



FRIENDS' SCHOOL LISBURN
SIXTH FORM
CURRICULUM BOOKLET
2025-2027

TABLE OF CONTENTS

History.....	1
Friends' School Values and Aims	2
Pastoral Care	2
The House System.....	3
Prefects	3
Mentors.....	3
The School Council	3 - 4
Personal Development and CEIAG	4
Parental Involvement.....	4
Extra Curricular Activities	4
Sport.....	5
Private Study	5
Sixth Form Curriculum.....	5
Entry to the Sixth Form	5 - 7
Subject Overviews.....	
Art & Design.....	8
Biology	9
Business Studies.....	10
Chemistry.....	11
Economics	12
English Literature	13
Geography	14
Government and Politics	15
Health and Social Care:.....	16
History.....	17
Mathematics	18
Further Mathematics	19
Modern Languages	20
Moving Image Arts:.....	22
Music.....	23
Nutrition and Food Science	24
Physical Education	25
Physics.....	26
Religious Studies	27
Software Systems Development.....	28



Technology & Design	29
Subject Criteria	30
Careers Information Advice and Guidance	30 - 31



HISTORY

Welcome to Friends' School Lisburn and thank you for your interest in our school community.

Friends' is a long-established school in Lisburn. A wealthy Quaker linen merchant, John Hancock, left £1000 in 1764 for the purchase of land in or around Lisburn on which to build a school to educate Quaker boys and girls. Twenty acres were purchased at Prospect Hill from the Earl of Hertford. In 1774, the first Headmaster, John Gough, was appointed, taking charge of a small boarding school of some thirty children. The school was known as the Ulster Provincial School and in 1794 became the responsibility of Ulster Quarterly Meeting which represents the Religious Society of Friends in Ulster.

The Board of Governors of Friends' School is composed of ten representatives of Ulster Friends, four nominees of the Department of Education, two elected parent governors and two elected teacher governors. The Chairman of the Board of Governors and the Principal continue to report to Ulster Quarterly Meeting on the School. The School is one of nine Quaker schools in Britain and Ireland and also has links with the other Quaker schools worldwide.

Our aim is 'excellence within a caring, supportive community'. There is a strong emphasis on effective pastoral care within School, for central to our ethos is the value of each individual and the importance of good relationships. We actively encourage tolerance and respect for others so that all, from whatever culture or background, are welcome.

We seek to encourage all pupils to reach their potential. Academic excellence is valued, as are all the other activities offered in School which give opportunities for pupils to flourish.

Today, Friends' is a day school, still standing on its original site on Prospect Hill and drawing its pupils from the general community in Lisburn and the surrounding area. The School may have changed greatly from its beginnings but its distinctive ethos remains.

This booklet gives an introduction to school life at Friends' and gives you details of the courses that we offer in Sixth Form.



S Moore
Principal



FRIENDS' SCHOOL VALUES AND AIMS

Friends' School owes its continuity and stability to its foundation by the Religious Society of Friends. Therefore, each individual is valued as of equal standing before God and a sense of social awareness is encouraged through service to others.

We seek to:

- enable all pupils to develop their academic potentials and interests to the fullest extent.
- provide a broad and balanced curriculum relevant to the needs of our pupils.
- foster the self-esteem of our pupils and staff.
- encourage the moral and spiritual development of our pupils.
- establish a partnership between School, parents and the local community.
- prepare pupils for adult

PASTORAL CARE

Pastoral care is a shared responsibility with all members of staff contributing to the creation and maintenance of a climate characterized by a commitment to care, open communication, cooperation, good sense and service. We place a strong value on inclusive relationships based on mutual respect, trust and consideration for others. Pastoral care, in Friends' School, is in sympathy with the principles of the Religious Society of Friends.

The Aims of Pastoral Care are to:

- support the academic, social and personal well-being and development of all our pupils.
- create a caring, secure and supportive atmosphere for all members of our community.
- value all members of our community as individuals of equal worth.
- encourage pupils and staff to value School as a community to which each individual can make a unique and valued contribution.
- prepare pupils for the challenges of adult and working life.

All subject teachers aim to support pupils in their learning; and seek to foster self-esteem, positive attitudes, self-motivation and responsibility while encouraging pupils to explore their own attitudes and values within a supportive atmosphere. The achievements of pupils, both inside and out of School, are celebrated through whole school and year group assemblies. Morning assemblies address personal, social and moral issues that affect young people and pupil involvement is encouraged.

There is a Vice Principal responsible for pastoral care who works alongside the Year Teacher and five Collect Teachers for each year group. There is continuity of care from Year 8 to Year 14. Collect Teachers meet with Collect groups of pupils each morning to enable strong and positive relationships to form and develop; and to monitor the welfare of pupils in each Collect group.

The Head of Sixth Form is Mr R McKinley.

A qualified Nurse works during school hours to provide medical care for all pupils, including those with specified and particular needs; and two counsellors, from external agencies, provide additional support for pupils, through sessions organized on a weekly basis.

Individual education plans, drawn up, monitored and evaluated by the trained Special Education Needs Coordinator, in consultation with parents and members of staff, support pupils with special educational needs.

Classroom Assistants work alongside subject teachers to provide individual support to a number of pupils. Disabled pupils have access to the full curriculum.



THE HOUSE SYSTEM

The House System is designed to integrate pupils vertically within School, thereby fostering co-operation between junior and senior pupils and developing a sense of social awareness and service. Members of staff are House Leaders, working closely with the pupils appointed as House Captains. The four Houses are Aughrim, Collin, Croob and Divis. There is an annual competition for the Inter-House Shield, drawing together points awarded for House competitions which include music, sport and quizzes. Pupils are also awarded House points for their involvement in and contribution to the life of School.

PREFECTS

In Sixth Form, all pupils are encouraged to assume greater responsibility, not only for their own study and learning, but also in terms of the contribution they make to the life of School.

All Year 14 pupils take on the responsibility of Prefectship, a role that involves leadership, in terms of setting an example for younger pupils and carrying out a range of duties to assist staff in the management and administration of School.

Prefects work in co-operation with pastoral staff to ensure the smooth organization of school routines and procedures; and they are also very effective in their monitoring role. As leaders of the pupil body, they encourage the setting and maintenance of high standards in appearance, behaviour and relationships with others in the school community.

The Head Boy and Head Girl, along with their Deputies and team of Senior Prefects, lead the Year 14 Prefect group.

MENTORS

Mentoring is a very important area of pupil support here in Friends' School and some eighty Sixth Form pupils have volunteered this year to work alongside junior and middle school pupils to help them with homework, personal organisation, coursework, study or specific subjects identified as a priority. Mentors meet with pupils on a regular basis, outside of class time, in small groups, or individually and we value the supportive and positive relationships that develop between the senior and junior pupils, as a result.

Additionally, in Year 8, three Mentors are assigned to each Collect group at the beginning of the year and they assist with Year 8's induction to School, working alongside a Collect teacher and the Head of Year. These Year 8 Mentors stay with these pupils for the remainder of their first year, getting to know them very well and helping them to settle into the life and routines of a new school.

With the development of these relationships, it is hoped that younger pupils can become more confident and more independent in their learning, as they are supported in their studies.

Mentoring helps to create a school community in which pupils are encouraged to take responsibility one for another and it is a very worthwhile experience for both Mentors and those pupils being supported. As a voluntary activity, it acknowledges a keen sense of service as vitally important and recognises that all pupils have something valuable to offer to their fellow pupils.

THE SCHOOL COUNCIL

Through the School Council, pupils have an opportunity to discuss issues that are important to them and to communicate and present those issues to staff and other pupils. The Council gives pupils a platform on which they can join together, speak out and be heard; and it also allows pupils to work alongside members of staff and other pupils to gain experience of decision-making in School. The School Council is chaired by the Head Girl and the Head Boy. Each year group elects representatives to the Council. School Council sub-committees address issues such as food, uniform and anti-bullying; and each year, the School Council plans and leads activities for Anti-Bullying week.



The School Council aims to:

- facilitate the free flow of information, ideas and opinions between pupils and staff.
- enable consultation with pupils on important school matters.
- enhance understanding and co-operation between staff and pupils and between the different year groups.
- provide opportunities for pupils to raise, through their elected representatives, issues of importance to them.

The School Council Handbook sets out full details on the operation of the Council.

PERSONAL DEVELOPMENT AND CEIAG

All pupils in **Year 13** have a timetabled **Careers (CEIAG)** programme and in **Year 14** all pupils will regularly meet with Senior and Careers staff to facilitate Career planning. Additionally, there are opportunities to take part in activities such as the **CEIAG Sentinus Engineering Programme**. Pupils in Year 13 also have the opportunity to participate in **Young Enterprise scheme**, help to lead the Charity and Eco Committees where they lead team of pupils from across the school in fund-raising activities and how to become involved in a practical project within the community. In **Year 14**, pupils have two periods a week of **General Studies** which includes aspects of Career planning, preparation for the world of life and work and classes in Current Affairs, Financial Management, Peace Studies, Presentation and Writing Skills and Film Club.

The CEIAG (Careers Education, Information and Guidance) Department plays an important role in the Sixth Form when pupils look beyond school. In Year 13, pupils plan and undertake a week of **Work Experience**. Most pupils take up placements locally but each year, a number travel further afield, building on links we have made with companies in Europe. CEIAG extends throughout the school and aims to assist pupils in knowing themselves better, making them aware of education, training and career opportunities and allowing the transition from school to adult life.

The great majority of our pupils go on to university after Sixth Form so the focus in CEIAG classes is on preparation for university applications, with visits from admissions tutors from universities across the United Kingdom, practice of interview techniques and the experience of a Mock Interview with outside specialists. Pupils also have the opportunity to visit local Careers conventions and to attend subject specific pre-university courses in areas such as Law, Medicine and Veterinary Sciences.

PARENTAL INVOLVEMENT

There is an annual **Parents' Meeting** for each year group in Sixth Form and an additional **Advice Evening** at the beginning of Year 14. Parents also receive annual reports based on mid-year assessment. An **Advice Day** is held in August after the issue of AS results, to finalize A2 choices. Parents are invited to many School functions and are encouraged to contribute to School through the Parent Teacher Association and by their representation on the Board of Governors.

