April	Internally assessed Assignments	12.5%
Unit 5: Principles and Applications of Science II	Term 1 year 14	External examination - 120 marks with a total time of 2.5 hours, undertaken in three timed sessions of 50 minutes for each of Biology, Chemistry and Physics. Learners must take all three parts of the single examination in the same series to be awarded a result.	16.7%
Unit 6: Investigative Project	Term 2 and 3 year 14 to be completed by end of April	Internally assessed Assignments	12.5%
Unit 8: Physiology of Human Body Systems	Throughout year 14 – to be completed by end of April	Internally assessed Assignments	8.3%

ENTRY REQUIREMENTS

To study Applied Science it's essential for students to have a foundational understanding of science concepts. Ideally, students should have demonstrated a strong academic performance in Key Stage 4 Science: achieving A minimum of C* in each Biology, Chemistry and Physics
OR C*C* Double Award Science
OR A* in Single Award Science
Applied Science is a very popular course with high demand from students.

CAREER PROGRESSION

This course brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.
Applied Science is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. Applied Science is equivalent in size to two A Levels.
The course provides a solid foundation for students interested in pursuing careers in a wide range of science-related, healthcare fields. Students often progress to higher education, studying degrees in subjects such as biomedical science, forensic science, environmental science or health science. This course also prepares students for apprenticeships in pharmaceuticals, health care or engineering.



SAMPLE PROGRESSIVE PATHWAYS FOR APPLIED SCIENCE

Level 4

Belfast Met: Level 4 HNC Health & Social Care

Level 5

Belfast Met: Forensic Science

Level 6

UU: Diagnostic Radiography, Radiography and Oncology, Physiotherapy, Environmental Science with Education
QUB: Biochemistry

Taylor-Leigh Moore Yr14 - *"I believe Applied Science is a great course to take on in 6th form as it gives you a range of different opportunities to experience in the lab. The practical aspect of this course is very interesting and enjoyable to carry out, the teachers are very supportive and always provide resources throughout the year to help you achieve exceptional grades which will get you into your desired course in university."*



MEET SOME OF OUR KEY STAGE 5 PUPILS

Kevin Barry Mullan Yr14 - *"In my opinion this subject provides both aspects of Science including the practical side, which allows you to express your skills and also develop them further. The other side is the theory work. BTEC Applied Science is a very enjoyable subject and comes with good craic."*



Katie O'Kane Yr14 - *"There are many reasons why Applied Science is a great A level course. One of my favourite things would be the practicals in class. Throughout the two years we've done many practicals and they are always very interesting and enjoyable. However my favourite thing would be our teachers as they are very supportive and always do their best for our success."*



Oliver Brookman Yr14 - *"It is quite easy and an enjoyable subject which mixes coursework and tested work."*



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Compulsory: Design and Materials Specialist area : Product Design	Year 13	One external written examination consisting of two papers: • Paper 1: Core area of study - Students answer seven questions from a common core paper. • Paper 2: Specialist area of study	50% of AS
		Students answer two questions from the specialised area of Product Design Each paper is 1 hour long. There will be a 20 minute break between papers.	20% of A level
AS 2: Coursework: Product Development	Year 13	Internal assessment. Students complete one task, producing a practical outcome with a design folder. Teachers mark the task and CCEA moderate the results.	45% of AS
A2 1: Product Design	Year 14	External written examination. 2 hours Students answer two questions	30% of A level
A2 2: Coursework: Product–System Design and Manufacture	Year 14	Internal assessment. Students complete one task, producing a practical outcome with a design folder. Teachers mark the task and CCEA moderate the result.	30% of A level

ENTRY REQUIREMENTS

B in Product Design or other related course.
 C in Maths and C in English Language.

To study GCE Technology and Design, it is essential for students to have not only a foundational understanding of the core element of Technology and Design but also a genuine interest in design and the manufacture of products. Ideally, students should have demonstrated a strong academic performance in Year 12 Technology and Design, showcasing their capability to analyse and develop existing products and develop practical solutions to needs, whilst using their imagination to communicate design ideas and decisions. Pupils will need to be comfortable in presenting their work to a high standard using various Microsoft packages but also in the use of CAD and hand drawing to convey their ideas and solutions. Pupils must also be able to combine a wide range of skills with knowledge and understanding in order to make quality products.

