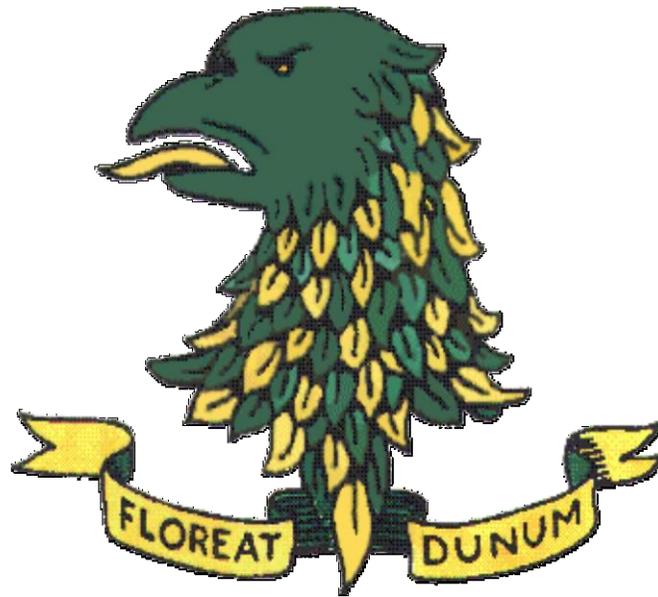


Down High School



Sixth Form Courses

2015-17

Sixth Form Courses

About this Booklet

This booklet is designed to give you information on the structure of Sixth Form study and the courses available in the Sixth Form at Down High School. Section 1 provides you with some general information on A-level study and a list of the courses currently available. In Section 2 a brief description of each subject is provided to help you make the right choice.

Section 1: A-Level Study – General Information

For entry into Year 13 you should be aiming to achieve at least 12 GCSE points (GCSE points are scored as follows using the actual GCSE grades obtained: A*=4, A=3, B=2, C=1) and at least a grade C in English and Mathematics.

A-Levels are very different to GCSE. In Year 13 pupils **normally take three or four subjects** to AS Level. An AS level is equivalent to 50% of a full A-level course, although this weighting will change for future years. We also currently offer a number of two-year vocational **BTEC** Level 3 courses in Business, Engineering, ICT and Sport. These qualifications are valued by many universities for a number of their courses. Assessment – practical and theory-based – is continuous throughout the two years with no formal examinations. You are advised to speak to Mr Williamson or Mrs Calvert if you are considering one of the BTEC options.

In Year 14 it is normal to focus on three subjects and take these to full A2 level.

Sixth Form study requires more depth - you will find Sixth Form studies **more difficult** and **more demanding** than GCSEs, but you should expect – and relish – this.. You will be expected to work with greater independence, display higher levels of personal organisation, self-motivation and maturity and develop a broader range of skills and qualities.

In recent years we introduced Applied A-Levels in **Health and Social Care** and **Moving Image Arts** into the Y13 curriculum. These **Applied A-level** courses are more accessible to pupils who might find four traditional A-level subjects too demanding. They do not contain as much academic content but require pupils to demonstrate a broader range of skills, since a larger proportion of the marks available are awarded for coursework. These courses should not be regarded as easier than traditional A-levels; indeed success in them will require pupils to be very well organised to meet a large number of challenging deadlines. Nevertheless, for a pupil who struggles to engage with the academic nature of some subjects, it may be appropriate for him or her to consider taking one or more of these Applied A-Levels. Since they are closely related to an area of the world of work, pupils may find them to be more relevant.

Applied A-levels are accepted for entry to many university courses but are not appropriate for pupils who plan to apply to some high demand courses at popular universities.

The full range of courses available for A-level study is shown below (* indicates the applied A-level courses).

It should also be noted that care should be taken when making your A-Level choices as some universities have criteria which disallow certain combinations of subjects. Information on this can be found on the university undergraduate pages of the university website, prospectuses or at www.ucas.com
The Careers Department is also available for consultation should you require clarification.

Courses Available at A-Level

Art	Health and Social Care*	Religious Studies
Biology	History	Sociology
Business BTEC	Home Economics	Software Systems Development
Business Studies	ICT BTEC	Spanish
Chemistry	Mathematics	Sport BTEC
English Literature	Further Mathematics	Technology and Design
Engineering BTEC	Moving Image Arts*	Theatre Studies
French	Music	Travel & Tourism BTEC
Geography	Physical Education	
Government and Politics	Physics	

You should note that subjects will run in accordance with demand. **If there are insufficient numbers in any course it may not run.**

Choosing AS level subjects

An AS subject choices sheet accompanies this booklet. Please make your **provisional choices** on this sheet from the subject list above and return to your Form Teacher by the date indicated. You should discuss your choices with your parents. 'Option blocks' will then be created to accommodate as many choices as possible and **final choices** will be requested during February/March of Year 12. Choices will normally be confirmed with students by May of Year 12.

Option Blocks

Options blocks are reviewed annually and amended to maximise pupil choice. Down High School reserves the right to withdraw a course should demand prove insufficient or staffing become unavailable. **You should also understand that the constraints imposed by option blocks may preclude your combination of preferred A-level courses. When selecting desired courses, you should also keep one or two subjects “in reserve” so that you can choose one or more of these if your original choice cannot be accommodated. Flexibility is a positive attribute.**

Course choice and career

In preparing to choose subjects for Sixth Form study you should be aiming for a balance between these important factors:

- Your academic interest and capability
- Your personal qualities
- The implications of subject choice on your future career plans

When choosing your subjects you should remember that you are an individual and your combination of subjects should reflect your interests and abilities. Your choice must **not** be influenced by what your friends are doing or what other people want you to do.

When in doubt about what to choose for A-Level, always select a subject in which you are interested and in which your level of ability is at least good, not average, because the harsh reality is that A-Level study is demanding.

Success at A-level depends not only on hard work, but also on how well equipped you are to cope with the subjects you choose. In order to ensure that you have acquired sufficient knowledge and skills to meet the demands of your chosen AS level subjects and to secure a place in those subjects in Y13, it will often be necessary for you to obtain at least a ‘B’ grade at GCSE in either the chosen subject or related subjects.

Employers

From a careers perspective, employers are looking for individuals who are not only academically educated to a high standard but who also possess common sense and a wide variety of transferable skills. Some of these sought-after skills include the ability to act on instructions, interact effectively with others in a team situation, and a willingness to be versatile.

Should I take 3 or 4 AS level courses?

It is envisaged that students will take **three or four AS Levels** in Y13 leading to three A2 levels in Y14.

Should I choose three or four AS subjects in Y13? This very much depends on your personal agenda and your anticipated GCSE results. Choosing four subjects at AS level gives you more flexibility when choosing which three to continue with at A2 level in Y14, but there is very little point in stretching yourself to breaking point and choosing four AS subjects if you are going to be struggling to cope. We prefer students to start with four subjects, reducing to three if absolutely necessary. You should **NOT** be influenced by the number of subjects your friends are doing. We are talking about **YOU**, not anyone else and **YOU** are the one who will have to cope. The reality is that most universities still only require three A-Levels for entry but you must be aware that courses such as Medicine, Veterinary, etc do demand 3+.

Students scoring 15 points or fewer at GCSE will often take three A-Levels (this might include one BTEC course) since the additional study time will help them cope with the increased academic demands at A-Level. It is very important that full consideration is given to your choices at this stage as you would be committing to those three subjects for two years in order to obtain three A-levels at the end of Y14. Any student scoring between 16-20 points at GCSE may wish to consider studying a fourth AS level. Advice should be sought about this option. Any student scoring 20 or more points at GCSE is strongly advised to study a fourth AS level course. (GCSE points are scored as follows using the actual GCSE grades obtained: A*=4, A=3, B=2, C=1).

If in doubt check with the Careers Department **BEFORE** you make your final decision. Remember also that certain university courses do demand specific combinations of subjects, so again check with the Careers Department first.

One important point for some university courses: you must complete your exams in three A-Levels at **ONE** sitting i.e. three A-Levels sat in June and not one A-Level such as Maths completed in Y13 and 2 A-Levels the following year.

Advice

If you need advice on choosing the right course to suit your career aspirations you should speak to your parents, to staff in the Careers department and to the relevant Head of Department. Speak to your teachers about your suitability for a particular subject at A-Level.