EXTRA CURRICULAR ACTIVITIES

Pupils have opportunities to become involved in a wide range of extra-curricular activities whilst at Friends' School.

The **Music Department** puts on concerts and recitals throughout the year. There are Junior and Senior Orchestras and smaller instrumental ensembles, including Jazz and Folk Groups. There are also Junior and Senior Choirs as well as a Musical Theatre group.

Senior pupils take part in **debating** and **public speaking** competitions and there is a wide range of extra-curricular clubs and societies in which to participate, according to your interests. The Year 13 **Charity Committee** leads fund-raising in School and pupils take part in **Community Service** also.

There are many **trips** and **visits** organized through School. The **Languages Department** has an exchange programme with Germany and France, twinning with schools in Stuttgart and Aix-en-Provence. It runs a Home-stay scheme in Santander, Spain, also. The **History and Politics Department** takes senior pupils to Dublin. Pupils take part in expeditions to the Mourne, the Lake District and Loch Lomond with the **Duke of Edinburgh's Award Scheme**.



SPORT

Friends' School has a fine sporting tradition. Pupils enjoy considerable success representing the School in a wide range of sports and winning titles at Ulster and Irish levels. All have the opportunity to play sport and the number of options on offer gives an activity for everyone. The sports available to pupils over the course of the academic year are: athletics, badminton, basketball, cross-country, golf, gymnastics, hockey, netball, rugby, show jumping, skiing, squash, swimming and tennis. There are regular tours for rugby, for girls' and boys' hockey teams and for netball. School has excellent facilities on site for sport. The gymnasium is supplemented by a purpose built sports hall and fitness suite which overlooks our sports grounds. On our grounds are three rugby pitches, two cricket wickets, two new Astroturf hockey pitches and five Astroturf tennis courts.

PRIVATE STUDY

One major change from GCSE study to A Level is that you will not be timetabled for a class every period. Periods when you are not in class are not 'free periods' – they are for timetabled Private Study time. The nature of study at A Level is different in that you are expected to do more reading, research, note making and preparation on your own. Your teachers will direct you to exactly what you should do or you may be expected to use the Library and other resources. The Private Study Supervisor is **Mrs Cregan** and she will be able to direct you to useful resources. Private Study is not intended to enable you to do homeworks. You will be able to organize your time amongst your subjects and use it to consolidate work already covered in class; to read around the A Level syllabus; to prepare for your next class by reading ahead or to revise forthcoming tests, coursework or examinations.

Sixth Form requires you to be independent and proactive in your study patterns. Common Room periods are also allocated.

SIXTH FORM CURRICULUM

Pupils in the Sixth Form are offered a broad range of subjects from which to choose their Advanced level options. From the 22 subjects on offer, all pupils choose three or four subjects at AS level, taken at the end of Year 13, and all take a minimum of three AS subjects on to Advanced level.

ENTRY TO THE SIXTH FORM

To enter the Sixth Form pupils must have gained a minimum of 14 points at GCSE level, including passes at Grade C or above in both GCSE English and Mathematics.

(The points score at GCSE is 4 points for A*, 3 for A, 2 for B and 1 for C/C*)

Pupils must also be able to follow a viable course at AS level – ie a minimum of three AS subjects from the timetabled options provided. The particular requirements for studying each subject chosen at AS level, as specified in this Sixth Form curriculum booklet, must be met. For example, pupils choosing Technology & Design at AS level must have a Grade B or above in Technology & Design at GCSE.

In the case of subjects taken for the first time in the Sixth Form, the criteria set down for linked subjects must be met.

Pupils in the Sixth Form are offered a broad range of subjects from which to choose their Advanced Level options. From the 24 subjects on offer, all pupils choose three or four subjects at AS level, taken at the end of Year 13, and all take a minimum of three AS subjects on to Advanced Level.



Entry to the Sixth Form

A. Friends' School pupils

To enter the Sixth Form, the following criteria must be met:

1. Pupils must have a minimum of 14 points at GCSE Level, including a pass in both GCSE English and GCSE Mathematics at Grade C or above. Subjects taken outside school, including twilight courses, will not normally be considered. The points score at GCSE is 4 points for A*, 3 points for A, 2 points for B and 1 point for C*/C.
2. Pupils must be able to follow a viable course at AS level and meet the minimum subject requirements set out for each subject in the Sixth Form Curriculum booklet.
3. Pupils must have a good record of conduct, punctuality and attendance and subscribe to the ethos of the School.

B. External Applicants

External applicants may be admitted to the Sixth Form if there are places available within the School's approved Enrolment Number, or if the Department of Education agrees to a temporary variation of the Enrolment Number. The Department of Education will normally only agree to such a variation if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course-choices at a suitable school without undertaking an unreasonable journey, defined as a journey that would be over an hour by public transport from where the young person lives. In all cases, offers of a place in the Sixth Form will be subject to availability in the subjects chosen for study by the applicant. The closing date for external applications will be 11 am on the day of publication of the GCSE results. Applications received after this deadline will be considered only after all other applications have been processed.

To enter the Sixth Form, the following criteria must be met:

1. The applicant must have a minimum of 14 points at GCSE level, including a pass in both GCSE English and GCSE Mathematics at Grade C or above. Short Course GCSEs, and subjects studied at GCSE which do not directly facilitate AS Level study at Friends' School, Lisburn, will not normally be considered. The points score at GCSE is 4 points for A*, 3 points for A, 2 points for B, and 1 point for C*/C.
2. Pupils must be able to follow a viable course at AS level and meet the minimum subject requirements set out for each subject in the Sixth Form Curriculum booklet.
3. Pupils must have a good record of conduct, punctuality and attendance at their previous school and subscribe to the ethos of Friends' School Lisburn.

If there are more applicants than places available, places will be offered in the first instance to those applicants who have the best overall profile of GCSE results. Should two or more applicants to the Sixth Form have the same number of points at GCSE, as well as a viable course at A level, the decision to admit will be taken by applying the sub-criteria (a) to (e):

- a) applicants who are children of Members or Attenders of the Religious Society of Friends*;
- b) applicants who have a brother or sister enrolled, or formerly enrolled, at Friends' School;
- c) applicants whose mothers or fathers are past pupils of Friends' School;
- d) applicants who are entitled to Free School Meals
- e) applicants to whom (a) to (d) above do not apply.

* Parents are asked to provide details of the Meeting with which they are associated so that this information can be verified.

If, following the application of the above sub-criteria in order, there comes a point where there are more pupils who meet a particular criterion than there are places available, then the Board of Governors shall decide which of these pupils are to be admitted on the basis of computerised random selection.

Entry into Year 14

Pupils must have a minimum of 3 passes at grade E or above at AS Level in order to proceed to A2. Exceptions can only be made to this in cases where pupils have 8 or more points at this level; the points score at AS is 5 points for A, 4 points for B, 3 points for C, 2 points for D and 1 point for E.



Entry into Year 14 for those pupils who achieve fewer than 8 points will be subject to discussion with the Principal or with a member of Senior Staff. On receipt of their results, pupils who do not obtain the minimum requirement, or who achieve fewer than 8 points, must make an appointment for themselves and a parent/guardian, either on the day results are issued, or on the day following the issue of results.

Subject Choice

Our programme of careers education is intended to allow our pupils to make informed decisions about subject choice at A level and to help guide and support them in their decisions about further education.

Descriptions of the AS and A Level courses on offer are given in this booklet. Although we seek to offer as wide a choice as possible, it should be noted that it may not be possible to meet all choices because of timetabling constraints and because class sizes have to be viable. Subject choices will be provisionally confirmed by the start of the summer term and are finalised after the publication of GCSE results in August in consultation with senior and careers staff.



SUBJECT OVERVIEWS

ART & DESIGN

OVERVIEW

HEAD OF DEPARTMENT, MR R MURRAY

The study of Art and Design promotes and enriches the overall educational experience of students by promoting independent learning; personal development and motivation; the ability to find alternative approaches and take risks in creative pursuits; and aesthetic and intellectual capacities. In addition, it helps develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem-solving, resilience, imagination, empathy, and innovation. The study of this subject at A level provides students with opportunities to develop key skills needed for the world of work, Further and Higher Education and provides a pathway to a future career in a creative or cultural industries-related field.

The course broadens and deepens knowledge, skills and contextual understanding of a range of art, craft and design disciplines.

Unit	Areas of Study
AS 1: Experimental Portfolio	Theme based: students will have the opportunity to develop, explore and record ideas.
AS 2: Personal Outcome	Theme based: students will have the opportunity to produce an outcome.
A2 1: Personal and Critical Investigation	Theme based: students have the opportunity to produce both a written (1000–2000-word) investigation and a practical response.
A2 2: Thematic Outcome	Theme based: students will have an opportunity to produce an outcome.

ASSESSMENT

Unit	Assessment Description	Weighting
AS1	Teacher assessment of work with external moderation	50% of AS 20% of A level
AS2	Teacher assessment of controlled task with external moderation	50% of AS 20% of A level
A2 1	Written investigation (1000–2000 words) externally assessed. Teacher assessment of practical element with external moderation	20% of A2 12% Of A level 40% of A2 24% of A level
A2 2	Teacher assessment with external moderation	40% of A2 24% of A level

CAREER OPPORTUNITIES

Pursuing a degree in Fine Art or Design opens a wide range of career opportunities in the creative industries. As an A-level Art student, you can look forward to exciting paths in both Fine Art and Design sectors:

Fine Art Industry: Fine Artist: Create and exhibit original works in galleries and museums; **Curator:** Manage art collections and organize exhibitions; **Art Educator:** Teach art at various educational levels and community programs. **Design Industry: Graphic Designer:** Design visual content for print and digital media; **Illustrator:** Produce illustrations for books, advertisements, and animations; **Fashion Designer:** Design clothing, accessories, and footwear for brands or your own label; **Interior Designer:** Create functional and aesthetically pleasing indoor spaces; **Product Designer:** Develop innovative products for everyday use; **Set Designer:** Design sets for theatre, film, and television; **Creative Director:** Lead creative teams in developing campaigns and strategies.

