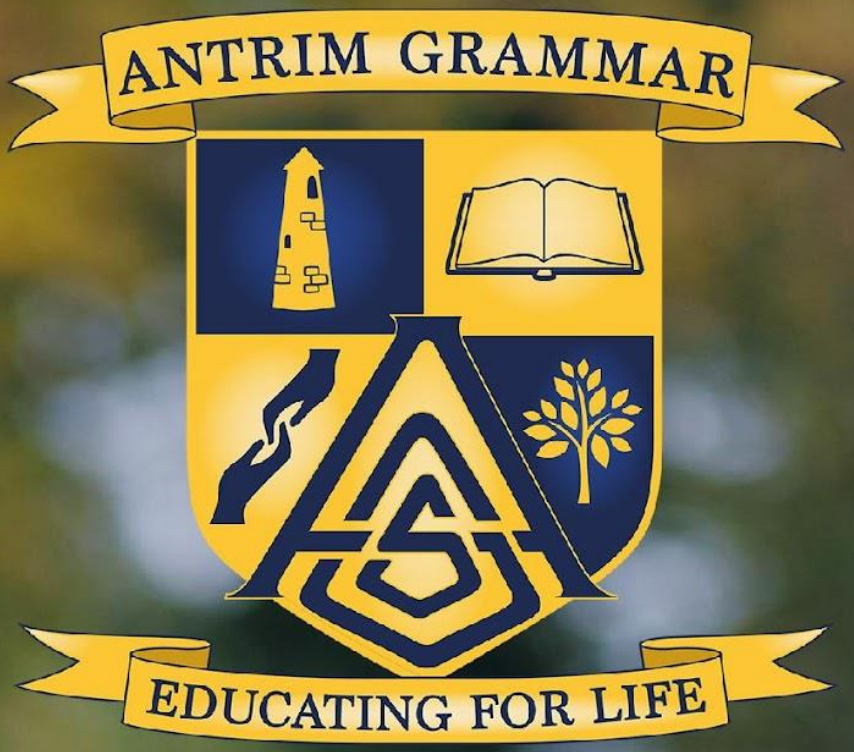

Sixth Form Options

Antrim Grammar School

PRINCIPAL'S INTRODUCTION

Thank you for your interest in Antrim Grammar School's Sixth Form. Antrim Grammar School offers a wide range of subjects at AS/A2 level (or equivalent) meeting the needs and interests of our pupils and those of higher education and employers. This curriculum encompasses traditional 'A' level subjects together with some vocational courses.

Universities continue to place a premium on good grades in three A2 subjects (or equivalent) and achievement of those grades remains the central focus of Sixth Form studies at Antrim Grammar School. Consequently, pupils must study a minimum of three AS/A2 subjects, though pupils with a strong GCSE profile may study 4 AS subjects. Students must ensure that they select subjects which provide a rewarding and relevant course of study, but they must equally ensure that the subject combinations will allow them to meet the University requirements for courses of their choice. Advice on University entrance, or indeed any other aspect of careers, is available through members of our Careers Department.

In addition to our academic provision, we seek to enable Sixth Form students to develop further their social, dramatic, musical and sporting interests and to encourage qualities of leadership, initiative and responsibility. As a school we remain committed to our aim of "Educating for Life" and in equipping our young people to meet the needs of a changing society.

Time spent in the Sixth Form is enjoyable and challenging. It is a period when students gain confidence and maturity in the security of the friendly atmosphere, which exists between fellow Sixth Formers, and between members of the Sixth Form and Teaching Staff. We are pleased to report that each year a number of students from other schools enter Antrim Grammar School's Sixth Form. They settle quickly and happily into their new environment, making their own valued contribution.

We hope you find the contents of this booklet, which outline the academic courses on offer and our Admissions Policy, useful. A booklet, of course, cannot contain all the possible information a parent or pupil may require – further information is available on our Options site or from the school. Additional information about the School can be gained from the School Prospectus but if you have any further queries, please do not hesitate to contact us.

Mr M T Wilson

Principal

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Sixth Form Admissions

1. In order to be considered for a place in Lower Sixth Form (Year 13) a candidate **must** fulfil **all** of the following Sixth Form Entrance Criteria:

Qualifications

(i) have achieved a minimum of at least 7A* - C grades (or equivalent) at GCSE, including English and Mathematics.

(ii) have achieved a minimum of 14 GCSE points. Thereafter, if places are available pupils will be admitted on a descending scale to a minimum of 12 points;

The GCSE points score will be determined as per table below. Please note equivalences for English examining boards and BTEC grading are also included here:

Points Score	GCSE Grade	GCSE Level	Level 2 BTEC
4	A*	9	Distinction*
3	A	8/7	Distinction
2	B	6	Merit
1.5	C*	5	
1	C	4	Pass

The Principal will determine the points awarded for other non-GCSE/BTEC Level 2 qualifications.

Additional criteria:

a) have met the subject specific criteria as outlined in the Options Booklet for the year of entry;

b) has a satisfactory attendance rate of 95% or higher and a record of co-operative behaviour. This will be determined by:

- information contained on SIMS.net.
- where a pupil has been suspended on more than one occasion during their GCSE Years (Years 11-12) then they may be deemed not to have had a record of co-operative behaviour.
- reference may also be made to the end of term reports and any tracking reports or Year Tutor records which have been written during Year 11 and 12 including, for example, repeated failure to submit work by deadlines. Should the attendance, academic performance or behavioural records reveal concerns, the Principal may refuse admission or admit a pupil conditional upon an interview between the pupil, their parents and the Principal in August and the acceptance of a contract.

All students must have an interview with a member of the **Antrim Grammar School Sixth Form Entrance Team** to choose an appropriate course of study including suitable subject choices.

In exceptional circumstances, the Principal can exercise discretion dependent upon the submission of appropriate documentary evidence and a judgement based on the suitability of the pupil for post-16 education at Antrim Grammar School.

2. It should be noted that in the event of a Sixth Form subject being oversubscribed, the school will apply additional discretionary criteria in order to reduce to the appropriate class size, the number of students who have selected to study the subject. Example of discretionary criteria may include:

- study of the subject at GCSE level.
- the pupil has already secured acceptance into three other subjects and the subject in question is a fourth choice.
- academic performance in a subject.

Conversely, where a course is not viable, the School reserves the right not to run that particular course. Requests for possible subject changes must be made within the first half term. Such changes can only be considered if the pupil has met the subject entrance criteria and space is available in the appropriate class.

To study 4 subjects at AS level, pupils must have a GCSE points score of 24 or higher.

For further information, please see the Sixth Form Admissions Policy .

The Sixth Form Offer

All pupils entering the Sixth Form in Antrim Grammar School must study a minimum of 3 subjects at A level. Those attaining more than 24 points, can opt to study 4 AS/A levels.

The list of subjects offered is outlined below:

Art and Design	English Literature	History	Performing Arts
Biology	French	IT (BTEC)	Physics
Business Studies	Further Mathematics	Life and Health Sciences	Religious Studies
Chemistry	Geography	Mathematics	Psychology
Computer Science	Government and Politics	Moving Image Arts	Spanish
Design and Technology	Health and Social Care (Single Award)	Music	BTEC Sport (Single Award)

*There may be an opportunity to take BTEC Travel and Tourism through Parkhall Integrated College, depending on availability.

Please note

- Subject choices will be arranged in blocks based on an initial survey by Year 12 – not all subject combinations will be possible
- It is recommended that pupils select only one BTEC option
- If there are insufficient numbers selecting a subject, it may not run.

The following subjects cannot be studied together:

- BTEC IT/Computer Science
- Life and Health Science with Chemistry, Biology or Physics

Please note that if choosing Mathematics and Further Mathematics, you must study 4 subjects.

Art and Design (WJEC)

The A Level course encourages personal, creative and imaginative approaches to Art and Design and follows a natural progression from GCSE. Students will further develop their practical skills, taking creative risks in appropriate mediums, building on personal strengths and pushing beyond their comfort zone.

Unit	Assessment Overview	Unit Overview
Unit 1 AS Personal Creative Inquiry	Controlled Assessment 40% of A level	An extended, exploratory project/portfolio in a range of appropriate media and outcome/s based on themes and subject matter which are personal and meaningful to the student.
Unit 2 A2 Personal Investigation	Controlled Assessment 36% of A level	Coursework consists of two integrated parts: ● a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance. ● an extended written element of 1000 words minimum, and must clearly relate to student's practical and theoretical work.
Unit 3 A2 Externally Set Assignment	Controlled Assessment 24% of A level	**Part 1:** Preparatory study period released from 1 February (in the second year of the course) and consists of a series of stimuli, one of which is selected as a starting point from which students elicit personal responses developed during the preparatory period. **Part 2:** 15 hour period of sustained focus work. The resolution of learners' ideas from the preparatory work must be completed (not started and completed) during the designated **15 hours (3 day examination period)**.

Criteria:
A* - B at GCSE Level in Art and Design.

Additional Information: You can break into the Creative industries at any level following your GCSEs. However, you will need to evidence your skills and ideas through your portfolio. The industry is highly competitive, so further and higher education qualifications are recommended. There are numerous university and college courses to choose from across the country and beyond.
Further information on the A Level course can be found here:
https://www.eduqas.co.uk/qualifications/art-and-design-gcse/#tab_overview

Biology (CCEA)

This specification includes six assessment units. All six are externally assessed. Two of these involve an element of internal assessment.