CAREER PROGRESSION

Technology and Design is a STEM subject which provides candidates with a broad range of skills that are deemed to be of high value in the career market. It is particularly beneficial for those aspiring to pursue careers in engineering, design and construction.

Here's how it can be useful:

- **Problem solving:** Equips students with the knowledge and skills required to solve a problem of technical complexity
- **Technical capability:** Pupils will develop their technical capabilities in a range of media including Computer Aided Design, Computer Aided Manufacture and hand skills to include graphical design and product manufacture.
- **Planning:** Set personal learning goals and targets to meet deadlines, including planning and design and development of a portfolio and through manufactured solutions to meet deadlines through the use of Gantt charts and flowcharts.

Additionally, A-Level Technology and Design is a requirement for certain university courses, particularly those focused on Construction and Engineering, setting the stage for further academic and professional advancement in these fields

The subject provides a pathway to a wide range of career possibilities such as the following:

Engineering	Architecture	Manufacturing Engineer
Product Designer	Design Engineer	Structural engineer
Technology and Design Teacher	Quantity Surveyor	Industrial Designer
Dental Technologist	Aerospace Engineer	



SAMPLE PROGRESSIVE PATHWAYS FOR TECHNOLOGY AND DESIGN

Level 4
NRC: Construction Engineering with Surveying - Higher Level Apprenticeship (HLA) Modern Methods of Construction - Higher Level Apprenticeship (HLA)
Level 5
NRC: Architectural Technology - Higher Level Apprenticeship (HLA) Advanced Manufacturing Engineering - Higher Level Apprenticeship (HLA)
Level 6
UU and QUB: Mechanical Engineering UU and QUB: Civil Engineering QUB: Chemical Engineering QUB: Computer Engineering QUB: Electrical and Electronic Engineering UU: Mechatronic Engineering UU: Aerospace Engineering UU: Building Surveying UU: Construction Engineering and Management UU: Biomedical Engineering UU: Electronic Engineering UU: Engineering management UU: Mechanical Engineering UU: Technology and Design

MEET ONE OF OUR PUPILS

Oisín Kelly - "I enjoyed the practical aspect of the course and manufacturing a project I had designed myself. I developed an understanding of materials and the tools used to shape and manipulate them. I also liked the blend of controlled assessment and theory that helped me to reach my target grade. The course opens a lot of career pathways both into degree courses and apprenticeships."



You can read more about the subject here: <https://ccea.org.uk/post-16/gce/subjects/gce-technology-and-design-2016> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1 - Construction Principles	Year 13	Unit Externally Assessed	33% of Qualification (120 Points)
Unit 5 – Health and Safety in Construction	Year 13	Internally Assessed Assignments	16.5% of Qualification (60 Points)
Unit 2 - Construction Design	Year 14	Unit Externally Assessed	33% of Qualification (120 Points)
Unit 4 - Construction Technology	Year 14	Internally Assessed Assignments	16.5% of Qualification (60 Points)

- ENTRY REQUIREMENTS**
- A minimum of grade 'B' in GCSE English
 - A minimum of grade 'B' in GCSE Maths
 - GCSE Construction is not a requirement, but it is desirable for students interested in BTEC Level 3 Construction and the Built Environment.
 - A keen sense of interest in construction, building processes and the built environment will be beneficial to prospective students.
 - Pupils will be required to have a competency in Computer Aided Design software which can be achieved through GCSE Construction or GCSE Technology & Design.
 - Pupils will be required to have a competency in hand drawing to enable them to fully access the Unit 2 Construction Design course.

CAREER PROGRESSION

Studying GCSE Construction provides a foundational understanding of the world of the Built Environment. Students learn to interpret drawings of domestic buildings and explore the materials and sustainable methods used in domestic and commercial construction. To enhance their practical skills, students develop their computer-aided design knowledge, producing work to a professional level of presentation using AutoCAD. Here are some areas where BTEC Construction is particularly useful or even required:

- **Architecture** - architect, architectural technologist and landscape architect.
- **Construction Management**- site manager, contracts manager, facilities manager, programmer, buyer, building information modelling (BIM) co-ordinator and health and safety officer.
- **Surveying** - building control officer, building surveyor and quantity surveyor.
- **Engineering** - civil engineer, structural engineer and building services engineer.