These career paths offer a blend of creativity, technical skill, and strategic thinking, providing a fulfilling and dynamic professional future in the creative industries.



OVERVIEW

HEAD OF DEPARTMENT MR I MCCAUGHERTY

The CCEA A Level Biology course aims to encourage students to develop essential knowledge and understanding of concepts of **Biology** and to develop an understanding of scientific methods and skills. It seeks to make students aware of advances in technology relevant to Biology and how biological developments affect the environment. The course also contributes towards an understanding of ethical and cultural issues, helping students develop an interest and enjoyment of the subject.

The **AS Level** builds on the knowledge and understanding developed within GCSE Science: Biology and Double Award Science. The AS course exists as a stand-alone qualification, or it can contribute a maximum of 40% to the full A level. The **A2 Level** specification incorporates the AS material and builds upon the knowledge, understanding and skills developed within the AS course. There is also a greater emphasis on higher order thinking skills at A2, therefore providing the basis for further study of Biology related courses. The specification adopts a modular structure, and candidates are externally assessed on 6 units, two of which involve an element of internal assessment.

ASSESSMENT

<u>Content</u>	<u>Assessment</u>	<u>Weightings</u>
AS 1: Molecules & cells	Exam (1½ Hrs)	37.5% of AS; 15% Of A level
AS 2 : Organisms & Biodiversity	Exam (1½ Hrs)	37.5% of AS; 15% Of A level
AS 3: Practical skills	Exam (1Hr) + internal assessment	25% of AS: 10% of A level
A2 1: Physiology, Co-ordination & Control & Ecosystems	Exam (2¼ Hrs)	24% of A level
A2 2: Biochemistry, genetics & Evolutionary Trends	Exam (2¼ Hrs)	24% of A level
A2 3 Practical skills	Exam (1¼ Hrs) + internal assessment	12% of A level

CAREER OPPORTUNITIES

Studying A level Biology under the CCEA specification opens up numerous career opportunities and helps develop valuable skills. Students can pursue careers in healthcare, such as physicians, nurses, medical researchers, and dentists. Future specialisation in Environmental Biology offers roles in conservation, consultancy, and ecology. Furthermore, there are opportunities to work in research in fields such as genetics, microbiology, and biotechnology. Forensics allows for careers as forensic scientists or crime scene investigators.

Students develop analytical skills by interpreting data, research skills through experiments, and problem-solving abilities by tackling complex biological issues. Practical skills are gained using laboratory equipment and conducting fieldwork. Mathematical skills are applied to biological data, and independent learning is fostered by managing studies and practical portfolio work. Communication skills are enhanced by presenting scientific information clearly. These skills prepare students for specific biology careers and are transferable to many other fields, making A level Biology a versatile and valuable qualification.



OVERVIEW

HEAD OF DEPARTMENT, MRS J GENOE

By studying Business Studies students will explore the dynamic world of business and gain insight into how businesses innovate, adapt and thrive in today’s fast-paced global market. This course examines key topics such as marketing strategies, financial decision-making and the power of leadership, providing a deeper understanding of how businesses grow, overcome challenges and influence the world around us. You’ll investigate how organisations are structured, how they meet customer needs and how they navigate competitive markets.

Through real-world case studies and practical learning, Business Studies brings theory to life, helping you develop critical thinking, problem-solving and decision-making skills. From analysing what drives successful businesses to understanding the impact of technology and globalisation, this course connects classroom learning with the real-world, offering an engaging and thought-provoking subject to study.

ASSESSMENT

Unit	Areas of Study	Assessment Description
AS 1: Introduction to Business	Enterprise and entrepreneurship; purpose of business activity; forms of business ownership; stakeholder groups; market and market forces; quality management; productivity and investment; organisational design; investment in people; motivation; principles of management and leadership.	External written examination: 1 hour 30 minutes Two compulsory structured data responses
AS 2: Growing the Business	Spectrum of competition; market research; marketing mix; elasticity of demand; product life cycle; market planning and strategy; e-business/e-commerce; sources of finance; break-even analysis; cash flow; budgeting; financial statements and final accounts.	External written examination: 1 hour 30 minutes Two compulsory structured data responses
A2 1: Strategic Decision-Making	Business objectives; organisational culture; stakeholder objectives; communication; economies and dis-economies of scale; business strategy and planning; decision tree analysis; risk management; company accounts; ratio analysis; investment appraisal.	External written examination: 2 hours One compulsory structured data response
A2 2: The Competitive Business Environment	Macroeconomic framework; government policies; globalisation; business ethics and organisational culture; sustainability; corporate social responsibility; stakeholder group influence; organisational design; monopolies, mergers, takeovers and restrictive practices; managing change.	External written examination: 2 hours Six compulsory structured data response

CAREER OPPORTUNITIES

A qualification in Business Studies opens the door to a wide range of career opportunities across diverse industries. Many students go on to careers in areas such as **marketing, finance, human resource management** and **operations**, where they apply their understanding of business functions to real-world challenges. Others find opportunities in **accountancy, consultancy** or **law**, where analytical and decision-making skills are in high demand. The entrepreneurial insights gained through this course also inspire students to start their own businesses or work in innovative start-up environments.

Business Studies is highly valued by employers and universities alike, as it equips students with transferable skills such as communication, problem-solving, and critical thinking.



OVERVIEW

HEAD OF DEPARTMENT, MR R MCKAY

Chemistry is often described as the 'central science' as it ties all the other sciences together; Chemistry builds on your GCSE knowledge and allows you to develop skills which will help you in a wide range of areas.

Why study Chemistry?

The understanding and application of chemistry is essential in our modern world. Everything you use on a daily basis will have been developed by a chemist. As our modern world develops further, we need to find ways to feed a growing population, cure new diseases and manage the world's energy resources. Chemistry holds the answers to all these big questions. Studying GCE Chemistry will allow you to learn about new technologies which are being developed. Throughout the course you will build on your GCSE knowledge and develop a deeper understanding of the atom and the properties and analysis of different substances. You will also be developing your practical skills and ability to work with others as you and your peers synthesise and analyse many different substances.

Pupils studying A Level Chemistry are encouraged to enter the Chemistry Olympiad Competition Chemistry Cambridge Challenge and the Schools' Analyst Competition at Stranmillis College.

ASSESSMENT

It includes six externally assessed units: four are theory units and two are practical based units.

Content	Assessment	Weightings
AS 1: Basic Concepts in Physical and Inorganic Chemistry	Exam (1½ Hrs)	40% of AS; 16% of A level
AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	Exam (1½ Hrs)	40% of AS; 16% of A level
AS 3: Basic Practical Chemistry	Booklet A (1¼ Hrs) Booklet B (1¼ Hrs)	20% of AS; 8% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	Exam (2 Hrs)	24% of A level
A2 3: Further Practical Chemistry	Booklet A (1¼ Hrs) Booklet B (1¼ Hrs)	12% of A level

CAREER OPPORTUNITIES

A GCE qualification in Chemistry will allow you to develop many important skills – for example analytical skills, working in a team and problem solving. You will be recognised as someone who has worked with determination to achieve the qualification.

Chemistry opens doors to many varied careers; this is because the subject requires such a broad skill set.

Studying Chemistry opens the door to a wide range of career opportunities, including: Medicine, Dentistry, Veterinary, Pharmacy, Pharmacology, Biochemistry, Environmental Chemistry, Chemical Engineering, Material Science, Forensics, Metallurgy. Chemistry is helping us to cope with increasing pressures on energy, food, water and other natural resources. Chemistry is helping to improve and maintain human health through the development of new and improved pharmaceutical drugs and drug delivery systems.



OVERVIEW

HEAD OF DEPARTMENT, MRS J GENOE

Economics is a fascinating subject that helps you understand how the modern world works and equips you to tackle some of today's most pressing challenges. It explores how individuals, businesses, and governments make decisions about allocating limited resources and goes far beyond money, business, and markets. Topics like climate change, globalisation, income inequality, and sustainable development form a key part of the course.

Studying Economics gives you a new perspective on critical issues, from the impact of Brexit to the effectiveness of foreign aid. You'll explore real-world questions, such as why house prices rise and fall, what drives footballers' salaries, or the social costs of alcohol consumption. The course develops analytical and evaluative skills, enabling you to investigate problems, interpret evidence, and make reasoned conclusions.

Economics is an excellent choice for curious and critical thinkers, providing a valuable toolkit of knowledge and skills highly sought after by employers and universities.

ASSESSMENT

Unit	Areas of Study	Assessment Description
AS 1: Markets and Market Failure	In this unit, you will study the way markets work. You will examine market forces and how supply and demand work together to provide resources for local, national and international markets. You will also examine why markets fail and possible ways of correcting this failure	1 hour 30 minute examination paper which includes short answer questions, one data response and a choice of essay questions
AS 2: Managing the National Economy	You will examine changes in the economy, and the effectiveness of government policies. You will look at issues such as unemployment, inflation and economic growth.	1 hour 30 minute examination paper which includes short answer questions, one data response and a choice of essay questions
A2 1: Business Economics	This unit builds on the AS content, and will help you to understand the economic behaviour in competitive and non-competitive markets. It will investigate how firms grow by examining organic growth, mergers and takeovers.	2 hour examination paper which includes short answer questions, case study questions and a choice of essay questions
A2 2: Managing the Economy in a Global World	In this unit you will study the significance of globalisation, international trade, the balance of payments and exchange rates. You will also develop an understanding of the factors that influence growth and development of developing countries	2 hour examination paper which includes short answer questions, case study questions and a choice of essay questions

CAREER OPPORTUNITIES

Economics provides a strong foundation for a wide range of careers and further study. As a subject that develops analytical thinking, problem-solving, and decision-making skills, it is highly regarded by employers and universities alike. Students often pursue careers in **economics and data analysis, management consulting, accountancy, investment banking, and business management**. The subject also opens doors to roles in the **civil service, insurance, journalism, law, politics and stockbroking**. Those with a passion for teaching can progress into **education and lecturing**, helping to inspire future generations. Whether your ambition lies in shaping policy, driving business strategy or understanding financial markets, Economics equips you with the tools to succeed in a competitive and fast-evolving world.



