

March 2026

# DE LA SALLE COLLEGE



## POST 16 OPTIONS

### SUBJECT OUTLINES

Find out about all the subjects we offer.

### CAREER PROGRESSION ROUTES

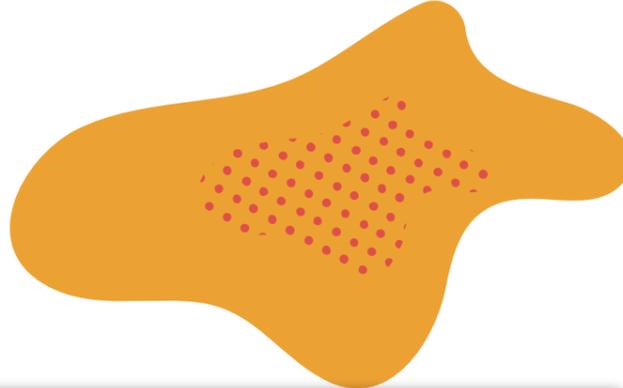
Guidance on where our subjects could lead.

### ENTRANCE CRITERIA

What do you need to gain entry to Sixth Form?



A Place of  
Opportunity



# A LETTER FROM OUR PRINCIPAL

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March 2026

Dear Student

I am delighted that you are applying for a place in Sixth Form and that you intend continuing your education here in De La Salle College.

As 'Growing to Excellence' is our mission statement, we aim to provide you with the opportunity to continue with your studies and to achieve further academic qualifications. Here in De La Salle College, we also aim to mould resilient, resourceful, responsible, reasoning and reflective young adults. Sixth Form students are thus given additional opportunities beyond the classroom and normal school day to develop these attributes. We hope that developing such skills and experiences will give you the confidence and self-belief needed for the world beyond De La Salle.

If you are prepared to see De La Salle College as 'A Place of Opportunity', and to demonstrate high levels of commitment and responsibility, you will be well placed to become a valued part of our Sixth Form where you will be regarded as a young adult and perceived to be a positive role model for students in the rest of the school.

In Sixth Form the courses that you will follow will be much more demanding than GCSE but if you work hard and commit to them, you will find them hugely rewarding. Boys with a positive attitude to school, and to their studies in Sixth Form, have progressed to university, further education or rewarding employment. I have no doubt that you will do the same.

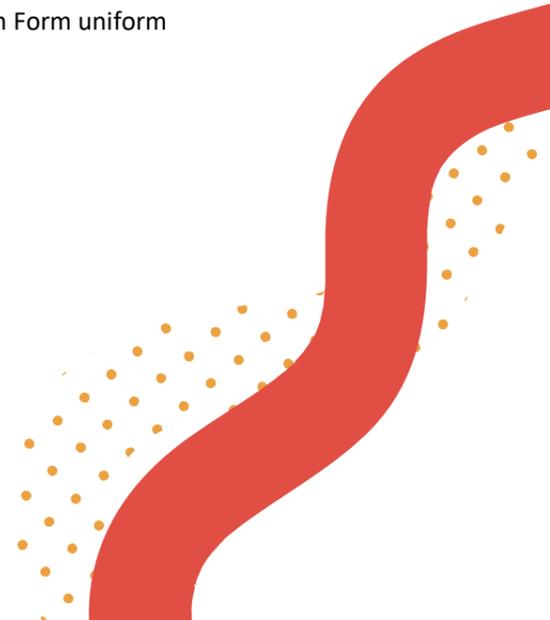
Please give this Prospectus due to consideration and discuss your options with teachers and your parents to ensure that you choose the courses best suited to you.

The very best of luck with your GCSEs.

I look forward to seeing you in your Sixth Form uniform

*Clare White*

Mrs C White



# ARE YOU READY?



In De La Salle, we have created a vibrant and stimulating learning environment for you in Key Stage 5. Year 13 and 14 students are a valuable part of our school community and are the role models for the younger pupils. Sixth Form is a unique and exciting experience, and the world is literally your 'oyster'! This prospectus has been compiled to give you a flavour of life in the Sixth Form. It explains the courses we offer (though these may change depending on demand) and what we expect from you.

When entering the Sixth Form, you will be asked to sign up to a '**Code of Conduct**' committing yourself to all aspects of school life. We therefore expect the very highest standards from you, not only in your commitment to your studies but also with regard to attendance, punctuality and uniform.

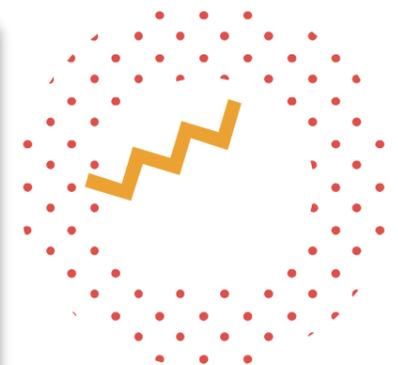
Key Stage 5 provides a transition between being a pupil at school and moving onto College/University or the world of work. We encourage our Key Stage 5 students to improve their personal development skills by getting involved in the life of the school. There are many opportunities to 'take the lead' in school either as Prefects or Mentors. Key Stage 5 students also get involved in fundraising activities such as our annual Christmas Appeal. There is a wonderful enrichment curriculum available for our Sixth Form which allows students to earn their Lasallian awards.

Key Stage 5 will be a challenging period in your school career. At this point, you may have some thoughts on your future and the goals you wish to achieve for yourself. Everyone has different talents and skills and by harnessing your talents, working hard and believing you can achieve, we will help you realise your potential!

The Key Stage 5 curriculum is organised as a partnership offer with St Genevieve's High School and other collaborative partners and therefore many of the classes are co-educational. These collaborative arrangements mean that we can offer a wider range of courses to you.

An essential aspect of life in the Sixth Form is personal and independent study. In the light of this, students have their own designated study areas. In Sixth Form the ability to use this time effectively will be very important to ensure success.

Throughout Sixth Form the academic progress and personal development of all Year 13 and 14 students will be regularly monitored.



# ENTRANCE CRITERIA

## Post-16 Blue Pathway

All students following this pathway are expected to study **three** subjects at level 3, with any combination of A-Levels or Level 3 equivalents permitted.

Criterion	Requirement
Academic Profile	<ul style="list-style-type: none"> <li>At least 5 GCSEs graded A*-C, including English or Maths.</li> <li>Subject specific criteria as outlined on page 9.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Above 92%<sup>1</sup> (unless there are extenuating circumstances).</li> </ul>
Punctuality	<ul style="list-style-type: none"> <li>Excellent punctuality (above 90%)</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Excellent behaviour record, which will be based on number of suspensions and detentions, as well as the behaviour profile built up on the school system.</li> </ul>
Work Ethic	<ul style="list-style-type: none"> <li>Work Ethic: Excellent, organised, committed to 3 hours evening study.</li> <li>Successful engagement in KS4 Interventions Programme (if applicable).</li> <li>Have participated in a Year 12 Work Placement.</li> </ul>
Involvement in School Life	<ul style="list-style-type: none"> <li>Organise and participate in a relevant Year 13 work experience placement.                             <ul style="list-style-type: none"> <li>Evidence of a suitable placement must be provided on application to Sixth Form.</li> </ul> </li> <li>Attendance at School Prize Night.</li> <li>Available to help at School Open Night.</li> </ul>
Career Pathway	<ul style="list-style-type: none"> <li>University (Degree, Foundation Degree, Higher National Diploma, Higher Level Apprenticeships)</li> </ul>

Students from other schools will be considered following the enrolment of De La Salle College/St Genevieve's students, provided they meet the above criteria, and the school has spaces in the appropriate year group.

Any student applying for entry from another school will be expected to provide the documentary evidence showing they meet all of the above criteria.



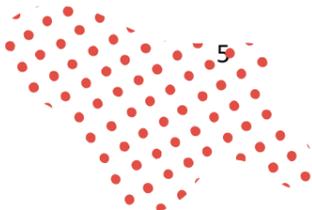
## Post-16 Red Pathway

All students following this pathway are expected to study **three** subjects at level 3. One of these must be OCN qualification.

Criterion	Requirement
Academic Profile	<ul style="list-style-type: none"> <li>At least 5 GCSEs graded A*-C, including English and/or Maths.</li> <li>Subject specific criteria as outlined on page 9.</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>Above 92%<sup>1</sup> (unless there are extenuating circumstances).</li> </ul>
Punctuality	<ul style="list-style-type: none"> <li>Excellent punctuality (above 90%)</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Excellent behaviour record, which will be based on number of suspensions and detentions, as well as the behaviour profile built up on the school system.</li> </ul>
Work Ethic	<ul style="list-style-type: none"> <li>Work Ethic: Excellent, organised, committed to 3 hours evening study.</li> <li>Successful engagement in KS4 Interventions Programme (if applicable).</li> <li>Completed a Year 12 Work Experience placement.</li> </ul>
Involvement in School Life	<ul style="list-style-type: none"> <li>Organise and participate in a relevant Year 13 work experience placement.                             <ul style="list-style-type: none"> <li>Evidence of a suitable placement must be provided on application to Sixth Form.</li> </ul> </li> <li>Attendance at School Prize Night.</li> <li>Available to help at School Open Night.</li> </ul>
Career Pathway	<ul style="list-style-type: none"> <li>Further Education (FD/HND/HLA).</li> <li>This pathway is not suitable for students wishing to go <b>directly</b> to full degree courses in most universities.</li> </ul>

Students from other schools will be considered following the enrolment of De La Salle College/St Genevieve's students, provided they meet the above criteria, and the school has spaces in the appropriate year group.

Any student applying for entry from another school will be expected to provide the documentary evidence showing they meet all of the above criteria.



# TYPES OF QUALIFICATIONS

## AS/A2 Qualifications

A2 qualifications remain the traditional route into Higher Education and are accepted for all courses by both universities in the North of Ireland and by all universities in Britain and in the Republic of Ireland. These qualifications are graded from A\* - E.

## Level 3 Equivalent Qualifications

Level 3 qualifications are equivalent to A2 qualifications but may not always be accepted by universities for entry into some or all of their courses.

For example:

- Queen’s University will not accept any level 3 equivalents for many degrees such as Medicine.
- Ulster University will accept more than one equivalent for most courses.
- No universities in the Republic of Ireland will accept level 3 equivalents.
- Some FE colleges in the Republic of Ireland will accept level of equivalents.

**Please check the specific requirements for any Higher Level (University) course before choosing a level 3 equivalent.**

In the current academic year, our Year 13 cohort will have almost exactly the same number of entries for both AS and level 3 equivalent qualifications.

Level 3 equivalents are graded from Distinction \* to Pass.

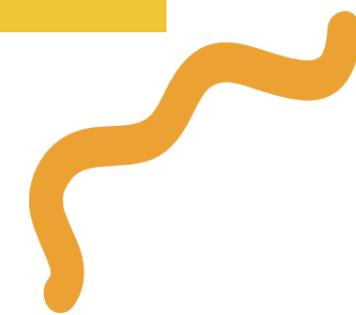
## Grade Range and Comparisons for Queen’s University, Belfast

AS / A2 Qualifications	BTEC / Level 3 Equivalents
A*	
A	Distinction *
B	Distinction
C	Merit
D	
E	Pass
U	Near Pass (Fail)



De La Salle College is specifically a Catholic School deriving its educational philosophy from Saint John Baptist de la Salle. As a Lasallian school, we have a special mission to nurture and support our most vulnerable students.

