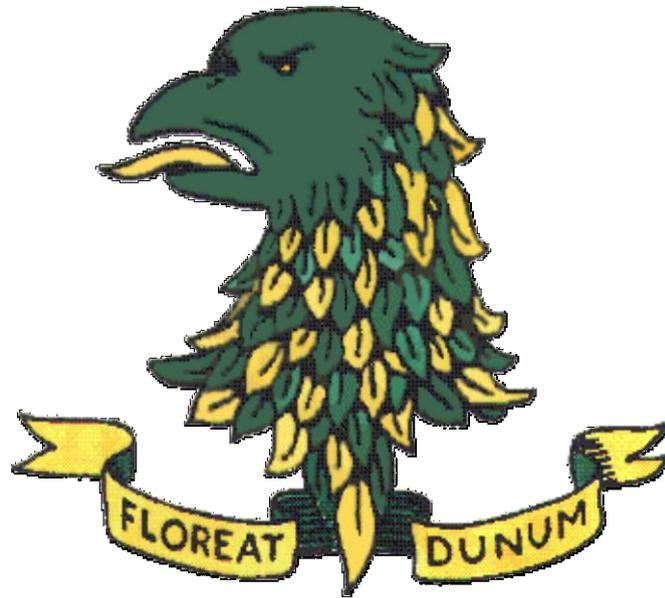


Down High School



Sixth Form Courses

2018-20

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 40% of a full A-level course. We also currently offer a number of two-year vocational **BTEC** Level 3 courses in Engineering, ICT and Sport and a two-year Level 3 qualification in Tourism. These qualifications are valued by many universities for a number of their courses. Assessment – practical and theory-based – is continuous throughout the two years but the new BTEC qualifications from 2018 will include a formal examination component. 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 (or a combination of A-Levels and BTECs).

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 Year 13 curriculum. These **Applied A-level** courses are more accessible to pupils who might find 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 most university courses but are not appropriate for pupils who plan to apply to some high demand courses at top universities.

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

Further Mathematics is marked **. Pupils and parents should note that selecting Further Maths means studying the Maths A-Level in Year 13 before embarking on Further Maths in Year 14. While some additional timetabled classes are established for pupils doing the Further Maths option, the pace

of the course is necessarily fast and significant homework will need to be set in order to help cover the course content.

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 Studies	ICT BTEC	Software Systems Development
Chemistry	Mathematics	Spanish
English Literature	Further Mathematics**	Sport BTEC
Engineering BTEC	Moving Image Arts*	Technology and Design
French	Music	Theatre Studies
Geography	Nutrition and Food Science (Home Ec.)	Tourism Level 3
Government and Politics	Physical Education	
	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 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 post-16 study, 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/BTEC 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. Our experience shows that an overall B grade in a Science subject at GCSE can mask the fact that, in some cases, this grade was achieved through a good controlled assessment and the exam element was, in fact, a C. In cases like this, pursuing this science subject to A-Level might not be the wisest choice.

Employers

From a careers perspective, employers are looking for individuals who are not only academically educated to a high standard but those 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.

Choosing the right courses

It is envisaged that students will take **three or four AS Levels (or a combination of AS courses and BTECs)** in Y13 leading to three A2 levels in Y14.

The school encourages most people in Year 13 to start their year studying four subjects. This allows you to “dip your toe in the water” for each subject; to start with three leaves you with nowhere to go if one of the subjects proves challenging or is not to your liking after all. Choosing four subjects in Year 13 gives you more flexibility when choosing which three to continue 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 - for example after the Christmas exams. 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 can demand 3+. While universities in the Republic of Ireland are moving away from the ‘four subjects’ model, students who are keen to pursue courses in the Republic are advised to speak to a member of the Careers team.

Students scoring 15 points or fewer at GCSE will often take three subjects (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/RE	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 on GCSE Results Day, 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 (*Informatio*).

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?

Content	Content Summary	Assessment	Weightings
AS 1: Experimental Portfolio	Theme based : students explore, experiment, develop and record knowledge, understanding skills and ideas	Teacher assessment with external moderation: AOS 1, 2 &3	50% of AS 20% of A Level
AS 2: Personal Response	Theme based: students produce design work leading to a final outcome	Teacher assessment with external moderation: AOS 1, 2, 3 & 4 (AO4 more heavily weighted.)	50% of AS 20% of A Level
A2 1: Personal and Critical Investigation	Theme based: students research, explore and produce 1000-3000 word written investigation combined with practical development	Written element externally assessed Teacher assessment of practical investigation. AOS 1, 2 &3	20% of A2 12% of A Level 40% of A2 24% of A Level 60% of A2 36% of A Level
A2 2:	Theme based: students produce design work leading to a final outcome/outcomes	Teacher assessment with external moderation: AOS 1, 2, 3 & 4 (AO4 more heavily weighted.)	40% of A2 24% of A Level