OVERVIEW

HEAD OF DEPARTMENT, MRS L HANNA

A level English Literature broadens your horizons and opens your mind to new perspectives and ideas. It encourages you to think for yourself, to become more critically aware of what motivates and drive us, and to discover connections between life and literature. It allows you to construct well-supported arguments and appreciate alternative interpretations of ideas – and offers you an opportunity to hone those ‘soft skills’ employers are desperate for! The course itself covers a wide range of engaging literature including novels, plays and poems.

The texts are immersive, interesting and will give you opportunities to develop your own interests. You can use your own original ideas and creativity when responding to each text and the course invites in-depth discussion and reflection at every opportunity.

At AS, you will study *A Streetcar Named Desire* by Tennessee Williams, *Frankenstein* by Mary Shelley and an anthology of poems.

At A2, you will study a Shakespeare play and Chaucer’s *The Wife of Bath*. You will also produce a piece of coursework, in which you choose two novels on which to base your study. That could be anything from Madeline Miller’s stunning retelling of the Trojan War in ‘*The Song of Achilles*’ or George Orwell’s dystopian masterpiece ‘*1984*’. You’ll choose your own focus too; this will give you the chance to experience a genuine sense of personal engagement and achievement.

ASSESSMENT

Module	Description	Weighting
AS 1	1-hour closed-book Drama essay, offering a personal response to a contestable statement. 1-hour comparative Poetry essay, analysing key techniques which present a given theme.	60% of AS 24% of A-Level
AS 2	1-hour closed-book Prose essay, offering a personal response to a contestable statement.	40% of AS 16% of A-Level
A2 1	1-hour and 30-minute extract-based Shakespeare essay, offering a personal response to a contestable statement.	20% of A-Level
A2 2	1-hour analysis of an extract from Chaucer, analysing key techniques which present a given theme. 1-hour analysis of an unseen poem, analysing key techniques which present the thoughts and feelings of the speaker.	20% of A-Level
A2 3	Coursework component: students choose two texts and write their own question. They should analyse key methods, integrate relevant context, draw meaningful comparisons and engage with critical arguments.	20% of A-Level

CAREER OPPORTUNITIES

An A level in English Literature develops your skills in written and face-to-face communication, as well as your capacity for research and your ability to understand complex ideas and theories. With this set of skills, you will be very desirable in almost every field imaginable. A Level English is held in high esteem by Universities and employers alike. A good grade can give you access into a huge range of careers. You may be thinking of the media sector which covers film, radio, television, journalism, theatre, gaming and reviewing. You could consider human resources, law, business, digital media marketing, events’ management, social work, politics and teaching.



OVERVIEW

HEAD OF DEPARTMENT, MR D MCELHINNEY

In Sixth Form, **Geography** is taught as an **Advanced Subsidiary (AS)** and an **Advanced GCE (A2)** qualification. The AS is the first part of the full Advanced GCE course and will be assessed at the standard appropriate for pupils who have completed half of the full course. The AS requirement builds on but does not depend upon the knowledge, skills and understanding developed within GCSE Geography.

Geography at A Level develops skills in a wide range of areas and provides a “bridge” between the Sciences and the Arts. It provides many opportunities for developing and generating evidence for assessing and following the nationally specified key skills. Increasingly, Geography is being offered as satisfying entry requirements for some vocational courses which would, in the past, have required traditional Science subjects. Geography fits comfortably with almost any subject combination. Geographical education promotes environmental awareness at world, national and local levels. Assessment requires pupils to apply skills and concepts rather than mere factual recall. The structure of the Geography course is outlined below. The assessment weighting is shown by the figures in brackets. AS will be assessed at the end of Year 13 and A2 at the end of Year 14.

ASSESSMENT

AS Pupils study **THREE AS** modules in their first year, counting towards **40%** of the full A Level qualification:

- Themes in Physical Geography include fluvial environments, ecosystems and the atmosphere. Skills in fieldwork will also be taught and assessed in this unit. (40% of AS and 16% of A level).
- Themes in Human Geography include population, challenges in urban/rural environments and the nature and measurement of development. (40% of AS and 16% of A level).
- Fieldwork skills and techniques in Geography where pupils are taught and then examined on how to present, analyse, interpret and evaluate fieldwork data gathered on a visit to the sand dune system at Murlough Nature Reserve. (20% of AS and 8% of A level).

A2 Pupils may continue to study a further **THREE** modules at **A2** Level, counting towards the remaining **60%** of the full A Level qualification:

- **Physical Processes and Human Interpretations:** Plate Tectonics and Coastal Environments (24% of A level)
- **Process and Issues in Human Geography:** Ethnic diversity and Tourism (24% of A level)
- **Decision Making in Geography.** Assessment of this unit consists of a written examination that takes the form of a report. Students will be required to develop decision-making skills within a real world scenario; identify and analyse appropriate material; examine conflicting values; and make and justify recommendations (12% of A level)

CAREER OPPORTUNITIES

The study of Geography provides an acute awareness of the current drivers of economic change, such as climate change, net zero, the green economy and environmental management. The subject also prepares graduates for changing economic, technological, and cultural conditions of a green economy.

The growth of the ‘green economy’ is opening up new sectors and roles that demand green skills: a 2022 report by Deloitte documented growing demand for these skills - green jobs increased by 8% between 2021-2022 whilst total UK employment increased by 0.5%; the UK Government ‘*Green Jobs Taskforce*’ report outlines the skills required to deliver UK net zero targets, including digital and data skills.

Studying geography at A Level opens up a variety of career paths, leveraging its interdisciplinary nature that combines aspects of both the sciences and humanities. Here are some prominent career opportunities for geography students: Environmental Consultant, Sustainability Officer, Conservation Officer, Town Planner Transport Planner, GIS Analyst Remote Sensing Specialist, Disaster Response Coordinator, Humanitarian Aid Worker, Teacher or Lecturer, Researcher, Market Research Analyst, Real Estate and Property Development, Travel Consultant, Heritage Manager, Meteorologist and Climate Change Analyst

Apart from the more obviously linked career opportunities highlighted here, pupils often take Geography as a third science for A level as a pathway into medicine and related university courses.



GOVERNMENT AND POLITICS

OVERVIEW

HEAD OF DEPARTMENT, MR M ROBINSON

At its simplest, Politics is about the relationship of rulers to the ruled, the state to its citizens. Politics may be viewed as an activity or a profession. It involves the struggle for power - the art of government. It is about the reconciliation of differences and finding compromise between conflicting groups in society. Politics is about people.

If you study Politics you will find yourself discussing and analysing political concepts, institutions of government and people's attitudes and actions. As an **Arts** subject, your own analysis will be essential rather than just knowing facts.

Pupils who study Politics develop skills which are invaluable throughout their careers and are very desirable to employers. They learn to process and analyse information and make judgments about the actions of individuals or groups and the effects those actions might have on others. The study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

ASSESSMENT

AS Politics Modules	Assessment and % Weighting
AS1 The Government and Politics of Northern Ireland	External Examination 40% AS Level, 16% A Level
AS2 The British Political Process	External Examination 60% AS Level, 24% A Level
A2 Politics Modules	Assessment and % Weighting
A21 The Comparative Political Systems of the United Kingdom and United States of America	External Examination 35%
A22 Political Power and Ideas	External Examination 25%

CAREER OPPORTUNITIES

Most people who study Politics do not want to become politicians! Politics is an excellent qualification for many Arts-based degree courses. The study of Politics is especially useful for those considering careers in: Accountancy, Administration/Local Government, Civil Service, Journalism/Broadcasting, Management, Publishing, Security Forces, Social Work or Teaching. It is particularly beneficial for those hoping for a career in Law.



HEALTH AND SOCIAL CARE :

OVERVIEW

HEAD OF DEPARTMENT, MRS J MCCARTHY

CCEA GCE Health and Social Care is a stimulating, relevant, and interesting subject that prepares students for a variety of careers in the health, social care, and early years sectors, which are major employers in Northern Ireland. By choosing this subject, students have the opportunity to study a wide range of topics, including communication, social policy, health promotion, physiology, family issues, and research methods. This course is ideal for those interested in health and well-being or pursuing a career in the caring professions. The subject develops knowledge, understanding, and skills relevant to degrees in nursing, allied health professions, social sciences, social policy, social work, and early years education. Students will have opportunities to develop valuable skills such as research, analysis, communication, teamwork, independent learning, creative thinking, and problem-solving. Additionally, students will carry out placements in early years settings to gain first-hand experience of the day-to-day operations and the policies and procedures employed there.

ASSESSMENT

There is a good balance between externally assessed units (examinations) and internally assessed units (portfolios) which enable you to plan work effectively and monitor your progress on a regular basis. This may also help you to work more efficiently and achieve your full potential in this subject. If you continue to third level education, by studying Health and Social Care you will be able to develop advanced study skills which will prepare you for the transition. You will also develop skills and values for employment in the health, social care and early years' sectors.

Unit	Assessment Description	Weightings
AS 1 (compulsory) Promoting Positive Care	Written report based on a health, social care or early years setting that you have experienced	25% of AS 10% of A level
AS 2 (compulsory) Communication in care settings	Written report on communication in a health, social care or early years setting that you have experienced	25% of AS 10% of A level
AS 3 (compulsory) Health and Well Being	2 hour external examination paper	50% of AS 20% of A level
A2 2 Body Systems and Physiological Disorders	A practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder.	15% of A level
A2 3 (compulsory) Providing Services	2 hour external examination based on pre-release material	30% of A level
A2 5 Supporting the Family	A review of changes to family structures, case study of a family outlining the needs of individuals and the support provided and a report on families experiencing issues.	15% of A level

CAREER OPPORTUNITIES

Studying CCEA GCE Health and Social Care can lead to a variety of fulfilling careers. Graduates often find roles in healthcare professions such as nursing, midwifery, and physiotherapy, where they can make a direct impact on patient care. Careers in social work and community support are also common, providing vital services to individuals and families in need. Additionally, opportunities in health promotion and public health allow graduates to work on improving health outcomes at a community or population level. The course equips students with transferable skills such as communication, empathy, problem-solving, and teamwork, which are essential in any career. These skills not only enhance their effectiveness in health and social care roles but also open doors to careers in education, counselling, and healthcare management, where they can continue to make a positive difference in people's lives. Furthermore, skills like critical thinking, time management, and adaptability are highly valued across various sectors, ensuring that graduates are well-prepared for diverse professional environments.