Preparing for the Future



# Subject Criteria

## OVER-SUBSCRIBED COURSES

In the event of over-subscription for individual courses, the following criteria will be applied in order:

- a) Preference will be given to students who are currently attending De La Salle College or St Genevieve's High School.
- b) Preference will be given to students who have acquired the required grades by the end of Year 12.
- c) Preference will be given to students with the highest grade in relevant subject(s).
- d) A points system, with points for GCSE grades will be used to allocate places.
  - i. 1 point for each grade C
  - ii. 2 points for each grade C\*
  - iii. 3 points for each grade B
  - iv. 4 points for each grade A
  - v. 5 points for each grade A\*

The best nine GCSE grades will be considered.

## VIABILITY OF COURSES

It should be noted that some courses as presented in the prospectus may not be scheduled if there are insufficient numbers to form a viable class.



## Subjects that can be delivered in De La Salle College\*

Subject	Minimum Entrance Criteria
Art & Design	Grade B in GCSE Art; Grade C in GCSE English.
Biology	Grade BB in GCSE Double Award Science; grade A in Biology units; grade C in GCSE Maths.
CTEC Business	Pupils must have achieved at least a grade C in English Language and grade C in OCN Skills for Business.
BTEC Construction	Grade C in GCSE Technology, GCSE Construction or Merit in Occupational Studies Construction. Grade B in GCSE Maths
BTEC Engineering	Grade B in GCSE Maths Higher Tier.
BTEC Health & Social Care	Grade C in GCSE English and Maths.
BTEC Sport (Single Award)	Grade C in GCSE PE or equivalent. Grade C in English. Grade C in a Biology may also be accepted.
Chemistry	Grade BB in GCSE Double Award Science; grade A in Chemistry units; grade B in GCSE Maths.
CTEC Information Technology	A grade C in GCSE Digital Technology or OCN ICT and a Grade C in English Language and Maths.
CTEC Photography	Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language.
Digital Technology	Grade B in both GCSE Digital Technology and Mathematics
Drama	Grade C in English. GCSE Drama is not a prerequisite, but it is advantageous to have studied it.
English Literature	Grade B in GCSE English Language and Literature, including Grade B in both papers in the external examination).
English Language	Grade B in GCSE English Language, including Grade B in both papers in the external examination).
Government & Politics	Grade B in GCSE English Language; Grade B in either GCSE History or Religious Studies.
History	Grade B in both GCSE History and GCSE English Language.
Life & Health Science (DA & SA)	Grade B in GCSE Single Award Science or Grade C*/C*/C* in Double Award Science. B in Maths for DA Science
Mathematics	Grade A in GCSE Grade A in Mathematics achieved through completing Modules M3/4 & M8.
Media Studies	Grade C in English Language.
OCN IT	4 GCSEs grade C or above
Religious Studies	Grade B in GCSE Religious Studies and Grade B in English Language/Literature.

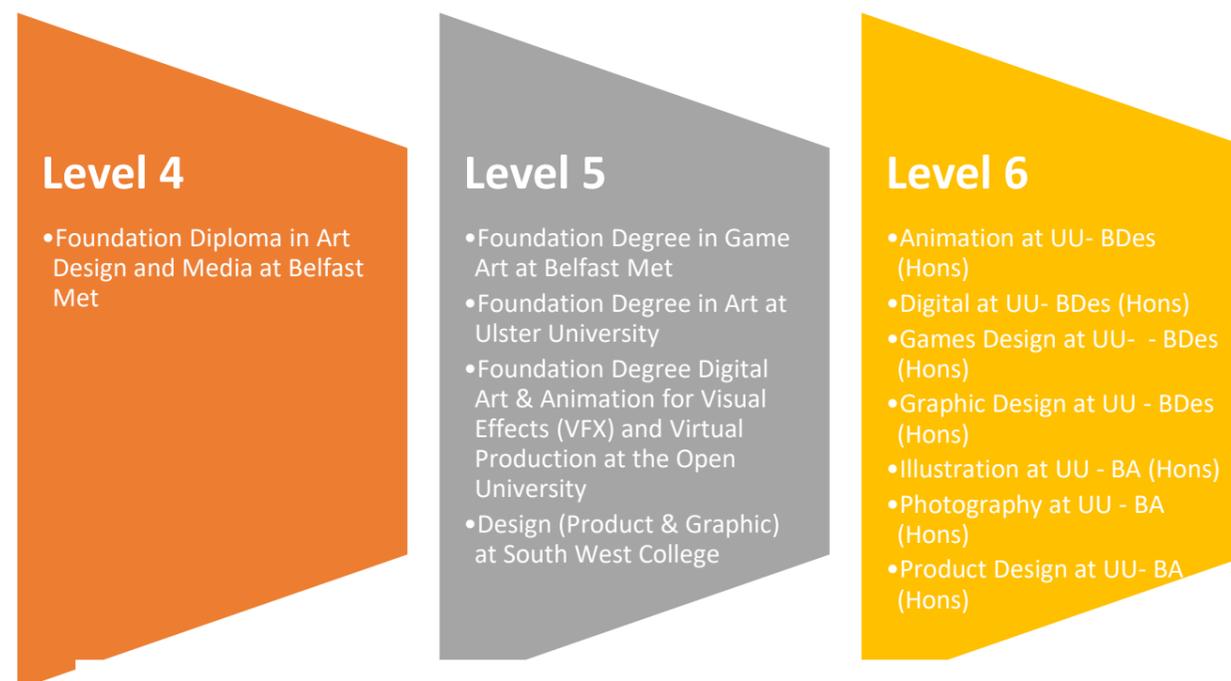
\*Subject to demand. Provision may be supplemented by St. Genevieve's, depending on demand.

Qualifications offered and delivered solely in St Genevieve's*	
The following qualifications are offered and hosted solely by St Genevieve's and specific details can be obtained by contacting St Genevieve's High School.	
Irish	Professional Business Services
Music	BTEC Children's Care Learning and Development
Home Economics (Food & Nutrition)	Sociology
Moving Image Arts	A-Level Health and Social Care

\*Subject to demand

ART AND DESIGN		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>AS 1:</b> Experimental Portfolio	Students develop, explore and record ideas. Teachers assess students' work and CCEA moderate the marks.	50% of AS  20% of A-Level
<b>A2 1:</b> Personal and Critical Investigation	Written and practical work inform each other and are integrated but are marked separately. <i>Practical Investigation</i> 40% of A2 24% of A-Level <i>Written investigation</i> 1000–2000 words externally assessed 20% of A2 12% of A-Level	60% of A2  36% of A-Level
<b>A2 2:</b> Thematic Outcome	Students present an outcome in response to the theme. Students bring this to completion during a 15-hour controlled test. Teachers assess students' work, and CCEA moderate their marks.	40% of A2  24% of A-Level
<b>SPECIALISM CHOICES</b>		
<ul style="list-style-type: none"> <li>- Art, Craft and Design – Combined Studies</li> <li>- Photography and Lens-Based Media</li> <li>- Three-dimensional Design</li> <li>- Textiles</li> </ul>		
<b>ENTRY REQUIREMENTS</b>		
Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language.		
<b>CAREER PROGRESSION</b>		
Art and Design enables students to develop the conceptual, visual, literary and communication skills necessary for critical thinking and independence of thought. Studying this also boosts employability prospects, in areas such as film, academia, Architecture, Graphic Design, product design, spatial design, landscape design, mechanical design engineers, publishing, journalism and gallery or museum work, photography, prop design, animation, conservation, web design, fashion and much more.		

## Sample Progressive Pathways

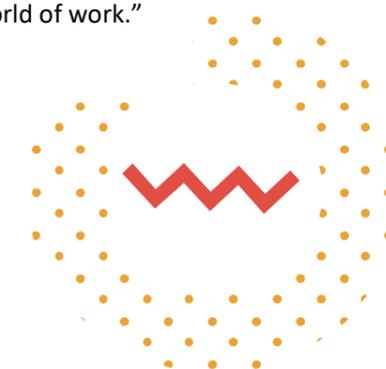


## MEET ONE OF OUR YEAR 14s



"I see art as a way of expressing my own individual ideas and thoughts as I'd love to work in this industry. I'm never without a pencil or marker as I'm constantly sketching. A-Level art offers me an opportunity to 'Fine Tune' my skills and prepare me for the world of work."

Cormac O'Neill, Year 14

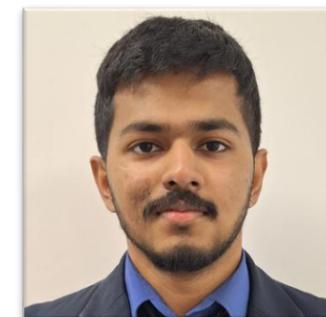


BIOLOGY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS: MOLECULES AND CELLS</b>	Written examination - 1 hour 30 minutes	37½% of AS 15% of A-Level
<b>UNIT 2 AS: ORGANISMS AND BIODIVERSITY</b>	Written examination - 1 hour 30 minutes	37½% of AS 15% of A-Level
<b>UNIT 3 AS: PRACTICAL SKILLS IN AS BIOLOGY</b>	Internal Practical assessment and Written examination - 1 hour	25% of AS 10% of A-Level
<b>UNIT 1 A2: PHYSIOLOGY, CO-ORDINATION AND CONTROL, AND ECOSYSTEMS</b>	Written examination – 2 hours 15 minutes	24% of A-Level
<b>UNIT 2 A2: BIOCHEMISTRY, GENETICS AND EVOLUTIONARY TRENDS</b>	Written examination – 2 hours 15 minutes	24% of A-Level
<b>UNIT 3 A2: PRACTICAL SKILLS IN BIOLOGY</b>	Internal Practical assessment and Written examination- 1 hour 15 minutes	12% of A-Level
<b>ASSESSMENT CRITERIA</b> 20% Internal Practical assessment and written examination (2 modules) 80% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade BB in double award science; this must be obtained in the biology units also. GCSE Maths grade C.		
<b>CAREER PROGRESSION</b> The GCE in Biology will develop your knowledge and scientific skills in biology. It will allow progression into employment and further and higher education including courses such as BSc in Biology and BSc Biological Sciences.		
<b>ENTRY REQUIREMENTS</b> This course will be delivered through the West Belfast Area Learning Community. Pupils must have achieved at least a double grade A in double award science; this must be obtained in the physics units also.		
<b>CAREER PROGRESSION</b> Biology is especially helpful for jobs that involve healthcare that would include medicine and physiotherapy, and the development of new medicines. Biology A-level is usually required for degree courses in all branches of healthcare. It is often recommended or useful for: biochemistry, biology, chemistry, medicine, dentistry, nursing and other practice-based medicine courses, architecture, and pharmacy.		

## Sample Progressive Pathways



## MEET ONE OF OUR YEAR 14s



“I picked A-Level Biology as I really enjoyed GCSE Double Award Science, particularly biology. I have career aspirations within either engineering or medicine, so it was important that I chose a science subject. I am enjoying the subject.”