Timetabled non-examination classes

In addition to your A-Level subjects, your weekly timetable will include the following compulsory classes:

Careers	2 periods
R.E.	2 periods
Games:	3 periods

In Year 14, pupils also have an opportunity to become involved in a Service programme, where they can make a contribution to the learning of pupils in the junior school in a variety of subjects and settings. Voluntary service opportunities in the community are also available for students.

Extra-curricular activities

In addition to the academic side, you should also consider your non-academic input both inside and outside of school. It is important for you to realise that prospective employers and university tutors attach a great deal of importance to what students do in their spare time. A-Level grades will only give an indication of your academic ability, but hobbies and other activities provide an insight into your personality and personal qualities. You could be involved in sport, community work, join the School Magazine Committee, attend meetings of the Current Affairs society, join the choir, orchestra, etc. Think about how you might boost your UCAS Personal Statement.

Remember to look at all your options, discuss them with others, research career opportunities and make an informed decision.

Making your choice

You will receive an AS Level choices sheet onto which you are asked to record your **provisional** choices from the subjects available. There is no block structure at this stage, so you can indicate your preferred choice combination. You should discuss your choices with your parents. Firm choices from Option blocks will be requested during February/March of Year 12. Choices will normally be confirmed with students by May of Year 12.

Changing your subject choice

If you change your mind over the summer holidays or in light of GCSE results it may be possible to accommodate your new choice, **subject to places being available** in the chosen course. A pupil advice day is held in late August during which you will be able to explore your options and request changes in subject choice. **You should discuss any changes with your parents and the Careers Department.**

If you have any further questions about subject choices or need additional information please ask your Form Teacher, careers adviser or the Head of Department of the subject concerned.

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You can find out about the exam results in all of the above subjects on the school website www.downhighschool.org.uk (*Information for Parents* menu).

ART AND DESIGN Exam Board: CCEA

General information

The study of Art and Design nourishes, enhances and celebrates students' creative, intellectual and artistic abilities.

CCEA's new GCE Art and Design course builds on the art, craft and design experiences gained by students who followed GCSE Art and Design or other similar qualifications.

The **AS** (Advanced Subsidiary)/**A2** structure of this GCE means you can study for the **AS** Level award, completing units AS 1 and AS 2 and then decide if you wish to continue to **A2** Level where you will complete the two additional units: A2 1 and A2 2. This will lead to an award for the **full Advanced GCE**.

Q. Why study GCE Art and Design?

- The course aims to help you develop a wide range of skills and develop your knowledge, understanding and application of art, craft, media and technologies in current and past societies and cultures.
- It will also provide you with a solid foundation in Art and Design if you wish to progress to further education or employment.
- If you have an interest in, enthusiasm for or simply enjoy art, craft and design then this GCE course could be right for you.

Q. What do I need to take this course?

- The course is designed to promote continuity and progression from the study of Art and Design at GCSE level and other similar art and design qualifications.
- The AS level builds on but does not depend upon the knowledge, understanding and skills developed at GCSE level.
- The GCE builds upon the knowledge, understanding and skills developed at AS.

Q. What will I study and how will I be assessed?

Unit	Areas of Study	Unit	Areas of Study
AS 1 60% of AS 30% of GCE	Coursework Portfolio An opportunity for you to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. You choose the theme/starting point. You select the work which reflects your ability and personal achievement in relation to the assessment objectives for this course. This will include: • evidence of observations from primary sources; • work in a range of media; and • a final outcome from one area of art, craft or design. Available Summer only	AS 2 40% of AS 20% of GCE	Externally Set Assignment Theme/starting point is set by CCEA. Paper released in February. You produce preparatory work; and a final response which is completed within an 8-hour supervised examination period. Available Summer only
A2 1 30% of GCE	Personal Investigation (coursework) Further opportunity for you to freely demonstrate and communicate your artistic interests, visual curiosity, creativity and personal skills in art, craft and design. The work you choose to present in an area of art, craft and design should stem from your strengths and personal interests in this subject. Work should consist of: • visual investigations; and • written investigations (including an extended essay). Available Summer only	A2 2 20% of GCE	Externally Set Assignment Theme/starting point is set by CCEA. Paper released in February. You produce preparatory work; and a final response which is completed within a 12-hour supervised examination period. Available Summer only

Frequently asked questions

Q1. What can I do with a qualification in Art and Design?

- As pointed out by DCAL the creative industry – which requires the study of Art and Design, is one of the biggest growth industries in NI. It is emerging as one of the fastest growing and increasingly important sectors of the economy. A GCE in Art and Design provides a solid foundation for further study of art, craft and design at a higher level and for degree courses in other fields.
- Qualifications in art and design can lead to employment in many areas such as advertising, architecture, graphic design, computer games, illustration, software, digital media and fashion but to mention a few.
- The course will also provide students with creative skills which are valued by many employers. Students with A Level Art and Design are highly regarded for their high level of creativity and problem solving.

Q2. How does the A/S Level course differ from the GCSE course?

- Uniquely the requirements of the A/S Level course are very similar to that of the GCSE. The major difference would be the high level of independence and research expected at A/S Level.

Q3. How much time do I need to spend on my A/S Level Art coursework?

- The Art and Design course requires the same amount of time as all other A/S subjects.
- The course comprises of 100% practical coursework and does not require revision. The students are required to produce a portfolio of coursework which will be ongoing from the first week of September to its final submission in February.
- The course has been allocated 9 periods of class time a week but it is expected that each art student dedicates a number of private study periods per week to individual study in the Art Department.
- Good organization skills and time management enables pupils to meet regular targets within the given framework.

For further information please contact Mrs A McCluskey, Head of Department.

BIOLOGY

This course is divided into 4 modules and teacher assessed coursework as listed below:

AS LEVEL

Unit	Assessment	Weighting	Module exam
AS1: Molecules & Cells	1 hour 30 minute written exam	40% of AS 20% of A level	June of L6th
AS 2: Organisms and Biodiversity	1 hour 30 minute written exam	40% of AS 20% of A level	June of L6th
Assessment of Practical skills in Biology	Coursework done in class & teacher assessed	20% of AS 10% of A level	Dec of L6

A2 LEVEL

Unit	Assessment	Weighting	Module exam
A21: Physiology and Ecosystems	2 hour written exam	40% of A2 20% of A level	June of U6th
A2 2: Biochemistry, Genetics and Evolutionary Trends	2 hour written exam	40% of A2 20% of A level	June of U6th
Assessment of investigational Practical skills in Biology	Coursework done in class & teacher assessed	20% of A2 10% of A level	Jan of U6

Biology is an interesting and serious scientific subject. The A-level course is a valuable preparation for many university and further education courses. It opens doors into disciplines and careers such as: **Research, Health Care, Environmental management and conservation, Education, Biotechnology, Forensic science, Politics and policy, Business and industry, Economics, Mathematics, and Science writing and communication.**

The A-level Course

As well as the traditional aspects of Biology, emphasis is placed on the personal, social, economic, environmental and technological applications of Biology. A genetic component is studied practically at AS and A2. The course also involves fieldwork and dissection. The specification includes Northern Ireland perspectives, particularly with respect to biodiversity strategies and human impact on ecosystems.

Prior attainment: The AS specification builds on the knowledge, understanding and skills developed at GCSE.

Knowledge, understanding and skills developed within GCSE Maths and Chemistry are also relevant. We follow the school's policy of expecting candidates hoping to study Biology at A level having achieved a B grade in GCSE Biology or BB grades in GCSE Science: Double Award.

The aims of the course encourage students to:

- develop interest in and enthusiasm for Biology, including an interest in further study of the subject.
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- develop and demonstrate a deeper appreciation of and understanding of how Science works
- develop and demonstrate their skills and knowledge
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- appreciate the effects of human impact on biodiversity and explore ways in which these issues can be addressed .

For further information please contact Mrs Wilson (Acting Head of Department)

BUSINESS STUDIES (CCEA)

This practical course has an element of mathematical rigour to it. However, greater emphasis is placed on the individual student understanding the need to apply their knowledge gained in the classroom to different business sectors.

