

March 2025

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

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A LETTER FROM OUR PRINCIPAL

March 2025

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.

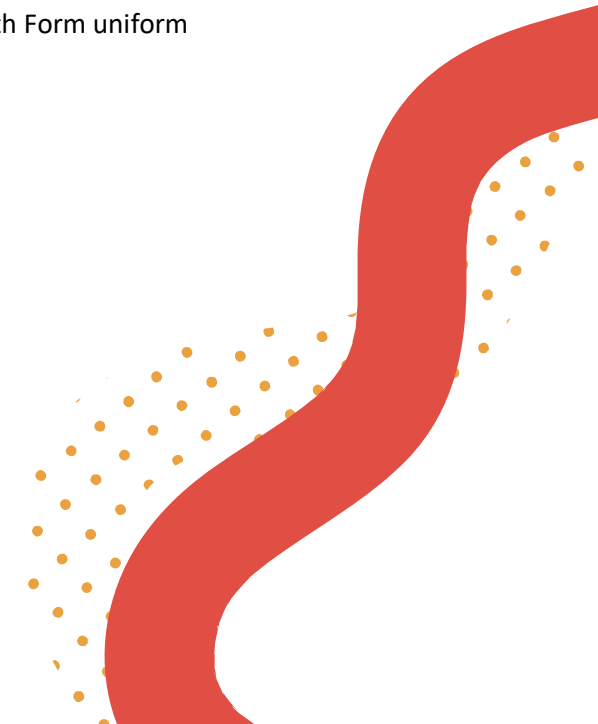
Please give this Prospectus due to consideration and discuss your options with teachers and your parents to ensure that you choose the courses best suited to you.

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.

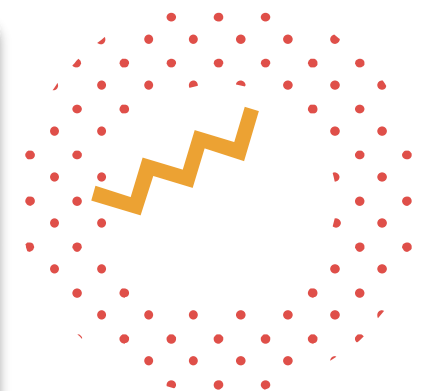
Key Stage 5 provides a transition between being a pupil at school and moving onto College/University or the world of work. We encourage our Key Stage 5 students to improve their personal development skills by getting involved in the life of the school. There are many opportunities to 'take the lead' 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"> At least 5 GCSEs graded A*-C, including English or Maths. Subject specific criteria as outlined on page 9. |
| Attendance | <ul style="list-style-type: none"> Above 92%¹ (unless there are extenuating circumstances). |
| Punctuality | <ul style="list-style-type: none"> Excellent punctuality (above 90%) |
| Behaviour | <ul style="list-style-type: none"> 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. |
| Work Ethic | <ul style="list-style-type: none"> Work Ethic: Excellent, organised, committed to 3 hours evening study. Successful engagement in KS4 Interventions Programme (if applicable). Have participated in a Year 12 Work Placement. |
| Involvement in School Life | <ul style="list-style-type: none"> Organise and participate in a relevant Year 13 work experience placement. <ul style="list-style-type: none"> Evidence of a suitable placement must be provided on application to Sixth Form. Attendance at School Prize Night. Available to help at School Open Night. |
| Career Pathway | <ul style="list-style-type: none"> University (Degree, Foundation Degree, Higher National Diploma, Higher Level Apprenticeships) |

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.



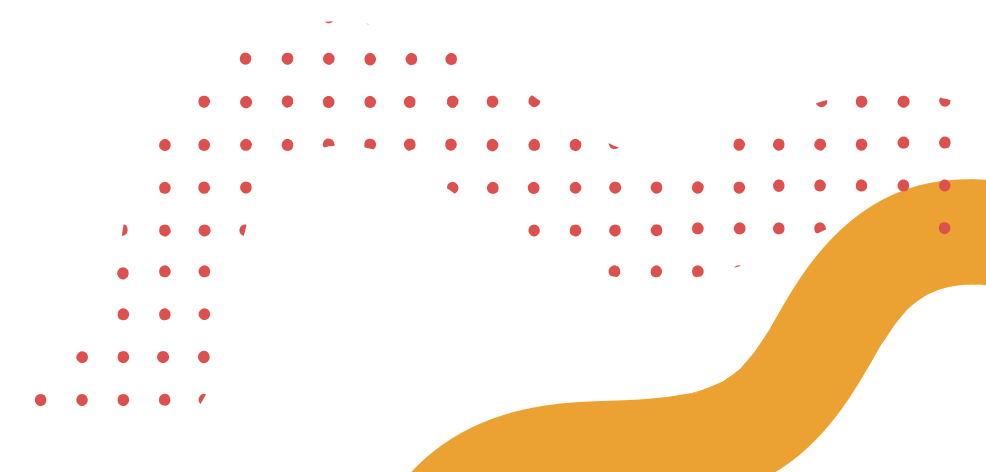
Post-16 Red Pathway

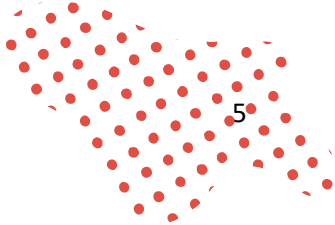
All students following this pathway are expected to study **three** subjects at level 3. One of these must be OCN qualification.

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

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. |
| BTEC Business | Grade C in English and Maths; preferably either grade C in GCSE Business Studies or Distinction in Cambridge Level 2 Business Studies (year 13 qualification). |
| 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. |

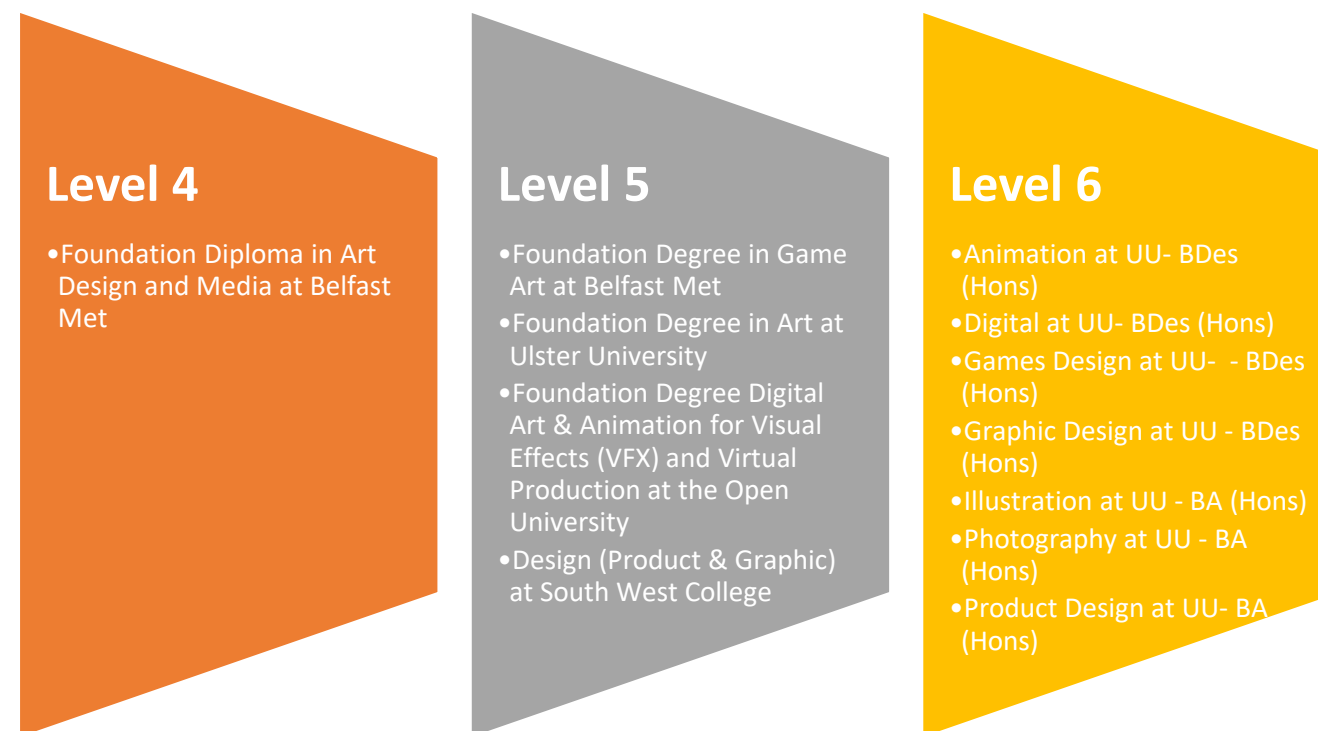
*Subject to demand. Provision may be supplemented by St. Genevieve's, depending on demand.