HISTORY

OVERVIEW

HEAD OF DEPARTMENT, MR M ROBINSON

History teaches about some of the most exciting, tragic and significant events in human civilization. While studying History, you will be asked to make judgments on human nature and behaviour - such judgments are not easy to reach and many careers welcome the trained minds of historians. History is an **Arts** subject which means that there are rarely clear-cut or simple answers to the questions that historians seek to answer. Its attempts to reconstruct the past will always be open to different interpretations and opinions; it is more important for students to put forward opinions supported by evidence than to expect to find the "right answers." History therefore helps us to develop independent minds, and the study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

Studying History provides vital creative and investigative skills essential for a wide range of Careers. These skills include critical thinking, written and spoken communication skills, critical evaluation of sources and the ability to read and understand complex texts. The History curriculum is designed to allow students to engage with the past in a way that sheds light on current affairs at home and abroad. Students study a broad mixture of British, Irish, European and global history.

ASSESSMENT

AS History Modules	Assessment and % Weighting
AS1 Germany 1919-45	External Examination 50% AS Level, 20% A Level
AS2 Russia 1914-41	External Examination 50% AS Level, 20% A Level
A2 History Modules	Assessment and % Weighting
A21 The American Presidency 1901-2000	External Examination 20%
A22 The Partition of Ireland 1900-25	External Examination 40%

CAREER OPPORTUNITIES

History is recognised by Britain's leading universities as a 'facilitator subject' and is deemed to provide students with the skills necessary for success in the most demanding and competitive disciplines. The skills developed in A Level History are particularly useful for students who wish to pursue careers in Law, Journalism, Humanities or the Civil and Diplomatic services, but also Accountancy, Administration, Broadcasting, Local Government, Management, Publishing, Security Forces, Social Work, and Teaching.



MATHEMATICS

OVERVIEW

HEAD OF DEPARTMENT, MR J WILLIAMSON

Mathematics at AS or Advanced GCE is a course worth studying, not only as a supporting subject for the physical and social sciences, but also in its own right. It is challenging and interesting and is a very useful support for many other qualifications, as well as being a sought-after qualification for the workplace and courses in higher education.

Whilst studying **Mathematics** you will be expected to:

- use mathematical skills and knowledge to solve problems.
- solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in Mathematics.
- simplify real - life situations so that you can use Mathematics to show what is happening and what might happen in different circumstances.
- use the mathematics that you learn to solve problems that are given to you in real life contexts.
- use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology.

ASSESSMENT

Level	Module	Description	Weighting
AS	AS 1: Pure Mathematics	Covers fundamental topics in algebra, trigonometry, and calculus.	60% of AS, 24% of A2
	AS 2: Applied Mathematics	Includes topics in statistics and mechanics.	40% of AS, 16% of A2
A2	A2 1: Pure Mathematics	Advanced topics in calculus and algebra.	36% of A2
	A2 2: Applied Statistics	Focuses on statistical methods and their applications.	24% of A2

CAREER OPPORTUNITIES

Those who qualify in Mathematics are in the fortunate position of having a wide range of career choices. The abilities to use logical thought, to formulate a problem in ways which allow for computation and decision-making, to make deductions from assumptions, and to use advanced concepts are all enhanced by a Mathematics degree course. It is for this reason that mathematicians are increasingly in demand. With a Mathematics degree, you should be able to turn your hand to Finance, Statistics, Engineering, Computing, Teaching, or Accountancy with a success not possible to other graduates. This flexibility is even more important nowadays as we remain uncertain as to which areas will be the best for employment in future years.

Moreover, Mathematics graduates are valued for their analytical skills, problem-solving abilities, and attention to detail, which are crucial in a variety of fields. Employers in sectors such as data science, actuarial science, and research and development actively seek out mathematicians for their ability to handle complex data and develop innovative solutions.

There are opportunities provided within the Mathematics department at A level which should enhance employability skills. These include the following: participation in the UKMT Senior Maths Challenge, talks and presentations during Maths Week, participation at the Queen's University Belfast Team Maths Competition for Schools, and other in-school competitions. These activities not only enrich the learning experience but also help pupils develop critical skills that are highly valued in the workplace.

Computer Science has a considerable mathematical component which is becoming more important as the designers of software are required to prove that the software meets its specification. This kind of rigour is one of the basic techniques of Mathematics and can be learned only through a Mathematics course. Additionally, the rise of artificial intelligence and machine learning has further increased the demand for mathematicians who can develop algorithms and models that drive technological advancements.



FURTHER MATHEMATICS

OVERVIEW

HEAD OF DEPARTMENT, MR J WILLIAMSON

Pupils who choose this Advanced Level course must not only have excelled at both **GCSE Mathematics** and **GCSE Further Mathematics** but should also enjoy the challenge and discipline of intellectual pursuit. By nature of the subject matter, pupils study topics well beyond the scope of A Level in Pure Mathematics, Mechanics, and Statistics.

The course comprises **FOUR** modules taken in addition to those selected for A Level.

AS 1 – Pure Mathematics

AS 2 – Applied Mathematics

A2 1 – Pure Mathematics

A2 2 – Applied Mathematics

All modules are compulsory, but within the Applied modules pupils can choose options from **Mechanics, Statistics** and **Discrete and Decision Mathematics**, depending on the strengths and preferences of the class.

Pupils studying A Level Further Mathematics will complete all AS modules for both A level Mathematics and A level Further Mathematics in Year 13, then go on to complete all A2 modules in Year 14.

Those who have chosen Further Mathematics in the past have told us that their experience has prepared them well for the demands of courses in Medicine and much of the content prepares them for many areas of Engineering. They generally assure us that if they had it all to do again they would choose Further Mathematics. We can offer no better recommendation!

ASSESSMENT

Level	Module	Description	Weighting
AS	AS 1: Pure Mathematics	Covers advanced topics in algebra, calculus, and complex numbers, building on the foundational knowledge from GCE Mathematics.	50% of AS, 20% of A2
	AS 2: Applied Mathematics	Includes sections on mechanics, statistics, and discrete mathematics	50% of AS, 20% of A2
A2	A2 1: Pure Mathematics	This module delves deeper into pure mathematics, including proof by induction, further calculus, and complex numbers.	30% of A2
	A2 2: Applied Statistics	Includes sections on mechanics, statistics, and discrete mathematics	30% of A2

CAREER OPPORTUNITIES

A level Further Mathematics opens up a wide range of career opportunities due to the advanced analytical, problem-solving, and logical reasoning skills it develops. Graduates can pursue careers in fields such as engineering, physics, computer science, and economics, where mathematical modeling and quantitative analysis are crucial. Additionally, Further Mathematics is highly valued in finance and actuarial science, where professionals use complex mathematical techniques to assess risk and make strategic decisions. Other potential career paths include data science, research, and academia, where advanced mathematical knowledge is essential for innovation and discovery. The rigorous training provided by Further Mathematics also enhances employability in technology sectors, particularly in roles involving algorithm development, cryptography, and artificial intelligence. While A level Further Mathematics is rarely a requirement for entry into a degree course, it can be extremely useful and provide a strong foundation for further study in mathematically intensive subjects.



OVERVIEW**HEAD OF DEPARTMENT, MRS K ARCHBOLD**

The Modern Languages Department prepares pupils for CCEA examinations in French, German and Spanish.

What will I learn?

The course will enable you to communicate at a higher level in the language or languages you have chosen. You will consider and discuss a range of issues relating to the society and culture of the countries in which the languages are spoken including family life, relationships with others, physical and emotional well-being, interests, including sport, music, arts, film and fashion, risk-taking behaviours, social media, holidays and tourism.

At A2 you will also consider our place in a changing world where issues such as equality and prejudice, poverty, immigration, conflict, cultural identity and environmental issues will be considered. You will explore issues relating to young people in society and consider education and employment, and career aspirations as well as democracy and European citizenship. The course aims to encourage you to develop your knowledge and understanding of these societal, political and cultural themes whilst improving linguistic competence. Transversal skills such as communication, problem-solving and emotional intelligence, are also enhanced in preparation for third level education.

Reading and Listening

You will develop skills which will help you to understand and extract information from contemporary sources such as newspapers, magazines, television, radio and the internet. This will enable you to answer questions in examinations and will help you research some of the topics you will be studying. You will also be introduced to aspects of culture, history, geography and the literature of the societies where the languages are spoken.

Speaking and Writing

You will learn to communicate effectively both orally and in writing. You will be able to present information in the language you have chosen and to discuss ideas, provide opinions and analyse material you have listened to or read. To help you in this, you will learn a greater range of vocabulary and will investigate grammar and structures which will enable you to use language more independently. You will also develop skills in translating.

You may take the AS course on its own or continue with language studies to A2 level.

It is **recommended** that pupils taking a Modern Language to A Level have at least a **Grade A** at GCSE.

Those studying languages in the sixth form will generally have two teachers who will share the course and bring different areas of expertise to their classes. In addition, compulsory conversation classes are timetabled with our Language Assistants in all three languages.

The Languages Department also organises visits and exchanges to help pupils develop their skills in the countries in which the languages they have chosen are spoken. We have a thriving partnership with the Remstal-Gymnasium Weinstadt, near Stuttgart in Germany, and pupils also have the opportunity to attend Language Schools in Salamanca and Nice, where they enjoy a totally immersive language experience by staying with families from the local area.

Some pupil comments from the most recent trip are as follows:

"I really enjoyed meeting and chatting with my host, improving my conversation skills and seeing lots of interesting places such as Monaco."

"The highlight of my trip was the language classes which were solely in French. I enjoyed the opportunity to learn new specific vocab which I couldn't have otherwise learnt through the school specification."