SAMPLE PROGRESSIVE PATHWAYS FOR LEVEL 3 CONSTRUCTION

Level 4
Belfast Met: Level 4 HNC in Construction Management NRC: Modern Methods of Construction Higher Level Apprenticeships with a range of employers and providers.
Level 5
Belfast Met: Foundation Degree in Property, Housing and Planning Belfast Met: Foundation Degree in Construction, Engineering and Management. NRC: Construction Engineering with Surveying Higher Level Apprenticeships with a range of employers and providers.
Level 6
UU: BSc Building Surveying UU: BSc Quantity Surveying and Commercial Management UU: BSc Construction Engineering and Management UU: BEng Architectural Engineering Degree Level Apprenticeships with a range of employers and providers

MEET ONE OF OUR KEY STAGE 5 PUPILS

Alana Gribbin - "Construction has given me the experience using software like AutoCAD and Sketchup that will equip me with the skills and abilities I will need in my chosen career field of architecture. The course has taught me about the different materials and methods used in the built environment and has enabled me to develop an understanding of how these influence the design of a building."



MEET ONE OF OUR PAST PUPILS

Shannon Hackett (Architecture student UU) - "I found the construction course interesting and learned so much that I can now apply in my architecture course. Currently we are completing a module on SUDs and while the rest of the class are struggling to get their head around the concept I am confident in my knowledge having already completed an assignment on it during the Btec course. It has given me a brilliant foundation of knowledge to move forward in University."

You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/construction-and-the-built-environment-2017.html> or scan the QR code.



COURSE OUTLINE			
Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1: Engineering Principles	Year 13	Unit Externally Assessed	33% of Qualification
Units 2: Delivery of Engineering Processes Safely as a Team	Year 13	Internally Assessed Assignments	16.5% of Qualification
Units 3: Engineering Product Design and Manufacture	Year 14	Unit Externally Assessed	33% of Qualification
Units 10: Computer Aided Design in Engineering	Year 14	Internally Assessed Assignments	16.5% of Qualification

- ENTRY REQUIREMENTS**
- 5 GCSEs at GCSE to include Grade B Maths in a higher tier paper and GCSE English at a minimum of Grade B.
- This course is best suited to pupils with an inquisitive mind who have a keen interest in mechanical products and product development.
 - Pupils will be required to have a competency in Computer Aided Design software which can be achieved through GCSE Construction or GCSE Technology & Design.
 - Pupils will be required to have a competency in hand drawing to enable them to fully access the Units 3 Engineering Product Design and Manufacture

CAREER PROGRESSION

Studying BTEC Engineering provides a solid foundation for a wide range of Engineering and construction courses. Students develop their ability to solve problems and to become flexible thinkers who learn through research and personal evaluation of their progress. An understanding of how engineered products function is underpinned through mathematical and physical principles. Pupils learn in a supportive environment where alongside the theoretical content they experience learning through practical assignments. Students hone their skills in a variety of computer-aided design packages, producing outcomes of an industrial standard of presentation, using AutoCAD and Solidworks.

Here are some areas where BTEC Engineering is particularly useful or even required:

Mechanical Engineer	Design Engineer	Manufacturing Engineer
Product Designer	Aerospace Engineer	Structural Engineer
Industrial Designer	Electrical Engineer	Aerospace Engineer

SAMPLE PROGRESSIVE PATHWAYS FOR LEVEL 3 ENGINEERING

Level 4
Belfast Met and NRC: Level 4 HNC in Engineering Higher Level Apprenticeships with a range of employers and providers.
Level 5
Belfast Met: Foundation Degree in Mechanical Engineering Belfast Met: Foundation Degree in Civil Engineering NRC: Foundation Degree in Electrical and Electronic Engineering NRC: Foundation Degree in Mechanical and Manufacturing Engineering Higher Level Apprenticeships with a range of employers and providers.
Level 6
QUB and UU: MEng/BEng Mechanical Engineering QUB and UU: MEng/ BEng Civil Engineering QUB and UU: MEng/BEng Electronic Engineering UU: BEng in Mechatronic Engineering UU: Engineering Management QUB: MEng/BEng Aerospace engineering Degree Level Apprenticeships with a range of employers and providers.