| 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

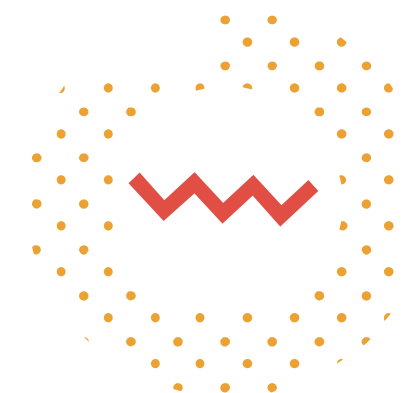
| ART AND DESIGN | | |
|---|--|-----------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| AS 1: Experimental Portfolio | Students develop, explore and record ideas. | 50% of AS |
| | Teachers assess students' work and CCEA moderate the marks. | 20% of A-Level |
| A2 1: Personal and Critical Investigation | Written and practical work inform each other and are integrated but are marked separately. | 60% of A2 |
| | <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 | 36% of A-Level |
| A2 2: Thematic Outcome | Students present an outcome in response to the theme. Students bring this to completion during a 15-hour controlled test. Teachers assess students' work, and CCEA moderate their marks. | 40% of A2 24% of A-Level |
| SPECIALISM CHOICES | | |
| <ul style="list-style-type: none"> - Art, Craft and Design – Combined Studies - Photography and Lens-Based Media - Three-dimensional Design - Textiles | | |
| ENTRY REQUIREMENTS | | |
| Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language. | | |
| CAREER PROGRESSION | | |
| 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



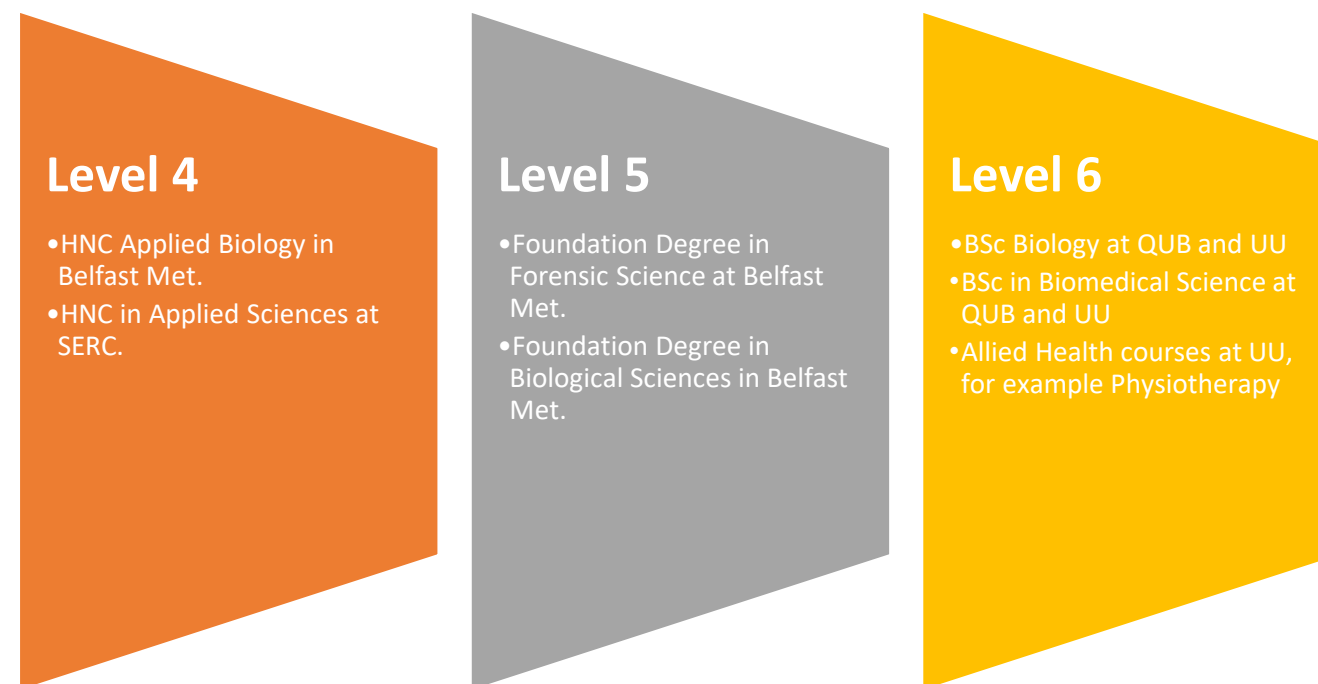
"I see art as a way of expressing my own individual ideas and thoughts as I'd love to work as a tattoo artist. I'm never without a pencil or marker as I'm constantly sketching. A-Level art offers me an opportunity to 'Fine Tune' my skills and prepare me for the world of work."

Daniel Fitzsimmons, Year 14



| BIOLOGY | | |
|--|--|------------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit 1 AS: MOLECULES AND CELLS | Written examination - 1 hour 30 minutes | 37½% of AS 15% of A-Level |
| UNIT 2 AS: ORGANISMS AND BIODIVERSITY | Written examination - 1 hour 30 minutes | 37½% of AS 15% of A-Level |
| UNIT 3 AS: PRACTICAL SKILLS IN AS BIOLOGY | Internal Practical assessment and Written examination - 1 hour | 25% of AS 10% of A-Level |
| UNIT 1 A2: PHYSIOLOGY, CO-ORDINATION AND CONTROL, AND ECOSYSTEMS | Written examination – 2 hours 15 minutes | 24% of A-Level |
| UNIT 2 A2: BIOCHEMISTRY, GENETICS AND EVOLUTIONARY TRENDS | Written examination – 2 hours 15 minutes | 24% of A-Level |
| UNIT 3 A2: PRACTICAL SKILLS IN BIOLOGY | Internal Practical assessment and Written examination- 1 hour 15 minutes | 12% of A-Level |
| ASSESSMENT CRITERIA 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 | | |
| ENTRY REQUIREMENTS 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. | | |
| CAREER PROGRESSION 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. | | |
| ENTRY REQUIREMENTS 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. | | |
| CAREER PROGRESSION 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 13s



“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.”