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	37.5% of AS 15 % of A level	May of AS
AS 2: Organisms and Biodiversity	1 hour 30 minute written exam	37.5% of AS 15% of A level	May of AS
Assessment of Practical skills in Biology	Practical internal assessment. 1hr written practical paper.	25% of AS 10% of A level	May of AS

A2 LEVEL

Unit	Assessment	Weighting	Module exam
A21: Physiology and Ecosystems	2.15 hour written exam	24% of A level	June of U6th
A2 2: Biochemistry, Genetics and Evolutionary Trends	2.15 hour written exam	24% of A level	June of U6th
Assessment of investigational Practical skills in Biology	Practical internal assessment. 1.5hr written practical exam.	12% of A level	June of A2

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. Written GCSE modules must be at least B grade.

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 (Head of Department)

GCE Business Studies (CCEA)

Aims

This specification aims to encourage students to:

- develop a lifelong interest in business;
- gain a holistic understanding of business and the international marketplace;
- develop a critical understanding of organisations and their relationship with key stakeholders;
- evaluate the role of technology in business communication, business operation and decision making;
- generate enterprising and creative solutions to business problems and issues;
- understand the ethical dilemmas and responsibilities faced by organisations and business decision makers;
- develop advanced study skills that help them prepare for third level education; and
- acquire a range of relevant business and generic skills including decision making, problem solving and interpretation of management information.

The table below summarises the structure of the AS and A level courses:

Content	Assessment	Weightings
AS 1: Introduction to Business	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
AS 2: Growing the Business	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
A2 1: Strategic Decision Making	External written examination 2 hours Five compulsory structured data responses (90 marks)	30% of A level
A2 2: The Competitive Business Environment	External written examination 2 hours Six compulsory structured data responses (90 marks)	30% of A level

For further information please contact Mr Simpson (Coordinator)

CHEMISTRY (CCEA)

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	40 % Summer Exam (16% A2)
AS2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	1 hr 30 min exam Multiply choice and structure questions	40 % Summer Exam (16% A2)
AS3	Practical Assessment Practical Booklet A Practical Task worth 25 marks. Practical exam Practical Booklet B Practical questions – exam paper in exam hall worth 55 marks	1hr 15 min practical exam 1hr 15 min written practical paper	20 % Summer exam (8% A2)

A2 GCE Chemistry

UNIT	TITLE	ASSESSMENT	% of A2
A2 1	Further Physical and Organic Chemistry	2 hours Multiply choice and structure questions	40% A2 24% of A level
A2 2	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	2 hours Multiply choice and structure questions	40% A2 24% of A level
A2 3	Practical Assessment Practical Booklet A Practical Task worth 25 marks. Practical exam Practical Booklet B Practical questions – exam paper in exam hall worth 55 marks	1hr 15 min practical exam 1hr 15 min written practical paper	20% A2 12% of A level

Note – AS marks will contribute to 40% 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 CCEA

Through the study of English Literature you will be given the opportunity to explore a varied range of texts, from classical literature to modern dramatists and novelists. You will build on your experiences at GCSE and develop your ability to write concisely and with confidence.

A qualification in English Literature will help you to develop vital communication and analytical skills that will be valuable in any prospective career. English Literature is a very useful facilitating subject in relation to Law, Marketing, Public Relations and Media.

CCEA SPECIFICATION

Content	Assessment	Weighting	Texts studied (NB <i>this is subject to change</i>)
AS 1: The Study of 1900 – present and Drama 1900 – present	2 hour exam	60% of AS Level 24% of A Level	Philip Larkin and Elizabeth Jennings <i>A Streetcar Named Desire</i> by Tennessee Williams
AS 2: The Study of Prose pre-1900	1 hour exam	40% of AS Level 16% of A Level	Either: <i>The Scarlet Letter</i> by Nathaniel Hawthorne Or: <i>Wuthering Heights</i> by Emily Bronte
A2 1: Shakespearean Genres	1 hour 30 minute exam	20% of A Level	Either: <i>King Lear</i> <i>Othello</i> <i>The Taming of the Shrew</i> <i>As You Like It</i> <i>Measure for Measure</i> <i>The Winter's Tale</i>
A2 2: The Study of Poetry pre-1900 and Unseen Poetry	2 hour exam	20% of A Level	Either: Chaucer's 'The Wife of Bath's Prologue and Tale' John Donne William Blake John Keats Emily Dickinson Elizabeth Barrett-Browning
A2 3: Internal Assessment	2500-word Coursework Essay	20% of A Level	Students must examine two novels of their own choice, one of which must be a 21 st century novel

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

Information is also available from the CCEA website:

http://www.rewardinglearning.org.uk/microsites/english_literature/revised_gce/index.asp

FRENCH

The examination Board used is CCEA. The AS exam is worth 40% of the final A Level total and the A2 is worth 60%. There are six assessment units, 3 for AS level, 3 for A2 level. The topics to be studied are listed in the Specification 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 11 minutes and is worth 30% of the AS marks.