Allan Santhosh, Year 14

CTEC LEVEL 3 EXTENDED CERTIFICATE IN BUSINESS STUDIES		
AWARDING BODY: OCR		
COURSE OUTLINE		
Year 13		
Module / Unit Description	Assessment Method	GLH
<b>AS Unit 1: The Business Environment</b> This unit will help the learner to understand the range of different businesses that can exist in an economy, different forms of ownership and an understanding of different ways to achieve their business purpose and aims.	Internal Assessment	16.6%
<b>AS Unit 2: Business Resources</b> This unit looks at how a range of resources including human, physical, technological and financial resources are used and managed within business. Learners will also gain an understanding of how an organisation can gain access to sources of finance both internally and externally.	Internal Assessment	16.6%
<b>AS Unit 4: Business Accounting</b> This unit will enable learners to identify the need for accounting and be able to create and use some of the most common financial accounts and their related documents. Accounting records are frequently used in business decision making.	Internal Assessment	16.6%
Year 14		
<b>A2 Unit 3: Introduction to Marketing</b> Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research.	Internal Assessment	16.6%
<b>A2 Unit 6: Business Communication</b> Effective communication is a key area in terms of its contribution to business success. This unit will enable learners to gain a thorough understanding of the types of business information used internally and externally by businesses.	Internal Assessment	16.6%
<b>A2 Unit 17: Health and Safety in the Workplace</b> This helps to prepare learners for the world of work, where health and safety is a vital part of the workplace whatever industry is chosen. Learners will gain an introduction into the health and safety legislation, regulations and requirements that form the basis of all workplaces in the UK.	Internal Assessment	16.6%
<b>ASSESSMENT CRITERIA:</b> 100% internal assessment		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade C in English Language and grade C in OCN Skills for Business.		
<b>CAREER PROGRESSION</b> This specification provides a suitable foundation for the study of Business Studies or a related area such as Marketing, Finance or Human Resources through a range of higher education courses, apprenticeships, or employment. This qualification provides opportunities for learners to understand management and leadership within an organisation and to further develop key skills for employability through teamwork, communication and time management		

## Sample Progressive Pathways



## MEET ONE OF OUR YEAR 14s



“CTEC Business Studies is an enjoyable and misunderstood subject - it would be good to know what you are getting into. The reason I chose business studies is because in the future I would like to be an accountant, an architect or work in banking or finance. CTEC Business Studies is mostly coursework orientated with an examination to complete as well. The teacher makes it manageable providing realistic, achievable deadlines which in turn increases my chances of a good grade.”

Jack Patterson Year 14

BTEC CONSTRUCTION AND THE BUILT ENVIRONMENT		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1- Core Principles (Year 13)</b> Construction Core Principles A. Construction materials B. Solving practical construction problems C. Human comfort	<b>Written Paper</b> (1 Hour 30min)	33.3% of overall grade.
<b>Unit 5 - Health &amp; Safety in Construction (Year 13)</b> <b>Three-part Assignment:</b> 1. Understand how health and safety legislation is applied to construction operations. 2. Carry out the development of a safe system of work for construction operations. 3. Understand the need for the review of safety systems for construction operations.	<b>Internal Assessment</b> (Coursework)	16.7% of overall grade.
<b>Unit 2 - Construction Design (Year 14)</b> Content covered: A. The construction design process. B. Project information and building design production. C. Construction methods and techniques A task set and marked by Pearson and completed under supervised conditions: Before the supervised assessment, learners will be given information to research in approximately three hours in a two-week period timetabled by Pearson.	<b>External Assessment</b> (Synoptic) The supervised assessment is 12 hours in a two-week period timetabled by Pearson. Written submission of evidence	33.3% of overall grade.
<b>Unit 4 - Construction Technology (Year 14)</b> <b>Four-part Assignment:</b> 1. Understand common forms of low-rise construction. 2. Examine foundation design and construction. 3. Examine superstructure design and construction. 4. Examine external works associated with construction projects.	<b>Internal Assessment</b> (Coursework)	16.7% of overall grade
<b>ASSESSMENT CRITERIA</b> 67% Examination (2 Units) 33% Coursework (2 Units)		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a <b>Grade B</b> in GCSE Mathematics and have an interest in construction and/or technology.		
<b>CAREER PROGRESSION</b> With a new generation of architects, designers, and construction workers emerging many are interested in renewable energy, sustainable resources, and innovative, future-proof designs for the housing industry. With a BTEC in Construction, you can gain valuable hands-on experience which can help you progress to Higher Education or an Apprenticeship, or you can go straight into a career in the Construction Industry.		



## MEET ONE OF OUR YEAR 13s



"I picked Level 3 Construction as I previously enjoyed the challenge of completing GCSE Technology & Design. Construction allows me to explore many things. It gives me a better understanding of how a construction firm operates both from a business and site operative perspective. It will open up many career paths in the future."

Rhain Leathem, Year 13

# BTEC Engineering

BTEC ENGINEERING		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 2 (Year 13):</b> <b>Delivery of Engineering Process Safely as a Team</b> A) Examine common engineering processes to create products or deliver services safely and effectively as a team. B) Develop two-dimensional computer-aided drawings that can be used in engineering processes. C) Carry out engineering processes safely to manufacture a product or to deliver a service effectively as a team.	Internal Assessment (Coursework)	25% of overall grade
<b>Unit 3 (Year 14):</b> <b>Engineering Product Design and Manufacture</b> A) Design triggers, challenges, constraints and opportunities, and materials and processes B) Interpreting a brief into operational requirements and analysing existing products C) Using an interactive process to design ideas and develop a modified product proposal.  Technical justification and validation of the design solution	Synoptic Exam	50% of overall grade
<b>Unit 9 (Year 14):</b> <b>Work Experience in the Engineering Sector</b>	External Work Experience Visit and Written Report	25 % of BTEC
<b>ASSESSMENT CRITERIA</b> 50% Examination (2 module) 50% Coursework and work experience report (2 modules)		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a <b>Grade B</b> in GCSE Mathematics Higher Tier and have an interest in engineering. Preference may be given to students with GCSE Technology and Design.		
<b>CAREER PROGRESSION</b> Any career in engineering or manufacturing. University degrees or higher-level apprenticeships.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 13s



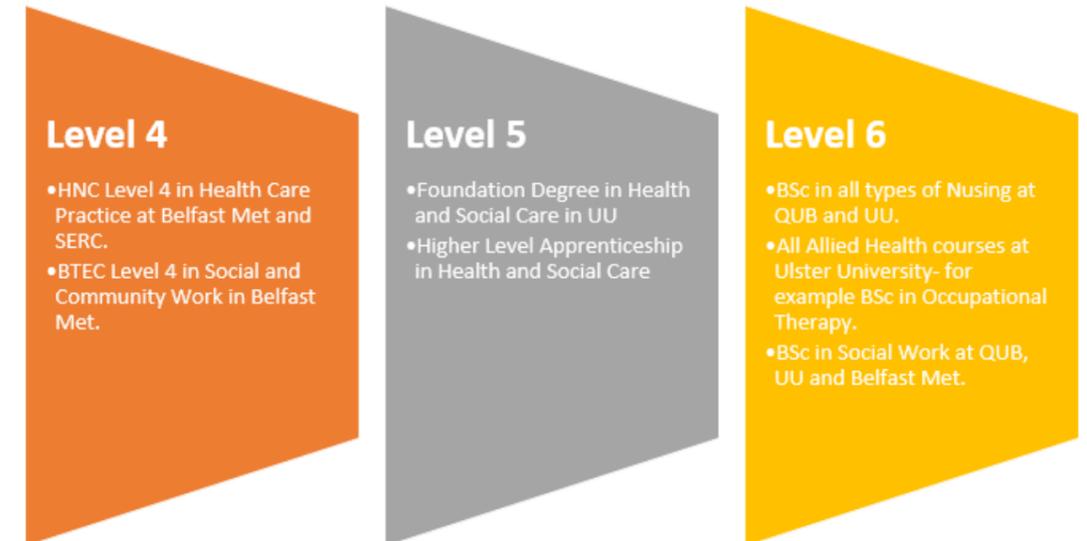
"I chose BTEC Engineering as I am mathematically minded, and I enjoy problem solving. I also chose BTEC Engineering to complement my other subjects. I was also attracted to the Work Experience unit, which will allow me to get hands on practical experience of the sector."

Kane White, Year 13

# BTEC Health and Social Care

BTEC Health AND SOCIAL CARE		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Mandatory Unit</b> <b>Unit 1: HUMAN LIFESPAN DEVELOPMENT</b> You will learn about the physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.	Externally Assessed by Pearson. 90 Guided Learning Hours Written exam (1.5 hours) set and marked by Pearson. Learners will be assessed through a number of short- and long-answer questions	25% of overall grade
<b>Mandatory Unit</b> <b>UNIT 2: WORKING IN HEALTH &amp; SOCIAL CARE</b> You will learn what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.	Externally Assessed by Pearson. 120 Guided Learning Hours Written exam (1.5 hours) set and marked by Pearson. Learners will be assessed through a number of short- and long-answer questions.	33% of overall grade
<b>Mandatory Unit</b> <b>UNIT 5: MEETING INDIVIDUAL CARE &amp; SUPPORT NEEDS</b> You will learn about the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.	Internally Assessed by Centre and externally verified by Pearson. Controlled Assessment	25% of overall grade
<b>Optional Unit</b> <b>UNIT 12: SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS</b> You will learn about the role of health and social care services in providing care and support to individuals with additional needs.	Internally Assessed by Centre and externally verified by Pearson. Controlled Assessment	17% of overall grade
<b>ASSESSMENT CRITERIA</b> 4 Units of which 3 are Mandatory. 2 Units are Internally Assessed by Centre and externally verified by Pearson. 2 Units are Externally Assessed by Pearson. Mandatory Content equates to 83% of the course. External Assessment equates to 58% of the course. Equivalent of 1 GCE 'A' Level; Pass/ Merit & Distinction can be achieved.		
<b>ENTRY REQUIREMENTS</b> Grade C or above in GCSE English (or equivalents) A genuine interest in working in the health and social care sector. Good written and oral communication skills to help you fulfil all aspects of the course. The ability to complete independent research and further reading around the subject area. Related work experience is an advantage		
<b>CAREER PROGRESSION</b> This qualification is designed to support progression to higher education. The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care. It is equivalent in size to one A-Level. It is suitable for anyone wishing to take up further study or a career in the health and social care field. It could be useful if you are intending to pursue a career in social care or healthcare, for instance as a social worker, health visitor, practice nurse or occupational therapist.		