ASSESSMENT

Content	Assessment	Weightings
AS Unit 1: Speaking	There are two parts to this examination: a prepared presentation and a general conversation . You will be assessed by an external examiner (Approx 12 mins)	12% of A Level or 30% of AS grade
AS Unit 2: Listening, Reading and Use of Language	Listening component: Answer 2 sets of questions, based on 2 recordings. 1 set is answered in English, the other in the target language (40 mins) Reading component: Question 1: one set of questions in the target language to assess comprehension of a text. Question 2: translation from target language into English Use of Language section: short grammatical and lexical exercises including translation of short sentences into target language (1hr20mins)	16% of A level or 40% of AS grade
Unit 3: Extended Writing	One essay response in the target language based on a film or a literary text. The response should be at least 300 words long. (1 hour)	12% of A level or 30% of AS grade.
A2 Unit 1: Speaking	There are 2 parts to this examination: 1) introduce and discuss an individual research project based on a region, an historical period from the 20th century or a cultural aspect of the country of the language you are studying (6 minutes). 2) general conversation (9 minutes). Again, you will be assessed by an external examiner.	18% of A Level
A2 Unit 2: Reading,	Listening component: Answer 2 sets of questions, based on 2 recordings. 1 set is answered in English, the other in the target language (45 mins) Reading component: Question 1: gap-filling exercise in the target language Question 2: one set of questions in the target language to assess comprehension of a text Question 3: read a passage in the target language and summarise it in English. Question 4: translate a passage from English into the target language. (2 hours).	24% of A Level
A2 Unit 3: Literature	One essay response in the target language based on a literary text. The response should be at least 300 words long. There will be a choice of questions. (1hour)	18% of A level

CAREER OPPORTUNITIES

The AS and A2 courses will equip you to use languages for work, further study and for leisure. Those choosing predominately science-based courses may see languages as a passport to studying or working abroad in the future. **Many of our pupils have combined languages with science courses and they feel that this gives them a greater breadth of knowledge and experience, and enhances their transversal skill set, something which is appreciated by Admissions Tutors at universities.** Having at least one language to A level can be an advantage when you are looking for job opportunities in a number of careers, including the following: **Accountancy, Banking, Business, Computing, Diplomacy, Engineering, Interpreting and Translating, Journalism, Law, Marketing, PR, Sales, Teaching and Tourism.**

In an increasingly international market, having good language skills will place you at an advantage over other job applicants and will put you on an equal footing with those from other European countries, many of whom can offer English as well as their own language.



MOVING IMAGE ARTS:

OVERVIEW

HEAD OF DEPARTMENT, MR R MURRAY

A Level Moving Image Arts is a course of study and practice in filmmaking where you will be given the opportunity to develop creativity, knowledge and skills in the production of your own film portfolios. You will study a wide range of films and practitioners to inform your own ideas and will acquire skills in screenwriting, directing, camera work, lighting, production design, editing and sound, creating detailed, illustrated evidence of your research, planning and design work. In an online examination you will analyse a range of previously unseen film clips, demonstrating knowledge and understanding of different film styles, movements, and industry contexts. Moving Image Arts is a challenging and rewarding course, offering solid progression into further and higher education and is an ideal choice for students wishing to pursue a career in the creative industries.

ASSESSMENT

Content	Content Summary	Assessment	Weightings
AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio	Study of Classical Hollywood Style, Realism and Formalism to inform the creation of a 3–4 minute narrative film sequence or 1 ½–2 minute animation sequence in response to stimulus provided by CCEA. Portfolio must include evidence of planning, research, and evaluation.	Online examination (1 hr 30 min) The exam is set and marked by CCEA	60% of AS 24% of A level
AS 2: Critical Response	Online examination requiring recall and extended writing in response to unseen film clips. <ul style="list-style-type: none">• Section A – Hitchcock and the Classical Hollywood Style• Section B – Formalism: Early European Cinema and American Expressionism	Online examination (1 hr 30 min) The exam is set and marked by CCEA	40% of AS level 16% of A level
A2 1: Creative Production and Research: Advanced Portfolio	Independent study of a chosen film practitioner to inform the creation of an original and complete 4–7 minute narrative film or 2–31 / 2 minute animation. Portfolio must include an illustrated essay and evidence of planning, research, and evaluation.	Coursework The portfolio is marked by teachers and moderated by CCEA.	36% of A level
A2 2: Advanced Critical Response	Online examination requiring recall, creative thinking, extended writing, and comparative analysis in response to unseen film clips and an unseen film script. <ul style="list-style-type: none">• Section A – Realism: Narrative and Visual Style• Section B – Creative Exercise• Section C – Comparative Analysis	Online examination (2 hr 15 min with a supervised break between Section B and C) The exam is set and marked by CCEA.	24% of A level

CAREER OPPORTUNITIES

Pursuing a degree in Moving Image Arts opens diverse career opportunities in the film, production, and creative industries.

Film and Production Industry: **Film Director:** Lead the creative vision and direction of films and videos; **Cinematographer:** Capture the visual essence of a story through camera work; **Screenwriter:** Write scripts for films, TV shows, and web series; **Film Editor:** Piece together footage to create a cohesive and compelling narrative; **Producer:** Oversee the production process, from concept to completion; **Sound Designer:** Create and manage the audio elements of film and video productions; **Production Designer:** Design the visual environment and sets for films and TV.

Creative Industries: **Animator:** Create animations for films, video games, and digital media; **Video Game Designer:** Develop the visual and interactive aspects of video games; **Visual Effects Artist:** Produce special effects for films, TV, and advertisements; **Media Planner:** Strategize and manage media campaigns across various platforms; **Content Creator:** Produce engaging video content for social media and digital platforms; **Film Critic/Journalist:** Write reviews and articles on films and the film industry.

These career paths leverage your creativity and technical skills, offering a dynamic and rewarding professional future in the film, production, and creative sectors.



Entrance Requirements

A pupil wishing to commence the GCSE Music course should enjoy listening to and making music. Weekly lessons with a Performance Tutor are advisable for this course as pupils will be expected to perform at Grade 4/5.

Pupils who are already working at Grade 3/4 level when they commence study in Year 11 are in a distinctly positive position in terms of maximising their grade in GCSE Music. Skills developed through participation in choir, orchestra, jazz band or folk group are simply invaluable and music technology skills, built up in Year 8, 9 and 10, are also a particularly worthwhile aid for composition.

ASSESSMENT

The **GCSE Music** course is designed to make music personal and accessible to each pupil. This is achieved through a study of the following elements:

- I. **Composing and Appraising – 30% (TWO pieces.)**
- II. **Performing – 35%** (solo and ensemble, at a level equivalent to Grade 4/5 Standard)
- III. **Listening and Appraising – 35%** (music from 1600 to the present day, including Folk, Jazz, Rock, Classical, Film Music).

These elements are studied under the following headings:

1. Western Classical Music 1600-1910
2. Film Music
3. Musical Traditions of Ireland
4. Popular Music 1980 – present day.

CAREER OPPORTUNITIES

In recent years, Northern Ireland and the U.K. have seen revenue, new careers and employment opportunities in the creative sector outstrip other industries. Music is closely related to the fields of acoustics, electronics and creative digital technologies so many pupils combine Music at 'A' Level with Maths and Physics with the hope of entering these fields at university level. Others go on to study Law, Acoustic Design, Sound and Music Technology and Engineering, Pure Music, Performance, Teaching, Music Therapy, Physiotherapy, Civil Engineering and a host of other diverse courses.

NUTRITION AND FOOD SCIENCE:

OVERVIEW

HEAD OF DEPARTMENT, MRS J MCCARTHY

The CCEA GCE Nutrition and Food Science specification offers a thorough understanding of nutrition principles and the impact of diet on health and well-being. It encompasses a broad range of topics, including macro and micronutrients, dietary requirements across different life stages, and the relationship between diet, lifestyle, and health. The course is structured into two levels: AS and A2. At the AS level, students explore the principles of nutrition and the links between diet and health, while at the A2 level, they delve into specialized topics such as food security, sustainability, food safety, and quality. Additionally, students complete a research project that integrates knowledge from various units, fostering critical thinking, research skills, and the ability to make connections across different areas of study. This specification not only prepares students for careers in nutrition and food science but also equips them with valuable transferable skills for various professional fields.

Designed to promote continuity, coherence, and progression, the specification consists of two parts: AS and A2. Students can take the AS as a final qualification or as the first half of the A Level qualification. The AS builds on, but does not depend on, the knowledge and skills developed in GCSE Food and Nutrition. The A2 section builds on the AS foundation, providing a basis for further study in higher education. The central focus of Nutrition and Food Science education is the health and well-being of individuals in their daily lives, addressing the management of human and non-human resources and decision-making regarding nutrition and consumer issues.

ASSESSMENT

Unit	Title	Weighting	Assessment Type	Description
AS 1	Principles of Nutrition	50% AS / 20% A Level	External Examination	Study of macro and micronutrients, other dietary constituents, nutritional requirements, and current dietary recommendations across the life span.
AS 2	Diet, Lifestyle and Health	50% AS / 20% A Level	External Examination	Investigation of current research on diet, lifestyle, and health.
A2 1	Option A: Food Security and Sustainability	30% A Level	External Examination	Examination of consumer behaviour in food purchasing decisions and the implications of consumer food choice.
	Option B: Food Safety and Quality	30% A Level	External Examination	Exploration of securing a safe food supply from the primary producer to the consumer.
A2 2	Research Project	30% A Level	Internal Assessment	Submission of a report on a research-based activity (max 4000 words) from AS 1, AS 2, or A2 1. Includes synoptic assessment requiring demonstration of connections between different elements of the subject.

CAREER OPPORTUNITIES

Studying CCEA GCE Nutrition and Food Science opens up numerous job opportunities in the diverse nutrition and food science sector and associated fields. Careers include Dietetics, Human Nutrition, Food Design and Nutrition, Food Product Development, Food Management and Marketing, Food Manufacturing, Environmental Health, Food Science and Technology, Consumer Business Management, Teaching, Sports Studies, Nursing, Occupational Therapy, and Radiotherapy. Additionally, this field equips students with transferable skills such as critical thinking, research and data analysis, communication, and problem-solving, which are valuable in many other careers, including healthcare, education, and business. This makes the qualification versatile and highly beneficial for a wide range of professional paths.