Unit 2 - This is divided into 3 sections

- (A) Listening – students will answer questions based on information recorded on CD.
- (B) Reading – questions will be of mixed type and in French. There will also be a translation into English.
- (C) Use of Language – This is a series of short grammatical exercises and sentences from English into French.

This unit is worth 40% of the AS marks.

Unit 3 – Extended Writing. Students write **one** essay in French in response to a set film or text.

This unit is worth 30% 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 30% of the A2 marks.

Unit 2 - This is divided into 2 sections

- (A) Listening – students will answer questions based on information recorded on CD.
- (B) Reading – questions will be of mixed type and in French. There will also be a summary of a French passage into English and a translation from English into French.

This unit is worth 40% of the A2 marks.

Unit 3 – Extended Writing – Students write **one** essay in French in response to a set literary text.

This unit is worth 30% of the A2 marks.

As well as the traditional areas of translation and teaching, Modern Languages are frequently seen as providing transferable skills 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 which 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 Mrs Brown (Head of Modern Languages)

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 will consist of three modules:

- AS1 Physical Geography covering processes and human interactions in fluvial environments; ecosystems; and the atmosphere.
- AS2 Human Geography covering population; challenges for urban and rural environments; and processes of development including globalisation.
- AS3 Fieldwork Skills and Techniques in Geography

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:

A2 1: Physical Processes, Landforms and Management

A2 2: Processes and Issues in Human Geography

A2 3: Decision Making in Geography

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. 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 full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

AS 1 The Government and Politics of Northern Ireland

- This unit focuses on the government and politics of Northern Ireland since 1998.
- External written examination with four questions and one source
- 1 hour 15 minutes: 40% of AS /16% of A level

AS 2 The British Political Process

- This unit examines the operation of the British Parliament and Executive and the interrelationship between these two institutions. Students will also consider the political role of the British judiciary
- External written examination with five questions
- 1 hour 45 minutes: 60% of AS / 24% of A level

A2 1: A Comparative Study of the Government and Politics of the United States of America (USA) and the United Kingdom (UK)

- This unit focuses on how the United States of America is governed, and on how this compares to the British political system, with specific reference to the legislative and executive branches
- External written examination with six questions and one source
- 2 hours 15 minutes : 35% of A level

A2 2: Political Power

- This option focuses on the factors involved in the creation and maintenance of power and authority. It also considers why some states are stable while others have a history of instability which, in some cases, leads to state collapse. The major theories that seek to explain the nature and distribution of political power – Pluralism, Marxism, Elite Theory and Feminism – are also central to this unit.
- External written examination with five questions and one source
- 1 hour 30minutes: 25% of A level

Studying A-level Politics develops a wide range of transferable skills that are valued by employers. These include a flexible intellect that can interpret and analyse rapidly changing events, an ability to communicate complex ideas and pro-active research skills. Politics students are found in many different career areas including Government and the Civil Service, Personnel, Business, Media and Communications.

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 full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

AS1 Germany 1919-45 Option 5

- This option examines the Weimar Republic (1919–33) and Nazi Germany (1933–45).
- Students answer one short response question from a choice of two and two parts of a source based question, one of which focuses on historical interpretations.

External written examination 20%: 1 hour 30 mins

AS2 Russia 1914-41 Option 5

- This option focuses on the causes and consequences of the Russian Revolutions of 1917.
- It assesses how the Bolsheviks consolidated their rule with their victory in the Civil War. Students also study Lenin's economic policies in the period 1917–24. The option concludes with a study of Stalinist Russia.

Students answer two questions from a choice of three. Each question comprises a short response question and an essay.

External written examination 20%: 1 hour 30 mins

A2 1: A2 1 Option 5: Clash of Ideologies in Europe 1900–2000

Following a brief introduction to Tsarist foreign policy between 1900 and 1917, this option focuses on the relationship between Communist Russia and neighbouring western governments from the October Revolution of 1917 to the collapse of the USSR in 1991.

Students answer a synoptic essay during an external written examination lasting one hour.