Darrel Munorowa, Year 13

| BTEC LEVEL 3 EXTENDED CERTIFICATE IN BUSINESS STUDIES | | |
|---|---------------------|-----|
| AWARDING BODY: Pearson | | |
| COURSE OUTLINE | | |
| Year 13 | | |
| Module / Unit Description | Assessment Method | GLH |
| Unit 1 Exploring Business In this unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. | Internal Assessment | 90 |
| Unit 2 Developing a Marketing Campaign Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training, or higher education. Synoptic Assessment: Part A is released two weeks before Part B is scheduled for learners to carry out research. Learners will take Part B in a supervised assessment in a single three-hour session timetabled by Pearson. | Synoptic Assessment | 90 |
| Year 14 | | |
| Module / Unit Description | Assessment Method | GLH |
| Unit 3 Personal and Business Finance Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse, and prepare financial information. External Assessment set by Pearson (2-hour paper worth 80 Marks) | External Assessment | 120 |
| Unit 27 Work Experience in Business Learners study the benefits of work experience in business. They reflect on their practical workplace skills by completing forty hours of appropriate work experience. *Unit subject to change | Internal Assessment | 60 |
| ASSESSMENT CRITERIA 42% Internal Assessment 58% External Assessment | | |
| ENTRY REQUIREMENTS A grade C in GCSE English, Maths and Business Studies (prior study is not essential). Distinction at Year 12 OCR level 2 Business qualification. | | |
| CAREER PROGRESSION This qualification gives the opportunity to enter employment or to progress to higher education. The BTEC qualifications in Business provide a route to employment into the many diverse areas of business. These could include roles in specialist areas such as management, marketing, finance, customer service or human resources in large organisations etc. | | |

Sample Progressive Pathways



MEET ONE OF OUR YEAR 14s



“BTEC 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. BTEC 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.”

Brendan Downey Year 14

| BTEC CONSTRUCTION AND THE BUILT ENVIRONMENT | | |
|---|--|-------------------------|
| AWARDING BODY: Pearson | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit 1- Core Principles (Year 13) Construction Core Principles A. Construction materials B. Solving practical construction problems C. Human comfort | Written Paper (1 Hour 30min) | 33.3% of overall grade. |
| Unit 5 - Health & Safety in Construction (Year 13) <u>Three-part Assignment:</u> 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. | Internal Assessment (Coursework) | 16.7% of overall grade. |
| Unit 2 - Construction Design (Year 14) 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. | External Assessment (Synoptic) The supervised assessment is 12 hours in a two-week period timetabled by Pearson. Written submission of evidence | 33.3% of overall grade. |
| Unit 4 - Construction Technology (Year 14) <u>Four-part Assignment:</u> 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. | Internal Assessment (Coursework) | 16.7% of overall grade |
| ASSESSMENT CRITERIA 67% Examination (2 Units) 33% Coursework (2 Units) | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a Grade B in GCSE Mathematics and have an interest in construction and/or technology. | | |
| CAREER PROGRESSION 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. | | |



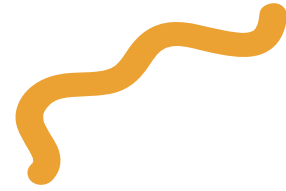
MEET ONE OF OUR YEAR 14s



"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."

Kenzie Smyth, Year 14

BTEC Engineering



| BTEC ENGINEERING | | |
|--|---|----------------------|
| AWARDING BODY: Pearson | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit 2 (Year 13): Delivery of Engineering Process Safely as a Team 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 |
| Unit 3 (Year 14): Engineering Product Design and Manufacture 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 |
| Unit 9 (Year 14): Work Experience in the Engineering Sector | External Work Experience Visit and Written Report | 25 % of BTEC |
| ASSESSMENT CRITERIA 50% Examination (2 module) 50% Coursework and work experience report (2 modules) | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a Grade B in GCSE Mathematics Higher Tier and have an interest in engineering. Preference may be given to students with GCSE Technology and Design. | | |
| CAREER PROGRESSION Any career in engineering or manufacturing. University degrees or higher-level apprenticeships. | | |

Sample Progressive Pathway



MEET ONE OF OUR YEAR 14s



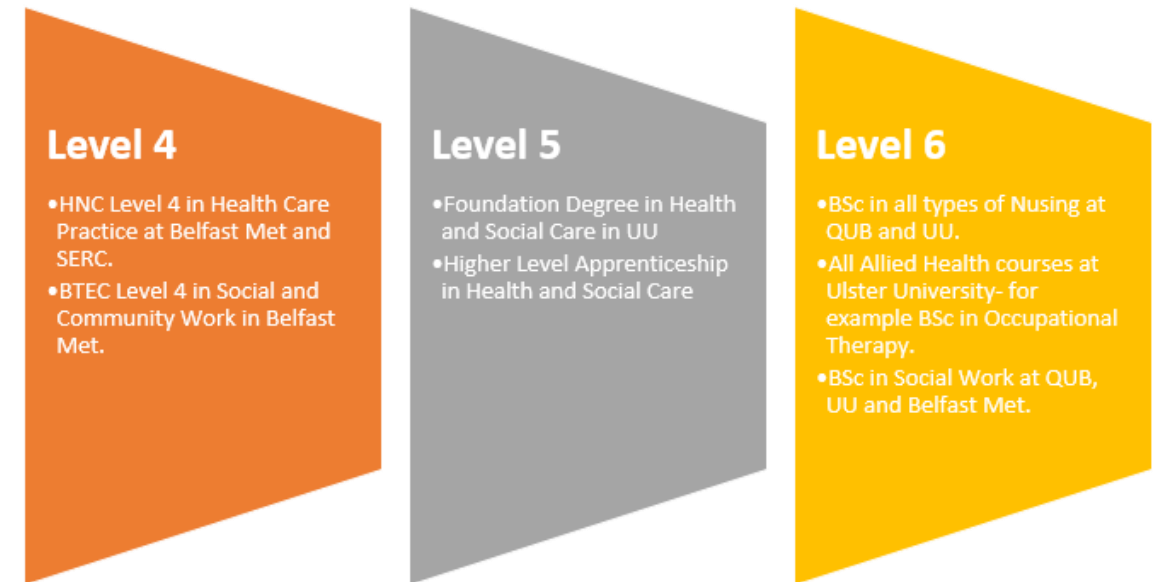
"I chose BTEC Engineering as I am mathematically minded, and I enjoy problem solving. My long-term career goal is to either do Computer Science or Computer Engineering. As such, I chose BTEC Engineering to complement my other subjects. I was also attracted to the Work Experience unit, which will allow me to get hands on practical experience of the sector."