OVERVIEW

HEAD OF DEPARTMENT MR I MONAGHAN

The WJEC AS and A level in Physical Education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance.

ASSESSMENT

AS Unit 1 Exploring physical education**Written examination: 1 hour, 45 minutes****24% of A level qualification (60% of AS qualification)****AS Unit 2 Improving personal performance in physical education****Non-exam assessment****16% of A level qualification (40% of AS qualification)**

This unit will assess practical performance in **one** activity as a player/performer and as a coach **or** official

As well as a personal Performance Profile

Practical performance as a player/performer. Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

Practical performance as a coach. Learners must plan and deliver a coaching session as part of a training programme.

Practical performance as an official. Learners should be the main official in their chosen activity in a competitive situation.

Personal Performance Profile. The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

A level Unit 3 Evaluating physical education**Written examination: 2 hours****36% of qualification****A level Unit 4 Refining personal performance in physical education****Non-exam assessment****24% of qualification**

This unit will assess practical performance in **one** activity as a player/performer and as a coach **or** official

as well as Investigative Research.

Practical performance as player/performer. Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

Practical performance as a coach. Learners must plan and deliver a progressive coaching session as part of a training programme.

Practical performance as an official. Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

Investigative Research. The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

CAREER OPPORTUNITIES

A-Level PE enables pupils to apply for higher education courses in sports science, sports management, healthcare, or exercise and health. It can also complement further study in subjects such as biology, human biology, physics, psychology, nutrition and sociology. It can also open up a range of career opportunities including: sports development, sports coaching, physiotherapy, sports journalism, personal training or becoming one of the next generation of PE teachers.



OVERVIEW

HEAD OF DEPARTMENT, MR D SWANN

A-level Physics expands on the fundamental principles studied at GCSE, delving deeper into the physical laws that govern the universe. This subject fosters curiosity and enhances analytical thinking by exploring complex topics such as Quantum Mechanics, Particle Physics and Astronomy. Students develop problem-solving skills, mathematical proficiency, and experimental expertise through a combination of theoretical learning and hands-on practical investigations. The course also emphasizes real-world applications, providing insights into how Physics drives technological innovation and addresses global challenges.

The specification includes a detailed study of topics such as forces, energy, electricity, wave phenomena, the nature of light, and the behaviour of matter on both macroscopic and atomic scales. Students gain experience in data analysis and experimental techniques, preparing them for further education or careers in science and engineering.

ASSESSMENT

The A-level Physics course is divided into six units, with three at AS level and three at A2 level:

- **AS 1: Forces, Energy, and Electricity.** Written exam: 1 hour 45 minutes (40% of AS; 16% of A-level)
- **AS 2: Waves, Photons, and Astronomy.** Written exam: 1 hour 45 minutes (40% of AS; 16% of A-level)
- **AS 3: Practical Techniques and Data Analysis.** Two practical assessments, including data analysis (20% of AS; 8% of A-level)
- **A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations, and Atomic and Nuclear Physics.** Written exam: 2 hours (24% of A-level)
- **A2 2: Fields, Capacitors, and Particle Physics.** Written exam: 2 hours (24% of A-level)
- **A2 3: Practical Techniques and Data Analysis.** Two practical assessments, including data analysis (12% of A-level). The written examinations include a mix of short-answer questions, extended writing tasks, and synoptic elements that integrate topics across the specification.

CAREER OPPORTUNITIES

A-level Physics is a gateway to a wide range of opportunities in higher education and employment. It is highly regarded by universities and employers for its emphasis on critical thinking, problem-solving and analytical skills.

Physics provides an excellent foundation for degrees in Engineering (mechanical, civil, electrical, aerospace, and more), Physical Sciences, Mathematics, Medicine and Technology. Careers in cutting-edge fields like renewable energy, robotics, artificial intelligence, and space exploration are accessible with further study in Physics or related disciplines.

Additionally, Physics graduates are sought after in sectors such as finance, data science, law and consultancy, where their quantitative and problem-solving skills are invaluable. Specific roles include Medical Physicist, Research Scientist, Software Developer, Pilot, Architect and Scientific Journalist.

Physics opens doors to a future where innovation and discovery shape the world.



OVERVIEW

HEAD OF DEPARTMENT MRS S LEAKER

Religious Studies prepares you for life in general. Firstly, it is about people: understanding their different views, learning about their beliefs, and understanding what makes people tick whether they have a religious worldview or not. RS involves thinking deeply about what it is to be human and how we relate to each other. Secondly, it is an opportunity to think through big questions of life. 'An unexamined life is not worth living' Socrates may or may have actually said this but the point stands. Whether or not God exists, how we make moral decisions, questions about gender and justice, life and death. These are important questions and in no other subject is wrestling with such questions so central.

ASSESSMENT

<p>Unit AS7: Foundations of Ethics with special reference to issues in Medical Ethics</p>	<p>Deontological approaches to moral decision making: Christian Scriptures, Natural Law. Teleological approaches to moral decision making: Utilitarianism, Situation Ethics. Life and Death Issues: Abortion, Euthanasia. Developments in Bio-Ethics: Assisted Conception, New Reproductive Technology. Students will be required to critically reflect on the issues from both units in relation to human experience.</p>	<p>Assessment: Two 1 hour 20 minute externally assessed written papers. Each paper is worth 50% of AS and 20% of A level Unit</p>
<p>Unit AS8: An Introduction to the Philosophy of Religion</p>	<p>Arguments for the existence of God: Ontological and Cosmological. God, atheism and the problem of evil: theodicy and its critique. The problem of miracles: A critique of biblical concepts and the contribution of science to the debate. Religious experience and its credentials: Types of religious experience, mystical experience in particular, scientific challenges and natural explanations. Students will be required to critically reflect on the issues from both units in relation to human experience.</p>	
<p>Unit A22: Themes in Selected Letters of St Paul</p>	<p>Paul's letter to Galatians: demonstrate knowledge and understanding of, and critically evaluate the background to the Letter and main themes. Paul's letter to First Corinthians: demonstrate knowledge and understanding of, and critically evaluate the background to the Letter and main themes. Paul's letter to the Ephesians: demonstrate knowledge and understanding of, and critically evaluate the background to the Letter and main themes. Synoptic assessment theme: Controversy, Division and Reconciliation</p>	<p>Assessment: Two 2 hour externally assessed written papers. Each paper worth 50% of A2 and 30% of A level.</p>
<p>Unit A27: Global Ethics</p>	<p>Moral Theory: Virtue Ethics and the challenges presented by Relativism, Freewill, Determinism and Libertarianism. Global Rights: Christian and Secular perspectives on the nature of Human Rights, sexual identity, gender related issues and animal rights. Global Issues: War and Peace and Punishment. Environmental issues: Conservation, stewardship. Synoptic Assessment Theme: Conscience, Freedom and Tolerance.</p>	

CAREER OPPORTUNITIES

Religious Studies is excellent preparation for the world of work. It requires the ability to analyse and assess different ideas, it requires that you can put yourself in another person's shoes and argue a case from their point of view. It involves discussion, debate and communicating with clarity in your writing. It requires that you can put a case forward clearly yet have the sensitivity to avoid alienating those who may disagree - so developing your people skills. These are precisely the skills that employers hope to find in potential employees.

A qualification in Religious Studies is highly regarded by the Russell Group of universities. Skills developed in RS can be applied to any field of study at tertiary level although students may consider courses in the following fields: Law, journalism, politics, education, media, social work and medicine.

This subject naturally supports careers that deal directly with people and human concerns.



OVERVIEW

HEAD OF DEPARTMENT, MR E MARTIN

Northern Ireland has firmly established itself as a regional centre of excellence in IT, attracting investment from some of the world's largest companies. Many of these organizations have set up entire IT divisions within the province, thanks to the high quality of graduates produced by our education system. Software engineers are in exceptionally high demand in Northern Ireland. A vast majority of graduates secure permanent, well-paid employment soon after completing their studies. Many of these roles include attractive benefits packages and opportunities for career advancement, including international travel.

A-Level Software Systems Development (SSD) was designed to develop key object-oriented programming (OOP) skills, essential for careers not only in IT but across the broader STEM landscape. Careers in engineering and other technical fields increasingly require a strong understanding of OOP, making this course highly relevant and future focused. The course provides students with the opportunity to develop practical programming skills, a solid understanding of system development methodologies, and experience in working on real-world software projects.

ASSESSMENT

- **Unit AS 1: Introduction to Object Oriented Development**
Students gain a thorough understanding of object-oriented systems and adopt an OOP approach to problem-solving. They learn to define and implement object concepts and develop key OOP skills.
 - Assessment: Externally assessed with a two-hour written exam.
- **Unit AS 2: Event Driven Programming**
Students design, implement, test, and evaluate an application using object-oriented technologies in an event-driven environment.
 - Assessment: Internally assessed through a coursework portfolio showcasing programming skills.
- **Unit A2 1: Systems Approaches and Database Concepts**
Students gain a comprehensive understanding of system development principles, methodologies, project management, and testing strategies. This unit includes a detailed study of database systems.
 - Assessment: Externally assessed with a two-hour written exam based on a pre-release case study.
- **Unit A2 2: Implementing Solutions**
Students design and implement solutions to real-world problems, utilizing the knowledge and skills acquired in earlier units. They develop their solution using a relational database management system (RDBMS) within an event-driven programming environment.
 - Assessment: Internally assessed coursework based on a pre-release case study.

CAREER OPPORTUNITIES

Studying A-Level Software Systems Development opens the door to a wide range of career opportunities in IT and STEM-related fields. Graduates often pursue roles such as:

- **Software Engineer:** High demand in Northern Ireland and beyond.
- **Systems Analyst:** Essential for businesses looking to optimise their IT systems.
- **Data Analyst or Database Administrator:** Critical for managing and interpreting large-scale data sets.
- **Game Developer:** A popular and growing sector within IT.
- **Cybersecurity Specialist:** A field with increasing importance globally.

Many careers in engineering, finance, and other technical disciplines also benefit from an understanding of programming and system development principles. Employers across industries value the problem-solving, analytical, and technical skills gained from studying this subject.