A2 2 Option 3: Ireland 1778–1803

This option focuses on Ireland in the last quarter of the eighteenth century and the first few years of the nineteenth, when it experienced a period of dramatic political and constitutional reform, rebellion and the eventual dissolution of the Irish Parliament.

Students answer two parts of a source-based question, an interpretations question and an essay question (there is a choice of essays).

External written examination (2 hours 30 minutes)

Studying A-level History is valued by universities and employers as an A-level that especially develops literacy, communication, analytical, problem-solving and research skills. A very high proportion of UK company directors studied A-level History. In addition to Business, History students are widely found in Law, the Media, Government and the Arts.

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

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

NUTRITION AND FOOD SCIENCE (formerly Home Economics) (CCEA)

Nutrition and Food Science are currently high in the public's perception and there could not be a better time to develop knowledge and understanding of the subject, given the current global and national food issues. Nutrition is a fast-moving discipline that focuses on understanding the role of diet in maintaining a healthy human body and preventing disease.

There are many career opportunities within this field of work as scientific knowledge and research develops. The subject can open up a range of possibilities in the world of work, both at home and worldwide, with opportunities for further and higher education courses in health, nutrition, food science and other related subjects leading to a wide range of interesting careers.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent). 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 research project.

Prior attainment – the AS in Nutrition and Food Science 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 structure of the AS and A Level courses.

Year 13: AS Course		
Unit	How is this unit assessed?	Weightings
<p>AS 1: Principles of Nutrition</p> <p>In this unit, students study macronutrients and micronutrients and other dietary constituents. They also study nutritional requirements and current dietary recommendations for each life stage.</p>	<p>External written examination</p> <p>1 hour 30 minutes</p> <p>Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p>AS 2: Diet, Lifestyle and Health</p> <p>In this unit, students investigate current research on diet, lifestyle and health.</p>	<p>External written examination</p> <p>hour 30 minutes</p> <p>Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.</p>	<p>50% of AS</p> <p>20% of A level</p>

Year 14: A2 Course		
Unit	How is this unit assessed?	Weightings
<p>A2 1:</p> <p>Option A: Food Security and Sustainability</p> <p>In this unit students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.</p>	<p>External written examination</p> <p>2 hours 30 minutes</p> <p>Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.</p>	30% of A level
<p>A2 2: Research Project</p> <p>In this unit, students submit a report on a research project of their own choice from topics covered in AS1, AS2 or A2 2.</p> <p>The report should not exceed 4000 words..</p>	<p>Internal assessment</p> <p>Students complete a 4000 word research-based project. Teachers mark the projects, and CCEA moderate the results.</p>	30% of A level

The full subject content along with exemplar exam papers can be viewed on the CCEA website at www.ccea.org.uk

Nutrition and Food Science 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. 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 Sixth Form builds on content covered at GCSE level. There shall be a new GCE specification for first teaching from September 2018. The new AS course is made up of 2 modules: a pure Maths module (60% of AS level, 24% of A-Level) and an Applied module (40% of AS level, 16% of A level).

Some of the work covered has common elements for students studying Physics, Geography and Biology. GCSE Further Mathematics serves as an excellent foundation for this course.

The A-Level modules taken in the Upper Sixth consist again of 1 module of Pure Mathematics (36% of A-Level) along with an Applied module (24% of A level).

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 Mathematics, or an A grade in their GCSE Mathematics, having sat the T4 Higher tier examination.

FURTHER MATHEMATICS

Students wishing to study Further Mathematics at A-Level are expected to have attained an A grade in (CCEA) GCSE Further 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 2 Pure Mathematics and 2 Applied modules are taken.

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 (VP)

13. MUSIC (CCEA)

CCEA's GCE Music course aims to provide you with a worthwhile, satisfying and complete course of study that broadens your experience, develops your imagination, fosters your creativity and promotes your personal, social, spiritual and cultural development.

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.

Why study GCE Music?

This course incorporates the three fundamental musical activities of *composing, performing* and *listening and appraising*. We have tried to ensure we meet the needs and interests of a wide variety of students by providing flexibility within the assessment units. Overall, this course provides a good basis for further study, leisure or both.

What will I study?

Unit	Areas of Study
AS 1	Solo performance
AS 2	Composition or composition with music technology
AS 3	<ul style="list-style-type: none"> • Music for Orchestra 1700–1900 • Sacred Vocal Music (anthems) • Secular Vocal Music (musicals)
A2 1	Solo performance
A2 2	Composition or composition with music technology
A2 3	<ul style="list-style-type: none"> • Music for Orchestra in the Twentieth Century • Sacred Vocal Music (mass/requiem mass) • Secular Vocal Music 1600 to the present day

How will I be assessed?