Unit	Assessment Overview	Unit Overview
AS 1: Molecules and Cells	External Examination Written Paper 1½ hours 37.5% of AS 15% of A2	This unit deals with molecules, enzymes, viruses, cells, cell physiology, continuity of cells, and tissues and organs. These are core topics in GCE Biology and underpin many of the other topics involved.
AS 2: Organisms and Diversity	External Examination Written Paper 1½ hours 37.5% of AS 15% of A2	This unit covers transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity with an emphasis on local contexts.
AS 3: Assessment of practical skills in AS Biology	External written examination assessing practical skills. 1 hour and internal practical assessment 25% of AS 10% of A2	This unit includes a series of required practical assessments and a 1 hour written examination assessing practical skills.
A2 1: Physiology, Coordination and Control, and Ecosystems	External Examination Written Paper 2 hours and 15 mins 24% of A2	This unit covers homeostasis including the kidney and excretion, immunity, co-ordination and control in plants and animals, and ecosystems.
A2 2: Biochemistry, Genetics and Evolutionary Trends.	External Examination Written Paper 2 hours and 15 mins 24% of A2	This unit covers the biochemical processes of respiration and photosynthesis. Students explore genetics on a number of levels: DNA as the genetic code, gene technology, patterns of inheritance and the mechanism of change in population genetics that contributes to

		evolutionary trends. Students also learn about a variety of phyla in the plant and animal kingdoms.
A2 3: Assessment of practical skills in A2 Biology	External written examination assessing practical skills 1 hour and 15 mins and internal practical assessment 12% of A2	This unit includes a series of practical tasks and a 1 hour 15 minute written examination assessing practical skills.

Criteria

Pupils who have studied GCSE Double Award Science must attain an **AA** grade. They should also have an A grade in the Biology component of the Double Award examination. Pupils who have studied GCSE Biology must attain an **A** grade. Entry into the course for pupils who have achieved a B grade in GCSE Biology, will be subject to an interview with the Subject Leader. Pupils must also have attained a B grade in the written papers of the qualifications. Pupils should also have achieved a B grade in GCSE Mathematics.

Additional Information

Biology is a subject which leads to a wide variety of careers in a whole range of professions, such as medicine, the environment, Veterinary Science, Nursing, Food Technology, Horticulture, Occupational Therapy and Biotechnology.

Further information on the course can be found here: : https://ccea.org.uk/post-16/gce/subjects/gce-biology-2016

Business (CCEA)

The CCEA GCE Business Studies specification provides insight into how organisations meet stakeholders' needs. Students explore businesses' decision-making and risk-taking processes. They develop awareness of organisations' ethical dilemmas and responsibilities.

Students also develop transferable skills that help them to access further education courses or become valued employees. This course offers a foundation for careers in marketing, finance, accountancy, human resources or self-employment.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

In the AS units, students explore business structures and the importance of recruiting and training a quality labour force. They investigate the role of financial information in business decision making.

Students who continue to A2 gain insight into business planning, and how globalisation and sustainability issues affect business activities.

Unit	Assessment Overview	Unit Overview
Unit AS 1: Introduction to Business	External Examination Length 90 minutes Weighting 50% of AS	For AS 1, there is a 1 hour 30 minute external assessment consisting of two short unseen case studies. The total marks available are 80. Each case study has one compulsory question in four parts, with 40 marks available for each question.
Unit AS 2: Growing the Business	External Examination Length 90 minutes Weighting 50% of AS	For AS 2, there is a 1 hour 30 minute external assessment consisting of two short unseen case studies. The total marks available are 80. Each case study has one compulsory question in four parts, with 40 marks available for each question.
Unit A2 1: Strategic Decision Making	External Examination Length 120 minutes Weighting 50% of A2	For A2 1, there is a 2 hour external assessment consisting of an extended unseen case study. The total marks available are 90. The case study has five compulsory questions.
Unit A2 2: The Competitive Business Environment	External Examination Length 120 minutes Weighting 50% of A2	For A2 2, there is a two hour external assessment consisting of an external unseen case study. The total marks available are 90. The case study has six compulsory structured data response questions.

Criteria

This subject may be taken at AS Level without having been studied at GCSE level. Pupils must achieve a minimum **B grade** in GCSE Business Studies, OR if they have not studied the subject at GCSE level they require a grade **B** in Mathematics AND a grade **B** in English Language/Literature.

Additional Information

The Business topics studies lend themselves to studying and engaging with the business world. The specification and assessment should encourage students to follow business developments and think critically about contemporary business issues. Most of the assessment material is based on real business situations. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

With a focus on helping you to become a good decision maker, you'll learn essential managerial skills, alongside techniques to help you become an analytical problem solver. These skills are highly sought after and valued in a wide range of careers. If you'd like to study business, finance or management at university, A-level Business Studies provides an excellent foundation. The skills you learn are transferable across a broad range of subjects and careers.

Further details can be found at:

https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016

Chemistry (CCEA)

At AS Level candidates are given a solid grounding in foundation Chemistry. The specification introduces the chemical reactivity of atoms and molecules and provides an understanding of their structures. The development and use of the Periodic Table is explained in greater depth. There is an emphasis on practical work and investigation.

At A2 Level the specification develops the concepts of physical chemistry, inorganic and organic introduced at AS. Candidates will continue their study of kinetics, equilibria, organic chemistry and spectroscopic techniques to a greater depth. New areas such as transition element chemistry will also be introduced.

Unit	Assessment Overview	Unit Overview
Unit AS 1 Basic Concepts in Physical and Inorganic Chemistry	External written examination 1 hour 30 mins 40% of AS 16% of A level	Areas covered include: ● Formulae and equations ● Atomic Structure ● Chemical Calculations ● Bonding and Structures ● Intermolecular Forces and molecular shapes ● Group 7 ● Redox ● Qualitative and Quantitative Analysis
Unit AS 2 Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External written examination 1 hour 30 mins 40% of AS 16% of A level	Areas covered include: ● Further Chemical Calculations ● Energetics ● Kinetics ● Equilibrium ● Group 2 chemistry ● Organic Chemistry (alkanes, alkenes, haloalkanes, alcohols) ● Infra-red Spectroscopy
Unit AS 3 Basic Practical Chemistry	**Practical assessment in the laboratory.** 1 hour 15 mins **Practical Booklet B.** 1 hour 15 mins 20% of AS 8% of A level	Practical Booklet A consists of a variety of practical tasks (25 marks). Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (55 marks). Students take the examination in an examination hall.

Unit A2 1 Further Physical and Organic Chemistry	External written examination 2 hours 40% of A2 24% of A level	Areas covered include: ● Lattice Enthalpy ● Enthalpy, Entropy and Free Energy ● Equilibria ● Acid-base Equilibria ● Kinetics ● Organic Chemistry (including aldehydes and ketones, carboxylic acids and their derivatives, Aromatic compounds)
Unit A2 2 Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written examination 2 hours 40% of A2 24% of A level	Areas covered include: ● Further Organic Chemistry (amines, amides, amino acids, polymers) ● Transition Metal chemistry ● Electrochemistry ● Mass Spectroscopy ● NMR Spectroscopy ● Volumetric Analysis ● Chromatography ● Chemistry in Medicine
Unit A2 3 Further Practical Chemistry	**Practical Booklet A.** 1 hour 15 mins **Practical Booklet B.** 1 hour 15 mins 20% of A2 12% of A level	Practical Booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall.

Criteria

Pupils who have studied GCSE Double Award Science must attain an **AA grade**. They should also have an A grade in the Chemistry component of the Double Award examination. Pupils who have studied GCSE Chemistry must attain an **A grade**. Entry into the course for pupils who have achieved a B grade in GCSE Chemistry, will be subject to an interview with the Subject Leader. Pupils must also have attained a B grade in the written papers of the qualifications and a B grade in GCSE Mathematics.

Additional Information

Chemistry is essential for Medicine, Chemical Engineering and Industrial Chemistry, Dentistry, Agriculture, Veterinary Science, Food Sciences and Pharmacy. It is desirable for Home Economics,

Engineering, Medical research, Biotechnology, Biomedical Sciences, Genetics, Anatomy, Forensic Science, Environmental Science, Laboratory work in Industry, Hospitals and Civil Service and Teaching.

Further information on the course can be found here:
https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016

Computer Science (WJEC)

Computer Science enables pupils to develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, to analyse problems in computational terms through practical experience of solving such problems, the capacity for thinking creatively, innovatively, analytically, logically and critically and the capacity to see relationships between different aspects of computer science. Computer Science also provides pupils with the ability to articulate the individual, social, legal and cultural opportunities and risks of digital technology.

Unit	Assessment Overview	Unit Overview
Unit 1 Fundamentals of Computer Science	Written examination 2 hours 25% of qualification	This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.
Unit 2 Practical Programming to Solve Problems	On-screen examination 2 hours 15% of qualification	This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.
Unit 3 Programming and System Development	Written Examination 2 hours 20% of qualification	This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.
Unit 4 Computer Architecture, Data, Communication and Applications	Written examination 2 hours 20% of qualification	This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.
Unit 5 Programmed Solution to a Problem	Non Exam Assessment 20% of qualification	Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming).

Criteria

This is only available to students who attain a **Grade A or points 7-9** in GCSE Computer Science. Students must also have attained 17 points across 6 subjects.

Additional Information

This course could lead to a third level course of study in Computer Science, Software Engineering or similar discipline. Further information on the course can be found here:
http://www.wjec.co.uk/qualifications/computer-science/computer-science-gce/

Design and Technology (Eduqas)

Design and Technology is an inspiring, rigorous and practical subject. The Eduqas Design and Technology A-Level encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

Unit	Assessment Overview	Unit Overview
Component 1: Design and Technology in the 21st Century	External Examination: Length 3 hours 50% of qualification	Learners take a single examination in product design. The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of: ● technical principles; ● designing and making principles; along with their ability to analyse and evaluate wider issues in design and technology.
Component 2: Design and make project	Non-exam assessment: 50% of qualification	A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to: ● identify, investigate and outline design possibilities; ● design and make prototypes; ● analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

Criteria

Entrance to this course is dependent on pupils having achieved a **minimum of a B** grade in all units of GCSE Engineering and Manufacturing or a similar Design and Technology based qualification.

Additional Information

The A Level Design and Technology specification is designed to develop learners' subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

This specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries

- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients develop knowledge and experience of real world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- be able to work safely and skilfully to produce high-quality prototypes/products
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design.

English Literature (CCEA)

This course involves the study of a wide range of literature which includes all three genres. The material ranges in scope from the 1300s to the twenty-first century. It is a highly academic and impressive A Level, accepted by all universities and further educational institutions.