OVERVIEW

HEAD OF DEPARTMENT, MR C WILSON

The **A Level** course builds on the knowledge and skills developed in the CCEA GCSE course.

At A-Level, students will have the opportunity to study the design and manufacture of products and systems in a real-world context. They will investigate and analyse existing products and design, manufacture and evaluate their own products. The course offers opportunities to engage in problem-solving activities both in the redesign of existing products (AS) and in the design and manufacture of a new product (A2). A major component of the course is the study of electronic and microelectronic control systems.

ASSESSMENT

Unit	Title	Description	Assessment	Weighting
1	Design and Materials and Systems and Control	This unit has two main areas of study: Design and Materials – Pupils will be expected to develop knowledge of materials, commercial practice and design influences. Systems and Control – Pupils will study a broad range of electronic systems with an emphasis on incorporating systems in product design.	Two 1 hour examination papers taken in the same sitting with a 10 minute break in between.	20%
2	Coursework: Product Development	The emphasis in this unit is on the analysis and development of an existing product, with a view to re-designing either the product or an aspect of it. This involves the development and manufacture of a 3D product and a 10 A3 page portfolio.	45 hours of coursework internally assessed, externally moderated.	20%
3	Systems and Control	This unit involves a more in-depth study of electronic and microelectronic systems.	2 hour examination paper	30%
4	Coursework: Product-System, Design and Manufacture	Pupils will be required to design and manufacture a technological product or system. They must identify a problem or need and ensure it provides sufficient scope to meet the assessment criteria.	60 hours of coursework internally assessed, externally moderated.	30%

CAREER OPPORTUNITIES

The study of A-Level Technology and Design is particularly relevant to students who will progress to further/higher education or employment in the areas of design and engineering. This includes disciplines such as Mechanical/Electrical/Civil Engineering, Product Design and Architecture.



SUBJECT-SPECIFIC CRITERIA FOR ALL SUBJECTS

Subject	GCSE Requirements	Strongly Recommended
Art & Design	Grade B in Art and Design and English	
Biology	Grade A in Biology and Grade B in Chemistry or Grade AA in Double Award Science (<i>with a strong Examination performance in DA Biology</i>). Grade B in GCSE Mathematics.	
Business Studies*	Grade B in Business Studies * <i>Grade B in English (either English Language or Literature) and grade B in Mathematics</i>	
Chemistry	Grade A in Chemistry or Grade AA in Double Award Science (<i>with a strong Examination performance in DA Chemistry</i>). Grade A in GCSE Mathematics.	
Economics*	Grade B in Business Studies or Economics if this has been taken at GCSE. * <i>Grade B in either English Language or Literature and Mathematics</i>	
English Literature	Grade BB overall in GCSE English Language and English Literature	Grade AB overall in GCSE English Language and English Literature
Geography*	Grade B in Geography * <i>Grade B in English (either English Language or Literature)</i>	
Government and Politics*	Grade B in History or Grade B in English language <i>and</i> English Literature	
Health & Social Care*	Grade B in English Language or English Literature	
History	Grade B in History	
Mathematics	Minimum 340 UMS and must have sat Modules M4 and M8	Grade B in Further Mathematics
Further Mathematics	Must have A* grades in both GCSE Mathematics and GCSE Further Mathematics. Consult with the Head of the Mathematics Department in order to confirm their suitability for this subject	
Modern Languages	Grade B in Modern Languages	Grade A at GCSE in all skill areas
Moving Image Arts	Grade B in Moving Image Arts, if this has been taken at GCSE * <i>Demonstrate skills in ICT or Art</i>	
Music	Grade B Music	Grade A in Music. Can perform to a standard equating to Grade 5 exam
Nutrition and Food Science*	Grade B in Food and Nutrition * <i>Grade B in at least ONE of the following subjects: Biology, Chemistry, Double Award Science (BB), English, Business Studies, Economics, Physical Education</i>	
Physical Education*	Grade B in Physical Education, and involvement in school team or other sports * <i>Grade BB pass in Double Award Science or a Grade B pass in one or more of Biology, Chemistry and Physics at GCSE</i>	
Physics	Grade A in Physics or Grade AA in Double Award Science (<i>with a strong Examination performance in DA Physics</i>). Grade A in GCSE Mathematics.	
Religious Studies	Grade B Religious Studies	
Software Systems Development*	Grade B in ICT and Grade A in Mathematics at GCSE * <i>Grade A* in Mathematics and/or A in Further Mathematics at GCSE and be able to demonstrate a strong interest in programming outside of school.</i>	
Technology and Design	Grade B in GCSE Technology and Design	

*if taken as a new subject at A Level



Careers guidance is an important aspect of Sixth Form provision. In Sixth Form, Careers guidance includes:

- Mock Interviews
- Work Experience
- Using the Unifrog website
- Careers Fair
- Visiting Speakers
- Preparation for making university applications through UCAS.

All pupils have a weekly period in Careers throughout Year 13.

To best support your child in this important transition period we recommend that you discuss with them their career plan and assist them in making appropriate choices.

To further assist you we have included information on:

- **Key School Contacts**
- **STEM Information**
- **Labour Market Information**
- **Useful Websites**

Key Contacts

This may be the first time that your child will have taken an important decision which will affect his/her future. It is important to know that he/she is not on his/her own – there is a wide range of people within the School with whom you and your son/daughter can discuss their career pathways and subject choices.

- | | |
|--------------------------------|---|
| • The Head of Careers | Mrs E Anderson |
| • Collect Teacher | Various |
| • Year Teacher | Mr A Forrest |
| • Head of Sixth Form | Mr R McKinley |
| • The external Careers Adviser | Ms D Brennan |
| • Leadership Team | Mr S Moore, Mr S Alexander, Ms S Cochrane |

STEM (Science Technology Engineering and Maths)

Recent research has indicated that there has been a shortfall in the number of people choosing to study STEM subjects. Many jobs require highly numerate, analytical people with STEM skills.

STEM related subjects offered at Friends’ School include:

A Level

- | | | |
|--------------------|----------------------------|------------------------------|
| Biology | Moving Image Arts | Physics |
| Chemistry | Nutrition and Food Science | Technology and Design |
| Digital Technology | Further Mathematics | Software Systems Development |
| Mathematics | | |

Labour Market Information (LMI)

In the current economic climate, it is more important than ever that young people make their career choices wisely. While it’s important to study subjects that they enjoy, it is also prudent to have one eye to the career opportunities which lie ahead.

LMI is the data about jobs that can be used to support career decision making, leading to informed, appropriate and achievable career choices. It helps individuals determine which occupations suit their aptitudes and interests, where the jobs are and which occupations have the best prospects.



What does LMI cover?

- skills and entry requirements
- options with your subjects/qualifications
- how easy/difficult it is to enter an occupation
- the size and nature of industries within Northern Ireland
- employment trends
- occupational areas
- vacancies that employers find hard to fill
- where vacancies are advertised

In particular the Northern Ireland Skills Barometer 2021 is very useful for pupils and parents in thinking about making career decisions about their future. This report provides a detailed understanding of the skill requirements for the Northern Ireland economy, up to 2030. The research analyses where the skills gaps are currently, where they are emerging and where they are likely to emerge over the longer term. You can read the summary findings at the following address:

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-Barometer-2021-Summary-Report.pdf>

Other useful websites for thinking ahead to Higher and Further Education include:

<https://unifrog.com>

<https://www.ucas.com/>

<https://www.serc.ac.uk/>

<https://www.belfastmet.ac.uk/>

You will find all the relevant Student Guides for the CCEA courses that we offer here:

<https://ccea.org.uk/students-parents/choosing-qualifications/gce-student-guides>



JOB SECTOR SKILL AREA	USEFUL WEBSITES	
STEM	www.sectorcareersinfo.co.uk www.careersserviceni.com www.activate.co.uk www.e4s.co.uk	www.futuremorph.org www.stemnet.org.uk www.mathscareers.org.uk www.jobs.ac.uk
Leisure	www.leisurejobs.com	www.skillsactive.com
Plumbing & Electrical	www.summitskills.org.uk www.ett-ni.org	www.pmst.co.uk www.ani.ac.uk
Business and IT	www.e-skills.com www.bringitonni.info	www.momentumni.org
Construction Industry	www.constructionskillsni.org.uk www.bconstructive.co.uk www.citbni.org.uk	www.buildingservicejobs.co.uk www.jobsinsurveying.co.uk
Creative and Cultural	www.ccskills.org.uk	www.creative-choices.co.uk
Creative Media	www.skillset.org	www.bigambition.co.uk
Energy and Utility Skills	www.euskills.co.uk	
Environment and Land-Based	www.lantra.co.uk www.afuturein.com www.animal-jobs.co.uk	www.environmentaljobs.co.uk www.environmentjob.co.uk www.greenjobs.co.uk
Facilities Management,	www.assetskills.org www.rics.org	www.cih.org www.bifm.org.uk
Fashion and Textiles	www.skillfast-uk.org	www.canucutit.co.uk
Financial Services	www.fssc.org.uk	
Food and Drink	www.improve-skills.co.uk	www.caterer.com
Manufacturing		
Health Sector	www.hscni.net www.skillsforhealth.org.uk www.dhsspsni.gov.uk www.people1st.co.uk	www.stepintothenhs.nhs.uk www.jobs.nhs.uk
Hospitality, Travel and Tourism		www.uksp.co.uk
Justice Sector	www.skillsforjustice.com/careers	www.irecruit.nicsrecruitment.gov.uk
Lifelong Learning	www.lluk.org	
Logistics Sector	www.skillsforlogistics.org	www.deliveringyourfuture.co.uk
Northern Ireland Civil Service	www.nicsrecruitment.gov.uk	www.direct.gov.uk
Passenger Transport	www.goskills.org	www.careersinpassangertransport.org
Process and Manufacturing	www.proskills.co.uk	www.prospect4u.co.uk
Retail	www.skillsmartretail.com	
Science Based Industries	www.cogent-ssc.com www.semta.org.uk	www.etcni.org.uk
Social Care and Children	www.nisc.info/careers	www.egsa.org.uk
Automotive Skills	www.motor.org.uk/careers	