The subject will be offered at AS Level at the end of the Lower Sixth Year and at A Level at the end of the Upper Sixth Year, as follows:

	AS LEVEL
AS1 : The Competitive Business	2 compulsory structured data responses (40 marks) Duration – 1 hour 30 mins. 50% of AS 25% of A-Level.
AS2: Managing Business Resources	2 compulsory structured data responses (40 marks) Duration – 1 hour 30 mins. 50% of AS 25% of A-Level.

	A2 LEVEL
A2 1: Making Business Decisions	1 compulsory structured data response (80 marks) Duration – 2 hours 50% of A2 25% of A-Level
A2 2: The Changing Business Environment	Unseen case study with problem solving/decision making focus. (80 marks) Duration 2 hours 50% of A2 25% of A-Level

Importance is placed on the need to follow business events and relate them to the work involved in the classroom. Emphasis is placed on the reading, viewing and discussing of such events and explaining them in the context of a particular business case study scenario investigated during AS and A2 Modules.

Business Studies is a useful A-Level subject for students interested in gaining an understanding of business systems and the progression of commodities from source to market. (Students interested in pursuing Economics at university may well need to study Mathematics at A-Level.)

For further information please contact Mr Simpson (Coordinator: Business Studies)

CHEMISTRY

A Chemistry qualification can take you anywhere, and demonstrate you have the qualities to succeed in both scientific and non-scientific careers. Chemistry helps to develop skills like adaptability, creativity, curiosity, tenacity and analytical skills.

Students will follow the CCEA A-Level Modular syllabus.

The Advanced GCE is made up of **three** mandatory units at AS and **three** further mandatory units at A2.

Two of the AS and **two** of the A2 units are **externally** assessed exam papers. Pupils will sit both module exams in June, in both the AS and the A2 years. The third AS unit and the third A2 unit are **practical assessments** that are **externally** assessed and will include the assessment of practical skills in a practical exam.

AS GCE Chemistry

UNIT	TITLE	ASSESSMENT	% of AS
AS1	Basic Concepts in Physical and Inorganic Chemistry	1hr 30 min exam Multiply choice and structure questions	35
AS2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	1 hr 30 min exam Multiply choice and structure questions	35
AS3	Practical Assessment	1hr 15 min practical exam 1hr 15 min written practical paper	30

A2 GCE Chemistry

UNIT	TITLE	ASSESSMENT	% of A2
A2 1	Periodic Trends and Further Organic, Physical and Inorganic Chemistry	2 hours Multiply choice and structure questions	20
A2 2	Transition Metals, Electrochemistry and Further Organic	2 hours Multiply choice and structure questions	20
A2 3	Practical Assessment	1hr 15 min practical exam 1hr 15 min written practical paper	10

Note – AS marks will contribute to 50% of the final A2 mark.

Advanced GCE chemistry offers a good balance between practical chemistry and theory. Exam papers have structured type questions and short essay type questions with extended writing sections.

Careers in chemistry are everywhere. Chemistry is required for careers in chemical sciences, medicine, veterinary, dentistry, pharmacy, pharmaceutical industry and chemical engineering. Many other disciplines like law and accountancy, food science and physiotherapy welcome students with a background in chemistry. You can see why chemistry is a good choice if you want to keep your options open.

For further information please contact Mrs Hamilton (Head of Department)

ENGLISH LITERATURE

Studying English Literature will help you to enhance your skills of expression and critical writing and thinking. Enthusiasm for literature and the ability to write clearly and fluently are prerequisites for success at Advanced Level.

The study of English Literature is important in developing a range of transferable skills including communication, managing information, critical analysis and working with others. English Literature is a facilitating A-level that is particularly useful for careers in the Media, Public Relations, Marketing and Law.

SPECIFICATION (CCEA)	
AS Unit 1	<p>The Study of Drama</p> <p>Task 1: The Study of a Twentieth Century Dramatist Two plays are studied and points of comparison are drawn between them. Tennessee Williams' plays, <i>A Streetcar Named Desire</i> and <i>The Glass Menagerie</i> are studied at Down High School.</p> <p>Task 2: The Study of Shakespeare This will introduce you to a detailed study of <i>Antony and Cleopatra</i> or <i>The Tempest</i> and the context in which they were written. It is hoped that this will enable you to write a coursework assignment in a confident, informed and relevant way about Shakespeare's work.</p>
AS Unit 2	<p>The Study of Poetry written after 1800 and the Study of Prose 1800 – 1945</p> <p>The Study of Poetry The poets you will focus on are: Liz Lochhead and Carol-Ann Duffy.</p> <p>The Study of Prose <i>The Great Gatsby</i> by F. Scott Fitzgerald. An appreciation for the context of 1920s America is a key assessment objective.</p>
A2 Unit 1	<p>The Study of Poetry – 1300–1800 and Drama</p> <p>In the Poetry Unit you will have the opportunity to research the context of medieval literature and study <i>The Pardoner's Prologue and Tale</i> by Geoffrey Chaucer.</p> <p>In the Drama Section, you will study a set of paired texts based on the theme of social satire - Sheridan: <i>The School for Scandal</i> and Jonson: <i>Volpone</i>.</p>
A2 Unit 2	<p>The Study of Prose</p> <p>Section A: You will have the opportunity to study a post-1990 novel on the theme of childhood – Roddy Doyle: <i>Paddy Clarke, Ha, Ha, Ha</i>.</p> <p>Section B: You will study two novels based on the theme of childhood – Mark Twain's <i>Huckleberry Finn</i> and Toni Morrison's <i>The Bluest Eye</i>. You will compare and contrast these novels and take account of narrative methods such as characterisation, form and structure, language and tone. You will also study the context in which the novels were written.</p>

For further information please contact Mrs Drury (Head of Department)

FRENCH

The examination Board used is CCEA. There are four assessment units, 2 for AS level, 2 for A2 level. The topics to be studied are listed in the Specifications booklet on the Microsite for Modern Languages at www.ccea.org.uk or can be obtained from the French Department.

The exam units are summarised below.

AS

Unit 1 - This is a Speaking Test, consisting of a presentation and general conversation. It lasts approximately 13 minutes and is worth one third of the AS marks.

Unit 2 - This is divided into 3 sections

- (A) Listening – candidates will answer questions based on information recorded on individual CDs.
- (B) Reading – questions will be of mixed type and in French. There will also be a translation into English.
- (C) Writing – This is an extended writing question based on a stimulus text. It will be approx. 200-250 words long.

This unit is worth two thirds of the AS marks.

A2

Unit 1 - This is a Speaking Test and will last approximately 15 minutes. It consists of discussion and general conversation. It is worth one third of the A2 marks.

Unit 2 - This is divided into 3 sections

- (A) Listening – candidates will answer questions based on information recorded on individual CDs.
- (B) Reading – questions will be of mixed type and in French. There will also be a translation from English into French.
- (C) Writing – This is an extended writing question based on a literary text. It will be approx. 300-350 words long.

This unit is worth two thirds of the A2 marks.

Aside from the traditional areas of translation and teaching, Modern Languages are frequently seen as providing the skill set for computing when combined with Mathematics. Languages also provide valuable support to those studying Business, International Relations, International Studies and European Studies, all of which develop cultural and language awareness that is vital to global business operations. This is particularly the case when combined with History and Government & Politics. Languages combined with University studies in Law provide a strong foundation for working in Government and in international business. Modern European languages also provide the foundation from which the languages of the emerging economies in countries such as Brazil, Russia, India and China can be learned.

For further information please contact Miss Bell (Head of Department)

GEOGRAPHY

Geography examines the links between people and their environments, and the AS/A2 course concentrates on contemporary issues and problems that are affecting our world today. AS Geography consists of two modules:

- AS1 Physical Geography (including fieldwork skills) covering processes and human interactions in fluvial environments; ecosystems; and the atmosphere.
- AS2 Human Geography (including skills and techniques) covering population; challenges for urban and rural environments, including planning and countryside management; and processes of development including globalisation.

The AS Geography course aims to develop students' understanding of geographical concepts and processes to help them interpret our changing world. There is considerable emphasis on the interactions between natural and human systems.