MEET SOME OF OUR KEY STAGE 5 PUPILS

Aoife Hartley - "I chose the BTEC Engineering as I want to pursue a career in Electrical or Mechanical Engineering. It is a thoroughly enjoyable course and if you keep on top of the assignments, you have a very good indication of what grade you will achieve at the end of the course. I really enjoy the 3D computer modelling and design and the introduction to the whole design to manufacture process. The teachers are great and always go the extra mile."



Marc McGurk - "I would recommend taking BTEC Engineering as it is a very enjoyable course and has loads of variety. It includes: coursework, exams and practical work, this means you are never bored and always doing something different. I'd give it 10/10!"



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/engineering-2016.html> or scan the QR code.





BTEC National Extended Certificate in Travel and Tourism

Awarding Body: Pearson

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1: The World of Travel and Tourism	Year 13	External Exam – 1hr 30mins	25% of BTEC
Unit 2: Global Destinations	Year 14	External Exam – supervised assessment over 3 hours	33% of BTEC
Unit 3: Principles of Marketing in Travel and Tourism	Year 13	Internal	25% of BTEC
Unit 9: Visitors Attractions	Year 14	Internal	17% of BTEC

ENTRY REQUIREMENTS

GCSE Maths and GCSE English Language at grade C or above.

CAREER PROGRESSION

Travel and Tourism covers a wide range of employment opportunities in one of the fastest growing industries in the UK. It includes jobs in airlines and hotels, with tour operators and travel agents or involving tourist attractions, conferences and events, hospitality and entertainment.

Many students choose to use their qualifications to go straight into employment; others choose to continue their studies at university. This course will equip you with the necessary skills to succeed at Higher Education.

Jobs directly related to your course include:

- Air cabin crew
- Holiday representative
- Hotel manager
- Theme Park manager
- Tour manager
- Tourism officer
- Tourist information centre manager
- Travel agency manager

Jobs where your course would be useful include:

- Conference centre manager
- Customer service manager
- Event manager
- Human resources officer
- Marketing executive
- Museum/gallery exhibitions officer
- Passenger transport manager
- Sales executive
- Outdoor activities/education manager

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC TRAVEL AND TOURISM

Level 4

NRC:

- Travel and Tourism
- Travel and Tourism with aviation and cruise (extended national diploma)

Level 5

NRC:

- Hospitality and Tourism Management with specialism (foundation degree)
- Hospitality and Tourism Management with specialism (higher level apprenticeship)

Level 6

UU:

- Global Sustainable Tourism (MSC)
- International Tourism Management (hons)
- Tourism Hospitality and events management



MEET ONE OF OUR KEYSTAGE 5 PUPILS

Orla Neeson 14E - "I chose to study Travel and Tourism for A level because it sounded intriguing, and I wanted to learn more about the Travel and Tourism industry. I was surprised to see how in depth the course was, we covered a range of topics from accommodation and types of travel to legislation and marketing. The content was captivating and engaging and I enjoyed learning it. My teachers provided expert insight and guidance which enabled me to do well. The knowledge that I have obtained from this subject will enable me to enter the ever-growing travel and tourism sector. Travel and Tourism has many highlights and can take you far in your further education."



You can read more about the subject here: <https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html> or scan the QR code.



A Guide to Higher Education Course Entry Requirements

The table below gives an overview of some course requirements.

These are subject to change and university websites will always have the most up to date information on course requirements. The information below is based mainly on NI Colleges/Universities.