Unit	Assessment Description	Weighting
AS 1	A solo performance at a level equivalent to at least Grade 4 standard of 5 to 7 minutes duration and a viva voce assessed by a Visiting Examiner	32.5% of AS 13% of A level
AS 2	An internally assessed composition task or composition task with music technology of 1½ to 2½ minutes' duration accompanied by a written commentary of no more than 1000 words	32.5% of AS 13% of A level
AS 3	A 1 hour test of aural perception and a 2 hour written examination	35% of AS 14% of A level
A2 1	A solo performance at a level equivalent to at least Grade 5 standard of 8 to 10 minutes duration and a viva voce assessed by a Visiting Examiner	19.5% of A level
A2 2	An internally assessed composition task or composition task with music technology of 2 to 3 minutes' duration accompanied by a written commentary of no more than 1200 words	19.5% of A level
A2 3	A 1¼ hour test of aural perception and a 2 hour written examination	21% of A level

What do I need to take this course?

You should already play an instrument and/or sing and have some understanding of basic harmonic progressions and staff notation. It is not necessary to have studied GCSE level in Music to take this course, however it is recommended that you hold at least a Grade C GCSE (or equivalent).

Q. What can I do with a qualification in Music?

There are many opportunities for students who wish to progress beyond GCE. For example, some may choose to pursue further and higher education courses in music or performing arts and others may simply use their GCE qualification to access other degree level courses. Music qualifications can lead to employment in various areas such as teaching, performing, recording, radio/tv broadcasting and production and music therapy.

For further information please contact Miss Clarke (Director of Music)

PHYSICAL EDUCATION (AQA)

AS Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the Year 13 course.

Subject content

- 1. Applied anatomy and physiology
- 2. Skill acquisition
- 3. Sport and society
- 4. Biomechanical movement
- 5. Sport psychology
- 6. Sport and society and the role of technology in physical activity and sport

Assessments

Paper 1: Factors affecting participation in physical activity and sport

- Section A: Applied physiology
- Section B: Skill acquisition and sports psychology
- Section C: Sport and society and technology in sport

How it's assessed

- Written exam: 2 hours: 70% of AS

Non-exam assessment: Practical performance in physical activity and sport

Students assessed as a performer or coach in the full sided version of one activity.
Plus: written/verbal analysis of performance.

How it's assessed

Internal assessment, external moderation: 90 marks - 30% of AS

A LEVEL PHYSICAL EDUCATION SYLLABUS

Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the Year 14 course.

Subject content

- 1. Applied anatomy and physiology
- 2. Skill acquisition
- 3. Sport and society
- 4. Exercise physiology
- 5. Biomechanical movement
- 6. Sport psychology
- 7. Sport and society and the role of technology in physical activity and sport

Assessments

Paper 1: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

How it's assessed

Written exam: 2 hours: 105 marks - 35% of A-level

Paper 2: Factors affecting optimal performance in physical activity and sport

What's assessed

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

How it's assessed

Written exam: 2 hours: 105 marks - 35% of A-level

Non-exam assessment: Practical performance in physical activity and sport

What's assessed

Students assessed as a performer or coach in the full sided version of one activity.

Plus: written/verbal analysis of performance.

How it's assessed

- Internal assessment, external moderation: 90 marks - 30% of A-level

For further information please ask a member of the PE 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 Astronomy
	UNIT AS3	Practical Techniques and Data Analysis

The exams for both units AS1 and AS2 will be taken in summer exam session of the AS year. The practical skills are assessed in May through a practical examination in unit AS3. This means there is no assessed 'coursework', but it is important that students develop their practical skills throughout the year. They will gain skills in experimental work during units AS1 and AS2, where the experiments are also used to reinforce understanding of the theoretical concepts, and through other activities specifically designed to prepare the students for the practical assessment. There is a separate written paper for the Data Analysis skills.

A2	UNIT A21	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics
	UNIT A22	Fields, Capacitors and Particle Physics
	UNIT A23	Practical Techniques and Data Analysis

Students will sit units A21 and A22 in summer exam session of the A2 year. As with AS, the practical skills are assessed by an examination in May, rather than by coursework. Again, there is a separate written paper for the Data Analysis skills. 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 and you are willing to spend time developing and practising the new Maths techniques needed for A-level Physics, but not covered at GCSE. 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>.

The full Physics A-level specification and other support material can be downloaded from <http://ccea.org.uk/physics/> and choosing 'GCE Revised (from 2016)'.

For further information see Mr Miller (Head of Physics)

RELIGIOUS STUDIES

Students follow the CCEA specification which is assessed by two written exam papers. The AS award makes up 40% of the full A Level while the A2 is worth 60%, 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. There is no coursework element in RS.