The A2 course builds on AS and covers a number of topics and concentrates on management issues:

- 1 Managing Fluvial and Coastal Environments.
- 2 The Dynamic Earth: plate tectonics, volcanoes, earthquakes and their management
- 3 Impact of Population Change, including fertility and migration policies.
- 4 Issues in Ethnic Diversity, including ethnic conflict.
- 5 Decision-Making in Geography.
- 6 Focus on a Global Issue affecting our sustainable future: Issues in Tourism

Both AS and A2 are examined through written papers only. Fieldwork carried out as part of the course will be tested through these written papers. At AS level the fieldwork component investigates the sand dune systems at Murlough Nature Reserve and at A2 level, fieldwork concentrates on the characteristics of tourism and the management of tourist facilities at two locations in Co. Down. The A2 examination includes a Decision-Making exercise which will test student ability to process information; present arguments and counterarguments; and justify conclusions.

Geography provides both skills and knowledge that are relevant in today's changing workplace. AS and A2 Geography include a considerable range of transferable skills important to employers including, in addition to those above, ICT and data handling/manipulation skills; research and independent enquiry skills; communication and presentation; creative thinking; and teamwork. The study of Geography complements both scientific and arts subjects and therefore can lead to jobs in a wide variety of disciplines: geographers study issues that are important in today's, and tomorrow's, world.

For further information please contact Mrs. J. Smyth (Head of Department).

Information is also available from the CCEA website: www.ccea.org.uk/geography

GOVERNMENT AND POLITICS (CCEA)

The course is divided into four modules, two at AS Level and two at A2 level. The AS Modules, taught in the Lower Sixth Year, are:

- The Politics of Northern Ireland
- Executive, Legislative and Judicial Processes in the UK

These modules will be assessed in separate exams at the end of the first year. Assessment is by data response questions and essays.

The A2 modules are studied in the Upper 6th Year:

- British/American Government - a comparative study
- Synoptic Unit - Political Power

These modules will be assessed in two separate exams at the end of the A2 year. Assessment is by data response and essays. There is no coursework.

Government and Politics promotes the skills of communication and decision-making, skills which are much in demand in the workplace and particularly in business. Politics also helps equip students for careers in the media, law (with a unit on the judiciary), the civil service, pressure groups and political internships. The course emphasises both the theory and practical application of politics in the areas studied.

For further information please contact Mrs Wood (Head of Department)

Information is also available from the CCEA website:

www.ccea.org.uk/government/

HISTORY (CCEA)

The A Level course is divided into four modules, two at AS and two at Advanced Level. The AS modules, taught in Year 13 are:

- Germany 1918 – 45: *The Weimar Republic and the Rise of the Nazi Party 1918-33; Nazi Germany 1933-45*
- Russia 1903-41: *Causes and consequences of the 1905 Revolution; Lenin and Revolution 1917; Stalin and Revolution 1924-41*

These modules will be assessed in two separate exams at the end of the first year. Assessment is by essays and source questions.

The A2 modules are studied in the Upper Sixth Year:

- The Clash of Ideologies in Europe 1900 - 2000 [Synoptic Unit]: *The foreign policy of Tsarist Russia; The advance of communism outside the USSR and the opponents of communism 1917-2000*
- Ireland 1775 – 1800: *The Patriot opposition in the Irish Parliament; the impact of the American Revolution on Irish politics; the rise and fall of the Volunteers 1775-1789; the impact of the French Revolution on Ireland; the rise and fall of the United Irishmen c.1791-98; the Catholic Question; links between the United Irishmen and revolutionary France; the causes of the 1798 Rebellion; reasons for the failure of the 1798 rebellion; the Irish economy; the Act of Union 1801*

These modules will be assessed in two separate exams at the end of the A2 year. Assessment is by source questions and essays.

There is no coursework.

History fosters vital skills such as communication, managing complex information, analysis, decision-making and working with others; these are considered crucial in the workplace and particularly in business. History is also a very useful facilitating subject in relation to law, journalism, marketing, sales and public relations.

For further information please contact Mrs Wood (Head of Department)

Information is also available from the CCEA website: www.ccea.org.uk/history/

HOME ECONOMICS (CCEA)

The central focus of home economics education is the health and well being of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs.

The AS course enables students to broaden their post-16 education and provides a progression to the full A Level GCE. The A Level course provides a good foundation for higher education courses in home economics and related subjects and for a range of interesting careers. Through a range of practical and theoretical contexts both the AS and A2 courses gives students the opportunities to apply the knowledge and understanding gained. Assessment of both AS units and one of the A2 units will be through written examination papers, the remaining A2 unit will be a coursework assignment.

Prior attainment – the AS in Home Economics builds on **but** does not depend upon the knowledge, understanding and skills developed within GCSE Home Economics and related subjects.

Specification at a glance is in the table below and summarises the structures of the AS and A Level courses.

Unit	Assessment Format	Duration
AS 1 Nutrition for Optimal Health	external assessment (compulsory)	1½ hour examination
AS 2 Priority Health Issues	external assessment (compulsory)	1½ hour examination
A2 1 Consumer Issues	external assessment (compulsory)	2 hour examination
A2 2 Research-based assignment	internal assessment Students undertake a compulsory 4,000 word research-based assignment. This is assessed by the teacher and externally moderated.	

The full **subject content** can be viewed on the CCEA website at www.ccea.org.uk

Home Economics is very useful in relation to jobs in the Agri-Food sector, one of employment sectors in the Northern Ireland economy experiencing the strongest growth. It is also important if considering a career in catering or nutrition. Many Food Science courses will also require a science at A-Level.

For further information please contact Mrs McKee (Head of Department)

MATHEMATICS (CCEA)

Mathematics in the Sixth Form builds on content covered at GCSE level. The AS course is made up of 3 modules; 2 Pure Maths modules and either Mechanics or Statistics. Some of the work covered has common elements for students studying Physics, Geography and Biology. GCSE Further (Additional) Mathematics serves as an excellent foundation for this course.

The A-level modules taken in the Upper Sixth consist of 2 modules of Pure Mathematics along with either Mechanics or Statistics.

A-level Mathematics is often considered as an 'art' and a 'science' subject and as such is seen as a suitable background for a wide range of university courses.

Students wishing to study A-level Mathematics will need to have a pass in GCSE Further (Additional) Mathematics, or an A grade in their GCSE Mathematics (having sat the T4 Higher tier examination).

12. FURTHER MATHEMATICS

Students wishing to study Further Mathematics at A-level are expected to have attained an A grade in (CCEA) GCSE Further (Additional) Maths. The pupils will cover the A-level Mathematics course in their Lower Sixth Year. Extra teaching time is allocated due to the volume of work to be covered and this is continued into the 2nd year of 6th form when a further 6 modules are taken from Pure Mathematics, Statistics and Mechanics.

Pupils taking Further Maths and applying for university/college places have many options open to them, some of the more obvious careers being in engineering, statistics, financial management, Mathematics and actuary.

For subject content consult the CCEA Mathematics micro-site at <http://www.ccea.org.uk/mathematics/>

For further information please contact Mr Daniells (Head of Department)

13. MUSIC (CCEA)

There are three aspects of A Level Music, each following on from GCSE.

1. **Listening and Appraising (36%)**

This focuses on knowledge, understanding and appreciation of music. In each year two areas of study are selected. The areas of study for AS are: Music for Orchestra 1700 to 1900 (compulsory), Chamber Music 1750 to 1830, Music for Solo Piano 1825 to 1890 and The Musical 1900 to present.

At A2 the areas of study are: Music for Orchestra in the Twentieth Century (compulsory) and one of: English Secular Music 1580 to 1620, New Directions in Twentieth Century Music and Jazz in the USA 1930 to 1960.

2. **Performing (40%)**

Students will undertake a range of solo or ensemble performing activities. [AS requires 5 – 8 minutes, A2 10 – 12 minutes].

3. **Composing (24%)**

A range of styles and types of music will be investigated in order to provide the basis for their own work. AS requires 1 piece lasting 1½-2 minutes; A2 a piece lasting 2-3 minutes.

The study of Music develops high-level performance and processing skills. There are a wide range of careers within the music industry including tuition, performance and support for students with various learning needs. Musical dexterity may also be of practical use if considering dentistry, veterinary or medical surgery.