Adam Mulligan, Year 14



Sample Progressive Pathway

| BTEC Health AND SOCIAL CARE | | |
|--|--|----------------------|
| AWARDING BODY: Pearson | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Mandatory Unit Unit 1: HUMAN LIFESPAN DEVELOPMENT 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 |
| Mandatory Unit UNIT 2: WORKING IN HEALTH & SOCIAL CARE 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 |
| Mandatory Unit UNIT 5: MEETING INDIVIDUAL CARE & SUPPORT NEEDS 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 |
| Optional Unit UNIT 12: SUPPORTING INDIVIDUALS WITH ADDITIONAL NEEDS 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 |
| ASSESSMENT CRITERIA 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. | | |
| ENTRY REQUIREMENTS 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 | | |
| CAREER PROGRESSION 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. | | |

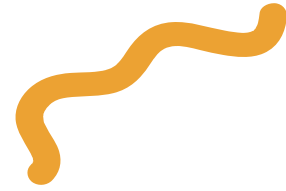


MEET ONE OF OUR YEAR 14s



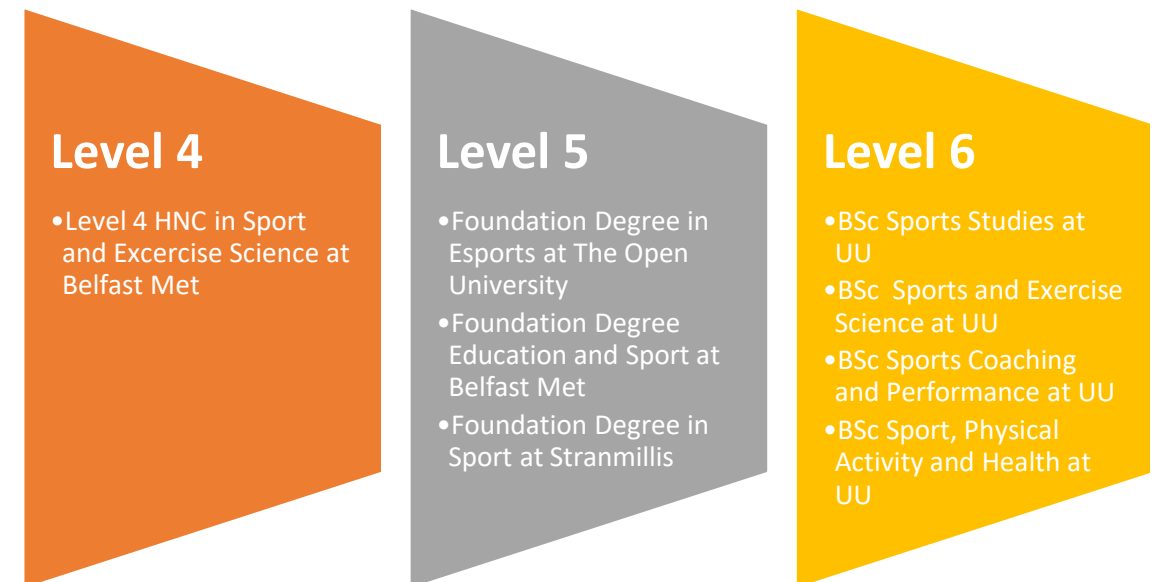
“The reason I picked health and social care is because I have a big interest in how people develop, especially emotionally and intellectually. I’m also considering getting into healthcare in the future and this subject was one that would teach me topics that I’m not only interested in but topics that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

Matthew Reid, Year 14



| BTEC SPORT (SINGLE AWARD) | | |
|---|---|---------------|
| AWARDING BODY: Pearson | | |
| COURSE OUTLINE | | |
| Year 13 | | |
| Module / Unit Description | Assessment Method | Weighting (%) |
| <p>Unit 1 Anatomy & Physiology 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>Unit 3 Professional Development in the Sports Industry 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>Unit 2 Fitness Training and Programming for Sport, Health and Well-Being 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>Unit 4 Sports Leadership 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>ASSESSMENT CRITERIA 60% Coursework 40% External Assessment (examinations)</p> | | |
| <p>ENTRY REQUIREMENTS 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>CAREER PROGRESSION 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 (%) |
| Unit 1: The World of Travel and Tourism 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% |
| Unit 2: Global Destinations 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 Part A – travel and tourism scenario will be supplied for independent research purposes Part B – Supervised written assessment based on Part A | 21% |
| Unit 3 The Principles of Marketing in Travel and Tourism 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% |
| Unit 9: Visitor Attractions 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% |
| ENTRY REQUIREMENTS GCSE English grade C or above. | | |
| CAREER PROGRESSION 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



“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.”

Christopher Rodgers

A-Level Chemistry

| CHEMISTRY | | |
|--|--|-----------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit 1 AS: 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 |
| UNIT 2 AS: 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 |
| UNIT 3 AS: 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 |
| UNIT 1 A2: 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 |
| UNIT 2 A2: 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 |
| UNIT 3 A2: 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 |
| ASSESSMENT CRITERIA 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 | | |
| ENTRY REQUIREMENTS 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. | | |
| CAREER PROGRESSION 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



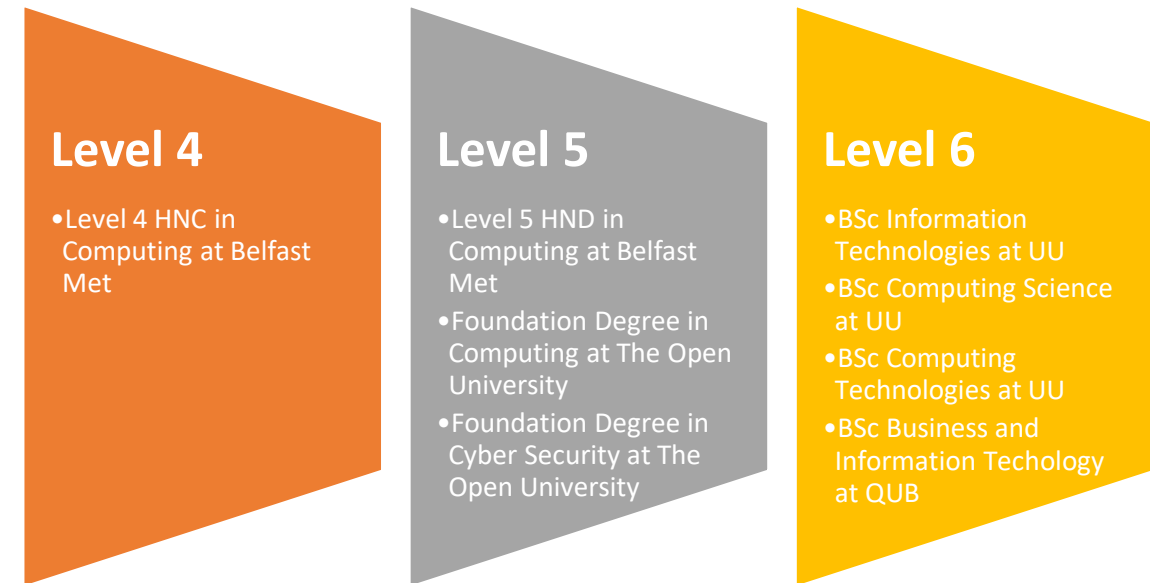
MEET ONE OF OUR YEAR 14s



“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 (%) |
| Communication And Employability Skills For It 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% |
| Information Systems 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% |
| Database design 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% |
| Digital Graphics 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% |
| Computer Game Platforms And Technologies 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% |
| Spreadsheet Modelling 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% |
| ASSESSMENT CRITERIA 100% Coursework (6 modules) | | |
| ENTRY REQUIREMENTS 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. | | |
| 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



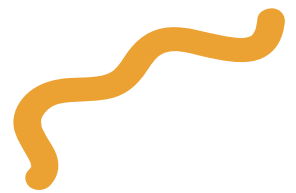
MEET ONE OF OUR YEAR 14s



"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."