Unit	Assessment Overview	Unit Overview
	External Examination 2 hours 60% of AS 24% of A2	The Study of Poetry and Drama: 1900 - Present: Students answer two questions, one on Poetry and one on Drama
AS2	External Examination 1 Hour 40% of AS 16% of A2	The Study of Prose Pre 1900: Students answer one question
A21	External Examination 1 hour 30 mins 20% of A Level	Shakespearean Genres: Students answers one question
A22	External Examination 2 hours 20% of A Level	The Study of Poetry Pre 1900 and Unseen Poetry: Students answer two questions, one from Section A and the question set in Section B
A23	Internal Assessment 20% of A Level	Students complete a 2,500 word essay

Criteria

A GCSE English Literature **Grade B or higher** is required to study this subject at A Level. Students from other schools may be asked to complete a task for assessment of suitability.

Additional Information

English Literature prepares students to go into careers that demand the analytical skills of such a rigorous academic subject. These include: Barrister, Solicitor, Marketing, Sales and Advertising, Copywriting, Public Relations, Journalism, Author/Writer, Animator, Librarian, Designer, Public Speaking, Teaching, Curator, TV Producer and there are many more.

The study of Literature is a study into the human psyche, human experience and social influences over the years. This study will teach a student to read in context and to understand the influences of

the author. The ability to read any content with a deeper appreciation and investigation is an essential skill that will only increase in importance as the platform for sharing news and views.

In addition, a study of The Literary Canon will help a student understand History, identify and understand trends and the key events that have shaped our past and present society.

English Literature is one of the Russell Group universities' 'facilitating' subjects, so called because choosing them at A-level allows a wide range of options for degree study.

English Literature A-level is an essential subject for an English degree. Some drama, media studies, American studies and law degree courses will also ask for an English Literature A Level. The Russell Group Informed Choices guide also recommends English Literature A-level for those who want to take degree courses in classics, French and other modern languages, teacher training, history, history of art, politics and religious studies.

Skills you will gain by studying English Literature
Developing your own formal written communication style is a key skill for further studies and communication in a career: a skill that is highly valued by employers but can be overlooked in the modern world.

Many of the skills developed through studying this subject are related to independent thinking, the ability to analyse sophisticated ideas and the ways in which they are presented, to synthesise large and complex text, and to know how to build a convincing argument are just a few.

Further details can be found at https://ccea.org.uk/post-16/gce/subjects/gce-english-literature-2016

French (CCEA)

The following topics are examples of the areas pupils will cover:

AS **Relationships, Culture & Lifestyle** and **Literature:** A film or a piece of Literature is studied, currently *No et Moi (Délphine de Vigan)* or the film *Manon des Sources (Claude Berri)*.

A2 **Young people in Society, Our place in a Changing World** and **Literature:** one piece of Literature is studied, currently *Les Mains Sales* (Jean-Paul Sartre).

Societal Theme: One aspect of either Culture, a region or an historical period of a French Speaking Country

Unit	Assessment Overview	Unit Overview
AS Unit 1: Speaking	External Assessment 30% of AS 12% of A level	Prepared presentation followed by a conversation. An external examiner will conduct it. In all, the speaking test should last approximately 11 minutes.
AS Unit 2: Section A: Listening Section B: Reading Section C: Use of Language	External Examination 40% of AS 16% of A level 2 hours	Section A: 2 questions based on 2 passages recorded on MPS3 files and listened to on the computer. Section B: 1 text with reading comprehension questions and translation of one text into English Section C: consists of short grammar questions
AS Unit 3: Extended Writing	External Examination 30% of AS 12% of A level 1 hour	Students write one essay of at least 250 words on either a French language film studied in class or a short novel or play.
A2 Unit 1: Speaking	External Assessment 18% of A level	Discussion based on individual research on either an aspect of Culture, a Historical period or a region of a French-speaking country, followed by a conversation. An external examiner will conduct it. In all, the speaking test should last approximately 15 minutes.
A2 Unit 2: Section A: Listening Section B: Reading	External Examination 24% of A Level 2 hrs 45 mins	Section A: 2 questions based on 2 recorded passages Section B: 2 reading comprehension questions based on 2 texts, a summary in English and the translation of a passage from English to French.

A2 Unit 3: Extended Writing	External Examination 18% of A level 1 hr	Students write one essay of at least 300 words on a literary text studied in class. The book currently studied is *Les Mains Sales* by Jean-Paul Sartre.

Criteria

Students must have achieved at least a **Grade B** at GCSE with at least a B in each of the four units at Higher Level (Speaking, Writing, Listening and Reading). Students not meeting these criteria will be considered in exceptional circumstances based on the advice of the class teacher.

Additional Information

Learning a foreign language can open up opportunities in an extremely wide range of careers. A recent CBI survey found that 67% of UK businesses require people with language skills. Employers value the skills developed while studying French: communication and organisational skills, team working skills and analytical and problem solving skills. Studying French can lead to careers in Business, Law, Computer Games Development, Travel and Tourism, Speech Therapy, Teaching, Journalism, Interpreting and Translating and is also useful in careers such as Engineering and Medicine.

Further details can be found at https://ccea.org.uk/post-16/gce/subjects/gce-french-2016

Further Mathematics (CCEA)

The course involves the study of Pure Mathematics, Mechanics and Statistics. This course must be chosen with A Level Mathematics and will be taught alongside A Level Mathematics. The specification aims to encourage deeper understanding of mathematics and mathematical processes. Students explore pure mathematics, including further algebra and functions, complex numbers, matrices and vectors. They also investigate applied mathematics, including mechanics, statistics, and discrete and decision mathematics.

Unit	Assessment Overview	Unit Overview
Unit 1 AS1 Pure Mathematics	1 External Examination Length: 1hour 30 minutes 20% of A level	Further algebra & functions, Complex numbers, Matrices, Vectors
Unit 2 AS2 Applied Mathematics	1 External Examination Length: 1hour 30 minutes 20% of A level	Hooke's law, Work and energy, Power, Circular motion.
Unit 3 A21 Pure Mathematics	1 External Examination 2 hours 15 minutes 30% of A level	Proof, Further algebra & functions, Complex numbers, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations
Unit 4 A22 Applied Mathematics	1 External Examination 2 hours 15 minutes 30% of A level	Simple harmonic motion, Damped oscillations, Centre of mass, Frameworks, Further circular motion

Criteria

This course must be chosen with A Level Mathematics and it would be expected that an **A*** would have been achieved in GCSE Further Mathematics and GCSE Mathematics.

Additional Information

Studying GCE Further Mathematics gives students opportunities to extend their range of mathematical skills and techniques. They will be able to apply mathematics in other fields of study and develop an awareness of how mathematics is relevant to the world of work. They will also use their mathematical skills to solve challenging problems. This qualification gives students a sound basis for progression to higher education and employment.

Further information on the course can be found here: https://ccea.org.uk/post-16/gce/subjects/gce-further-mathematics-2018

Geography (CCEA)

Geography is a versatile and relevant academic subject, which will help you to develop extensive knowledge of current issues like global warming, desertification, deforestation, loss of biodiversity, groundwater pollution and flooding.

Unit	Assessment Overview	Unit Overview
AS 1: Physical Geography	External Examination 1 hour 15 mins 40% of AS 16% of A Level.	This unit is concerned with physical processes and systems and human interaction with them. Students investigate fluvial environments, local and global ecosystems, and the processes that shape weather and climate. They study physical processes and environments at a range of scales and in a range of places.
AS 2: Human Geography	External Examination 1 hour 15 mins 40% of AS 16% of A Level	This unit has three themes covering key aspects of Human Geography. Students investigate how different human systems and relationships across our world change over space and through time. Students explore a range of places at a variety of scales.
AS 3: Fieldwork Skills and Techniques in Geography	External Examination 1 hour 20% of AS 8% of A Level	In this unit, students become actively involved in collecting geographical data first-hand through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies.
A2 1: Physical Processes, Landforms and Management	External Examination 1 hour 30 mins (2x45 minute questions.) 24% of A Level	In this unit, students choose two options from the four available. We do: **Option A: Plate Tectonics – Theory and Outcomes.** This option enables students to develop an understanding of the dynamic nature of crustal movement and related events. Students increase their knowledge of the processes of tectonic activity and appreciate the potential beneficial and detrimental outcomes of natural hazards. **Option C: Dynamic Coastal Environments.** This option enables students to gain a deeper understanding of coastal systems and processes by developing their understanding of the nature and potential threat of dynamic adjustments to coastal environments over time. Students investigate the changing role and nature of management in coastal environments and evaluate the effectiveness of management

		strategies. Students also consider the need for sensitivity and sustainability of human activity in coastal environments.
Unit A2 2: Processes and Issues in Human Geography	External Examination 1 hour 30 mins (2 x 45 minute questions.) 24% of A Level	In this unit, students choose two options from the four available. We do: **Option C: Ethnic Diversity.** This option enables students to understand how to define ethnicity. They investigate the processes that create and maintain ethnic diversity and evaluate the social, economic and spatial outcomes of this diversity. Students enhance their understanding of the causes, the nature of and possible responses to conflict. **Option D: Tourism** This option enables students to develop their understanding of the changing nature and characteristics of tourism and to appreciate the role of tourism in the global economy. They have an opportunity to understand the challenges that may arise because of tourism development in a region or country and the role of management policies to address these issues. Students also consider the issues associated with ecotourism and its regulation.
Unit A2 3: Decision Making in Geography	External Examination 1 hour 30 mins 12% of A Level	In this unit, students develop decision-making skills in a real world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations.

Criteria

For entry into AS, students must have achieved **at least a Grade B** at GCSE with **at least a Grade B in each of the three units** (Physical Geography, Human Geography and Fieldwork.) Students not meeting these criteria will be considered only in **exceptional circumstances** at the discretion of the Subject Leader.

Additional Information

Geography is a broad based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change. For further information on the CCEA Geography course, go to: https://ccea.org.uk/post-16/gce/subjects/gce-geography-2018

Government and Politics (CCEA)

AS/A2 level Government and Politics is a new subject in the Sixth Form, although it builds on skills acquired in other GCSE subjects. A good writing style is essential since all responses in the examinations require a lucid and direct approach. A significant part of the course is structured in response to contemporary sources, but extended writing is also necessary, particularly at A2.