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Accountancy	AAB GCSE Maths B	Possibly lower entry requirements if Maths at A'Level. QUB/UU
Actuarial Science	A*AA or AAA and A at AS Level.	High grades required at GCSE also. (Minimum of 6A*s) QUB
Agriculture	3 A' Levels in relevant subjects. (Preferably Biology/ Chemistry)	GCSE Maths and DA Science QUB/CAFRE
Architecture	AAA/ BBC GCSE: Eng Language and Maths	Portfolio required if GCSE Art has not been studied. Check website for more information
Art and Design	3 A'Levels including Art (UU)	Foundation year in Art and Design.
Biochemistry	ABB Chemistry and another Science; Biology preferred. QUB	GCSE Maths and DA Science.
Biology	3 A'Levels including Biology.	Another science preferred. GCSE Maths, English and DAS.
Biomedical Science	3 A'Levels and 2 science subjects. AAB/AAB QUB/BBB UU	Biology and Chemistry preferred.
Building Surveying	BBC to include Grade B in specified subjects: UU	Maths and Science subjects preferred
Business Studies	3 A'Levels	Business Studies GCSE Grade B Mathematics
Chemical Engineering	AAB/BBB to include Maths, Chemistry, and a Science. (QUB)	GCSE Maths and DA Science
Chemistry	3 A'Levels to include Chemistry and a second science	GCSE Maths and DA Science
Civil Engineering	AAB/BBB (Maths and one other from preferred list QUB and UU)	Useful Subjects: Science A'Levels, ICT, Digital Technology, Geography, Software Systems Development. GCSE Maths, English and DA Science. Check website for further clarification.
Computer Science	3 A'Levels at UU BBB at QUB from preferred list.	GCSE Maths and DA Science. Useful Subject examples: Mathematics/ Computing/Software Systems Development/ Chemistry/ Digital Technology/ Physics/ Technology.
Dentistry	AAA and A grade at AS Level to include Chemistry, biology and one of Physics, Maths.	UCAT Aptitude Test and Interview Excellent GCSE Profile required of As and A*s. Check the QUB admissions policy for full details. (7+A*s)
Dietetics	BBB to include two science subjects from specified list at UU.	Chemistry preferred Subjects: Science A'Levels and Maths. GCSE: English, Maths and DA Science Entrance Test or Interview will be required (TBC)
Drama	CCC at UU BBB at QUB	No subject requirements but must show an interest in practical performance. A'Level Drama or similar useful. Interview/ auditions required.
Economics	3 A'Levels	A'Level Maths/Business Studies useful. GCSE Maths at high grades required.

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Electronic Engineering	AAB to include Maths and one from Science/ Technology at QUB BBC at UU to include Grade B in Maths and subjects listed above.	GCSE Maths, English & DA Science
Environmental Health	BBB to include Maths or Science subjects at UU.	Preferred Subjects: Maths, Sciences, Geography, Home Economics, Health and Social Care, Applied Science etc. GCSE: English, Maths and DA Science
Environmental Planning	BBB and GCSE Maths at QUB	
Environmental Science	3 A'Levels preferably including STEM subject/ Science A'Level at UU	Possible Subjects: Geography, Sciences, Mathematics, PE, ICT, Software Systems Development, DA Applied Science etc.
Film Studies	3 A'Levels	A-Level English preferred for some courses
Finance	Grades range from AAA to BBB in QUB/UU	Maths and Business Studies useful subjects GCSE Maths Grade B
Food and Nutrition	3A'Levels (Grades differ between courses and UU/ QUB/CAFRE)	Two science subjects preferred.
French	3 A' Levels including French	Many course combinations available.
Geography	3 A' Levels (AAB/BBB) to include Geography and GCSE Maths at QUB.	Course combinations available.
History	3 A' Levels ABB at QUB	Course combinations available. History useful but not required.
Hospitality Management	3 A' Levels	GCSE English and Maths
Irish	ABB including Irish	
Journalism	3 A' Levels (BBC at UU)	
Law	3 A' Levels AAA/BBB depending on university and course.	High GCSE profile required. Some universities require and aptitude test so research this in advance. Course combinations available
Mathematics	3 A' Levels with A in Mathematics (QUB)	Further Maths useful.
Mechanical Engineering	ABB including a Maths and Science (Physics preferred) at QUB BBC to include B from preferred subject list in UU.	Preferred Subjects from UU: Maths, Physics, Chemistry, Technology and Design, DA Applied Science
Medicine	AAA at A' Level and A in a fourth AS. Chemistry plus one other from Maths, Biology and Physics. Biology to be studied to at least A-Level.	UCAT exam and MMI extremely important. Excellent GCSE profile of A's and A*s required. Work experience important. Check university websites for further information and guidance.
Music	3A' Levels including Music	Graded musical qualifications also important. Audition/Interview may be required.
Nursing	3A'Levels: BBC including a Science and BBC where Science is not offered (QUB).	Science subjects preferable. Interview and work experience very important. GCSE Maths and English Grade C or above and Science useful.
Occupational Therapy	BBB	Entrance test - MSAT. No specific requirement of subjects. GCSE Maths, English and DA Science useful.
Optometry	ABB with at least two science subjects from Maths, Biology, Chemistry, Physics or AB in DA Applied Science.	Module requirements with DA Applied Science so check carefully.
Paramedic Science	A level Grades BBC or equivalent	Personal statement and Interview very important