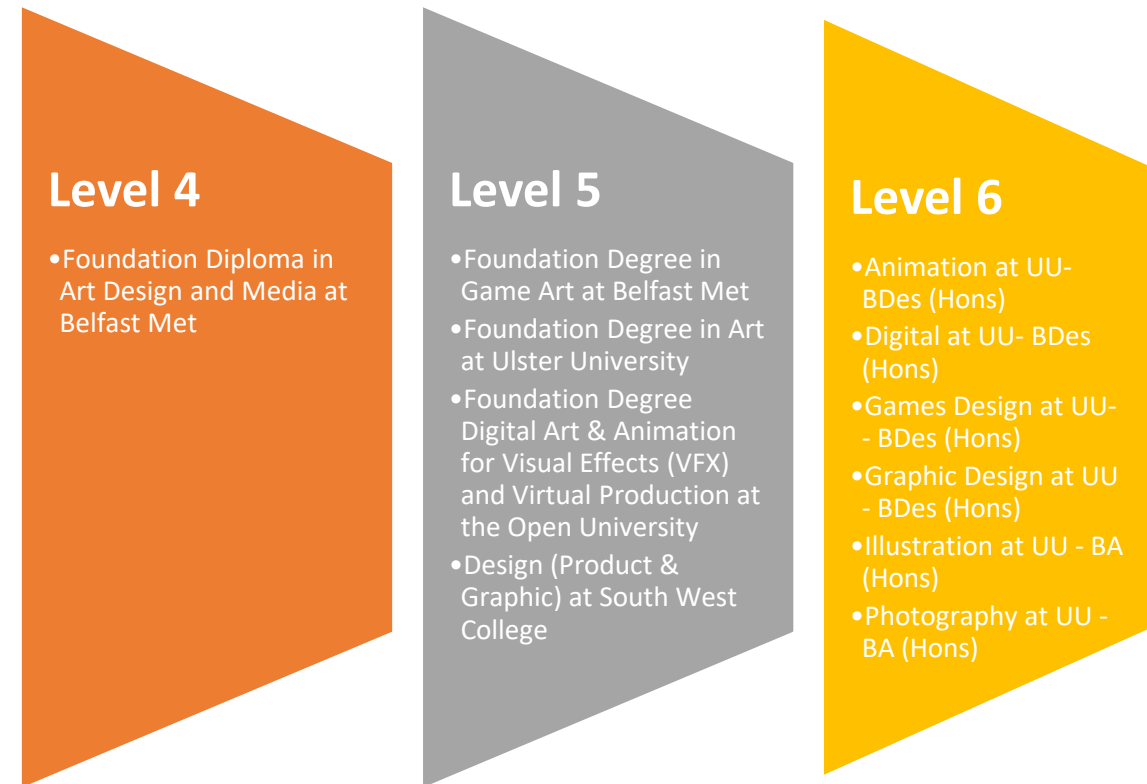
Sean Counihan, Year 14

Ahmed Elfaki, Year 13



| PHOTOGRAPHY – Art & Design | | |
|---|---|---------------|
| AWARDING BODY: OCR Cambridge Technical Level 3 | | |
| COURSE OUTLINE | | |
| <p>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.</p> <p>Year 1 Technical Certificate - Students must complete 3 Photography Units of work (1 of which is compulsory) 180 GLH.</p> <p>Year 2 Introductory Diploma - Students must complete 3 Photography Units of work 180 GLH.</p> | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| <p>Compulsory</p> <p>Unit 1 – Art and Design in Context</p> <p>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.</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>Unit 20 – Exploring Digital Photography</p> <p>By completing this unit, the learners will understand the operating controls of a digital camera to produce alternative photographic outcomes</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>Unit 22 - Portrait Photography</p> <p>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</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>Unit 25 – Landscape photography</p> <p>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.</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>Unit 24 – Digital Image Creation</p> <p>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.</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>Unit 30 – Using Digital Technology in Graphic Design</p> <p>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.</p> | <p>Students develop, explore and record ideas resulting a in Final Photographic Outcome</p> <p>Teachers assess students’ work and OCR moderate the marks, when requested to do so by the teacher.</p> <p>60 GLH</p> | 16.6% |
| <p>SPECIALISM CHOICES</p> <p>Photography and Lens-Based Media</p> | | |
| <p>ENTRY REQUIREMENTS</p> <p>Pupils must have achieved at least a grade B in GCSE Art and at least a grade C in English Language.</p> | | |
| <p>CAREER PROGRESSION</p> <p>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.</p> | | |

Sample Progressive Pathway



MEET ONE OF OUR YEAR 14s



“In Year 12, my hobbies included taking photographs at car 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 a I go. I am hoping to pursue a career in photography and in particular, motor sport photography. I felt this subject will greatly benefit me.”

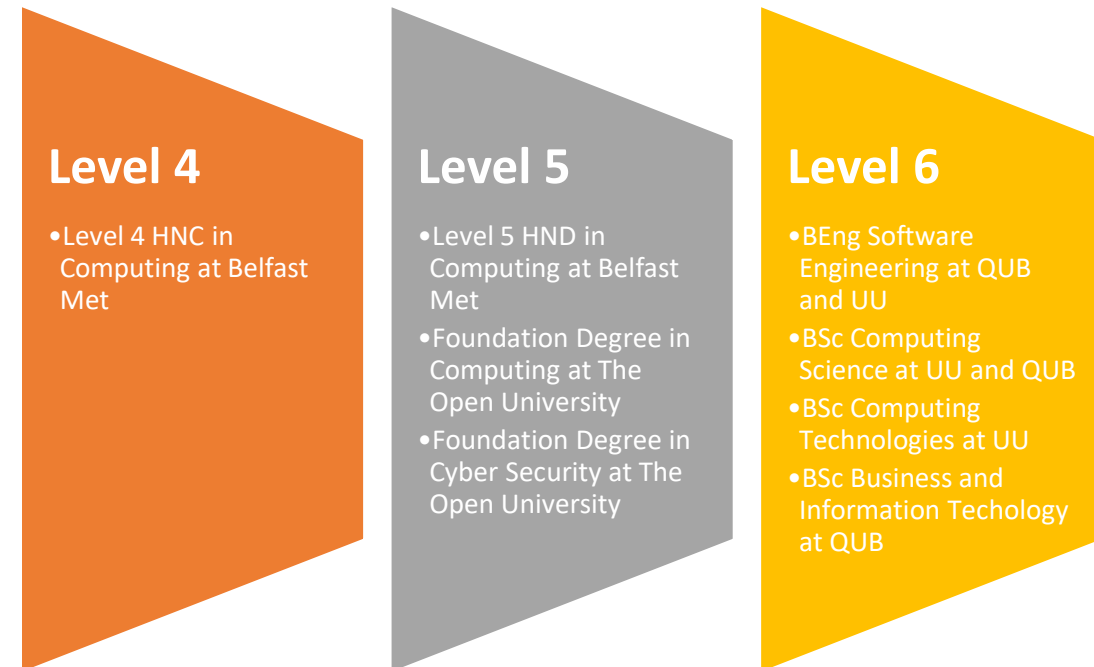
Conor Harden, Year 14



A-Level Digital Technology

| DIGITAL TECHNOLOGY | | |
|---|---|---------------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| AS 1: Approaches to Systems Development 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 |
| AS 2: Fundamentals of Digital Technology 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 |
| A2 1: Information Systems 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 |
| A2 2: Application Development (Case Study) 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 |
| ASSESSMENT CRITERIA 80% Examination (3 modules) 20% Coursework (1 module) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade C in English Language and grade B in Digital Technology GCSE | | |
| CAREER PROGRESSION 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