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 philosophy;
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion/philosophy;
- adopt an enquiring, critical and reflective approach to their studies;
- reflect on and develop their own values, opinions and attitudes in the light of their learning.

For further information, please see the CCEA website at www.rewardinglearning.org.uk

Taking Religious Studies at A Level can enable pupils to develop a wide range of transferable skills. These include communication, working with others as well as critical thinking and the analysis of arguments/ideas. Students tend to go on to pursue a diverse range of career paths including education, social and community work, management and the caring professions. The study of philosophy also provides a useful academic preparation for a career in the law, media as well as science.

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)

Software engineering, IT and Computing are growth areas in the N. Ireland economy providing growing numbers of high quality and well-paid professional-grade jobs. Recent media and government communications have highlighted the importance of developing the skills that are required to gain employment in these areas. This new qualification is designed to allow learners to develop appropriate knowledge, understanding and skills in programming, software development, testing and project management using the C# programming language. Successful candidates may progress to degree or apprenticeship schemes or directly to employment in the sector.

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

For further information contact Mr Noble (Acting Head of ICT)

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

- (C) Listening – candidates will answer questions based on information recorded on individual CDs.
- (D) Reading – questions will be of mixed type and in Spanish. There will also be a translation from English into Spanish.
- (E) 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 Brown (Head of Modern Languages)

TECHNOLOGY AND DESIGN [SYSTEMS AND CONTROL]

This specification is designed to promote continuity and progression within the study of Technology and Design. The Advanced Subsidiary builds on 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: Design and Materials and Systems and Control

This unit focuses on design and materials, including materials and their processing and an area of optional study of Electronic and Microelectronic Control Systems.

Assessment for this unit consists of **one** external written examination with **two** papers.

Each paper is **one** hour long and examined in one sitting. Students will have a 20-minute break between each paper.

Paper 1: Design and Materials

Students must study this core area. They must answer all **seven** questions in this paper based on the compulsory core section of the specification (Sections 1.1 – 1.10).

Paper 2: Option A: Electronic and Microelectronic Control Systems (Sections 1.11 – 1.17).

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. This unit draws on the knowledge and skills covered in Unit AS 1 and should represent approximately 45 hours of work. It will be internally assessed and externally moderated.

A2 – 2 Units

Unit A2 1: Systems and Control

An in depth study of Electronic and Microelectronic Control Systems. Assessment for this unit consists of **one** external written examination. The assessment paper is **two** hours long and students will answer two questions from Section A.

Unit A2 2: Coursework: System 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: Design and Materials Option: Systems and Control	<p>One external written examination consisting of two papers:</p> <p>Paper 1: Core area of study Students answer seven questions from a common core paper.</p> <p>Paper 2: Electronic and Microelectronic Control Systems</p>	<p>50% of AS 20% of Advanced GCE</p>

AS 2: Coursework: Product Development	Students complete one task producing a practical outcome and design folder Internally assessed externally moderated	50% of AS 20% of Advanced GCE
A2 1: Systems and Design	2 hour examination Students answer two questions from Section A	30% of Advanced GCE
A2 2: Coursework: System Design and Manufacture	Students complete one task: producing a practical outcome with design folder Internally assessed externally moderated	30% of Advanced GCE

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

DRAMA/THEATRE STUDIES

This is **not** a subject only for those who wish to act. Every job starts with an interview; every job requires people to be clear communicators, work as part of a team, have self-confidence, solve problems, or maybe even give talks to large numbers of people. Some of the best people for these jobs are those who have studied Drama.

What is Drama and Theatre Studies about?

If you're reading this it's because you already know the unbeatable excitement of live performance. No amount of technology can replace watching real actors, or having a live audience right in front of you. That's what we study, People and Events.

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. Assessment is also 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, a lot of the teaching and learning is done through practical workshops. **It is ideal training for all teachers, business leaders, lawyers 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 and various universities. Some students in the past three years have even gone on to highly prestigious institutions such as Cambridge. Above all, this subject develops *you* as a person.

Some interesting facts about drama

- The Creative Industries are now worth a staggering £84.1 billion a year to the UK economy (official government statistics).
- More people in the UK see plays in a given year than go to football matches - unbelievable, but true!
- On average we consume more hours of drama per day than any other people at any time in human history
- Dramatists tackle every aspect of human existence. By studying drama you learn to become a psychologist, a detective, a historian, a legal professional, a philosopher, a sociologist, an artist, a collaborator, a motivator, a scientist...
- Drama and Theatre Studies is a highly-respected, academic course that has led many Down High students to top universities and successful and fulfilling careers

What can I do alongside Drama & Theatre Studies?