Unit	Assessment Overview	Unit Overview
AS1 The Government and Politics of Northern Ireland	External examination 1 hr 15 mins 40% of AS 16% of A level	This option examines the roles and effectiveness of the NI Assembly, NI Executive, and the reasons for electoral success or failure for the NI political parties. It is a source-based examination.
AS2 The British Political Process	External examination 1 hr 45 mins 60% of AS 24% of A level	This unit examines the inter-relationships between the UK legislature (Conns and Lords), the Executive (PM and Cabinet) and judiciary (UK judges) and comprises both short answers and longer, discursive responses.
A2 1 A Comparative Study of the Government and Politics of the USA and UK	External examination 2hrs 15mins 35% of A level	Although the module initially focuses on the powers and effectiveness of the Executive (President) and Congress (House of Representatives and the Senate), this information is used to compare the US Executive and Legislature with their UK equivalents.
A22: Political Power	External examination. 1hr 30mins 25% of A level	This module is synoptic, drawing examples of political power from across the two-year course. It is very conceptually based and develops understanding of political theories, such as Marxism and Feminism.

Criteria

This subject may be taken at A level without having been studied at GCSE level. Students should have at least a **Grade B** in **all** examined units in either GCSE History or English Literature. A good level of written and communication skills will be necessary for the essay-based structure of the examinations.

Additional Information

This is a very contemporary subject as it is based around working institutions of government and these are constantly undergoing change. If students like this sort of fast-paced, being up to date with current affairs approach, then this subject may well be for them. The subject is very relevant to our world now and many who choose it use it as an access subject for Law, Social Policy and PPE. In recent years, past pupils have been working in No 10, based in NI political parties, as researchers in Stormont, and following careers in the law. It is also a good subject for anyone thinking of Journalism and media work.

Further information on the course can be found here: https://ccea.org.uk/post-16/gce/subjects/gce-government-and-politics-2016

Health and Social Care (CCEA) – Single Award

This qualification aims to encourage students to develop their interest in health, social care and early years, (aged 0-8years), settings. It includes three assessment units at AS and another three at A2, including two compulsory internally assessed units (portfolios) and two compulsory externally assessed units (written examinations).

This subject allows students to develop their subject knowledge, understanding and skills in relation to health, social care and early years work contexts, for example, nursery school, primary school (aged 4-8years only) or a residential care home setting. Pupils will therefore be required to undertake **compulsory, regular work experience** in **one chosen setting of their choice in Year 13** where they will observe practices within their care setting and use this observational time to gain an understanding of how the care the child older person receives, is supporting and promoting their health and well-being.

Unit	Assessment Overview	Unit Overview
AS1: Promoting Quality Care	Portfolio 4,000 words 25% of AS 10% of A level	**Internal Assessment** – students produce a written report on practice in a health and social care setting that they have experienced. ● Discuss how staff may apply the three values of care in their work, and how these impact positively on service users ● Describe how two pieces of legislation impact on the chosen setting ● Discuss the application of appropriate aspects of health and safety legislation in the setting ● Evaluate the effectiveness of two policies in promoting quality care in the chosen setting ● Research an example of poor practice in a health, social care or early years setting
AS2: Communication in Health, Social care and Early Years setting	Portfolio 4,000 words 25% of AS 10% of A Level	**Internal Assessment** – students produce a written report on practice in a health and social care setting that they have experienced. ● Description of two different types of communication used in their chosen setting and an explanation of the purpose of each ● A description of how a range of factors support effective communication with service users in their chosen setting ● A description of potential barriers to communication with service users in the chosen setting and an assessment of how these can be overcome ● An analysis of how members of one team in their chosen setting communicate and how this contributes to quality care for service users

		● A critical evaluation of either a one-to-one or group interaction they engaged in in the chosen setting, and suggestions for improvements to their own communication skills based on best practice
AS3: Health & well-being	Examination 2 hours: requires both short and extended responses 50% of AS 20% of A Level	**External** written examination that focusses on: ● Key concepts of health and well-being ● The range of service users' needs ● The impact of health and ill health on individuals. ● Investigating a range of factors that affect health and well-being. E ● Examining health promotion approaches and considering the roles of a range of organisations responsible for health and well-being. ● Recognising the impact of discrimination on health and well-being and the importance of anti-discriminatory practice in health, social care and early years settings.
Year 14		
A21: Supporting the Family	Portfolio 4,000 words 15% of A Level	**Internal Assessment** – pupils produce a review of changes to family structures, a case study of a real or fictional family and a report on services for families experiencing particular issues. ● Describe how family structures have changed since World War II and assess the reasons for these changes ● Describe the structure and membership of the family, identify the family member who needs support and analyse how other members of the family meet their needs (Case study is based upon a family that has a member who receives support from the statutory, private, voluntary and/or informal sectors). ● Discuss how health and social care services meet the needs of both the individual identified and the family member(s) supporting the individual and assess the effectiveness of the support given ● An analysis of how the two issues selected may affect children and adults in families ● An analysis of the different ways statutory services support families in dealing with these issues and

		● An assessment of the roles of two voluntary organisations that aim to support families, one for each of the chosen issues
A23: Providing Services	2 hour examination based on pre-release material that focuses on one service user group. Pre-release material will specify the group Available eight weeks before the examination. Students cannot bring any research material into the examination 30% of A Level	**External** written examination: ● Developing knowledge and understanding of service provision in the health, social care and early years sectors. ● How services have developed and how they are structured, regulated and funded. ● Examining how policy, legislation and demographic characteristics can influence service provision. ● Exploring the role of practitioners and how they work in partnership to identify and meet service users' needs. **Service user groups include:** children and families; older people; people with physical disabilities or illnesses; people with learning disabilities; and people with mental illnesses.
A24: Public Health & Health Promotion	Portfolio 4,000 words 15% of A Level	**Internal Assessment -** produce a report on health improvement priorities in NI, undertake a health promotion activity and report their findings by: ● Discussing how three public health issues are being addressed in NI, e.g. obesity, smoking ● Investigate a current health promotion campaign run by the PHA, identify its objectives; methods and materials used ● Describe and evaluate the approaches used ● In a small group, plan and implement a small-scale health promotion activity and deliver it in school to a junior class ● Describe how the success of the activity will be evaluated through the use of evaluation tools for participants and observer(s) and provide a copy of the evaluation tools ● Evaluate the success of the activity after implementing it and make recommendations for improvements to the activity

Criteria

Students are required to undertake regular Work Experience in a Health & Social Care or an Early Years setting to base their observations on. This observational work will be used to support the writing up of the two portfolios (coursework units) which account for 50% of their AS Level in Year 13. Students should identify their preferred setting and having spoken with their class teacher to discuss their preference, they should make contact with that particular organisation, for example, a residential care home, nursery school or primary school, for example to request to do their placement there. Once confirmed verbally with the Principal of the nursery or primary school or the Care Home Manager, they will work alongside their HSC teacher and Mrs McConnell, our school's Work Experience Co-ordinator, to have all of the paperwork associated with this placement completed. This work experience will begin at the start of October and will finish in February of the academic year in Year 13. It is important that for students who wish to do their work experience in a residential care home setting that this is scheduled for a Monday Week A from 2pm to 5pm, If however, they are doing their work experience in a nursery or primary school, they will need to speak to Mrs Fisher who will look at their timetable with them to identify a minimum of a 2.5 hour slot which will have to be agreed with the Principal of the school. As we are being supported by external organisations, it is vital that students must make sure that they fully commit to this placement on a fortnightly basis and arrive on time. If they will be absent they must notify both their placement provider and Antrim Grammar School office.

This subject may be taken at A Level without having been studied at GCSE level. **Students must have achieved a Grade B or higher in GCSE English Language.** A sound level of application, critical analysis, evaluation and essay writing is needed.

Additional Information:Health and Social Care provides preparation for a wide range of careers within the care field and places emphasis on the ability to develop skill-based practice as well as academic achievement. The award can give students a sound basis for progression to higher education or work in health, social care and early years. The subject opens up career opportunities in Nursing, Childcare, Midwifery, Social Work, Paramedics, Health Promotion and early years teaching/primary teaching.

Further information can be found at https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016

History (CCEA)

The GCE History syllabus offers students the opportunity to study key historical events in breadth and depth, while also developing their ability to write critically and engage analytically with contemporary evidence and later interpretations. Events such as how Hitler came to power, the Russian Revolution of 1917, Nationalism and Unionism 19th Century Ireland and the Easter Rising are investigated over the two year study period.

Unit	Assessment Overview	Unit Overview
Unit 1 Option 5 Germany 1918-1945. 50% of AS, 20% of A Level.	External Examination 1hour 30 minutes 50% of AS 20% of A Level	This option examines the Weimar Republic (1919– 1933) and Nazi Germany (1933– 1945). This includes the political and economic challenges the Republic faced up to 1923; the emergence of Hitler and the Nazi Party during the Weimar era; the creation of a Nazi Dictatorship and the impact of the war on Nazi Germany. It is assessed using contemporary sources and later interpretations investigating key debates and historical questions.
Unit 2 Option 5 Russia 1914-1941.	External Examination 1 hour 30 minutes 50% of AS 20% of A Level	The first part of this option focuses on the causes and consequences of the Russian Revolutions of 1917. It analyses the reasons why the Tsarist regime collapsed in February 1917 and the Bolsheviks seizure and consolidation of power in October 1917. Students also evaluate the aims and consequences of Lenin's economic policies in the period 1917– 1924. The option concludes with a study of Stalinist Russia. It is assessed through extended written essays.
Unit 3 Option 2: Ireland Under the Union 1800-1900.	External examination 1 hour 15 minutes 20% of A Level	This unit investigates Irish support for the Union from Ulster and Southern Unionists and their reasons for doing so. Students will also investigate the development of constitutional, revolutionary and cultural nationalism in Ireland from 1800-1900 through figures such as Daniel O'Connell, Charles Stuart Parnell and William Gladstone. The 100-year period is assessed in a single extended essay.
Unit 4 Partition of Ireland 1900-1925.	External examination 2 hours 30 minutes 40% of A Level.	This option focuses on how Ireland was partitioned in the early years of the twentieth century. There is a broadly chronological approach, from the crisis over the Third Home Rule Bill for Ireland in the pre-war years through events in Ireland between 1914 and 1918, including the Easter Rising, the Anglo-Irish War of 1919–21, the Government of Ireland Act of 1920, which established the state of Northern Ireland,

		the Anglo-Irish Treaty of 1921, which set up the Irish Free State and the subsequent Civil War. It is assessed using contemporary sources, later interpretations of key historical questions and extended essays.