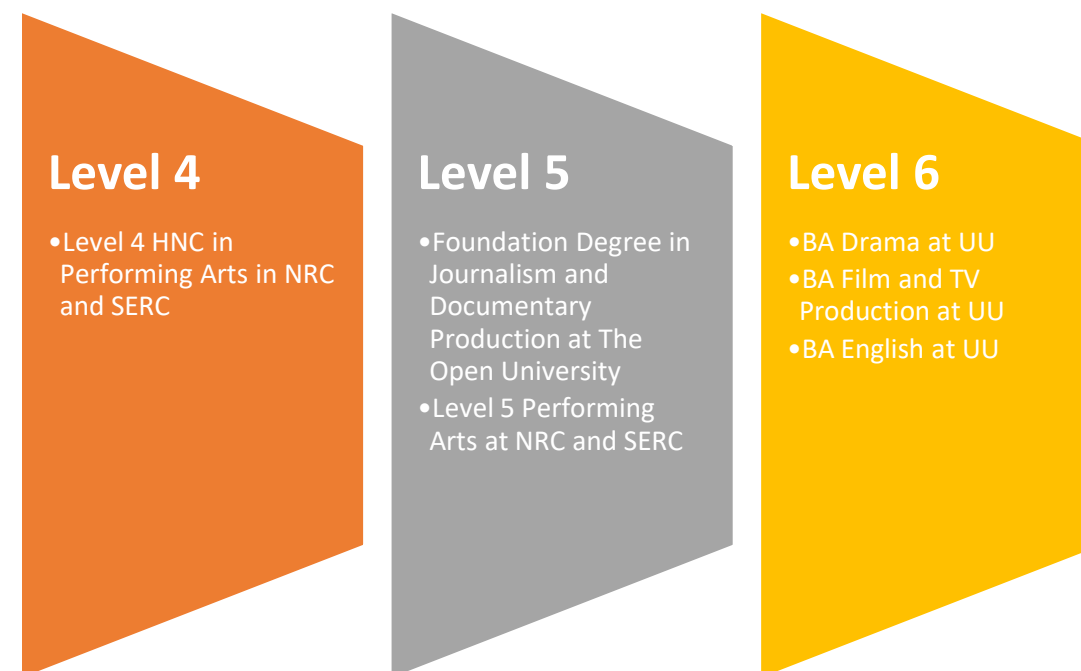
"I chose A-Level Digital Technology because in a world where technology shapes every aspect of our lives. Understanding its language is like having the key to unlocking infinite possibilities. It's not just about coding; it's about shaping the future, innovating, and making a tangible impact on the world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

Justin Gaizauskis, 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 |
| ASSESSMENT CRITERIA 60% Coursework (2 modules) 40% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS At least grade C in GCSE English. Whilst GCSE Drama is not a prerequisite, it is an advantage to have studied it. | | |
| CAREER PROGRESSION Higher level education, including university. | | |

Sample Progressive Pathway

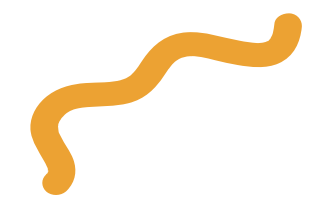


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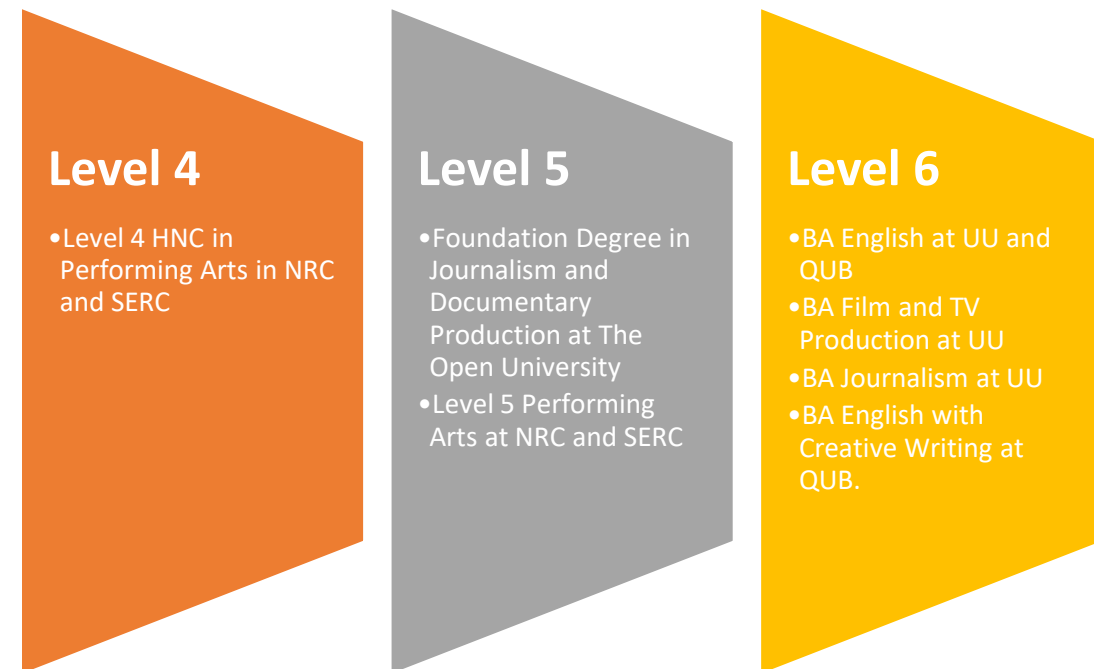
"I always enjoyed drama in KS3 and loved to be involved in the school shows the whole way through school I- and even in primary school. I knew that there was a correlation between liking a subject and doing well within that subject, so it was an obvious subject choice for me. So far I am really enjoying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

Dylan Armstrong, Year 14



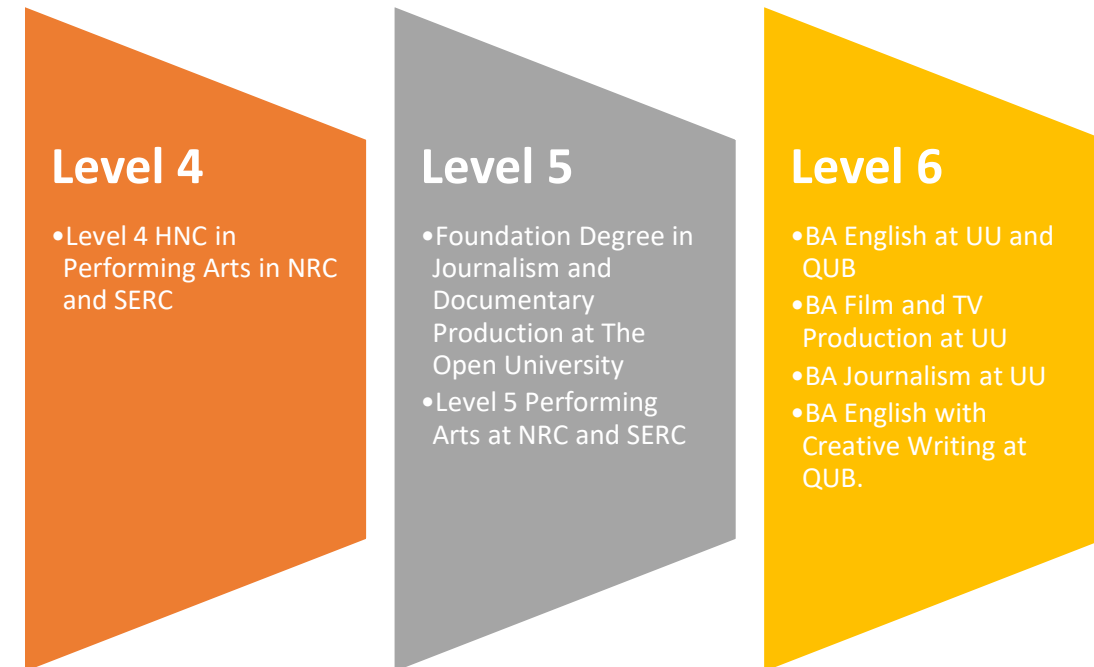
| ENGLISH LANGUAGE | | |
|---|---|----------------------|
| AWARDING BODY: WJEC | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit 1 AS: <i>Language concepts and issues</i> Section A Analysis of spoken language Section B Language issues | Written Paper – 2 hrs | 30% of Qualification |
| UNIT 2 AS: <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 |
| UNIT 3 A2: <i>Creative and critical use of language</i> | Written paper – 1 hour and 45 minutes | 20% of Qualification |
| UNIT 4 A2: <i>Language change over time</i> Section A Language change over time Section B English in the twenty first century | Written Paper – 2 hrs 15 minutes | 30% of Qualification |
| ASSESSMENT CRITERIA 20% Coursework (1 module) 80% Examination (3 modules) AS weighting 50% of total marks A2 weighting 50% of total marks. | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language (including both papers in the external exam) | | |
| CAREER PROGRESSION 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 (%) |
| Unit 1 AS: The Study of Prose (pre-1900) and Drama | Written Paper – 2 hrs | 20% of Qualification |
| UNIT 2 AS: The study of Poetry (Comparison of two post-1900 poets) | Written Paper – 2 hrs | 20% of Qualification |
| UNIT 3 A2: The study of Poetry (pre-1900) and Unseen Poetry | Written Paper – 2 hrs | 20% of Qualification |
| UNIT 4 A2: A2 4: The study of Shakespeare (one play from prescribed list) | Written Paper – 2 hrs | 20% of Qualification |
| UNIT 5 A2: 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 |
| ASSESSMENT CRITERIA 20% Coursework (1 module) 80% Examination (3 modules) AS weighting 40% of total marks A2 weighting 60% of total marks. | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language (including both papers in the external exam) | | |
| CAREER PROGRESSION 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