For further information please contact Miss Clarke (Head of Department)

SPORT AND PHYSICAL EDUCATION (AQA)

The specification in GCE Physical Education is designed to develop candidates' knowledge and skills to help understand the opportunities for and effects of leading a healthy and active lifestyle. Candidates will be given the opportunity to build on their personal skills/techniques across a variety of roles in a sport of their choice to improve performance

AS examinations

Unit 1: Opportunities for, and the effects, of leading a healthy and active lifestyle

- Written paper, 2 hours
- 84 marks – 60% of AS, 30% of A level
- Section A – six structured questions on applied physiology, skill acquisition and opportunities for participation
- Section B – application of theory to a practical situation (assesses Unit 2 content)

Unit 2: Analysis and evaluation of physical activity as performer and/or in an adopted role/s **Internal assessment, externally moderated**

- 100 marks – 40% of AS, 20% of A level
- Perform, analyse and evaluate core skills/techniques in isolation and a structured practice as either:
 - player/performer and in an adopted role
 - in two adopted roles.

A2 examinations

Unit 3: Optimising performance and evaluating contemporary issues within sport

- Written paper, 2 hours
- 84 marks – 30% of A level
- Three sections: how physiological factors, applied psychology and contemporary influences affect performance

Unit 4: Optimising practical performance in a competitive situation

- Internal assessment, externally moderated
- 120 marks – 20% of A level
- Perform, analyse, evaluate and correct own performance in a competitive situation as either: player/performer; in an adopted role

Careers & HE Opportunities: The study of PE at A-level may well lead on to higher education courses which lead to careers related to the topics studied at A-level: • Teaching and Lecturing • Coaching • Recreational Management • Outdoor Pursuits • Sports Officials • Sport Professional • Sports Administration • Work for Governing Bodies of Sports • Sports Council • Sports Retail • Sports design and engineering • Medical aspects of sport, i.e. physiotherapy and holistic medicine • Sports Journalism • Armed Forces • Police Service. However, PE is a rigorous subject and is, therefore, a useful addition to the A-level profile for application to a wide range of courses at H E level.

For further information please contact Mr Irvine/Miss Heaney (Heads of Department)

PHYSICS

The Physics Department in Down High follows the CCEA specification for Physics at AS and A2 level. During the course students will reinforce their understanding of 'Classical Physics', such as Newtonian Mechanics and Wave Theory. They will also meet challenging new concepts such as Quantum Mechanics, Wave-Particle Duality and Fundamental Particle Physics. There are 3 modules in each year.

AS	UNIT AS1	Forces, Energy and Electricity
	UNIT AS2	Waves, Photons and Medical Physics
	UNIT AS3	Practical Techniques

The exams for both units AS1 and AS2 will be taken in June of the AS year. The practical skills are assessed in May through a practical examination in unit AS3 (i.e. no coursework). Students will gain skills in experimental work during the other units, where the experiments are also used to reinforce understanding of the theoretical concepts, and through activities specifically designed to prepare the students for the practical assessment.

A2	UNIT A21	Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics
	UNIT A22	Fields and their Applications
	UNIT A23	Practical Techniques

Students will sit units A21 and A22 in June of the A2 year. As with AS, practical skills are assessed by an examination in May, rather than by coursework. During the A2 year students will be introduced to many strange new ideas, particularly about the particles that make up our universe and the forces that hold them together.

Physics exams are a mixture of questions asking students to calculate, explain ideas and problem solve. Calculations are such a large part of the assessment that students must be highly competent in Mathematics. A-level Maths is a good subject to complement the study of Physics. Physics students are advised to take Maths to at least AS level. You should only consider taking Physics at A-level without AS Maths if your mathematical skills are already very highly developed. You must include A-level Maths if you are considering the possibility of studying Physics, or a closely related subject, at degree level.

Clearly Physics is an important A level if you considering studying Physics or a closely related subject at university. However, students with A level Physics or a Physics degree are highly regarded in the employment market for their high level of thinking and problem solving skills. As a result they find employment in fields as diverse as medical physics, aerospace, journalism, meteorology, forensics, accountancy, air traffic control and finance. The list is endless so find out more information by visiting <http://www.physics.org/careers>.

For further information please contact Mr Mitchell (Head of Department)

RELIGIOUS STUDIES

Students follow the Edexcel syllabus which is assessed by two written papers. Each year of study makes up 50% of the full A Level, although some students may wish to pursue the AS alone. There are four modules of study – two in Lower 6th, two in Upper 6th – which carry equal marks.

The two main areas of study are:

- (a) Ethics
- (b) Philosophy of Religion

The aims of the Advanced GCE course in Religious Studies are to encourage students to:

- develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their learning.

For further information, please see <http://www.edexcel.com>.

Taking Religious Studies at A-Level is important in relation to developing a wide range of transferable skills. These include communication, working with others as well as critical thinking and analysis. Students tend to go on to pursue a diverse range of career pathways including education, social and community work, management and the caring professions. The study of moral philosophy is a useful academic preparation for a number of vocations including law, medicine and primary and secondary school teaching.

For further information please contact Mr Martin (Head of Department)

SOCIOLOGY (AQA)

Studying Sociology offers insight into social and cultural issues. It will help you develop a multi-perspective and critical approach to understanding issues around culture, family, crime, religion, childhood and social power.

The recent changes to A-Level specifications for England mean that by studying Sociology you will achieve both an AS and an A- Level qualification. The course breaks down like this ~

At AS level you will sit two papers in Year 13

Paper One

What's assessed

Education and Methods in Context

Assessment

1 hour 30 minutes written exam

60 marks

50% of AS level

Questions

Education: short answer and extended writing, 40 marks

Methods in Context: extended writing, 20 marks

Paper Two

What's assessed

Families and Households

Research Methods

Assessed

1 hour 30 minutes written exam

60 marks

50% of AS level

Questions

Section A: short answer and extended writing, 20 marks

Section B: short answer and extended writing, 40 marks

At A-Level you will sit three papers in Year 14

Paper 1

What's assessed

Education with Theory and Methods

Assessed

2 hour written exam

80 marks

33.3% of A-level

Questions

Education: short answer and extended writing, 50 marks

Methods in Context: extended writing, 20 marks

Theory and Methods: extended writing, 10 marks

Paper 2**What's assessed**

Families and Households

Beliefs in Society

Assessed

2 hour written exam

80 marks

33.3% of A-level

Questions

Section A: extended writing, 40 marks

Section B: extended writing, 40 marks

Paper 3**What's assessed**

Crime and Deviance

Theory and Methods

Assessed

2 hour written exam

80 marks

33.3% of A-level

Questions

Crime and Deviance: short answer and extended writing, 50 marks

Theory and Methods: extended writing, 30 marks

Although no prior experience of the subject is necessary to undertake the course, Sociology is an academic A level and students with a good grade in English, History or similar will find that those skills will suitably equip them for this subject. The course lays an appropriate foundation for further study of Sociology and would be useful for students wishing to pursue a career in the field of social sciences, journalism or law.

For further information please contact Mr Gunson

SOFTWARE SYSTEMS DEVELOPMENT (CCEA)

Recent media and government communications have raised the importance of developing skills that are required to work within the IT Industry.

This new qualification is designed to allow learners to develop the appropriate knowledge, understanding and skills. It includes the essential skills of programming and user testing which are required to work in the fast growing IT sector within Northern Ireland.

Content	Assessment	Weighting	Availability
AS 1 Introduction to Object Oriented Development	External written examination 2 hours	50% of AS and 25% of A Level	Every Summer (beginning in 2014)
	Short and extended questions, stimulus response and data response questions based on the principles of Object Oriented Development		
AS 2 Event Driven Programming	Internal assessment Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application	50% of AS and 25% of A Level	Every Summer (beginning in 2014)
A2 1 Systems Approaches and Database Concepts	External written examination 2 hours	25% of A Level	Every Summer (beginning in 2015)
	Short and extended questions relating to current systems approaches and database concepts. These questions are based on a pre- release case study, published in June		
A2 2 Implementing Solutions	Internal assessment Portfolio showing evidence of the analysis, design and implementation of a software solution of a specified problem in a pre-release case study and task, published in June	25% of A Level	Every Summer (beginning in 2015)

For further information contact Mrs McCauley

SPANISH

The examination Board used is CCEA. There are four assessment units, 2 for AS level, 2 for A2 level. The topics to be studied are listed in the Specifications booklet on the Microsite for Modern Languages at www.ccea.org.uk or can be obtained from the Spanish Department.