## Sample Progressive Pathway

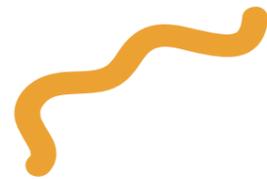


## MEET ONE OF OUR YEAR 14s



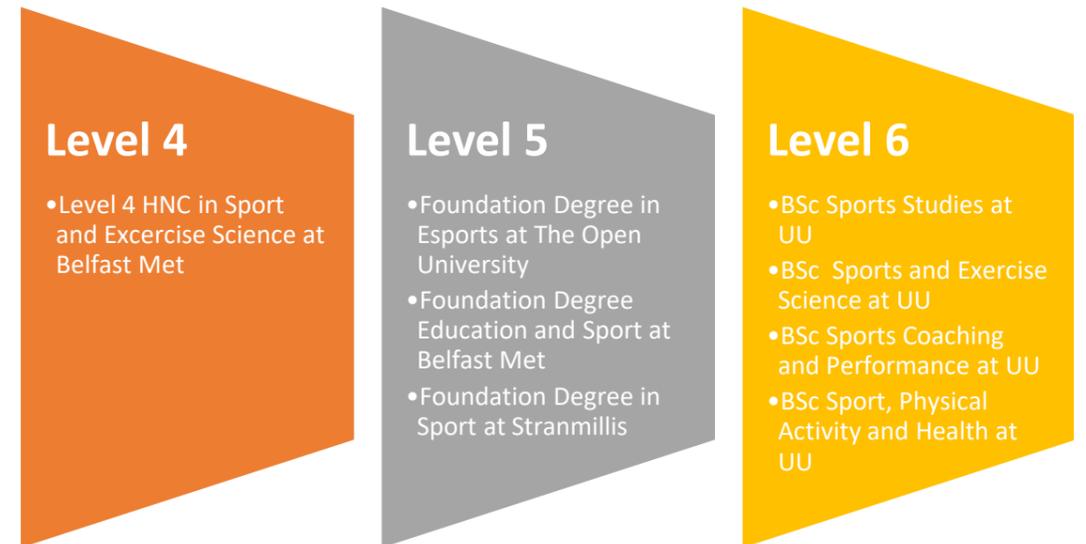
“The reason I picked health and social care is because I have a big interest in how people develop, especially emotionally and intellectually. I’m also considering getting into healthcare in the future and this subject was one that would teach me topics that I’m not only interested in but topics that would help me in my potential future career.”

Jamie Johnston, Year 14



BTEC SPORT (SINGLE AWARD)		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Year 13		
Module / Unit Description	Assessment Method	Weighting (%)
<p><b>Unit 1 Anatomy &amp; Physiology</b> This unit gives learners the opportunity to develop an understanding of body systems and their responses to sport and exercise. As an integral aspect of studying sport, the knowledge given in this unit will allow learners to support people in sport and exercise.</p>	External Assessment One hour and thirty minutes.	16%
<p><b>Unit 3 Professional Development in the Sports Industry</b> This unit starts by providing an overview of the sports industry. It then looks at the scope and breadth of the industry in a national and global context. In this context, learners will focus on their chosen pathway and develop an understanding of regulatory bodies, qualifications, employability skills and career pathways in their chosen field.</p>	Internal Assessment	24%
Year 14		
Module / Unit Description	Assessment Method	Weighting (%)
<p><b>Unit 2 Fitness Training and Programming for Sport, Health and Well-Being</b> This unit allows learners to explore client screening, lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and wellbeing. The health and fitness industry is central in supporting clients to increase their fitness levels and adopt a healthy lifestyle, which fully supports the relevance of this unit's content. The knowledge gained within this unit will allow learners to support individuals in the industry.</p> <p><i>This unit is assessed via examination. The examination is one hour and 30mins.</i></p>	External Assessment	24%
<p><b>Unit 4 Sports Leadership</b> This unit gives an in-depth perspective of what makes an effective leader. Learners will be introduced to a range of sports leadership roles, exploring the roles' job description and developing the learners' understanding of what good leadership skills, qualities and characteristics look like.</p>	Internal Assessment	36%
<p><b>ASSESSMENT CRITERIA</b> 60% Coursework 40% External Assessment (examinations)</p>		
<p><b>ENTRY REQUIREMENTS</b> A grade C in GCSE Physical Education or equivalent and a Grade C in English Language. Grade C in Biology may be acceptable.</p>		
<p><b>CAREER PROGRESSION</b> This qualification offers the opportunity to enter employment in the sport and active leisure sector or to progress to higher education.</p>		

## Sample Progressive Pathway



"I chose BTEC Sport as I have a keen interest in Sport. I would like the opportunity to keep a career path open in sport so it was a sensible subject choice for me. I was enticed by the 60% coursework as I perform well in coursework. The PE staff have always brought the best out in me, so it was an obvious choice. I am really enjoying the subject."

Caomhan Lyttle, Year 14





# BTEC Travel and Tourism

BTEC TRAVEL AND TOURISM		
AWARDING BODY: Pearson		
COURSE OUTLINE		
Module / Unit Description	Assessment Method	Weighting (%)
<b>Unit 1: The World of Travel and Tourism</b> Learning Aim A- Types of travel and tourism, types of customers Learning Aim B – Travel and tourism organisations and their roles and the products and services they offer to customers Learning Aim C – The scale of the travel and tourism industry and its importance to the economy and to employment Learning Aim D – Factors affecting the travel and tourism industry and organisations responses to these factors	External written examination, 1 hour and 30 minutes	37%
<b>Unit 2: Global Destinations</b> Learning Aim A – locate and understand features and appeal of global destinations Learning Aim B – explain how features of destinations contribute to their appeal and support different types of tourism Learning Aim C – Evaluate information to determine how travel plans, routes and itineraries best match different customer needs Learning Aim D – Evaluate consumer trends influencing the popularity of global destinations	External assessment, 3 hours <b>Part A</b> – travel and tourism scenario will be supplied for independent research purposes <b>Part B</b> – Supervised written assessment based on Part A	21%
<b>Unit 3 The Principles of Marketing in Travel and Tourism</b> Learning Aim A – Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism. Learning Aim B - Examine the impact that marketing activities have on the success of different travel and tourism organisations. Learning Aim C - Carry out market research in order to identify a new travel and tourism product or service. Learning Aim D - Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives.	Internal Assessment (coursework)	21%
<b>Unit 9: Visitor Attractions</b> Learning Aim A: Investigate the nature, role and appeal of visitor attractions. Learning Aim B: Examine how visitor attractions meet the diverse expectations of visitors. Learning Aim C: Explore how visitor attractions respond to competition and measure their success and appeal.	Internal Assessment (coursework)	21%
<b>ENTRY REQUIREMENTS</b> GCSE English grade C or above.		
<b>CAREER PROGRESSION</b> This qualification is designed to support learners who are interested in learning about the travel and tourism industry with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects. Careers in travel and tourism include - travel agency consultant, airport customer services agent, overseas holiday representative, tourism marketing assistant, reservations staff and cabin crew.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s

“When choosing my A-Level subjects, I read each specification in turn. When I looked at Travel and Tourism and read the content I would be studying, it really appealed to my interests. I thought that there could be work opportunities long term with this type of subject. I also looked at the exam to coursework ratio which suits the way I like to learn. Additionally, I also looked at the previous pass rate for the subject- it is a subject that always does well.”

Padraig Harbinson, Y14

# A-Level Chemistry

CHEMISTRY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS:</b> BASIC CONCEPTS IN PHYSICAL AND INORGANIC CHEMISTRY	Written examination- 1 hour 30 minutes Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A-Level
<b>UNIT 2 AS:</b> FURTHER PHYSICAL AND INORGANIC CHEMISTRY AND AN INTRODUCTION TO ORGANIC CHEMISTRY	Written examination- 1 hour 30 minutes Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (80 marks)	40% of AS 16% of A-Level
<b>UNIT 3 AS:</b> BASIC PRACTICAL CHEMISTRY	Practical booklet A consists of a variety of practical tasks (25 marks). Students take the assessment in the laboratory. 1 hour 15 minutes. Practical booklet B is a practical examination paper.	20% of AS 8% of A-Level
<b>UNIT 1 A2:</b> FURTHER PHYSICAL AND ORGANIC CHEMISTRY	Written examination- 2 hours Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (100 marks)	24% of A-Level
<b>UNIT 2 A2:</b> ANALYTICAL, TRANSITION METALS, ELECTROCHEMISTRY AND ORGANIC NITROGEN	Written examination- 2 hours Section A containing 10 multiple- choice questions (10 marks) and Section B containing a number of structured questions (100 marks)	24% of A-Level
<b>UNIT 3 A2:</b> FURTHER PRACTICAL CHEMISTRY	Practical booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. 1 hour 15 minutes. Practical booklet B is a practical examination paper.	12% of A-Level
<b>ASSESSMENT CRITERIA</b> 20% Internal practical assessment and practical examination paper (2 modules) 80% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade AA in Double Award Science; this must be obtained in the Chemistry units also. GCSE Maths grade C.		
<b>CAREER PROGRESSION</b> The GCE in Chemistry will develop your knowledge and scientific skill in chemistry. It will allow progression into employment and further and higher education including BSc in Chemistry and BSc Chemical Engineering.		

## Sample Progressive Pathway



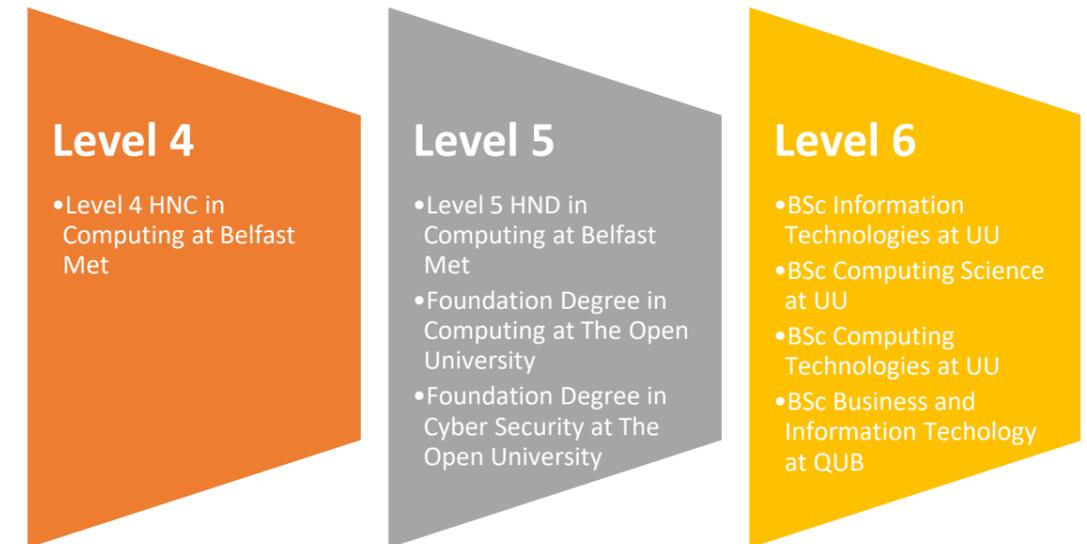
## MEET ONE OF OUR YEAR 14s



“I chose A-Level Chemistry as I need two science subjects in order to apply to Queen’s University Belfast, to do Aerospace Engineering. I had researched this course from early in Year 12 and knew that Chemistry was necessary. Chemistry is a demanding subject, but after my Work Placement in Spirit Aerospace, I know it will be worth it.”

CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN IT		
AWARDING BODY: OCR		
COURSE OUTLINE		
Module / Unit Description	Assessment Method	Weighting (%)
<b>Communication And Employability Skills For It</b> This unit will prepare learners to effectively use various communication channels, within a working environment and to understand what an employer expects of an individual and how to communicate effectively whilst developing their own personal development needs.	Internal assessment	16.6%
<b>Information Systems</b> This will provide the learner with a greater understanding of how organisations use information internally and externally and the types of information they will encounter. The skills gained by completing this unit will give the learner knowledge of the functionality of information and to produce management information systems.	Internal assessment	16.6%
<b>Database design</b> Learners will design a relational database to meet a specified user's needs and then create the database from their designs. They will use and create a range of features within their database such as queries, forms, reports and a user interface/ navigation menu.	Internal assessment	16.6%
<b>Digital Graphics</b> This unit helps the learner to understand the different hardware and software that is available for working on graphic images and the file formats that exist. Learners will be able to use the hardware and software needed to create, modify and manipulate images in accordance with clients' requirements.	Internal assessment	16.6%
<b>Computer Game Platforms And Technologies</b> This unit will give the learners the skills to assemble and connect combinations of computer hardware and software technologies into playable systems. Learners considering entering the games industry will need to have a basic awareness of the different systems that are used to support the gameplay.	Internal assessment	16.6%
<b>Spreadsheet Modelling</b> The aim of this unit is to help the learner understand how spreadsheets can be used to solve complex problems. Learners will learn how to create a complex spreadsheet model and to use a range of formulae and functions. Learners will also learn how to automate and customise their spreadsheet models.	Internal assessment	16.6%
<b>ASSESSMENT CRITERIA</b> 100% Coursework (6 modules)		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade C in English Language and grade C in Digital Technology GCSE or grade B in OCN ICT.		
<b>CAREER PROGRESSION</b> The qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



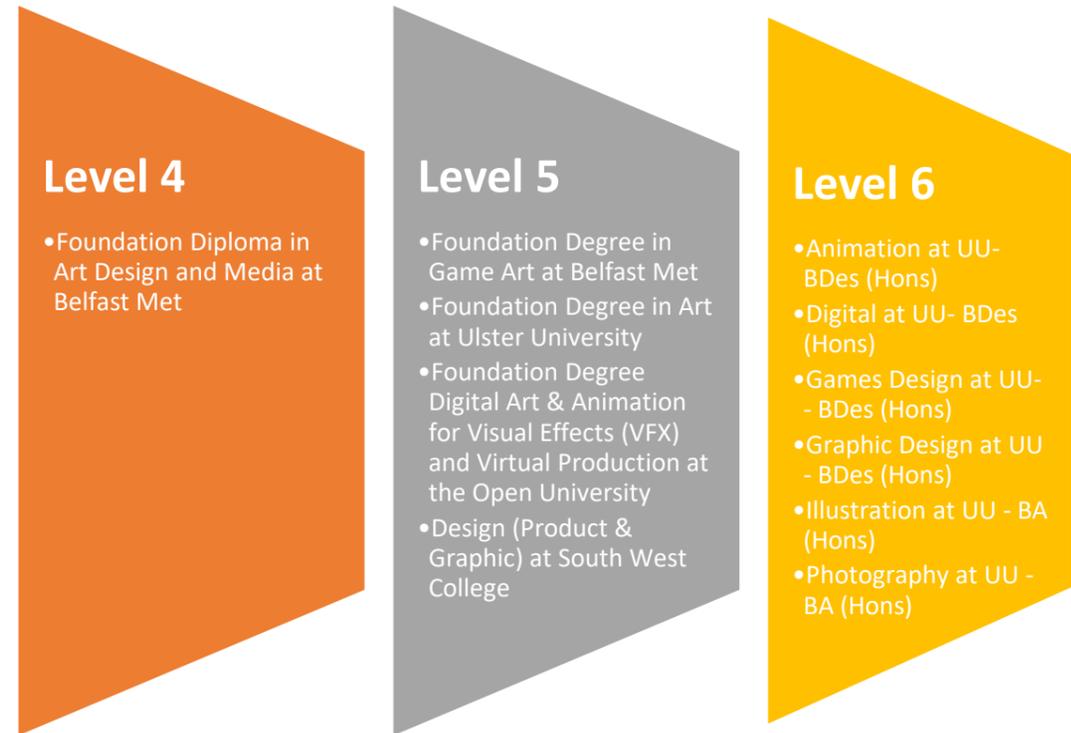
"I want to do a Higher-Level Apprenticeship in IT. I read the course specification and I saw that I would get to learn lots of new things about business and advertising. I read that I would be able to look at IT systems and the function they have in employment. As I am set for a Career in ICT, I decided upon CTEC IT. I am doing well in the subject at present and I am pleased I chose it."

Sean Counihan, Year 14



PHOTOGRAPHY – Art & Design		
AWARDING BODY: OCR Cambridge Technical Level 3		
COURSE OUTLINE		
At Level 3, there are Specialist Pathways in Art & Design for students to choose and in this course we have chosen to study Photography in depth. Cambridge Technicals are Exam-Free so suit all learning styles and there is no external assessment, allowing teachers to choose when to assess students. <b>Year 1 Technical Certificate</b> - Students must complete 3 Photography Units of work (1 of which is compulsory) 180 GLH. <b>Year 2 Introductory Diploma</b> - Students must complete 3 Photography Units of work 180 GLH.		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Compulsory Unit 1 – Art and Design in Context</b> By completing this unit the learners will understand key trends, movements and events in context to their chosen area of study – Photography. They will be able to produce and review a final photograph outcome.	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>Unit 20 – Exploring Digital Photography</b> By completing this unit, the learners will understand the operating controls of a digital camera to produce alternative photographic outcomes	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>Unit 22 - Portrait Photography</b> By completing this unit, the learners will be able to produce a range of personal photographic portrait images inspired by the work of professional photographers	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>Unit 25 – Landscape photography</b> By completing this unit, the learners will learn about the work of other photographers and produce a series of Landscape images of their whilst working to a brief.	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>Unit 24 – Digital Image Creation</b> By completing this unit learners will understand the work of a range of Digital Artists/Photographers and be able to produce a Digitally Manipulated image in response to a brief.	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>Unit 30 – Using Digital Technology in Graphic Design</b> By completing this unit learners will understand the text and image in graphic design products. They will be able to produce a final graphic design outcome meeting the requirements of a brief.	Students develop, explore and record ideas resulting a in Final Photographic Outcome Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher. 60 GLH	16.6%
<b>SPECIALISM CHOICES</b> Photography and Lens-Based Media		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language.		
<b>CAREER PROGRESSION</b> Art and Design in areas of learning, enables students to develop the conceptual, visual, literary and communication skills necessary for critical thinking and independence of thought. Studying this also boosts employability prospects, in areas such as film, academia, architecture, graphic design, product design, spatial design, landscape design, mechanical design engineers, publishing, journalism and gallery or museum work, photography, prop design, animation, conservation, web design, fashion and much more.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



“In Year 12, my hobbies included taking photographs at many shows I attend. It soon became a passion of mine. I since developed my passion and now also take photographs of landscapes, all the while learning new techniques as I go. I am hoping to pursue a career in photography. I felt this subject will greatly benefit me.”

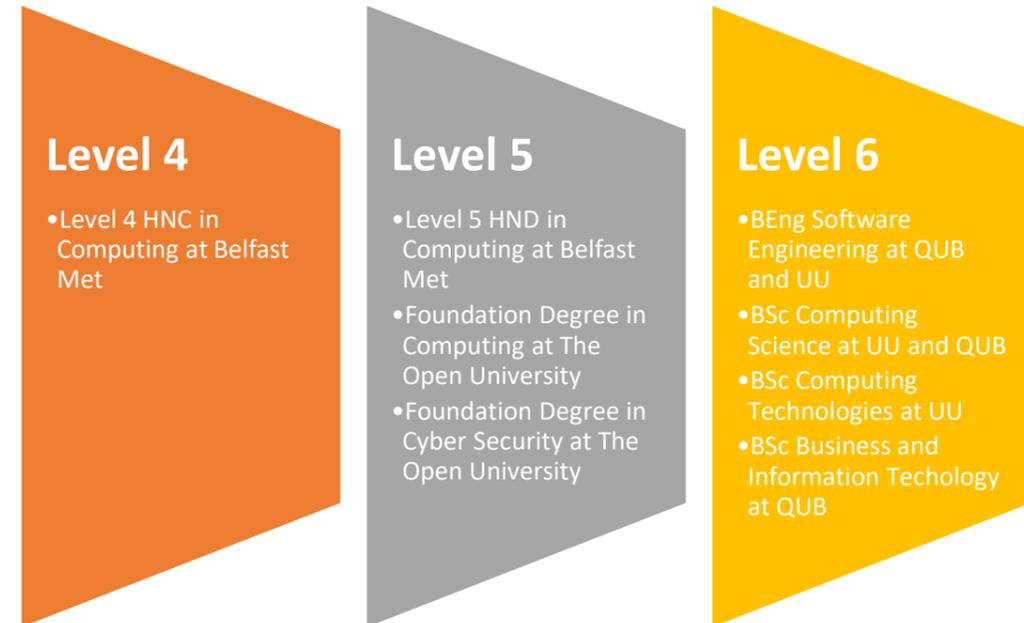
Callum Gaskin, Year 14



# A-Level Digital Technology

DIGITAL TECHNOLOGY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>AS 1: Approaches to Systems Development</b> In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage.	External written examination 1 hour 30 mins Students answer short and extended questions based on Approaches to Systems Development.	50% of AS  20% of A-Level
<b>AS 2: Fundamentals of Digital Technology</b> In this unit, students develop knowledge and understanding of the fundamentals of any system, such as data representation, computer architecture, software and the user interface.	External written examination 1 hour 30 mins Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS  20% of A-Level
<b>A2 1: Information Systems</b> In this unit, students develop knowledge and understanding of information systems. It acts as an extension to Unit AS 2: Fundamentals of Digital Technology, for students progressing from AS level.	External written examination 2 hours 30 mins Students answer short and extended questions based on Information Systems.	40% of A-Level
<b>A2 2: Application Development (Case Study)</b> In this unit, students have the opportunity to become involved in a real-world situation detailed in a case study. They apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client.	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A-Level
<b>ASSESSMENT CRITERIA</b> 80% Examination (3 modules) 20% Coursework (1 module) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade C in English Language and grade B in Digital Technology GCSE		
<b>CAREER PROGRESSION</b> Completing a GCE in Digital Technology from CCEA opens doors to diverse career paths in the digital sector. Graduates can pursue roles such as software developer, cybersecurity specialist, network engineer, or IT project manager. Opportunities also exist in digital marketing, UX/UI design, data analysis, and education. Practical experience and certifications further boost career prospects in this dynamic field.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



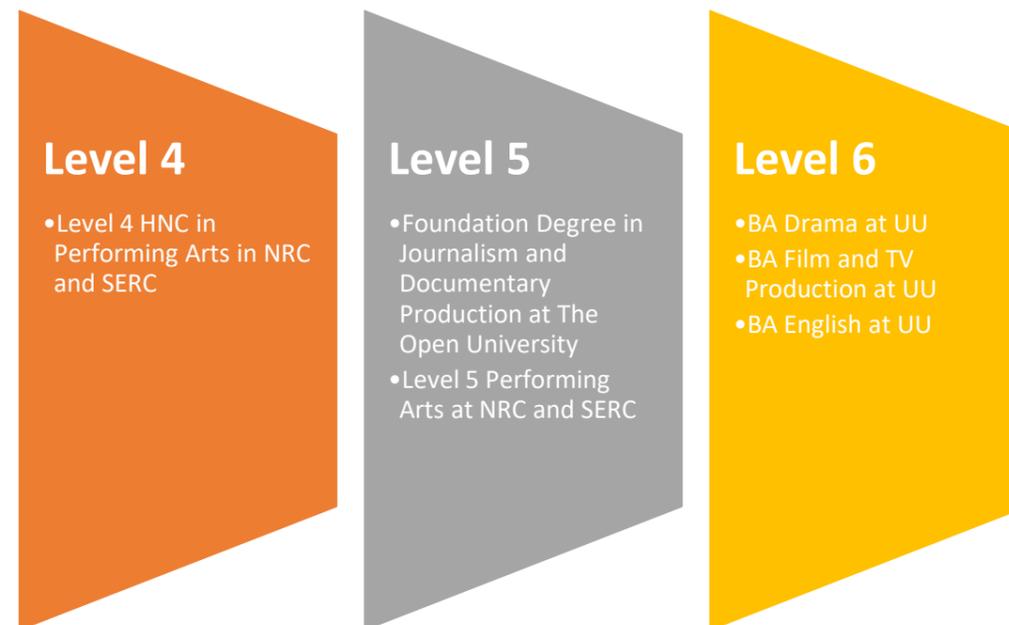
"I chose A-Level Digital Technology because in a world where technology shapes every aspect of our lives. Understanding its language is like having the key to unlocking infinite possibilities. It's not just about coding; it's about shaping the future, innovating, and making a tangible impact on the world around us."