“It is not just a language!

I chose English Literature as we have an amazing English department, amazing teachers and an electric 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.”

Daire Gallagher, Year 14

| GOVERNMENT & POLITICS | | |
|--|---------------------------------------|-----------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| Unit AS1: The Government and Politics of Northern Ireland 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 |
| UNIT 2 AS2: Unit AS2: The British Political Press 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 |
| UNIT 3 A21: Option B: Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom. The government and politics of the Republic of Ireland- the legislative branch. Comparative government. | Written paper – 2 hours 15 minutes | 35% of A-Level |
| UNIT 4 A22: Option A: Political Power 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 |
| ASSESSMENT CRITERIA 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language and either a grade B in History or Religious Studies. | | |
| CAREER PROGRESSION 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 (%) |
| Unit AS1: Historical investigations and interpretations. Option 5: Germany 1919-1945 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 |
| UNIT 2 AS2: Unit AS2: Historical conflict and change. Option 5: Russia 1914-41 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 |
| UNIT 3 A21: Change Over Time. Option 5: Clash of Ideologies in Europe 1900-2000 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 |
| UNIT 4 A22: Historical Investigations and Interpretations. Option 5: Partition of Ireland, 1900-1995 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 |
| ASSESSMENT CRITERIA 40% Examination (2 AS modules) 60% Examination (2 A2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in English Language and GCSE History. | | |
| CAREER PROGRESSION 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



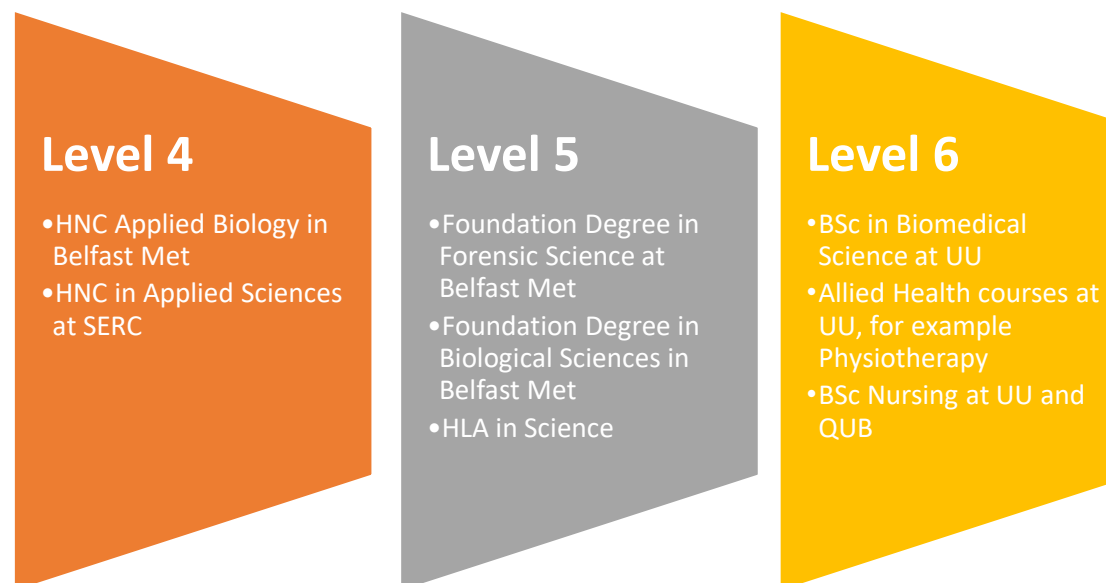
"I chose A-Level History as it's one of my favourite classes and one I have the most interest in. I do find amazing the information we get to learn and with the teacher helping us it's all fascinating to learn. The teacher gives 100 percent in making sure everyone understands what's being taught and 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 (%) |
| Unit 1 AS: EXPERIMENTAL TECHNIQUES 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 |
| UNIT 2 AS: HUMAN BODY SYSTEMS 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 |
| UNIT 3 AS: ASPECTS OF PHYSICAL CHEMISTRY IN INDUSTRIAL PROCESSES 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 |
| UNIT 1 A2: SCIENTIFIC METHOD, INVESTIGATION, ANALYSIS AND EVALUATION. You will compete a portfolio of evidence on a scientific investigation. | Internal Assessment (coursework) | 20% of A-Level |
| UNIT 2 A2: ORGANIC CHEMISTRY You will develop your understanding of organic chemistry | Written paper – 1 hour 45 minutes | 20% of A-Level |
| UNIT 3 A2: LIGHT AND SOUND You will develop your understanding of light and sound | Written paper – 1 hour 45 minutes | 20% of A-Level |
| ASSESSMENT CRITERIA 33% Coursework (2 modules) 66% Examination (4 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in Single Award Science or grades C*C in Double Award Science. | | |
| CAREER PROGRESSION 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, mainly physics. However, because I picked Single Award Science for GCSE it has hindered how far I can go. Though, this will help me in further life for other purposes. I also picked Life and Health Science, because I enjoy learning science and the way it is taught to me by both my teachers Mrs Byrne 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."