Criteria

Students should have at least a **Grade B** in **both** examined units in GCSE History. If History has not been studied at GCSE, students who have attained at least a **Grade B** in both examined units in GCSE English Literature, may be considered. A good level of written and communication skills will be necessary for the essay-based structure of the examinations. The large volume of contextual knowledge requires commitment and diligence from students, so a hard-working attitude is an essential requirement.

Additional Information

History is a convenient stepping stone to any arts-based degree. Apart from careers that specifically use history, it is very relevant for anyone intending to study law. Skills developed in A Level history are transferable and very useful in a variety of careers that require the ability to collect, evaluate and analyse evidence. In recent years students have gone on to study History at Oxford and Trinity College Dublin. Studying A Level History continues to enable our students to secure places on highly competitive courses.

Further information on the course can be found here:

https://ccea.org.uk/post-16/gce/subjects/gce-history-2019

BTEC Level 3 National Extended Certificate in IT (Pearson)

The objective of this qualification is to give learners who are interested in an introduction to the study of creating IT systems to manage and share information the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. The Pearson BTEC Level 3 National Extended Certificate in Information Technology is equivalent in size to one A Level. It is made up of 4 units, 2 of which are assignments and 2 of which are externally assessed through examinations. Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

Unit	Assessment Overview	Unit Overview
Unit 1 Information Technology Systems	Written examination 2 hours 33% of qualification	Learners study the role of computer systems and the implications of their use in personal and professional situations.
Unit 2 Creating Systems to Manage Information	On-screen task 5 hours 25% of qualification	Learners study the design, creation, testing and evaluation of a relational database system to manage information.
Unit 3 Using Social Media in Business	Internal Assessment Assignment 25% of qualification	Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.
Unit 6 Website Development	Internal Assessment Assignment 17% of qualification	Learners investigate website development principles. They will design and develop a website using scripting languages.

Criteria

This course is available to students who attain a minimum **Grade B** in GCSE Business Communication Systems or GCSE Computer Science.

Additional Information

This course could lead to a third level course of study in IT or another discipline, or provide experience for the workplace.

Further information on the course can be found here:
http://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html

Life and Health Sciences (CCEA)

The course offered follows the Single Award specification and provides the candidate with one AS/ A2 grade. At Single Award five of the six units taken are compulsory. Only Unit A2 5, Genetics, Stem Cell Research and Cloning is optional. There is a significant portfolio based component in each year.

Unit	Assessment Overview	Unit Overview
Unit AS 1 Experimental Techniques	Internal Assessment 33.34% of AS 13.34% of A2	A portfolio of 12 practical investigations, four from each of the sciences, Biology, Chemistry and Physics.
Unit AS 2 Human Body Systems	External examination 1 hour 30 mins 33.33% of AS 13.33% of A level	The main areas covered are ● Cardiovascular System ● Respiratory System ● Respiration ● Homeostatic Mechanisms ● Nutrition, Exercise and Health
Unit AS3 Aspects of Physical Chemistry in Industrial Processes	External written examination 1 hour 30 mins 33.33% of AS 13.33% of A level	The main areas covered are ● Chemical Calculations ● Volumetric analysis ● Energetics ● Kinetics ● Equilibrium ● Industrial Processes
Unit A2 1 Scientific Method, Investigation, Analysis and Evaluation	Internal assessment 20% of A level	Candidates undertake an investigation and produce a portfolio of their work presented in three parts. ● Essay ● Laboratory Book ● Report
Unit A2 2 Organic Chemistry	External examination 1 hour 45 mins 20% of A level	Areas covered are ● Nomenclature, Structure and Isomerism ● Hydrocarbons - Alkanes ● Hydrocarbons - Alkenes ● Alcohols ● Polymers ● Spectroscopic Techniques ● Making and Purifying Organic Compounds
Unit A2 5 Genetics, Stem Cell Research and Cloning	External examination 1 hour 45 mins	Areas covered are: ● DNA and the genetic code ● Process of DNA replication ● Meiosis ● Genetic Engineering

	20% of A level	• Gene Therapy • Cloning • Stem Cell Technology

Criteria

Entry to this course requires candidates to have a **Grade B** in each of the GCSE Science subjects or **BB** at GCSE Double Award Science or a **Grade A** in GCSE Single Award. A grade B in GCSE Mathematics is also preferable.

Additional Information

Life and Health Science related industries make up over 25% of Northern Ireland's total economic output. They include a diverse range of businesses and employment opportunities, from pharmaceutical and chemical to the National Health Service.

Further information on the course can be found here:
https://ccea.org.uk/post-16/gce/subjects/gce-life-and-health-sciences-2016

Mathematics (CCEA)

The specification encourages students to extend their range of mathematical skills and techniques. They use their mathematical knowledge to reason logically and recognise incorrect reasoning. They draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions.

Students investigate algebra and functions, geometry, trigonometry, exponentials and logarithms, differentiation and vectors. They also examine quantities and units in mechanics, kinematics, forces and Newton's laws, statistical sampling, data presentation and interpretation, probability, statistical distributions.

Unit	Assessment Overview	Unit Overview
Unit 1 AS1 Pure Mathematics	1 External Examination 1hour 45 minutes 24% of A level	Algebra and functions, Coordinate geometry/circles, Binomial expansion, Trigonometry [no radians], Exponentials and logarithms, Differentiation, Integration, Vectors
Unit 2 AS2 Applied Mathematics	1 External Examination 1hour 15 minutes 16% of A level	Kinematics [including i/j vectors], Forces and Newton's laws, Sampling, Data presentation / interpretation, Probability, Statistical distributions
Unit 3 A21 Pure Mathematics	1 External Examination 2 hours 30 minutes 36% of A level	Algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Differentiation, Integration, Numerical methods
Unit 4 A22 Applied Mathematics	1 External Examination 1 hour 30 minutes 24% of A level	Kinematics, Moments, Impulse and momentum, Probability, Statistical distributions, Hypothesis testing

Criteria

It is expected that a **Grade B** would have been achieved in GCSE Further Mathematics if it has been studied. If GCSE Further Mathematics has not been studied, pupils should have attained a **Grade A** in the M4 and M8 paper GCSE Mathematics paper. Anyone who has not followed the GCSE Further Mathematics course is required to do extra private study to catch up on the work missed, with help from the Mathematics Department. Intermediate Mathematics modules do not provide the necessary foundation for A Level Mathematics.

Additional Information

Students with a qualification in GCE Mathematics have experienced success in further and higher education as well as careers in Accountancy, Finance, Statistics, Computer Programming, Engineering, Medicine, Psychology, Dentistry and Teaching among others. Further information on the course can be found here: https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018

Moving Image Arts (CCEA)

A Level Moving Image Arts (MIA) offers students a unique opportunity to develop and refine their skills as film-makers. Students broaden their experience of audio visual culture to inform, inspire and contextualise their own creative ideas. MIA is an ideal choice for students wishing to pursue a career in the creative industries.

Unit	Assessment Overview	Unit Overview
AS 1: Realist and Formalist Techniques and the Classical Hollywood Style – Foundation Portfolio	Coursework 60% of AS 24% of A level	AS 1: Realist and Formalist Techniques and the Classical Hollywood Style – Foundation Portfolio; Students produce: a statement of intention; pre-production materials; one 3–4 minute narrative film sequence or 1½–2 minute animation
AS 2: Critical Response	External online Examination 1.5 hours 40% AS level 16% of A level	AS 2: Critical Response; Section A – Alfred Hitchcock and the Classical Hollywood Style Section B – Formalism: Early European Cinema and American Expressionism
A21: Creative Production and Research - Advanced Portfolio	Coursework 36% of A level	Students produce: an illustrated essay; pre-production materials; one 4–7 minute long narrative film or 2–3½ minute long animation; and an evaluation.
A2 2: Advanced Critical Response	External online Examination Length: 2 hr 15 min 24% of A level	Students take a 2 hour 15 minute online examination with questions based on clips from set study areas and an unseen script. Section A – Realism: Narrative and Visual Style Section B – Creative Exercise Section C – Comparative Analysis

Criteria

Students should have attained a **Grade B** in a relevant GCSE (MIA, English). Students need to have good English skills, basic keyboard and word processing skills to complete the online examinations.

Additional Information: https://ccea.org.uk/post-16/gce/subjects/gce-moving-image-arts-2016

Music (CCEA)

A level Music builds on the content learnt at GCSE, developing the skills of performing, composing and responding to Music.

Unit	Assessment Overview	Unit Overview
AS1 Performing	Moderator Assessed 32.5% of AS 13% of A level	Solo Performance (students should have reached Grade 5 standard in their chosen instrument) Viva voce
AS2 Composing	Internal Assessment 32.5% of AS 13% of A level	A: Composition Task or B: Composition with Technology Task Written Commentary
AS3: Responding to Music	Two external examinations 1 hr/2hrs 35% of AS 14% of A level	**a)** Test of Aural Perception (General Listening) **b)** Written Examination based on Prescribed Areas of Study
A21: Performing	Moderator Assessed 19.5% of A level	Solo Performance (students should have reached Grade 6 standard in their chosen instrument) Viva voce
A22: Composing	Internal Assessment 19.5% of A level	A: Composition Task or B: Composition with Technology Task Written Commentary
A23: Responding to Music	Two external examinations 1 hr 15 mins/2hrs 21% of A level	**a)** Test of Aural Perception (General Listening) **b)** Written Examination based on Prescribed Areas of Study

Criteria

- Pupils must have achieved at least a **Grade B** in GCSE Music

- By year 13, pupils must have reached a minimum Grade 5/6 standard on their chosen/principal instrument and a Grade 6/7 by Year 14
- Practical Requirements: All prospective pupils must possess satisfactory skills on piano as a supplementary instrument.