Jino Jaison, Year 14



DRAMA		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
AS 1: Developing Skills and Repertoire A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation	Internally assessed	60% of AS
	Externally moderated	24% of A-Level
AS 2: Planning and Realising a Performing Arts Event Live performance and/or presentation	Externally set pre-release stimulus material	40% of AS
	Externally assessed Supporting document in three sections produced under controlled conditions	16% of A-Level
A2 1: Planning for Employment A record of work, including a written report in three sections, promotional portfolio and evaluation	Internally assessed	60% of A2
	Externally moderated	36% of A-Level
A2 2: Performing to a Commission Brief 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.  Live performance and/or presentation	Externally set pre-release stimulus material	40% of A2
	Externally assessed	24% of A-Level
<b>ASSESSMENT CRITERIA</b> 60% Coursework (2 modules) 40% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> At least grade C in GCSE English. Whilst GCSE Drama is not a prerequisite, it is an advantage to have studied it.		
<b>CAREER PROGRESSION</b> Higher level education, including university.		

## Sample Progressive Pathway

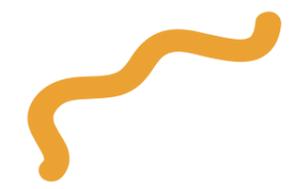


## MEET ONE OF OUR YEAR 14s



“I always enjoyed drama in KS3 and loved to be involved in the school shows the whole way through school I- and even in primary school. I knew that there was a correlation between liking a subject and doing well within that subject, so it was an obvious subject choice for me. So far I am really enjoying it and ideally I would love my future career plan to include the performing arts.”

Ciaran McGreevy, Year 14



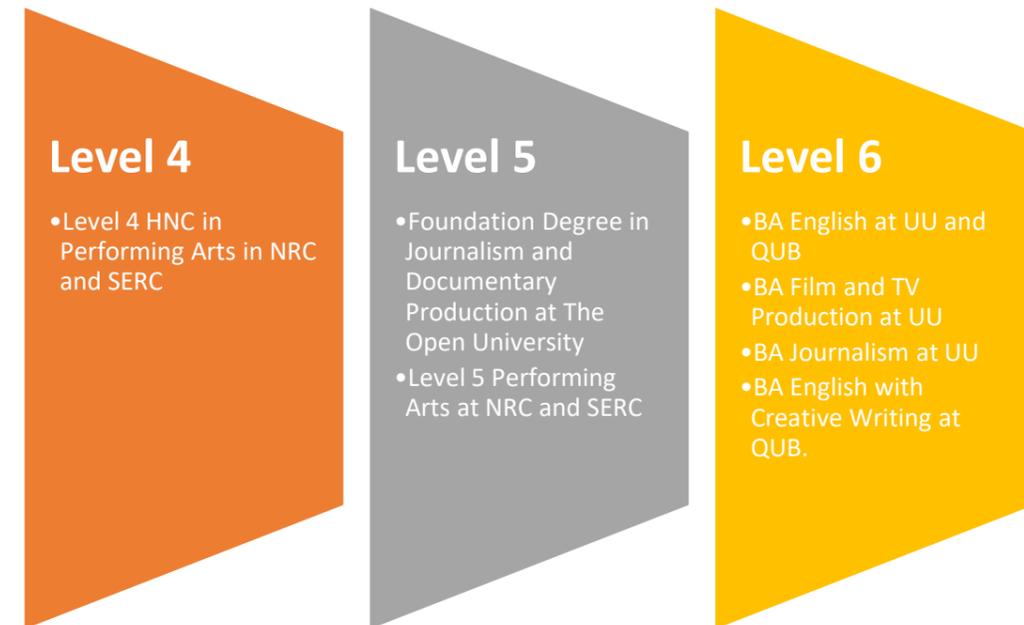
ENGLISH LANGUAGE		
AWARDING BODY: WJEC		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS:</b> <i>Language concepts and issues</i> <b>Section A</b> Analysis of spoken language <b>Section B</b> Language issues	Written Paper – 2 hrs	30% of Qualification
<b>UNIT 2 AS:</b> <i>Language and identity</i>	Non exam assessment 2500–3000-word language investigation based on the study and related research of a topic related to language and identity.	20% of Qualification
<b>UNIT 3 A2:</b> <i>Creative and critical use of language</i>	Written paper – 1 hour and 45 minutes	20% of Qualification
<b>UNIT 4 A2:</b> <i>Language change over time</i> <b>Section A</b> Language change over time <b>Section B</b> English in the twenty first century	Written Paper – 2 hrs 15 minutes	30% of Qualification
<b>ASSESSMENT CRITERIA</b> 20% Coursework (1 module) 80% Examination (3 modules) AS weighting 50% of total marks A2 weighting 50% of total marks.		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in English Language (including both papers in the external exam)		
<b>CAREER PROGRESSION</b> This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such law, journalism, media and communications, the creative industries. It could lead to work as a: reporter, researcher, academic librarian, advertising copywriter, arts administrator, education consultant, information officer, marketing executive, media researcher, school teacher, private tutor, public relations officer, records manager and social media manager. This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries.		

## Sample Progressive Pathway



ENGLISH LITERATURE		
AWARDING BODY: WJEC		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS:</b> The Study of Prose (pre-1900) and Drama	Written Paper – 2 hrs	20% of Qualification
<b>UNIT 2 AS:</b> The study of Poetry (Comparison of two post-1900 poets)	Written Paper – 2 hrs	20% of Qualification
<b>UNIT 3 A2:</b> The study of Poetry (pre-1900) and Unseen Poetry	Written Paper – 2 hrs	20% of Qualification
<b>UNIT 4 A2:</b> A2 4: The study of Shakespeare (one play from prescribed list)	Written Paper – 2 hrs	20% of Qualification
<b>UNIT 5 A2:</b> Coursework unit based on the reading of two prose texts one pre-2000 and one post-2000	One 2500 – 3500 word assignment	20% of Qualification
<b>ASSESSMENT CRITERIA</b> 20% Coursework (1 module) 80% Examination (3 modules) AS weighting 40% of total marks A2 weighting 60% of total marks.		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in English Language (including both papers in the external exam)		
<b>CAREER PROGRESSION</b> This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such law, journalism, media and communications, the creative industries. It could lead to work as a: reporter, researcher, academic librarian, advertising copywriter, arts administrator, education consultant, information officer, marketing executive, media researcher, school teacher, private tutor, public relations officer, records manager, social media manager. This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



“I chose English Literature as we have an amazing English department, amazing teachers and an engaging course. This was made apparent to me when picking my subjects for A-Level. There is nothing more fun than digging into the nature, meaning, content and historical input of words and art built from the grounds of existing authors, poets and everything in between.”

Charlie McCrea, Year 14

GOVERNMENT & POLITICS		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit AS1: The Government and Politics of Northern Ireland</b> The Northern Ireland Assembly The Executive Committee The Northern Ireland political parties	Written examination-1 hour 15 minutes	40% of AS 16% of A-Level
<b>UNIT 2 AS2: Unit AS2: The British Political Press</b> Section A- Parliament and Executive Section B- The British Judiciary Section C- Pressure groups in the UK	Written examination-1 hour 45 minutes	60% of AS 24% of A-Level
<b>UNIT 3 A21: Option B: Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom.</b> The government and politics of the Republic of Ireland- the legislative branch. Comparative government.	Written paper – 2 hours 15 minutes	35% of A-Level
<b>UNIT 4 A22: Option A: Political Power</b> Section A: The factors involved in the exercise of political power. Section B: Theories of political power	Written paper – 1 hour 30 minutes	25% of A-Level
<b>ASSESSMENT CRITERIA</b> 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in English Language and either a grade B in History or Religious Studies.		
<b>CAREER PROGRESSION</b> GCE Government and Politics could be your first step towards an exciting, interesting and dynamic career. This GCE Government and Politics course provides you with a solid foundation to progress to further study, training or employment in fields such as a government social research officer, policy officer, politician’s assistant, public affairs consultant, public relations account executive and a social researcher. GCE Government and Politics can also help with careers in business, human resources, marketing and public relations.		

## Sample Progressive Pathway

### Level 6

- BA Politics at QUB and UU
- BA International Relations and Politics at QUB
- LLB Law at QUB and Ulster
- BA Philosophy and Politics at QUB
- Politics, Philosophy and Economics at QUB
- BA Liberal Arts at QUB and SMUCB
- BA Politics and International Studies at UU
- BSc Sociology with Politics and International Studies

## MEET ONE OF OUR YEAR 14s



“I chose Politics because I am interested in it and participate in politics outside of school. I also picked this subject because I like to understand how the world works. I knew that I could do well in Politics as I did well in History last year. Lastly, I knew that Mr McCashin teaches Politics and I enjoy his teaching style.”

Michael McQuillan, Year 14

# A-Level History

HISTORY		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit AS1: Historical investigations and interpretations. Option 5: Germany 1919-1945</b> The Weimar Republic 1919-1929. The decline of the Weimar Republic 1929-33 and the rise of the Nazis. Developments in Nazi Germany. The impact of the war on Nazi Germany and the occupied territories in Eastern Europe, 1939-45.	Written Paper – 1 hour 30 minutes	50% of AS 20% of A-Level
<b>UNIT 2 AS2: Unit AS2: Historical conflict and change. Option 5: Russia 1914-41</b> The Revolutions of February and October 1917 Lenin's Russia, 1917-24 Stalin's rise to power and dictatorship, 1924-41 The Economy, 1924-41	Written Paper – 1 hour 30 minutes	50% of AS 20% of A-Level
<b>UNIT 3 A21: Change Over Time. Option 5: Clash of Ideologies in Europe 1900-2000</b> Russia and Europe, 1900-17 Revolutionary Russia and opposition from western governments, 1917-33 The struggle for survival, 1933-45 Co-operation and coexistence, 1956-79 Soviet aggression, decline and collapse.	Written paper – 1 hour	20% of A-Level
<b>UNIT 4 A22: Historical Investigations and Interpretations.</b> <b>Option 5: Partition of Ireland, 1900-1995</b> The crisis over the Third Home Rule Bill up to September 1914 Political developments, 1914-18 Political developments, 1919-23 Northern Ireland, 1921-25	Written paper – 2 hour 30 minutes	40% of A-Level
<b>ASSESSMENT CRITERIA</b> 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in English Language and GCSE History.		
<b>CAREER PROGRESSION</b> GCE History could be your first step towards an exciting, interesting and dynamic career. This GCE History course provides you with a solid foundation to progress to further study, training or employment in fields such as a librarian, journalist, editor, teacher, writer, lawyer, politician, architect and work in the travel and tourism industry. You can also go into jobs such as museum/gallery curating, historical research, heritage work, conservation and anthropology.		