Jim Kelly, 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 (%) |
| Unit 1 AS: EXPERIMENTAL TECHNIQUES | Internal Assessment (coursework) | 16.67% of AS 6.67% of A Level |
| UNIT 2 AS: HUMAN BODY SYSTEMS | Written paper – 1 hour 30 minutes | 16.67% of AS 6.67% of A Level |
| UNIT 3 AS: ASPECTS OF PHYSICAL CHEMISTRY IN INDUSTRIAL PROCESSES | Written paper – 1 hour 30 minutes | 16.67% of AS 6.67% of A Level |
| UNIT 4 AS: BRAIN SCIENCE | Internal Assessment (coursework) | 16.66% of AS 6.67% of A Level |
| UNIT 5 AS: MATERIAL SCIENCE | Written paper – 1 hour 30 minutes | 16.67% of AS 6.67% of A Level |
| UNIT 6 AS: MEDICINE, DRUGS AND CLINICAL TRIALS | Internal Assessment (coursework) | 16.67% of AS 6.67% of A Level |
| UNIT 1 A2: SCIENTIFIC METHOD, INVESTIGATION, ANALYSIS AND EVALUATION. | Internal Assessment (coursework) | 10% of A Level |
| UNIT 2 A2: ORGANIC CHEMISTRY | Written paper – 1 hour 45 minutes | 10% of A Level |
| UNIT 3 A2: MEDICAL PHYSICS | Written paper – 1 hour 45 minutes | 10% of A Level |
| UNIT 4 A2: LIGHT AND SOUND | Written paper – 1 hour 45 minutes | 10% of A Level |
| UNIT 5 A2: UNIT 6A2: | 2 Optional Internal Assessment (coursework) Options include: Microbiology, Analytical Chemistry Techniques and Enabling Technology | 10% of A Level |
| ASSESSMENT CRITERIA 50% Coursework (6 modules) 50% Examination (6 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade B in Single Award or C*C* in Double Award Science | | |
| CAREER PROGRESSION 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

Level 4

- HNC Applied Biology in Belfast Met
- HNC in Applied Sciences at SERC

Level 5

- Foundation Degree in Forensic Science at Belfast Met
- Foundation Degree in Biological Sciences in Belfast Met
- HLA in Science

Level 6

- BSc in Biomedical Science at UU
- Allied Health courses at UU, for example Physiotherapy
- BSc Nursing at UU and QUB

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, mainly physics. However, because I picked Single Award Science for GCSE it has hindered how far I can go. Though, this will help me in further life for other purposes. I also picked Life and Health Science, because I enjoy learning science and the way it is taught to me by both my teachers Mrs Byrne 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."

Jim Kelly, Year 14

A-Level Mathematics

| MATHEMATICS | | |
|---|--|-----------------------------|
| AWARDING BODY: CCEA | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| AS 1: Pure Mathematics 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 |
| AS 2: Applied Mathematics 70 marks Applied topics cover areas of <ul style="list-style-type: none"> Mechanics (modelling the physics of the world around us) – 50% weighting. Statistics (collecting and analysing data and using this to make predictions about future events) – 50% weighting. | Written Paper - 1 hour 15 minutes Students answer all questions. | 40% of AS 16% of A-Level |
| A2 1: Pure Mathematics 150 marks | Written Paper - 2 hours 30 minutes Students answer all questions. | 36% of A-Level |
| A2 2: Applied Mathematics 100 marks | Written Paper - 1 hour 30 minutes Students answer all questions. | 24% of A-Level |
| ASSESSMENT CRITERIA AS weighting 40% of total marks A2 weighting 60% of total marks (60% Pure Maths and 40% Applied Maths weighting overall) | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade A in GCSE Grade A in Mathematics, achieved through completing Modules M3/4 & M8. | | |
| CAREER PROGRESSION 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 http://www.mathscareers.org.uk/article/who-employs-mathematicians/ 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

Level 4

- Level 4 ATI Certificate for Accounting Technicians at Belfast Met
- Higher Level Apprenticeship Accountancy at Belfast Met

Level 5

- Level 5 Computing Software Engineering at Belfast Met
- Foundation Degree Architectural Technology at Belfast Met
- Foundation Degree Mechanical Engineering at Belfast Met
- Game ART/Design and Development at Belfast Met

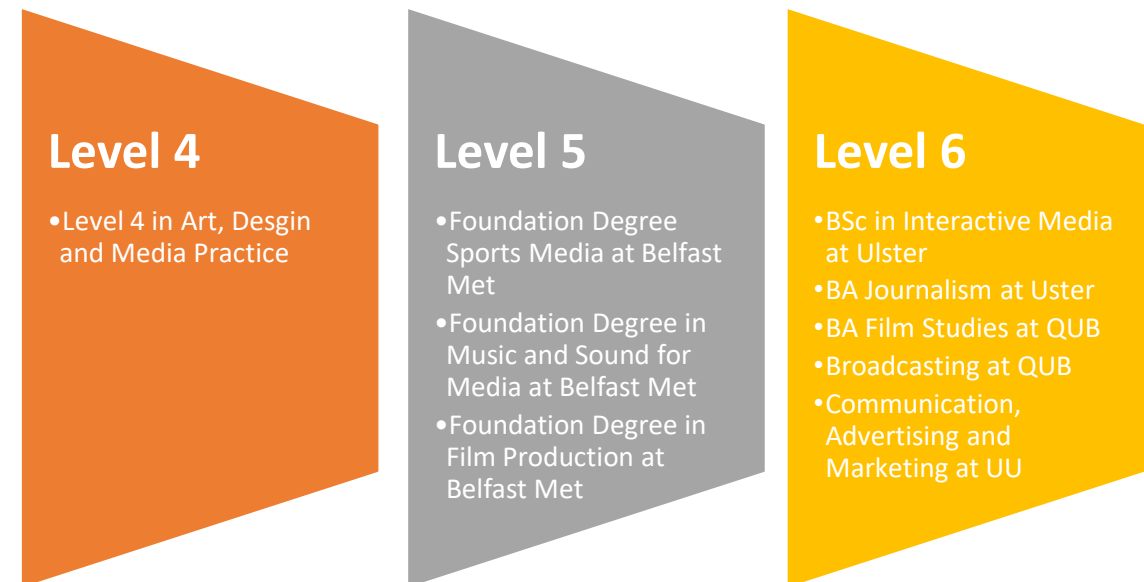
Level 6

- BSC Undergraduate Mathematics (QUB)
- MB Medicine Undergraduate (QUB)
- BSC IN Physics (QUB)
- Mathematics and Statistics & OP Research & QUB
- BSC Economics with Finance



| MEDIA STUDIES | | |
|---|----------------------------------|-----------------|
| AWARDING BODY: WJEC | | |
| COURSE OUTLINE | | |
| Module / Unit Description | Assessment Method and Duration | Weighting (%) |
| AS Unit 1: Investigating the Media 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 |
| AS Unit 2: Creating a Media Production 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 |
| A2 Unit 3: Media in the Global Age 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 |
| A2 Unit 4: Creating a Cross-Media Production 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 |
| ASSESSMENT CRITERIA 60% Examination (2 modules) 40% Coursework (2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks | | |
| ENTRY REQUIREMENTS Pupils must have achieved at least a grade C in English Language | | |
| CAREER PROGRESSION 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 Sports Journalism.”

Ronan Cooley, 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.

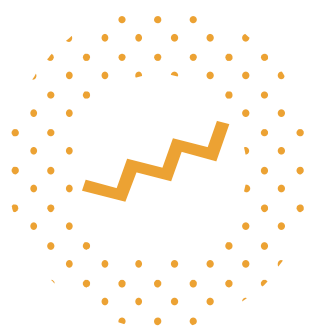
Sample Progressive Pathway

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 (%) |
| AS 1: An Introduction to the Gospel of Luke 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 |
| AS 7: Foundations of Ethics with special reference to Issues in Medical Ethics 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 |
| A2 1: Themes in the Synoptic Gospel 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 |
| A2 7: Global Ethics Students explore Moral Theology, Global Rights and Global Issues. | 2-hour external examination | 30% of A-Level |
| ASSESSMENT CRITERIA 40% Examination (2 modules) AS weighting 40% of total marks A2 weighting 60% of total marks. | | |
| ENTRY REQUIREMENTS Pupils must have achieved a grade B or higher in GCSE Religious Studies. | | |
| CAREER PROGRESSION 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. It complements and supports my other subjects."

Patrick McLaughlin, 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"/> |