Additional Information

Further details can be found at https://ccea.org.uk/post-16/gce/subjects/gce-music-2016

Performing Arts (CCEA)

Performing arts is a growth industry in Northern Ireland especially with the Titanic Quarter now becoming a firm favourite with many leading networks and production companies This GCE specification gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.

Unit	Assessment Overview	Unit Overview
AS 1: Developing Skills and Repertoire	Portfolio 60% of AS 24% of A Level	A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.
AS 2: Planning and Realising a Performing Arts Event	Externally assessed 40% of AS 16% of A Level	Externally set pre-release stimulus material Supporting document in three sections produced under controlled conditions. Live performance and/or presentation.
A2 1: Planning for Employment	Internal Assessment 36% of A Level	A record of work, including a written report in three sections, promotional portfolio and evaluation.
A2 2: Performing to a Commission Brief	Externally assessed 24 % of A level	Externally set pre-release stimulus material. A record of work including a research project, summary of findings, evidence of tasks completed and evaluation. Live performance and/or presentation.

Criteria

It is recommended that pupils who opt for Performing Arts A level have either studied GCSE Drama or Performing Arts, or have qualifications in Drama or Musical theatre awarded by LAMDA or Trinity/Guildhall. Experience in performance is essential for this course. For those pupils with no acting experience an audition will have to conducted prior to entry

Pupils must be prepared to stay after school to complete rehearsals in the lead up to important practical assessments.

Additional Information

Careers linked to drama include: actor/actress; stage manager; arts administrator; drama teacher**;** drama therapist television production assistant and radio presenter.

Further details can be found at: https://ccea.org.uk/post-16/gce/subjects/gce-performing-arts-2016

Physics (CCEA)

This course encourages students to develop their interest and enthusiasm for Physics, to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. It helps to develop competence in a range of practical, mathematical and problem-solving skills and to develop advanced study skills that help them prepare for third level education.

Unit	Assessment Overview	Unit Overview
AS1 Forces, Energy and Electricity	External Examination 1h 45 min 40% of AS level 16% of A level	Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.
AS2 Waves, photons and astronomy	External Examination 1h 45 min 40% of AS level 16% of A level	Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.
AS3 Practical Techniques and Data Analysis	Practical skills assessment, externally marked and a second external examination on practical theory 2 (1 hour) components 20% of AS level 8% of A level	Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results.
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	External Examination 2 hours 24% of A level	Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification.

A2 2: Fields, Capacitors and Particle Physics	External Examination 2 hours 24% of A level	Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification.
A2 3: Practical Techniques and Data Analysis	Practical skills assessment, externally marked and a second external examination on practical theory 2 (1 hour) components 12% of A level	Students take an externally assessed test of practical skills, consisting of two experimental tests, and a separate paper requiring the analysis of experimental results.

Criteria

Pupils who have studied GCSE Double Award Science must attain an **AA grade**. They should also have an A grade in the Physics component of the Double Award examination. Pupils who have studied GCSE Physics must attain an **A grade**. Entry into the course for pupils who have achieved a B grade in GCSE Physics, will be subject to an interview with the Subject Leader. Pupils must have attained a B Grade in all written papers. All papers must be higher tier. Pupils should also have achieved a B grade in GCSE Mathematics. Additional Mathematics at GCSE would be helpful but not essential.

Additional Information

Physics A- Level is usually studied alongside subjects such as Technology, Mathematics, Computer Studies and Chemistry, but also provides a useful scientific background for those studying non-technical subjects. It provides an excellent grounding for careers such as Engineering and Architecture.

Further information on the course can be found here:
https://ccea.org.uk/post-16/gce/subjects/gce-physics-2016

www.s-cool.co.uk/alevel/physics.html

Psychology (AQA)

Psychology is the scientific study of the human mind and its functions, especially those affecting behaviour in various contexts. This qualification offers an engaging and effective introduction to the subject of Psychology.

Unit	Assessment Overview	Unit Overview
AS Unit 1: Introductory Topics in Psychology	External Examination 1hr 30 mins 50% of AS level	Topics include: Social Influence, Memory and Attachment.
AS Unit 2: Psychology in Context	External Examination 1hr 30 mins 50% of AS level	Topics include: Approaches in Psychology, Psychopathology, Biopsychology and Research Methods.
A2 Unit 1: Topics in Psychology	External Examination 2hrs 33.3% of A level	Topics include: Social Influence, Memory, Attachment and Psychopathology.
A2 Unit 2: Psychology in Context	External Examination 2hrs 33.3% of A level	Approaches in Psychology, Biopsychology and Research Methods.
A2 Unit 3: Issues and Options in Psychology	External Examination 2hrs 33.3% of A level	Issues and Debates on three topics in Psychology – Relationships, Schizophrenia and Forensic Psychology.

Criteria

Psychology may be taken at AS Level without having been studied at GCSE Level. In recognition that Psychology is a rigorous A Level subject with a significant element of statistical analysis in the A2 course and a substantial volume of subject specific terminology, pupils must have a minimum **Grade B** in GCSE English Language or GCSE English Literature AND GCSE Mathematics AND GCSE Science. Pupils must also have attained **17 GCSE points across 6 subjects** .

Additional Information

Further details on the course can be found at: https://www.aqa.org.uk/subjects/psychology/as-and-a-level

Religious Studies (CCEA)

An engaging and stimulating course which focuses on the birth and development of Christianity throughout history, the influence of Christian thought on culture as well as the challenges of faith in an increasingly secular and pluralistic society. The GCSE Religious Studies course provides a good foundation for pupils to succeed at AS and A2 Religious Studies.

Unit	Assessment Overview	Unit Overview
AS 1: Textual Study	External Examination 1hr 20mins 50% of AS 20% of A2	The textual focus is on the biblical book of 'the Acts of the Apostles' and the role of the apostles in the early Church following the events of Pentecost. The other aspects of human experience section of this module builds on content covered at GCSE and requires students to consider themes such as the role and validity of miracles, the reality and consequences of religious persecution, the ongoing challenges of racial prejudice and sectarianism, the role of religious belief and practice in a multi-cultural, multi-religious, pluralistic and secular age.
AS2: Systematic Study of One Religion	External Examination 1hr 20mins 50% of AS 20% of A2	The historical module at AS focuses on the challenges and opportunities the early Christians faced during the Roman Empire and how they maintained religious belief and practice as they lived in a hostile world. The other aspects of human experience section of this module builds on content covered at GCSE and requires students to consider themes such as the role of modern apologetics and defence of faith, current religious practice, the challenge of mission, issues relating to religious conversion and the relationship between religion and state.
A2 1: Textual Study	External Examination 2 hrs 30% of A2	At A2 the textual focus is on themes in the writings of St Paul: Galatians, I Corinthians and Ephesians. Students are required to have knowledge of the original context and the themes inherent in the text. The course involves an exploration of moral issues such as sexual immorality, legalism, division and misconduct in religious worship, students need to critically consider their continuing relevance for the church today.

		At A2 students are also required to complete a synoptic assessment. The theme for the synoptic assessment for this module is: '**Controversy, Division and Reconciliation'.** Students need to consider and examine the problem of controversy in religion, assess the role of religion in fostering reconciliation and critically evaluate potential areas of moral conflict between religion and secular society.
A2 2: Systematic Study of One Religion	External Examination 2 hrs 30% of A2	This module requires students to consider the changing nature of religious authority and the challenges and opportunities faced in the Early Church and throughout history. The section on literature requires students to be familiar with the writings of early church fathers: Tertullian and Cyprian as well as the contribution to religious thinking by modern authors: Karl Rahner, CS Lewis and Alister McGrath. The section of the specification on belief and belonging in the modern world focuses on critically evaluating challenges to religious authority as well as understanding the nature and impact of secularisation, modernism and post-modern thought. The theme for the synoptic assessment for this module is: **'Faith, Morality and the State'**. Students need to consider and examine differing relationships between religion and state, evaluate the contribution of religion in resolving conflict and controversy and critically assess lessons that can be learnt from current and historical examples in relation to ethical and moral issues.

Criteria

A **Grade B** or above in Religious Studies GCSE full course, short course GCSE or in English or History.

A willingness to develop an awareness of current ethical, religious and philosophical issues relevant to society today.

Additional Information

This is an academically recognised qualification by leading universities which provides a firm foundation for many degree courses eg theology, law, criminology, education, social work, sociology, teaching.

Further information on the course can be found here:
https://ccea.org.uk/post-16/gce/subjects/gce-religious-studies-2016

Spanish (CCEA)

Pupils study the following topics:
AS: Relationships, **Culture and Lifestyle** and **Literature:** *La lengua de las mariposas* (José Luis Cuerda)

A2: Young people in Society, **Our place in a Changing World** and **Literature:** *La casa de Bernarda Alba* (Federico García Lorca)

Societal Theme: One aspect of either culture, a region or a historical period of a Spanish-speaking country or community

Unit	Assessment Overview	Unit Overview
AS Unit 1: Speaking	External Assessment 30% of AS 12% of A level	Pupils prepare a presentation in advance and have a topic-based conversation. The Speaking examination is conducted by an external examiner and it lasts approximately 11 minutes.
AS Unit 2: Section A: Listening Section B: Reading C: Use of Language	External Examination 40% of AS 16% of A level 2 hours	Section A: Pupils answer questions in English and Spanish based on two topic-based passages. Pupils listen to MP3 files on the computer and have control over the recording. Section B: Pupils answer comprehension questions based on a topic-based text in Spanish. They also translate a topic-based text (approximately 130 words) into English. Section C: Pupils answer five short grammar exercises in Spanish.
AS Unit 3: Extended Writing	External Examination 30% of AS 12% of A level 1 hour	Pupils write one essay of at least 250 words from a choice of two on a Spanish-language film studied in class.
A2 Unit 1: Speaking	External Assessment 18% of A level	Pupils engage in a discussion based on individual research and a topic-based conversation. The Speaking examination is conducted by an external examiner and lasts approximately 15 minutes.
A2 Unit 2: Section A: Listening Section B: Reading	External Examination 24% of A Level 2 hrs 45 mins	Section A: Pupils answer questions in English and Spanish based on two topic-based passages. Pupils listen to MP3 files on the computer and have control over the recording. Section B: Pupils complete a gap-fill exercise in Spanish, comprehension questions in Spanish, a summary in English and translate a text

		(approximately 130 words) from into Spanish. All texts are topic-based.
A2 Unit 3: Extended Writing	External Examination 18% of A level 1 hr	Pupils write one essay of at least 300 words from a choice of two on a literary text studied in class.