## Sample Progressive Pathway

### Level 6

- BA History at QUB and UU
- BA International Relations and Politics at QUB
- LLB Law at QUB and Ulster
- BA Philosophy and Politics at QUB
- Politics, Philosophy and Economics at QUB
- BA Liberal Arts at QUB and SMUCB
- BA Politics and International Studies at UU
- BSc Sociology with Politics and International Studies

## MEET ONE OF OUR YEAR 14s



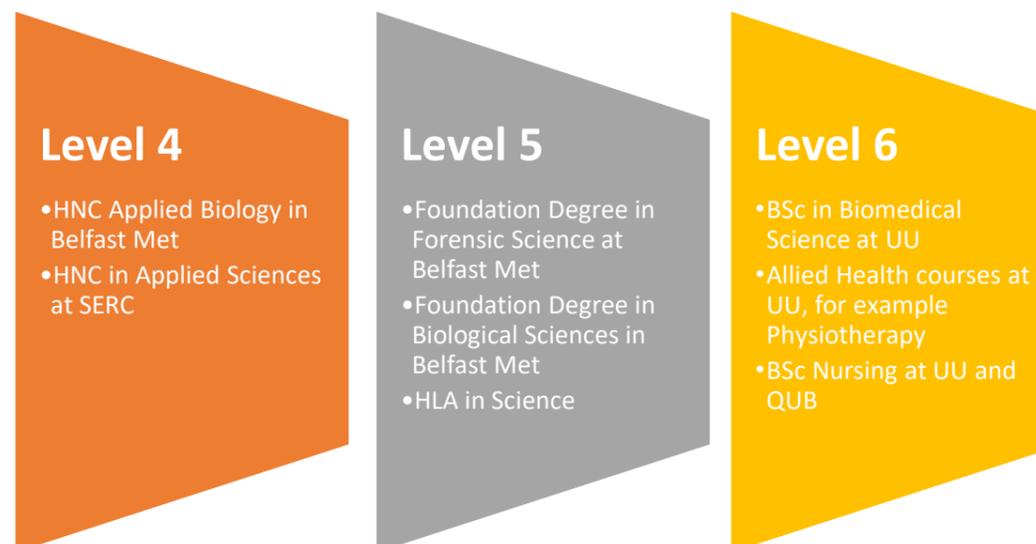
"I chose A-Level History as it's one of my favourite classes and one I have the most interest in. I do find amazing the information we get to learn and with the teacher helping us it's all fascinating to learn. The teacher gives 100 percent in making sure everyone understands what's being taught and I would one hundred percent encourage anyone to consider picking this subject for A-Level. However, it will take a lot of work to maintain a good grade and you need to put a lot of effort into the class but it is amazing to learn all about the past."

Adam Lynch, Year 14

# A-Level Life and Health Science

LIFE AND HEALTH SCIENCE – single award		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS: EXPERIMENTAL TECHNIQUES</b> You will carry out and produce a portfolio of 12 practical's across the 3 Science disciplines of chemistry, Biology and Physics	Internal Assessment (coursework)	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A-Level
<b>UNIT 2 AS: HUMAN BODY SYSTEMS</b> You will learn about the body system including the respiratory and circulatory system.	Written paper – 1 hour 30 minutes	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A-Level
<b>UNIT 3 AS: ASPECTS OF PHYSICAL CHEMISTRY IN INDUSTRIAL PROCESSES</b> You will extend your knowledge on chemical processes using in chemical processing plants.	Written paper – 1 hour 30 minutes	33 $\frac{1}{3}$ % of AS 13 $\frac{1}{3}$ % of A-Level
<b>UNIT 1 A2: SCIENTIFIC METHOD, INVESTIGATION, ANALYSIS AND EVALUATION.</b> You will compete a portfolio of evidence on a scientific investigation.	Internal Assessment (coursework)	20% of A-Level
<b>UNIT 2 A2: ORGANIC CHEMISTRY</b> You will develop your understanding of organic chemistry	Written paper – 1 hour 45 minutes	20% of A-Level
<b>UNIT 3 A2: LIGHT AND SOUND</b> You will develop your understanding of light and sound	Written paper – 1 hour 45 minutes	20% of A-Level
<b>ASSESSMENT CRITERIA</b> 33% Coursework (2 modules) 66% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in Single Award Science or grades C*C in Double Award Science.		
<b>CAREER PROGRESSION</b> The Single Award GCE in Life and Health Sciences can support and develop the full range of scientific skills and knowledge necessary for employment in the Life and Health Science. Life and health science related industries make up over 25% of Northern Ireland's total economic output ranging from pharmaceutical companies to the National Health Service. The GCE can complement other GCEs studied to allow progression to further and higher education.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



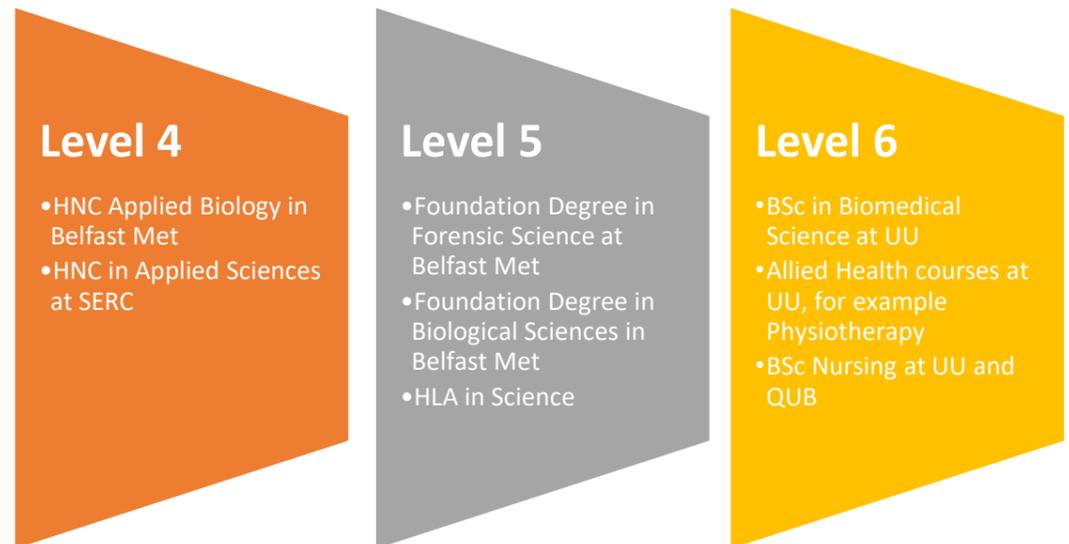
"I chose Life and Health Science because of multiple reasons. One of the reasons was because the career path I have chosen is based around science. I picked Life and Health Science, because I enjoy learning science and the way it is taught to me by both my teachers Mr Monteith and Mr McAllister. They really keep me engaged even though I might find something hard about a certain topic. I know I can always ask for help from my teachers and I am given a lot of support. The way the subject is taught is hard but enjoyable because I like to overcome challenges, hence why I also picked science. I knew what I was in for, and I still chose it - I am glad I did."

Darrel Munorawa, Year 14

# A-Level Life and Health Science

A LEVEL DOUBLE AWARD LIFE AND HEALTH SCIENCE		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>Unit 1 AS:</b> EXPERIMENTAL TECHNIQUES	Internal Assessment (coursework)	16.67% of AS 6.67% of A Level
<b>UNIT 2 AS:</b> HUMAN BODY SYSTEMS	Written paper – 1 hour 30 minutes	16.67% of AS 6.67% of A Level
<b>UNIT 3 AS:</b> ASPECTS OF PHYSICAL CHEMISTRY IN INDUSTRIAL PROCESSES	Written paper – 1 hour 30 minutes	16.67% of AS 6.67% of A Level
<b>UNIT 4 AS:</b> BRAIN SCIENCE	Internal Assessment (coursework)	16.66% of AS 6.67% of A Level
<b>UNIT 5 AS:</b> MATERIAL SCIENCE	Written paper – 1 hour 30 minutes	16.67% of AS 6.67% of A Level
<b>UNIT 6 AS:</b> MEDICINE, DRUGS AND CLINICAL TRIALS	Internal Assessment (coursework)	16.67% of AS 6.67% of A Level
<b>UNIT 1 A2:</b> SCIENTIFIC METHOD, INVESTIGATION, ANALYSIS AND EVALUATION.	Internal Assessment (coursework)	10% of A Level
<b>UNIT 2 A2:</b> ORGANIC CHEMISTRY	Written paper – 1 hour 45 minutes	10% of A Level
<b>UNIT 3 A2:</b> MEDICAL PHYSICS	Written paper – 1 hour 45 minutes	10% of A Level
<b>UNIT 4 A2:</b> LIGHT AND SOUND	Written paper – 1 hour 45 minutes	10% of A Level
<b>UNIT 5 A2:</b> <b>UNIT 6A2:</b>	2 Optional Internal Assessment (coursework) Options include: Microbiology, Analytical Chemistry Techniques and Enabling Technology	10% of A Level
<b>ASSESSMENT CRITERIA</b> 50% Coursework (6 modules) 50% Examination (6 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade B in Single Award or C*C* in Double Award Science		
<b>CAREER PROGRESSION</b> The Double Award GCE in Life and Health Sciences can support and develop the full range of scientific skills and knowledge necessary for employment in the Life and Health Science. Life and health science related industries make up over 25% of Northern Ireland's total economic output ranging from pharmaceutical companies to the National Health Service. The GCE can complement other GCE's studied to allow progression to further and higher education including progression to Biomedical Sciences and Physiotherapy.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



"I chose Life and Health Science because of multiple reasons. One of the reasons was because the career path I have chosen is based around science. I picked Life and Health Science, because I enjoy learning science and the way it is taught to me by both my teachers Mr Monteith and Mr McAllister. They really keep me engaged even though I might find something hard about a certain topic. I know I can always ask for help from my teachers and I am given a lot of support. The way the subject is taught is hard but enjoyable because I like to overcome challenges, hence why I also picked science. I knew what I was in for, and I still chose it - I am glad I did."

Darrel Munorawa, Year 14

# A-Level Mathematics

MATHEMATICS		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>AS 1: Pure Mathematics</b> 100 marks Pure Maths topics include algebra, graphs, calculus and trigonometry.	Written Paper – 1 hour 45 minutes Students answer all questions.	60% of AS 24% of A-Level
<b>AS 2: Applied Mathematics</b> 70 marks Applied topics cover areas of <ul style="list-style-type: none"> <li>Mechanics (modelling the physics of the world around us) – 50% weighting.</li> <li>Statistics (collecting and analysing data and using this to make predictions about future events) – 50% weighting.</li> </ul>	Written Paper - 1 hour 15 minutes Students answer all questions.	40% of AS 16% of A-Level
<b>A2 1: Pure Mathematics</b> 150 marks	Written Paper - 2 hours 30 minutes Students answer all questions.	36% of A-Level
<b>A2 2: Applied Mathematics</b> 100 marks	Written Paper - 1 hour 30 minutes Students answer all questions.	24% of A-Level
<b>ASSESSMENT CRITERIA</b> AS weighting 40% of total marks A2 weighting 60% of total marks (60% Pure Maths and 40% Applied Maths weighting overall)		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade A in GCSE Grade A in Mathematics, achieved through completing Modules M3/4 & M8.		
<b>CAREER PROGRESSION</b> A-Level Mathematics is essential or desirable for a wide range of degree courses including engineering, accountancy, computing, software development, social sciences and business. Further careers information can be found at <a href="http://www.mathscareers.org.uk/article/who-employs-mathematicians/">http://www.mathscareers.org.uk/article/who-employs-mathematicians/</a> In some cases, a qualification in Mathematics will reduce the grades required for entry to a degree course in a related subject. Any student applying to study a degree in a STEM subject should also consider taking A-Level Mathematics.		