Guide to HE Course Entry Requirements

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Pharmacy	AAB to include an A in Chemistry and one other from Biology, Maths or Physics at QUB.	New for 2023/24 Entry: Interview component at QUB Biology to at least AS preferred.
Physics	ABB including Maths and Physics.	
Physiotherapy	BBB to include a B from Maths, Physics, Chemistry, Biology.	Entrance test - MSAT. DA Applied Science may also be accepted but check module requirements.
Podiatry	BBB to include a B from Maths, Physics, Chemistry and Biology.	Entrance test - MSAT. DA Applied Science may also be accepted but check module requirements.
Psychology	ABB/AAB/ BBB depending on subjects studied.	A' Level Psychology useful but not required.
Quantity Surveying	3 A'Levels to include one from Maths, Physics, Chemistry, Biology, Engineering or Construction.	ABB if including one of these preferred subjects and AAA if offering none of these subjects at UU.
Radiography	BBB to include B in one of the following: Maths, Physics, Chemistry, Biology, DA Applied Science. BB or better needed in DA Science at GCSE or in Triple Award, C in Physics module and C in either Biology or Chemistry.	Entrance test – MSAT. DA Applied Science may also be accepted but check module requirements.
Social Work	ABB/BBB	Interview Important. Work experience/Voluntary work very important.
Speech and Language Therapy	BBB	Entrance test - MSAT. Useful Subjects; Sciences, English, Maths, Language
Sports and Exercise Science	AAB including an A from Biology, Chemistry, PE, Physics, Maths, Sports Studies, DA Applied Science	
Sport Studies	AAB	Grade A from History, Geography, Psychology, PE, Sport Studies etc.
Teaching	Stranmillis/ St Mary's University, College. Check university websites for updated information.	Very high grades required at A' Level, particularly in specialised subject. Interview very important. Practical may be required for Music and PE. GCSE profile important and to include English, Maths and Science. Alternative routes: Study subject and then PGCE. St Mary's also offers a BA Honours Liberal Arts Degree.
Veterinary Nursing	New to Ulster Degree BCC Essential subject requirement: Biology or DA Life and Health Sciences.	Pass an interactive component; this is an interview with staff with questions based on the professional attributes of a veterinary nurse. Complete 37 hours relevant work experience with small animals in a veterinary practice or other relevant facility such as an animal charity, kennels, or cattery. This may include voluntary work and evidence will be required.
Veterinary Science	UK and UCD. Most Colleges ask for Chemistry and Biology A' Level as essential requirements. Physics and Maths are also preferred as additional subjects.	Very high academic profile required at GCSE and A' Level. Check each university for individual requirements. Veterinary experience essential for application. Aptitude test required for some universities.
Youth Work: Community Youth Work at UU	A' Level and GCSE profile – university website provides further information.	Work experience important.
Zoology	BBB to include Biology and one from Chemistry, Maths, Physics or Geography.	Chemistry preferred as second science GCSE: Chemistry, DA Science and Maths

Abbreviations

Belfast Met	Belfast Metropolitan College
CAFRE	College of Agriculture and Rural Enterprise
NRC	Northern Regional College
NWRC	North West Regional College
OCN	Open College Network
SERC	South Eastern Regional College
SMUCB	St. Mary's University College, Belfast
SWC	South Western College
TTS	Transport Training Services
QUB	Queen's University Belfast
UCC	University College, Cork
UU	Ulster University





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