Criteria

Students must have achieved at least a **Grade B** at GCSE with at least a B in each of the four units at Higher Level (Speaking, Writing, Listening and Reading). Students not meeting these criteria will be considered in exceptional circumstances based on the advice of the class teacher.

Additional Information

Learning a foreign language can open up opportunities in an extremely wide range of careers. A recent CBI survey found that 67% of UK businesses require people with language skills. Employers value the skills developed while studying Spanish: communication and organisational skills, team working skills and analytical and problem solving skills. Studying Spanish can lead to careers in Business, Law, Computer Games Development, Travel and Tourism, Speech Therapy, Teaching, Journalism, Interpreting and Translating and is also useful in careers such as Engineering and Medicine.

Further details can be found at https://ccea.org.uk/post-16/gce/subjects/gce-spanish-2016

BTEC Level 3 National Extended Certificate in Sport (Single Award)

This course provides a broad basis of study for the Sports sector and is designed to provide a sound basis for progression into related pathways of Higher Education including HND and Degree level Sport courses. The National Extended Certificate is the equivalent of one A level.

National Extended Certificate

Unit	Assessment Overview	Unit Overview
Anatomy and Physiology	External Examination 1hr 30 mins 33.5% Single Award	Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.
Fitness Training and Programming for Health, Sport and Well-being	External Examination (task-based) 2 hr 30 mins 33.5% Single Award	Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. The task is based on pre-released material. You will have a week to complete background research on the task before completing the examination task within the time limit.
Professional Development in the Sports Industry	Internal Assessment 16.5% Single Award	Learners explore the knowledge and skills required for different career pathway in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.
Optional Unit	Internal Assessment 16.5% Single Award	The final unit will be an optional unit selected from Sports Leadership, Application of Fitness Testing, Sports Psychology or Practical Sports Performance.

Criteria

1. A **Grade B** in GCSE Biology/Science or P.E. or a **Merit Level** in BTEC Sport Level 2
2. Students should participate in the school Rugby/Hockey/Athletics/Cricket team or participate to a high level in a sport outside of school.
3. Students should be competent in ICT skills, essay writing skills and ability to research independently and meet deadlines.

Additional Information

https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html

Careers Websites/Information

UNIFROG

www.unifrog.org Use the Unifrog package provided by school – this is an excellent starting point to provide you with detailed careers information, advice and guidance.

Career Ideas

The ***Career Ideas*** package on **MY SCHOOL** is an excellent place to start. Click on:

- View all
- Curriculum links
- Scroll ahead to find the ***Career Ideas*** icon**.**

Then:

- Select the: 'Look for my own career idea' option.
- Complete the 'About Me' section which asks about your likes and dislikes.
- Complete the 'My Subjects' section about the subjects you are taking at GCSE and the target grades you are aiming for.
- Click on 'My Careers' for a number of suggested careers to explore based on your responses.
- If you already have your own career ideas, you can search for any career area to find out more information.

Useful Links

University Entrance Information: www.ucas.com
Subject advice from Russell Group Universities: https://www.informedchoices.ac.uk/
Careers Service NI:
https://www.nidirect.gov.uk/campaigns/careers

Local Universities

Queen's University Belfast: https://www.qub.ac.uk/
Ulster University: https://www.ulster.ac.uk/home
Stranmillis University College:
http://www.stran.ac.uk/
St Mary's University College: https://www.stmarys-belfast.ac.uk

Careers Advice/Subject Combinations

We have set out below some subjects considered useful for particular degree areas at university. It should be noted that there are courses which have no specific subject entry requirements and that many people study a subject at A level which they enjoy and know they can succeed in to take them to the next stage.

ENTRANCE REQUIREMENTS FOR INDIVIDUAL UNIVERSITIES AND COURSES VARY. YOU ARE THEREFORE ADVISED TO USE THIS GUIDE IN CONJUNCTION WITH UNIVERSITY WEBSITES FOR SPECIFIC ENTRANCE REQUIREMENTS.

Accountancy (also Banking/Finance)

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Business Studies

Actuarial Science/Studies

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Business Studies

Aeronautical Engineering

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics and usually Physics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Design and Technology, Computer Science

American Studies

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Requirements vary but English and/or History are often asked for.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Politics

Anthropology

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
A small number of courses like a science AS level such as Psychology, Geography or Biology.

Architecture

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS

Some courses say they want an arts/science mix. Some may require Art. Check specific courses.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Art, Mathematics, Design and Technology and Physics. A portfolio of drawings may be asked for.

Art and Design

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Art or Design and Technology

USEFUL ADVANCED LEVEL QUALIFICATIONS
Design and Technology. Most courses require a one year Art Foundation Course after A level.

Biochemistry

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Always Chemistry – some universities will require Biology as well, while others will say Chemistry plus one from Mathematics/Physics/Biology.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Biology, Chemistry, Further Mathematics, Physics, Computer Science.

Biology

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Biology, usually Chemistry.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics or Physics.

Biomedical Science

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Normally two from Biology, Chemistry, Mathematics and Physics. Chemistry is essential at some universities.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Biology, Chemistry, Physics.

Business Studies

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics

Chemical Engineering

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Chemistry and sometimes Physics as well.

USEFUL ADVANCED LEVEL QUALIFICATIONS

Physics, Biology, Further Mathematics, Computer Science.

Chemistry

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Chemistry and occasionally Mathematics. Some courses have another science course as a requirement/desirable.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Further Mathematics, Physics, Biology, Computer Science.

Civil Engineering

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics, in many cases Physics.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Chemistry, Biology, Computer Science, Design and Technology, Geography.

Computer Science

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
For some courses, Mathematics. For some courses, Computer Science.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Further Mathematics, Computer Science, Physics, ICT.

Dentistry

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Chemistry and Biology for most courses.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Physics, Further Mathematics.

Dietetics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Chemistry, Biology – some universities provide some flexibility with other sciences

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics

Drama

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
A few courses require English Literature

USEFUL ADVANCED LEVEL QUALIFICATIONS
English Literature, Drama

Economics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Usually Mathematics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Computer Science, History, Business Studies

Electrical/Electronic Engineering

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics, usually Physics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, ICT, Design and Technology, Computer Science.

English

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
English Literature

USEFUL ADVANCED LEVEL QUALIFICATIONS
History, Religious Studies, a foreign language.

Environmental Science

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Many courses will ask for two from: Biology, Chemistry, Geography, Mathematics and Physics.

European Studies

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
A Modern Foreign Language

USEFUL ADVANCED LEVEL QUALIFICATIONS
Another Modern Foreign Language, English Literature, History, Politics.

French

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
French

USEFUL ADVANCED LEVEL QUALIFICATIONS
Another Modern Foreign Language, English Literature, History, Politics.

Geography

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Geography

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics or a Science

History

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
History

USEFUL ADVANCED LEVEL QUALIFICATIONS
English Literature, Modern Foreign Language, Politics, Religious Studies.

History of Art

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
Art, English Literature, History, Religious Studies, a Modern Foreign Language.

Law

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None, although a few universities require English Literature

USEFUL ADVANCED LEVEL QUALIFICATIONS
English Literature, History, Politics.

Mathematics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Physics, Computer Science.

Mechanical Engineering

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics, usually Physics.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Design and Technology, Computer Science.

Media Studies

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
A few courses ask for English

USEFUL ADVANCED LEVEL QUALIFICATIONS
English, Psychology.

Medicine

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
If you do Chemistry, Biology and one from Mathematics or Physics you keep all medical schools open to you. With Chemistry and Biology, you keep the vast majority open.

Music

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Music and Grade 7 or 8 – some universities will consider candidates without A level Music

Nursing and Midwifery

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Sometimes Biology or an alternative (Health and Social Care, Life and Health Sciences)

USEFUL ADVANCED LEVEL QUALIFICATIONS
Biology, Psychology.

Optometry

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Two from Biology, Chemistry, Mathematics or Physics (some courses prefer Biology)

Orthoptics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Biology

USEFUL ADVANCED LEVEL QUALIFICATIONS
Chemistry, Mathematics, Physics.

Philosophy

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Religious Studies.

Physics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Mathematics, Physics

USEFUL ADVANCED LEVEL QUALIFICATIONS
Further Mathematics, Chemistry, Computer Science.

Physiotherapy

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Biology – some allow alternatives

USEFUL ADVANCED LEVEL QUALIFICATIONS
Chemistry, Mathematics, Physics, Psychology.

Planning

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Sometimes Geography

USEFUL ADVANCED LEVEL QUALIFICATIONS
Mathematics.

Politics

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Usually none.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Politics, History, English Literature, Religious Studies, Business Studies.

Psychology

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Usually none. A few courses ask for Mathematics or a science.

USEFUL ADVANCED LEVEL QUALIFICATIONS
Biology, Mathematics, Psychology.

Theology

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
Religious Studies, English Literature, History.

Sociology

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
None

USEFUL ADVANCED LEVEL QUALIFICATIONS
Psychology, Geography, Politics.

Spanish

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Spanish

USEFUL ADVANCED LEVEL QUALIFICATIONS
Another Modern Foreign Language, English Literature, History, Politics.

Speech Therapy

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Some universities ask for a science. Some ask for English. Some have no specific requirements.

USEFUL ADVANCED LEVEL QUALIFICATIONS
A Modern Foreign Language, English Literature, Psychology.