It works well with subjects like History, English, Moving Image Arts, Sociology, Art, Music.

- REMEMBER! No matter what career pathway you decide to enter you will have to sit an interview and perform better than other candidates. Theatre Studies will ensure you gain key skills. Gaining a qualification is proof to prospective employers that you have the skills they are looking for – they don't need to guess! Skills such as; **Confidence** **Thinking and being Creative** **Team Work** **Problem Solving** **Negotiation** **Leadership** **Using Initiative** **Effective communication** **Awareness and understanding of non-verbal communication**

Theatre Specific Careers...

- Actor
- Director
- Set designer
- Costume designer
- Lighting designer
- Sound engineer
- Stage Manager
- Carpenter, joiner, builder of sets
- Film-maker
- Music-maker
- Arts administrator
- Marketing / publicity



Non Subject Specific Careers

- Lawyer/Barrister/Judge
- Television Presenter / Reporter
- Politician!!!
- Sales Manager
- Tour Operator / Manager
- Holiday Rep
- Doctor
- Teacher
- Training Manager
- Interpreter



Basically ANY job where communication is of huge importance!

The Course Breakdown

UNIT	Area of Study	UNIT	Area of Study
AS Unit 1	Theatre Workshop Non-exam assessment: internally assessed, externally moderated. 24% of qualification 90marks Students choose either Acting or Design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation. They produce; <ul style="list-style-type: none"> • A realisation of the performance or design (costume or set or lighting) • A creative log • An evaluation 	A2 Unit 3	Text in Action Non-exam assessment: externally assessed by visiting moderator. 36% of qualification 120marks Students choose either Acting or Design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus provided by WJEC. They produce; <ol style="list-style-type: none"> 1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Unit 1) 2. An extract from a text in a style chosen by the learner
	Written Exam – 1hr 30mins Text in Theatre 16% of qualification 60marks Open book: Clean copies of the complete text chosen must be used in the exam. A series of questions based on the chosen text from a list provided by WJEC. Our centre uses: A View from the Bridge, Arthur Miller		Written Exam – 2hrs 30mins Text in Performance 24% of qualification 95marks Open book: Clean copies of the two complete text chosen must be used in the exam <i>*Texts to be decided for the beginning of 2017/2018 Academic Year</i>

For further information please contact Mr O'Hara (Head of Drama)

HEALTH AND SOCIAL CARE

(CCEA)

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad based qualification gives students the opportunity to study a range of subjects relevant to these sectors, including communication, health promotion, legislation and mental health.

During Year 13, it is essential that all Health and Social Care students obtain weekly work experience in the sector. This could be during their free periods, before or after school, during Games (*if they aren't part of a school sports team*) or at the weekend.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent). Both the AS and A2 courses gives students the opportunities to apply the knowledge and understanding gained.

Prior attainment – Students do not need to have reached a particular level of attainment before beginning to study this specification although it is **vital that students have the ability to work independently and meet deadlines.**

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

Year 13: AS Course		
Unit	How is this unit assessed?	Weightings
AS 1: Promoting Quality Care	Internal assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Down High School teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Internal assessment Students produce a written report on communication in a health, social care or early years setting. Down High School teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 3: Health and Well-Being	External written examination 2 hours Students answer three compulsory questions.	50% of AS 20% of A level

Year 14: A2 Course		
Unit	How is this unit assessed?	Weightings
A2 1: Providing Services	External written examination based on pre-release material 2 hours Students answer three compulsory questions.	30% of A level
A2 4: *Health Promotion (*subject to change)	Internal assessment Students produce a report on health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings. Down High School teachers mark the tasks and CCEA moderate the results.	15% of A level
A2 5: *Supporting the Family (*subject to change)	Internal assessment Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Down High School teachers mark the tasks and CCEA moderate the results.	15% of A level

The full subject content along with exemplar exam papers can be viewed on the CCEA website at www.ccea.org.uk

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

MOVING IMAGE ARTS (CCEA)

Moving Image Arts involves the study of films, animation and film-making through the process of analysing and making short films and animations. Through hands-on experience, students develop the creative and practical skills needed to make moving image products. Students gain an understanding of the separate art forms that combine to create the cinematic experience: cinematography, editing, art direction, sound design and animation. They also study the language and history of film and animation, through the work of a range of directors and movements.

The moving image is a key driver of the creative industries. Moving Image Arts is an ideal course for any student wanting to pursue a career in film, TV, games development or internet content provision. It helps students to develop their creative and critical abilities in writing, directing, editing, producing and analysing film works. Students also explore the history of the moving image and its relationship with other art forms and disciplines to inform, inspire and contextualise their work.