The exam units are summarised below.

AS

Unit 1 - This is a Speaking Test, consisting of a presentation and general conversation. It lasts approximately 13 minutes and is worth one third of the AS marks.

Unit 2 - This is divided into 3 sections

- (D) Listening – candidates will answer questions based on information recorded on individual CDs.
- (E) Reading – questions will be of mixed type and in Spanish. There will also be a translation into English.
- (F) Writing – This is an extended writing question based on a stimulus text. It will be approx. 200-250 words long.

This unit is worth two thirds of the AS marks.

A2

Unit 1 - This is a Speaking Test and will last approximately 15 minutes. It consists of discussion and general conversation. It is worth one third of the A2 marks.

Unit 2 - This is divided into 3 sections

- (D) Listening – candidates will answer questions based on information recorded on individual CDs.
- (E) Reading – questions will be of mixed type and in Spanish. There will also be a translation from English into Spanish.
- (F) Writing – This is an extended writing question based on a literary text. It will be approx. 300-350 words long.

This unit is worth two thirds of the A2 marks.

Studying Spanish is useful in relation to a range of career pathways. Spanish is the dominant language in South and Central America and the second language in the USA. It is a useful gateway language to learning Portuguese (the language of Brazil, one of the emergent economic powerhouses). Learning a modern language is often very useful, if combined with A-Level Maths, in building the skills that will help prepare students for learning to write computer programs. (Writing computer programs requires fluency in numeric languages.) It can be studied alongside any other Arts or Science subject to provide an excellent range of communication and other transferable skills.

For further information please contact Mrs Burtney (Head of Department)

TECHNOLOGY AND DESIGN [PRODUCT DESIGN]

This specification is designed to promote continuity and progression within the study of Technology and Design. The Advanced Subsidiary builds on, but does not necessarily depend upon the knowledge, understanding and skills developed at GCSE.

The Advanced GCE specification incorporates the AS. The A2 section of the Advanced GCE builds upon the foundations of knowledge, understanding and skills developed within the Advanced Subsidiary.

AS – 2 Units

Unit AS 1 Product Design

This unit is a study of product design including materials and their processing with an area of systems and control and a further area of product design. Candidates must study

Section A: Product Design and Practice and the chosen specialist area is Section D: Product Design

Unit AS 2 Coursework: Product Development

The emphasis of this unit is on analysis and development of an existing product, with a view to re-designing either the product or an aspect of it. Students will produce a 3-dimensional model or prototype and a 10 page A3 portfolio should accompany the practical components.

A2 – 2 Units

Unit A2 1 Product Design

An in depth study of Product Design.

Unit A2 2 Coursework: Product Design and Manufacture

Candidates will be required to design and manufacture a technological product. A 20 page A3 portfolio should accompany the practical component.

Unit	Assessment	Weighting
AS 1 Product Design	2 hour examination	50% of AS 25% of Advanced GCE
AS 2 Coursework: Product Development	45 hour coursework Internally assessed externally moderated	50% of AS 25% of Advanced GCE
A2 1 Product Design	2 hour examination	25% of Advanced GCE
A2 2 Coursework: Product Design and Manufacture	60 hour coursework Internally assessed externally moderated	25% of Advanced GCE

Technology and Design problem solving is viewed as an interactive process, which can be achieved through a variety of approaches. It is intended that the design and technological decisions and problems solving activities inherent in the design and make process should provide scope for candidates to demonstrate originality, creativity and imagination leading to quality outcomes. Technology and Design is a very useful subject for students interested in a career in Engineering or Product Design. Students should be aware that many of these courses require A-Level Maths.

For further information please contact Mr Patton (Head of Department)

THEATRE STUDIES (AQA)

This subject is ideal for those with a GCSE in Drama or a genuine aptitude for and interest in the subject. There is a strong practical element involving acting skills and the creation of your own plays. There is also a set of written essays, based on live theatre visits as well as the study of famous plays, concentrating on how to get them “from the page to the stage”. Theatre Studies is more advanced and sophisticated than GCSE Drama but still a very practical subject. Even though there is a strong academic element through the reading and research of playwrights and practitioners, most of the teaching and learning is done through practical workshops. It is ideal training for all teachers, business leaders and entrants to the caring professions, due to its emphasis on communication, cooperation and leadership. It also prepares several students each year to go on to Drama School or to enter other areas in the creative industries. Above all, this subject develops *you* as a person.

AS

- Unit 1: Practical – Devised Drama
Performance by a group of a devised piece of drama inspired by the AS Subject Content
Internally assessed and externally moderated
- Unit 2: Written – Approaches to Text
Study of two set plays (O’Casey and Shakespeare)
Externally set and assessed
- Unit 3: Written – Theatre in Practice
A - Response to live theatre seen during the course
B - Study of the great drama practitioner, Stanislavski

A2

- Unit 4: Practical – Play in Production
Performance by a group of a play text (classical or modern)
Internally assessed and externally moderated
- Unit 5: Written – Text into Performance
Study of two further set plays (Ibsen and Weiss)
Externally set and assessed
- Unit 6: Written – Theory into Practice
A - A study of Brecht, the influential drama practitioner
B - Interpretation of an extract or extracts from an unseen play for potential performance
Externally set and assessed

For further information please contact Mr O’Hara (Head of Department)

APPLIED HEALTH AND SOCIAL CARE (OCR)

The AS and Advanced GCE in Health and Social Care is an ideal qualification for those students who want a broad background in Health and Social Care, which will allow them to progress to further or higher education, training or employment. Students will study a range of topics related to Health and Social Care and explore a range of issues including effective caring; equality legislation, communication; health promotion and mental health. Students may have opportunities to work closely with the Health and Social Care sector through work experience, work shadowing, links with local employers, case studies and research.

AS Level

- Promoting Quality Care (external examination)
- Communication in care settings (internal portfolio)
- Promoting Good Health (internal portfolio)

A2 Level

- Care Practice and Provision (internal portfolio)
- Mental Health (internal portfolio)
- Human Behaviour (external examination)

Further details can be found on www.ocr.org.uk

For further information please contact Mrs McKee (Head of Department)

MOVING IMAGE ARTS (CCEA)

GCE Moving Image Arts is the first course of its kind in the UK having a direct and positive influence on the development of the burgeoning film industry now operating in Northern Ireland. Through study of the course students will develop the technical skills necessary to produce film and animated sequences, for example:

Camera operation, Lighting set up and techniques, Video Editing, Sound recording and Editing.

Students will also learn and develop skills in the important processes involved in pre-production, such as:

Script development, Character development, Location selection, Storyboarding and Contextual referencing

Study of Film Theory will equip students with the knowledge of how films and animations are created and how film professionals manipulate the processes of film making to directly influence an audience's response. Knowledge gained in the theory section of the course will be brought to the practical classroom and will directly influence the students' own filmmaking.

If you want to develop an understanding of the skills necessary to produce film or animated works then this GCE course is right for you. The GCE course allows you to study the theory of film and animation and to put your knowledge into practice in the practical creation of your own short film. The course requires creativity over artistic skills and with 70% of the marks awarded for coursework, an ability to work consistently and to meet deadlines is essential for success in this subject.

The completion of a Moving Image Arts A level offers opportunities to study a diverse range of subjects at University level including Film Production, Film Studies, Film and Television Studies, Creative Script Writing, Animation, Cinematography, Visual Effects Design and Production, Creative Sound Design and Special Effects for Film and TV.

Assessment is detailed in the table below.