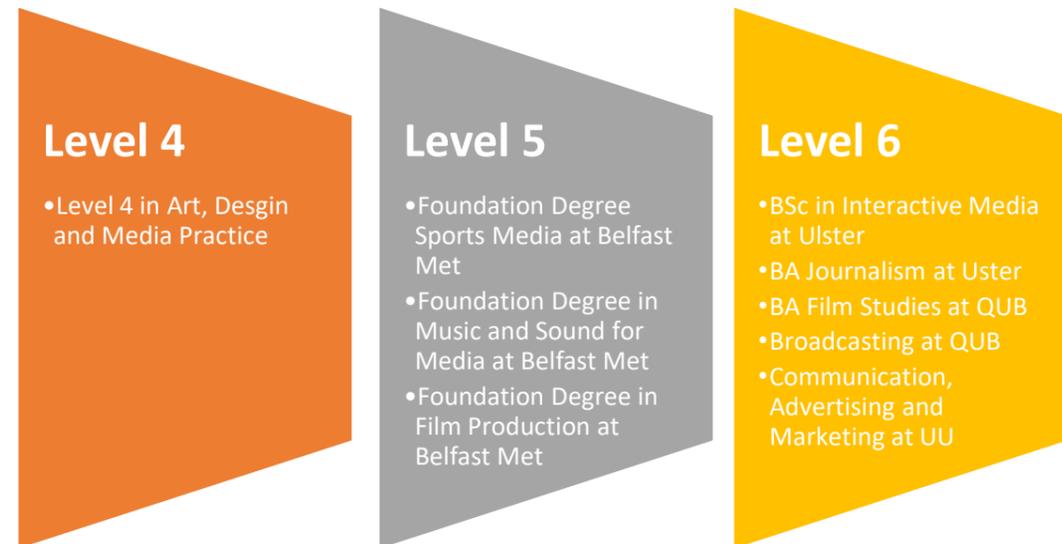
## Sample Progressive Pathway



Hamza Shalabi, Year 14

MEDIA STUDIES		
AWARDING BODY: WJEC		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>AS Unit 1: Investigating the Media</b> Section A: Selling Images – Advertising and Music Video Section B: News in the Online Age Section C: Film Industries – from Wales to Hollywood	Written Paper – 2 hrs 30 minutes	24 % of A-Level
<b>AS Unit 2: Creating a Media Production</b> A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts	Internal Assessment (coursework)	16% of A-Level
<b>A2 Unit 3: Media in the Global Age</b> Section A: Television in the Global Age Section B: Magazines – Changing Section C: Media in the Digital Age – Video Games	Written paper – 2 hrs 30 minutes	36% of A-Level
<b>A2 Unit 4: Creating a Cross-Media Production</b> A cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC and applying knowledge and understanding of key concepts and digital convergence	Internal Assessment (coursework)	24% of A-Level
<b>ASSESSMENT CRITERIA</b> 60% Examination (2 modules) 40% Coursework (2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved at least a grade C in English Language		
<b>CAREER PROGRESSION</b> This specification provides a suitable foundation for the study of Media Studies or a related area through a range of higher education courses, progression to the next Level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as journalism, media and communications and the creative industries.		

## Sample Progressive Pathway



## MEET ONE OF OUR YEAR 14s



“I chose Media Studies as it is a subject that has always fascinated me and helps me keep up to date with latest developments, by learning about the news industry. Media Studies has also helped me academically as I feel it has improved my writing structure and language techniques. I have also learned new skills in graphic design at a high level. Studying Media Studies has opened up opportunities for me as a career path as I can use these skills to pursue a career in media.”

Ryan Smith Macklin, Year 14

# OCN IT

\*This is not a suitable course for anyone with University aspirations\*

## LEVEL 3 DIPLOMA IN INFORMATION TECHNOLOGY APPLICATIONS

AWARDING BODY: OCN NI  
COURSE OUTLINE

Year 13

Module / Unit Description	Assessment Method	Weighting (52 Credits)
Database Software	Internal Assessment (Coursework)	6 credits
IT Communication Fundamentals	Internal Assessment (Coursework)	2 credits
Presentation Software	Internal Assessment (Coursework)	6 credits
Specialist Software	Internal Assessment (Coursework)	4 credits
Spreadsheet Software	Internal Assessment (Coursework)	4 credits
Using Email	Internal Assessment (Coursework)	3 credits
Using the Internet	Internal Assessment (Coursework)	5 credits
Website Software	Internal Assessment (Coursework)	8 credits
Word Processing Software	Internal Assessment (Coursework)	6 credits
Mobile Application Development	Internal Assessment (Coursework)	8 credits
Using Social Media to Market Promote Events	Internal Assessment (Coursework)	4 credits
Computer Networks	Internal Assessment (Coursework)	8 credits
Desktop Publishing Software	Internal Assessment (Coursework)	5 credits
Imaging Software	Internal Assessment (Coursework)	5 credits

### ASSESSMENT CRITERIA

100% Coursework

*All units are assessed internally. Learner work will be moderated externally at the end of the year.*

### ENTRY REQUIREMENTS

*A grade C in English Language and Maths*

### CAREER PROGRESSION

The qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

## Sample Progressive Pathway

### Level 4

- Level 4 HNC in Computing at Belfast Met

### Level 5

- Level 5 HND in Computing at Belfast Met
- Foundation Degree in Computing at The Open University
- Foundation Degree in Cyber Security at The Open University



# A-Level Religious Studies

RELIGIOUS STUDIES		
AWARDING BODY: CCEA		
COURSE OUTLINE		
Module / Unit Description	Assessment Method and Duration	Weighting (%)
<b>AS 1:</b> <b>An Introduction to the Gospel of Luke</b>  Students explore the contents of the Gospel of Luke; how/why it was written, religious and political background, and key events in Jesus' life.	1 hour 20-minute external written examination	50% of AS and 20% of A-Level
<b>AS 7:</b> <b>Foundations of Ethics with special reference to Issues in Medical Ethics</b>  Students explore Deontological approaches to moral decision making, life & death issues and developments in Bioethics.	1 hour 20-minute external written examination	50% of AS and 20% of A-Level
<b>A2 1: Themes in the Synoptic Gospel</b>  Students explore and critically analyse the synoptic tradition, the person of Jesus and the Passion, Death and Resurrection Narratives.	2-hour external examination	30% of A-Level
<b>A2 7: Global Ethics</b>  Students explore Moral Theology, Global Rights and Global Issues.	2-hour external examination	30% of A-Level
<b>ASSESSMENT CRITERIA</b> 40% Examination (2 modules)  AS weighting 40% of total marks A2 weighting 60% of total marks.		
<b>ENTRY REQUIREMENTS</b> Pupils must have achieved a grade B or higher in GCSE Religious Studies.		
<b>CAREER PROGRESSION</b> This GCE course provides you with a solid foundation to progress to further study, training or employment in fields such as teaching, social work, law and youth work.		

## Sample Progressive Pathway

### Level 6

- BA Liberal Arts with RE in SMUCB
- BEd RE at SMUCB
- BA International Relations and Politics at QUB
- LLB Law at QUB and UU
- BA Philosophy and Politics at QUB
- Politics, Philosophy and Economics at QUB
- BA Liberal Arts at QUB and SMUCB
- BA Politics and International Studies at UU
- BSc Sociology with Politics and International Studies
- BSc Social Work in QUB, UU and Belfast Met
- MA Liberal Arts in QUB

## MEET ONE OF OUR YEAR 14s



"Having enjoyed RE at GCSE, RE grants me skills for the future, such as critical thinking. Also, RE is a subject which has always interested me, learning about biblical and ethical issues today. Exploring case studies relevant to modern day for AO2 answers has also furthered my interest. Finally, the teachers in RE are amazing, both helping and providing the class with constant feedback. I would recommend choosing RE A-Level.

Sean O'Toole, Year 14

# A-Level/BTEC Selection Advice

As you embark on your A-Level/Level 3 journey, the Careers Department encourages a thoughtful and strategic approach to selecting your subjects. Consider the following checklist:

- \*\*Interests and Passions\*\*:** Reflect on subjects that genuinely intrigue you and align with your interests. Choosing subjects you enjoy can lead to greater motivation and success.
- \*\*Career Aspirations\*\*:** Explore how your chosen subjects relate to your future career goals. Research the academic requirements and desired skills for your desired career paths.
- \*\*Strengths and Abilities\*\*:** Assess your strengths and abilities in various subjects. Opt for subjects where you feel confident and capable of achieving your potential.
- \*\*Balance and Diversity\*\*:** Aim for a balanced combination of subjects to keep your options open. Consider selecting a mix of humanities, sciences, and arts to broaden your skill set and perspective.
- \*\*University Requirements\*\*:** Investigate the A-Level subject requirements of universities and courses you may be interested in. Ensure your subject choices meet the entry criteria of your desired institutions.
- \*\*Coursework/Exam Ratio\*\*:** If you are better at exams than coursework (or vice versa) choose subjects that suit your learning style.
- \*\*Labour Market Information\*\*:** Review the Skills Barometer Document and the LMI from your Careers lessons to ensure you are fully aware of the prospects in the career area you wish to enter. In particular, look at where there is a deficit of labour and make career decisions accordingly.
- \*\*Long-Term Planning\*\*:** Think ahead to your long-term academic and career plans. Select subjects that provide a strong foundation for your future endeavours and complement each other effectively.

By carefully considering these factors, you can make informed decisions that pave the way for a fulfilling and successful A-Level experience.

## \*\*Attention Parents and Pupils\*\*

Please be mindful of the BTEC ratio for **Queen's University Belfast (QUB)**, as outlined in the image opposite. Understanding the specific requirements and preferences of institutions like QUB can help guide your subject selection process effectively.

ROI Universities often do not accept BTECs.



## QUB ACCEPTABILITY:

### Acceptable Qualification Combinations\*

A-level 1	A-level 2	A-level 3	<input checked="" type="checkbox"/>
A-level 1	A-level 2	BTEC/OCR equivalent to one A-level (L3)	<input checked="" type="checkbox"/>
A-level 1	BTEC/OCR equivalent to two A-levels (L3)		<input checked="" type="checkbox"/>
BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to two A-levels (L3)		<input checked="" type="checkbox"/>
BTEC/OCR equivalent to three A-levels (L3)			<input checked="" type="checkbox"/>
A-level 1	BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	<input type="checkbox"/>
BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	BTEC/OCR equivalent to one A-level (L3)	<input type="checkbox"/>