Moving Image Arts offers a challenging and rewarding course for students intent on any career path and includes many transferable skills, for example independent thinking, creative thinking, decision making, teamwork and setting and meeting deadlines. It promotes developing creative enterprise, technical literacy, research, analysis and evaluation skills, plus leadership, planning, organisation and people management skills. It offers a solid foundation for progression into higher education and employment.

The completion of a Moving Image Arts A level offers opportunities to study a diverse range of subjects at University, with direct relevance to many courses 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.

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 60% of the marks awarded for coursework, an ability to work consistently and to meet deadlines is essential for success in this subject.

Assessment is detailed in the table below.

Content	Assessment
Unit AS 1: Realist and Formalist Techniques and the Classical Hollywood Style:	Students must produce: <ul style="list-style-type: none">• a Statement of Intention;• pre-production materials;• a one 3–4 minute narrative film sequence or 1½ – 2 minute animation sequence based on provided stimuli; and

<p>Foundation Portfolio</p> <p>24% of A level</p>	<ul style="list-style-type: none"> • an evaluation. <p>Teachers mark the coursework and CCEA moderate the results.</p>
<p>Unit AS 2: Critical Response</p> <p>16% of A level</p>	<p>Students take a 1 hour 30 minute long, online examination with questions on clips from set study areas.</p> <ul style="list-style-type: none"> • Section A – Hitchcock and the Classical Hollywood Style • Section B – Formalism: Early European Cinema and American Expressionism <p>CCEA set the examination and mark it.</p>

Content	Assessment
<p>Unit A2 1: Creative Production and Research: Advanced Portfolio</p> <p>36% of A level</p>	<p>Students must produce:</p> <ul style="list-style-type: none"> • an Illustrated Essay; • pre-production materials; • one 4–7 minute long narrative film or 2–3½ minute long animation; and • an evaluation <p>Teachers mark the coursework and CCEA moderate the results.</p>
<p>Unit A2 2: Advanced Critical Response</p> <p>24% of A level</p>	<p>Students take a two hour and fifteen minute online examination with questions based on clips from set study areas and an unseen script.</p> <ul style="list-style-type: none"> • Section A – Realism: Narrative and Visual Style • Section B – Creative Exercise • Section C – Comparative Analysis <p>CCEA set the examination and mark it.</p>

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

Level 3 Applied Diploma in Tourism Exam Board: WJEC

The tourism industry is one of the biggest growth sectors in the UK economy. This course offers students the opportunity to pursue the major issues in the area.

The course aims to:

- give education and training for Travel and Tourism employees
- give learners the opportunity to enter employment in the Travel and Tourism sector
- 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 complete two mandatory units in Year 13:

Unit 1: The United Kingdom Tourism Product.

This unit is assessed externally through an examination.

The aim of this unit is to understand what the United Kingdom offers to inbound and domestic tourists and to appreciate the range of employment opportunities available in the tourism industry.

Unit 2: Worldwide Tourism Destinations

This unit involves the completion of coursework throughout the year.

This unit explores the idea that all tourism destinations have a range of attractions and facilities and aims to give students an understanding that destinations acquire an image and reputation that affects the types of tourists to whom they appeal.

Students complete two further mandatory units in Year 14:

Unit 3: The Dynamic Tourism Industry which is externally assessed

In this unit, students learn that tourism is an ever-changing industry which has to adapt quickly to external pressures and changes in society at the national and global scale.

Unit 4: Event and Itinerary Planning

This, again, involves pupils completing coursework and students gain an understanding of the process of event management and the nature of tour itineraries within the UK.

The assessment for this course will be a combination of coursework and external assessment and will be delivered by the Geography Department.

For further information contact Mrs Smyth (Head of Geography)

BTEC LEVEL 3

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, although new specifications will see examinations being set in 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. These subjects have A-Level equivalence.

BTEC Level 3 in SPORT

This BTEC Level 3 QUALIFICATION offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 is a qualification which can extend a learners programme of study and give vocational emphasis.

BTECs are made up of a number of units and students will be assessed on each unit throughout the course. 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 extend the specialist work-related focus of the BTEC Level 3 Certificate and cover the key knowledge and practical skills required in the appropriate vocational sector.

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 Dawson

BTEC Level 3 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 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 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 plus externally assessed units. **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.

Assessment is by examination and internal assessment.

For further information contact Mr Dawson

BTEC Level 3 in IT

This BTEC Level 3 offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 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. There are now externally assessed elements of the BTEC course – traditional exams. 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 assessment for the BTEC qualifications in this specification (internal and external) 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 Dawson

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, financial responsibility, safe driving, alcohol, drugs, faith issues etc.

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)