Unit	Type of Assessment
AS 1 Creative Production: Foundation Portfolio 70% of AS 35% of A2	Coursework: Using an idea or theme of your own as a starting point you will complete research, planning and experimentation followed by the creation of a complete narrative moving image artwork of your own. (A 3 – 5 min Film or Animation) Available summer only
AS 2 Critical Response 30% of AS 15% of GCE	One online exam (1hour 30 min) You will be expected to respond to three questions relating to unseen moving image clips chosen from the two compulsory moving image art forms: Film and Animation. Available summer only

Unit	Type of Assessment
<p>A2 1 Creative production and research: Advanced Portfolio 35% of GCE</p>	<p>Coursework: This unit builds upon the AS Level, allowing for greater depth and specialisation. You will complete research, planning and experimentation followed by the creation of a complete narrative moving image artwork of your own. (A 5 - 7 min Film or Animation).</p> <p>Available Summer only</p>
<p>A2 2 Critical Response and Specialisation 15% of GCE</p>	<p>One online examination (2 hours 15 min) You will be expected to respond to three questions, two relating to unseen moving image clips chosen from the two compulsory moving image art forms: Film and Animation In question three, candidates will be given the opportunity to choose to respond to a question on one of the two set films studied at A2 level.</p> <p>Available summer only</p>

For further information contact Mrs. J. Trainor (Subject Coordinator)

BTEC LEVEL 3 SUBSIDIARY COURSES

In partnership with the South Eastern Regional College

BTECs are made up of a number of units and students will be assessed on each unit throughout the course, with no final examinations being set in either Year 13 or 14. Unit results are graded as PASS, MERIT or DISTINCTION as opposed to the more familiar A*-E classification. Students gaining BTEC qualifications will also earn UCAS points at the same time.

BTEC Level 3 Subsidiary Diploma in SPORT

This BTEC Level 3 certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learners programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

BTECs are made up of a number of units and students will be assessed on each unit throughout the course, with no final examinations being set in either Year 13 or 14. unit results are graded as PASS, MERIT, DISTINCTION or DISINCTION * as opposed to the more familiar A*-E classification. Students who gain BTEC qualifications earn points which transfer to UCAS points.

There are three mandatory units plus one optional unit in Year 1 and three optional units in Year 2.

Mandatory Units.

Year 13

- Principles of Anatomy and Physiology in Sport
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Testing for Sport and Exercise* (optional)

In Year 14 students may progress to a BTEC Level 3 Subsidiary Diploma, this extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Diploma offers greater flexibility and a choice of emphasis through the optional modules. It is broadly equivalent to one GCE A Level.

Year 14

- Sports Development
- Instructing Physical Activity & Exercise
- Sports Coaching
-

Credit is awarded on completion of a number of practical and theory tasks over the course of the two years.

For further information contact Mr McKillen, Mr Dawson or Mr Logan

BTEC Level 3 Subsidiary Diploma in Engineering

The engineering sector offers huge potential for learners interested in the sector. The UK is currently regarded as a world leader in sectors including renewable energy, space, low carbon, aerospace, creative industries, utilities, automotive, agri-food and bioscience. Between 2010 and 2020 Engineering enterprises are projected to have 2.74 million job openings, including over 400,000 technician roles where the predominantly ageing workforce is expected to retire over the next 10 years.

The BTEC Level 3 Subsidiary Diploma in Engineering is primarily a Technical Level qualification, equivalent in size to an A level.

As the qualification was designed in close collaboration with industry, it is fully supported by the Sector Skills Council (SSC) for the engineering sector, SEMTA. A range of professional organisations/employers in the sector have also confirmed their support for this BTEC

Level 3 Subsidiary Diploma in Engineering. This means it is a highly respected route for those who wish to move into employment in the sector, either directly or following further study (e.g. at a college or university).

There are two mandatory units and four optional units.

Mandatory Units:

- Health and Safety in the Engineering Workplace
- Mechanical Principles and Applications

Optional Units:

- Computer Aided Design
- Computer Aided Manufacture
- Programmable Logic Controllers
- Mathematics for Engineering Technicians

Students will study 3 units in the first year and a further 3 units in the second year. Credit is awarded on completion of a number of practical and theory tasks over the course of the two years. **Details on each of the units can be found below.**

Health and Safety in the Engineering Workplace:

The welfare of people working or operating within any manufacturing or engineering environment is of prime importance. All workers should expect to be able to carry out their work in a safe manner that has no negative effect on their health and wellbeing. In fact, many organisations not only reduce risks and make improvements to the working environment but try to make their own working environment superior to others, making it a competitive aspect when recruiting staff.

Mechanical Principles and Applications:

The use and application of mechanical systems is an essential part of modern life. The design, manufacture and maintenance of these systems are the concern of engineers and technicians who must be able to apply a blend of practical and theoretical

knowledge to ensure that systems work safely and efficiently. Science underpins all aspects of engineering and a sound understanding of its principles is essential for anyone seeking to become an engineer.

Computer Aided Design:

Computer aided drafting is fast becoming the primary means of communicating design information in many industry sectors, particularly in engineering and manufacturing. Two-dimensional (2D) CAD drawings and three-dimensional (3D) CAD data can be shared with computer numerical control (CNC) machines using computer aided manufacturing (CAM) software. 3D models can be rendered to produce photo-realistic representations, or can be animated to produce moving views of products and components as they would appear in service. Additionally, models can be used to analyse features such as mass, volume and mechanical properties.

Computer Aided Manufacture:

An understanding of how computer aided manufacturing (CAM) systems operate within an engineering business is important for anyone thinking of a career in the design and manufacture of products.

This unit aims to develop an appreciation of the use of computer systems in a world-class manufacturing environment and how they are applied to product design and manufacture. Emphasis is placed on the need for a total approach to product development, in particular the interface between the various functions of the design and make process and the use of simultaneous engineering.

Programmable Logic Controllers

The automation of machines, process control and conveyor lines has resulted in the ever-increasing consistency of quality, speed and cost savings within complex processes. Consumers have come to expect high standards of quality in the manufactured goods they use, but to an engineer these are the challenges that make the profession interesting.

The unit will introduce learners to the use and applications of PLCs, the hardware and software that makes up a PLC and the interaction needed between the component parts. Learners will develop their ability to use programming techniques to produce programs for modern PLCs. They will also gain an understanding of the different types of communication media used to link larger numbers of PLCs together, the networking architecture used and the associated standards and protocols.

Mathematics for Engineering Technicians:

One of the main responsibilities of engineers is to solve problems quickly and effectively. This unit will enable learners to solve mathematical, scientific and associated engineering problems at technician level.

This unit enables learners to build on knowledge gained at GCSE or BTEC First Diploma level and use it in a more practical context for their chosen discipline. Learning outcome 1 will develop learners' knowledge and understanding of algebraic methods, from a look at the use of indices in engineering to the use of the algebraic formula for solving quadratic equations. Learning outcome 2 involves the introduction of the radian as another method of angle measurement, the shape of the trigonometric

ratios and the use of standard formulae to solve surface areas and volumes of regular solids. Learning outcome 3 requires learners to be able to represent statistical data in a variety of ways and calculate the mean, median and mode. Finally, learning outcome 4 is intended as a basic introduction to the arithmetic of elementary calculus.

For further information contact Mr McKillen, Mr Dawson or Mr Logan

BTEC Level 3 Subsidiary Diploma in BUSINESS

BTECs are made up of a number of units and students will be assessed on each unit throughout the course, with no final examinations being set in either Year 13 or 14. Unit results are graded as PASS, MERIT, DISTINCTION or DISTINCTION* as opposed to the more familiar A*-E classification. Students gaining BTEC qualifications will also earn UCAS points at the same time.

The BTEC Nationals in Business have been developed in the sector to:

- give education and training for Business/Administration employees
- give opportunities for Business Students to achieve a nationally recognised Level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the Business sector or to progress to vocational qualifications and Higher Education within SERC and Degree programmes in a wide range of universities
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.
- assessment will take a variety of forms – reports, presentations, group work etc

Students will be expected to complete 3 mandatory units and 3 optional units. The BTEC qualification will be awarded on the quality of assessed work that is submitted for marking and verification.

The Year 1 units are:

1 The Business Environment

The aim of this unit is to give learners the fundamental knowledge of a range of business organisations, and the many factors that shape the nature of organisations operating in an increasingly complex business world.

Learners new to the studying of business will already be familiar with organisations through having dealt with them as customers or employees. One of the aims of this unit is to help learners to build on learn to ‘walk in the shoes’ of owners, stakeholders and managers of organisations. The unit introduces learners to a range of business activities. They will consider the purposes of different organisations and the influence of stakeholders and how businesses organise themselves through strategic planning and organisational structures. Learners will then explore the dynamic nature of organisations through studying the impact of external (political, legal and social) influences on business operations. Next, they will study the fundamental economic principles that impact on businesses. By studying two different business environments learners will gain some insight into how businesses operate in different parts of the world and how the development of a global marketplace impacts on all businesses.