Sports Science

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Some courses require a Science and/or Sports Studies

USEFUL ADVANCED LEVEL QUALIFICATIONS
Biology, Psychology.

Teacher Training

ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
At least one from core curriculum subjects (at Primary level, they must be core curriculum subjects on the Primary Curriculum – Modern Foreign Languages do not count for example).

USEFUL ADVANCED LEVEL QUALIFICATIONS
A second core curriculum subject.

Veterinary Science

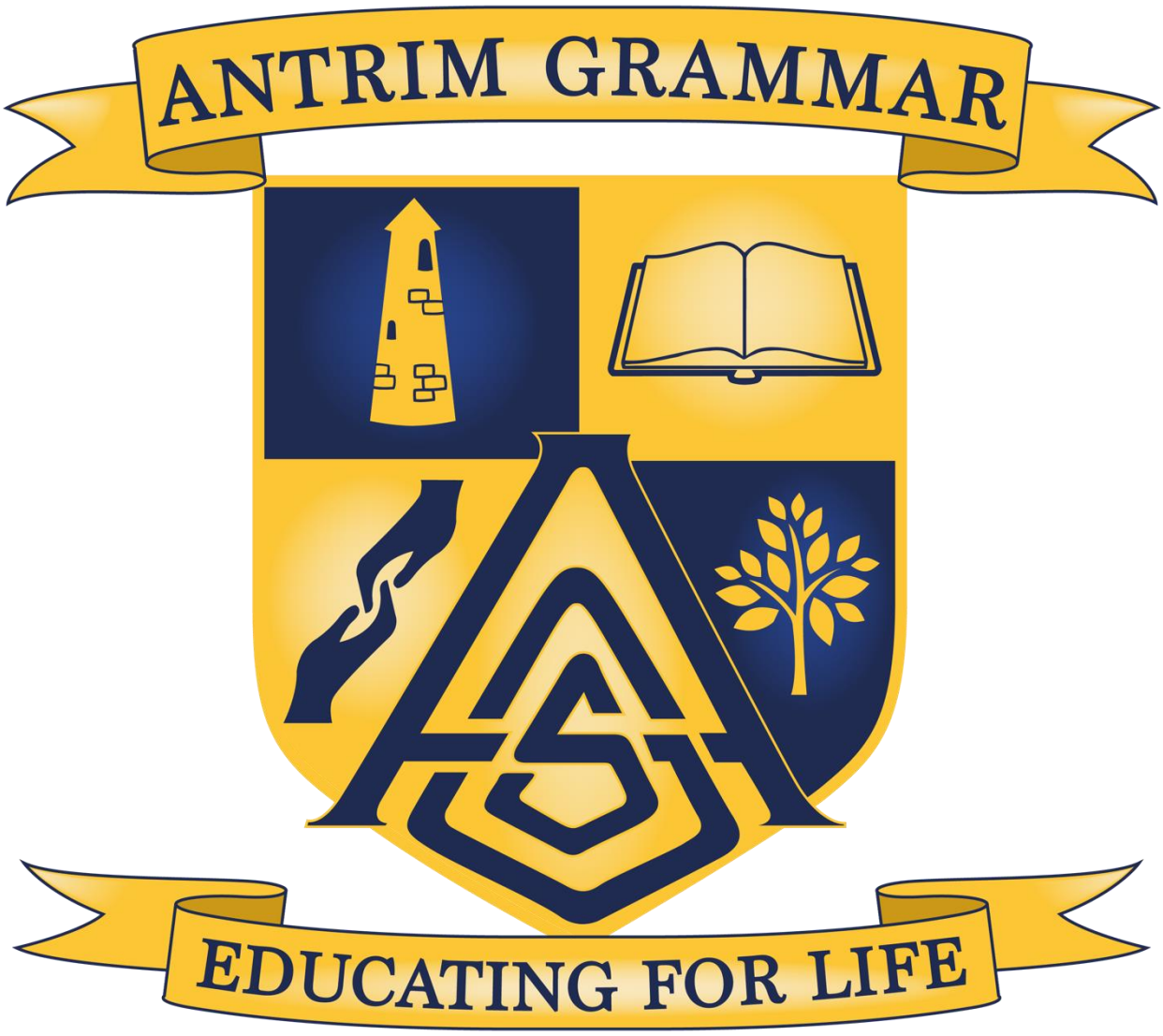
ESSENTIAL ADVANCED LEVEL QUALIFICATIONS
Chemistry and Biology and one from Mathematics/Physics

Summary of Subject Criteria

Subject	Criteria
ART AND DESIGN (WJEC)	• **B** grade at GCSE Art and Design
BIOLOGY (CCEA)	• **A** in Biology or **AA** in Double Award Science. An **A** grade in the Biology component of the Double Award examination is essential. • For pupils who have studied GCSE Biology, entry with a B grade will be subject to an interview with the Subject Leader. • **B** grade in GCSE Mathematics. • A qualification in Chemistry at GCSE is recommended but is not essential.
BUSINESS (CCEA)	• **B** in GCSE Business Studies, if studied OR if not studied **B** in Mathematics and **B** in English Language/Literature.
CHEMISTRY (CCEA)	• **A** in Chemistry or **AA** in Double Award Science. An **A** grade in the Chemistry component of the DA examination is essential. • For pupils who have studied GCSE Chemistry, entry with a Grade B will be subject to an interview with the Subject Leader. • **B** in GCSE Mathematics.
COMPUTER SCIENCE (WJEC)	• **A** in GCSE Computer Science - pupils must have at least 17 GCSE points across 6 subjects.
DESIGN AND TECHNOLOGY: PRODUCT DESIGN (EDUQAS)	• **B** in all units of GCSE Engineering or Design and Technology qualifications.
ENGLISH LITERATURE (CCEA)	• **B** in English Literature • Those with an A in GCSE English Language will be considered at the Head of Department's discretion. Pupils from other schools who do not offer English Literature must sit an entrance task.
FRENCH (CCEA)	• **B** in GCSE French with at least a B in each of the four units – Speaking, Writing, Listening and Reading.
FURTHER MATHEMATICS (CCEA)	• **A*** in GCSE Further Mathematics and **A*** in GCSE Mathematics. • This course must be chosen with A Level Mathematics
GEOGRAPHY (CCEA)	• **B** in GCSE Geography with at least a B in each of the three units.
GOVERNMENT AND POLITICS (CCEA)	• **B** in both examined units of GCSE History or English Literature. • A good level of written communication skills are necessary for the essay-based structure of the examinations.

	● This subject may be taken at A level without having been studied at GCSE level.
HEALTH AND SOCIAL CARE (CCEA)	● **B** in GCSE English Language. This subject may be taken at A Level without having been studied at GCSE level. ● Pupils must arrange their own work placement on a Monday Week A in a Health and Social Care setting such as a Nursing Home. ● A sound level of application, critical analysis, evaluation and essay writing is needed.
HISTORY (CCEA)	● **B** grade in both examined units in GCSE History ● For students who have not studied GCSE History, students who have attained at least a **Grade B** in both examined units of GCSE English Literature, may be considered. ● A good level of written communication skills are necessary for the essay-based structure of the examinations.
BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN IT (PEARSON)	● **B** in GCSE Business Communication Systems or GCSE Computer Science.
LIFE AND HEALTH SCIENCES (CCEA)	● **B** in each of the three GCSE Science subjects. **BB** in GCSE Double Award Science. ● **A** in Single Award Science. ● **B** grade in GCSE Mathematics is preferable.
MATHEMATICS (CCEA)	● **B** in GCSE Further Mathematics or students without Further Mathematics - **A** in M4 and M8 GCSE Mathematics. ● Anyone who has not followed the GCSE Further Mathematics course would be required to do extra private study to catch up on the work missed, with help from the Mathematics Department. Intermediate Mathematics modules would not provide the necessary foundation for Advanced Level Mathematics.
MOVING IMAGE ARTS (CCEA)	● **B** in relevant GCSE - MIA/English Language/English Literature ● Students need to have good English skills, basic keyboard and word processing skills to complete the online examinations.
MUSIC (CCEA)	● **B** in GCSE Music. ● By year 13, pupils must have reached a minimum Grade 5/6 standard on their chosen/principal instrument. ● Practical Requirements: All prospective pupils must possess satisfactory skills on piano as a supplementary instrument. ● By year 14, pupils must have reached a minimum Grade 6/7 standard on their chosen/principal instrument.
PERFORMING ARTS (CCEA)	● It is recommended that pupils who opt for this subject have either studied GCSE Drama or Performing Arts, or have qualifications in Drama or musical theatre awarded by LAMDA and/or Trinity Hall. ● Experience in performance is essential.

	● For those pupils without experience, an audition will be conducted prior to entry.
PHYSICS (CCEA)	● **A** in Physics or **AA** in Double Award Science. An **A** grade in the Physics component of the DA examination is essential. ● For pupils who have studied GCSE Physics, entry with a Grade B will be subject to an interview with the Subject Leader. ● **B** in GCSE Mathematics. Further Mathematics at GCSE would be helpful but not essential.
PSYCHOLOGY (AQA)	● **B** in GCSE English Language/Literature AND GCSE Mathematics AND GCSE Science (Psychology is a rigorous A Level subject with a significant element of statistical analysis in the A2 course and a substantial volume of subject specific terminology) ● Pupils must have at least 17 GCSE points across 6 subjects.
RELIGIOUS STUDIES (CCEA)	● **B** in Religious Studies GCSE full course, short course GCSE or in English or History. ● A willingness to develop an awareness of current ethical, religious and philosophical issues relevant to society today.
SPANISH (CCEA)	● **B** in GCSE Spanish with at least a B in each of the four units – Speaking, Writing, Listening and Reading.
BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT (PEARSON)	● **B** in GCSE Biology, PE or Merit in BTEC Sport Level 2. ● Should participate in the Rugby, Hockey, Athletics or Cricket team within school or participate to a high level in a sport outside school. ● Competent in ICT skills, essay writing skills and ability to research independently and meet deadlines.


ANTRIM GRAMMAR
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