2 Business Resources

The aim of this unit is to develop learner knowledge of the range of human, physical, technological and financial resources required in an organisation, and how the management of these resources can impact on business performance.

At the core of every organisation are the human, physical, technological and financial resources that enable it to function. This unit will give learners a broad understanding of the importance organisations place on managing their resources efficiently in order to achieve their objectives. It is important that learners are able to relate their understanding of resource management to a real organisation. This will provide an essential link between theory and practice. Understanding how these resources are managed is one of the keys to assessing how well the organisation is performing.

3 Introduction to Marketing

The aim and purpose of this unit is to give learners an understanding of how marketing, research and planning and the marketing mix are used by all organisations.

Marketing is at the heart of every organisation's activity. Its importance is also growing in the non-commercial, public and voluntary sectors. Also, at the heart of marketing is the customer. This unit will introduce learners to some of the tools and techniques all types of organisations use to achieve their objectives. Firstly, learners will explore how different types of organisations use marketing principles to meet the needs of their customers and achieve their objectives. The constraints under which organisations operate are important and learners will study the legal requirements and voluntary codes that affect marketing.

The achievement of the above 3 units will provided the student with a Level 3 Certificate in Business which is equivalent to an AS level qualification.

The Year 2 units are:

4 Business Communication

The aim of this unit is to show learners that the collection and management of business information, and the successful communication of that information throughout a business, is critical for the future prosperity of the organisation.

A business needs accurate and relevant information from internal and external sources in order to operate profitably. Proper collection of data creates an environment where informed decisions can be taken for the benefit of the business. In order to manage information effectively, there must be good communication systems within the organisation. Staff must possess good verbal and written skills in order to communicate and share information.

5 Business Accounting

The aim of this unit is to enable learners to understand the purpose of accounting the associated processes and its role in the managing a business. Learners will develop the skills and knowledge needed to understand financial information.

Understanding how a business operates and what makes it successful, requires knowledge of the accounting process. Accounting involves recording business transactions and, this in turn, leads to the generation of financial information which can be used as the basis of good financial control and planning. Inadequate record keeping and a lack of effective planning ultimately lead to poor financial results. It is vital that owners and managers of businesses recognise the indications of potential difficulties. Remedial action can then be taken.

The unit is divided into two parts. The first develops an understanding of the accounting processes necessary to provide accurate and relevant financial information. The second part covers the practical aspect of carrying out those accounting activities. Learners will be introduced to accounting terminology as they study the purpose and function of accounting and consider the various categories of business income and expenditure.

Plus 1 other

For further information contact Mr McKillen, Mr Dawson or Mr Logan

BTEC Level 3 Subsidiary Diploma in IT

This BTEC Level 3 certificate (Year 13) offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level. The 60-credit qualification (over two years) is equivalent to a full A-Level.

BTECs are made up of a number of units and students will be assessed on each unit throughout the course, with no final examinations being set in either Year 13 or 14. Unit results are graded as PASS, MERIT, DISTINCTION or DISINCTION * as opposed to the more familiar A*-E classification. Students who gain BTEC qualifications earn points which transfer to UCAS points.

Pupils will pursue the following mandatory units:

- Communication and Employability Skills for IT
- Computer Systems

Pupils will also study a number of optional units best suited for employment and vocational contexts.

All units are internally assessed in the BTEC qualifications in this specification. All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A final unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Assessment units will be **current**, i.e. to reflect the most recent developments and issues; **local**, i.e. to reflect the employment context and **flexible** to reflect learner needs, i.e. at a time and in a way that matches the student's requirements so that they can demonstrate achievement.

For further information contact Mr McKillen, Mr Dawson or Mr Logan

BTEC Level 3 Subsidiary Diploma in TRAVEL & TOURISM

The BTEC Nationals in Travel and Tourism have been developed in the Travel and Tourism sector to:

- give education and training for Travel and Tourism employees
- give opportunities for Travel and Tourism employees to achieve a nationally recognised Level 3 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the Travel and Tourism sector or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Travel and Tourism
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Students will be expected to complete six units – three in year 13 and three in year 14.. The BTEC qualification will be awarded on the quality of assessed work that is submitted for marking and verification.

The year 13 units are:

- UK as a destination

Knowledge of the UK as a destination is crucial for success in many travel and tourism organisations. Tourism in the UK supports a wealth of travel and tourism products and services and offers a multitude of career opportunities. Learners will locate key destinations, gateways and geographical features. The location of a destination, its geographical features, its attractions and its transport links with other areas can be important factors in attracting tourism to that destination.

- Customer Service in Travel & Tourism

Customer service is of vital importance to all organisations in the travel and tourism sector. Excellent customer service results in a high level of satisfaction and encourages customers to return and to recommend the organisation to others. Many organisations in the travel and tourism sector offer the same or similar products and services, and it is often the quality of the customer service which distinguishes one from another.

- Investigating the Travel & Tourism Sector

This unit enables learners to gain an overview of travel and tourism, and see how the different components of the travel and tourism sector link together. Tourists can be domestic, inbound or outbound, and for each one the components used vary according to their different requirements. Learners will gain an understanding of the interrelationships between the travel and tourism component industries and find out about the roles and responsibilities of organisations in terms of what products or services they provide.

The year 14 units are:

- The Business of Travel and Tourism

Anyone joining a travel and tourism organisation (or thinking of starting up their own) should know where it fits within the travel and tourism business environment, understand its key characteristics and how the organisation gains a competitive advantage over others. It is important to learn about the organisational and financial

characteristics of a business and that these are determined by the way it is owned and controlled. This unit is about exploring real organisations. Learners will investigate organisations from different component industries, looking at their organisational and financial characteristics and how they gain competitive advantage over others.

- **European Destinations**
Knowledge of the ever-changing European travel market is essential for those planning a career in the travel and tourism sector. Many component industries, such as tour operations, retail travel and aviation, require a sound awareness of locational geography in their employees. They also require a broad understanding of travel opportunities in Europe in terms of key destinations, developing and declining markets. In fact, many employers now test this knowledge and understanding as part of their recruitment process. This unit enables learners to develop the skills and knowledge required and thus enhances their employability.
- **Preparation for Employment in Travel and Tourism**
In this unit learners will investigate a selection of the career options available in different industries within the travel and tourism sector. The entry requirements, roles and responsibilities for specific jobs will be explored and career progression routes will be investigated. Learners will reflect on their own skills, attributes, experience, qualifications and achievements, acknowledging development and training needs to meet specific career aspirations.

For further information contact Mr McKillen, Mr Dawson or Mr Logan

ADDITIONAL COURSES

All students take the following compulsory courses in Year 13. These courses are not examined.

1. COURSE TITLE - CAREERS EDUCATION

Careers Education is a compulsory module aimed at building self-awareness and confidence through teamwork activities and self-marketing exercises. Students are given the chance to develop interpersonal skills through presentations and interview techniques. Decision-making is one of the 3 key skills explored together with a range of other transferable skills. University application procedures are dealt with in detail as well as alternatives to Higher Education. All pupils participate in a Work Experience programme, Mock Interviews in the Spring term and group guidance interviews in specific career areas.

2. COURSE TITLE - RELIGIOUS EDUCATION

A combination of visiting speakers and teacher convened classes, looking at a wide spectrum of topics e.g. community responsibility, safe driving, alcohol, drugs, faith issues etc. The course is taught from an R.E. perspective but not in a dogmatic manner; rather it is pupil centred with the aim of getting the pupils to think through and come to their own viewpoints.

6TH FORM COMMUNITY ACTION PROGRAMME

Down High School's Community Action Programme is designed to give students an opportunity to **volunteer** and make a difference to the work of a wide range of local organisations. Possible roles could include assisting with sports coaching, homework clubs, nurseries, primary schools, nursing homes, hospitals, charity shops, churches, conservation groups, animal welfare groups, community associations and other voluntary organisations.

To be eligible to participate in the scheme you need to have consecutive private study periods on a given morning or afternoon and be prepared to spend **at least one hour** assisting in the host organisation. The onus is on you to organise your own placement and transport.

Participating in the Community Action Programme will allow you to make a positive difference in the local community, help you to develop as a person and strengthen your university application and employability.

Further information on the 6th form Community Action Programme is available from Mrs Hamilton (Head of 6th Form)