



BELFAST HIGH SCHOOL

**SIXTH FORM
INFORMATION
BOOKLET**

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SIXTH FORM STUDY

Pupils in the first year of Sixth Form study 3 or 4 AS level subjects. In addition, pupils may be encouraged to take up a GCSE subject which they have not previously studied or to embark upon an additional AS level over 2 years.

The second year of Sixth Form study is spent studying for A2 examinations. Entry to A2 is dependent upon a satisfactory outcome in AS level examinations.

After the GCSE results are available in August, the vast majority of Belfast High School pupils hoping to study 'A' levels and all pupils transferring to the School at Sixth Form level will be interviewed by the Principal or senior member of staff. Each case will be considered on its merits but the basic criterion to be applied will be that the pupil embarks on any 'A' level course with a high probability of success.

CRITERIA FOR ADMISSION TO SIXTH FORM

General Requirements

1. A minimum of 6 GCSE subjects at Grade C or above.
AND
2. A minimum of 14 points (A*=4, A=3, B=2, C=1).
AND
3. Meeting the subject requirements as stated.
AND
4. A good School record with regard to attendance, behaviour, punctuality and uniform.
AND
5. The parents/guardians of the child must accept the School Entry Agreement.

Subject Requirements

In addition to the general requirements stated above, each subject department has a specific requirement for 'A' level study which must be met.

Art and Design	Grade A in Art.
Biology	At least a BB grade at Double Award Science level with at least 70% in the Biology paper (or GCSE Biology at Grade B).
Business Studies	Grade A in Business Studies OR Grade B or above in English Language and Mathematics if GCSE Business Studies not taken.
Chemistry	At least a BB grade at Double Award Science level with at least 70% in the Chemistry paper (or GCSE Chemistry at Grade B). An A grade in GCSE Mathematics is desirable.
Classical Civilisation	Grade B in Classical Civilisation or History or Geography or Religious Studies or English Literature.
Classical Greek	Minimum Grade B in Classical Greek.
English Literature	Grade B in English Literature. A Grade A in English Language is desirable.
French	Grade A in French.
Further Maths	Grade A in Maths and Grade A in Additional Maths.

Geography	Grade B in Geography.
German	Grade A in German.
Government & Politics	Grade B in English Literature and/or Grade B in History.
History	Grade B in History.
Home Economics	Preferably Grade B in Home Economics or Child Development or BB in DA Science.
ICT	Grade A in ICT. A Grade B in English Language is desirable.
Latin	Grade B in Latin.
Mathematics	Grade A in Maths and Additional Maths preferably Grade B. Applicants without Additional Maths must speak to the Head of Department.
Media Studies (AS)	At least a Grade B in English or English Literature or Media Studies and at least a Grade B in ICT or Art.
Music	Grade B in Music and practical work minimum Grade 4 standard.
Physical Education	An A or B grade at GCSE PE. If GCSE PE is not taken a BB Grade in Double Award Science is required. A proven record of successful involvement in sport is essential in either case.
Physics	Grade B in GCSE Physics or Science Double Award Grade BB (at least 70% in the Physics paper). An A grade in GCSE Mathematics is desirable. A Grade C in Additional Maths would be an advantage. It is strongly recommended that pupils studying Physics also study Mathematics at AS level.
Psychology	Grade B in English and Mathematics and a Grade B in a literary subject eg English Literature.
Religious Studies	Preferably a Grade A in English Literature or Classical Civilisation or History or Latin.
Spanish	Grade A in Spanish.
Technology & Design	Grade B in GCSE Technology & Design. (Grade A in GCSE Maths and Science with a flair for Art may be acceptable).

All pupils must have the Head of Department's approval for each subject they wish to study at AS level.

Admission to the Sixth Form may have to be limited to conform with total enrolment requirements.

Pupils seeking admission to Sixth Form should contact the School (028 90 864431) after receiving their GCSE results.

ART & DESIGN

Entry Requirements

It is preferable that pupils have achieved an A grade at GCSE level and can demonstrate practical skills.

SPECIFICATION

AS 1 - Coursework Portfolio

Teacher assessment of student's coursework portfolio, with external moderation.
50% of AS 25% of the overall award

AS 2 - Externally Set Assignment

Teacher assessment of controlled test, with external moderation.
50% of AS 25% of the overall award

A2 1 - Personal Investigation

Teacher assessment of personal investigation, with external moderation.
50% of A2 25% of the overall award

A2 2 - Externally Set Assignment

Teacher assessment of controlled test, with external moderation.
50% of A2 25% of the overall award

3 Subject Content

The AS course is divided into two units: AS 1 and AS 2. Students following the A Level course must study two further units: A2 1 and A2 2. The content of each of these units is set out below.

3.1 Unit AS 1: Coursework Portfolio

This unit should be based around themes and subject matter developed from personal starting points. The purpose of this unit is to provide an opportunity for the student to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. The final presentation should reflect the student's enjoyment and broad learning experience of art and design at this level.

3.2 Unit AS 2: Externally Set Assignment

This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component. The theme/starting points for this unit will be presented in an examination paper issued in February of the year of examination.

3.3 Unit A2 1: Personal Investigation

The purpose of this unit is to provide an opportunity for the student to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design. It should be a presentation of work in an area of art, craft and design developed from the student's strengths and personal interests in this subject. It should consist of visual and written investigations including an extended essay, all of which contribute to a final outcome.

3.4 Unit A2 2: Externally Set Assignment

This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component. The theme/starting points for this unit will be in an examination paper issued in February of the year of examination.

Career Opportunities

The full 'A' level in Art and Design means that pupils have the following options. They have the opportunity to apply to a Foundation Course which is usually one year duration. This course covers many aspects of Art and Design before proceeding to a more specific Degree course in the area of their choice.

Alternatively, some Universities and Technical Colleges now offer direct entry to Degree and HND courses. The full 'A' level is also designed to compliment other 'A' levels where this could be desired or required as an entry into a course which has a strong 'visual' aspect to it eg Architecture, Graphic Design etc.

The following is a list of professions in which a major influence is from Art and Design (taken from CCEA):

Advertising	Jeweller
Animation	Landscape Architect
Antique Dealer	Make-up Artist
Architecture	Medical Artist
Art Exhibition Organiser	Medical Photographer
Art Therapist	Model Make
Artist	Photographer
Arts Administrator	Picture Framer
Ceramics Decorator	Picture Restorer
Ceramics Modular	Potter
Community Artist	Sculptor
Computer Artist	Set/Costume Designer
Computer Animator	Teacher of Art and Design
Conservation Officer (Museum Arts)	Teacher of Craft Design Technology
Curator	Technical Illustrator
Engraver	Textile Designer
Goldsmith/Silversmith	Toy Maker/Designer
Graphic Designer	TV Advertising
Industrial Designer	Window Dresser
Interior Designer	

BIOLOGY

The 'A' level Biology course aims to stimulate students, sustaining and developing their interest in and enjoyment of Biology. It encourages an understanding of technological applications and the social, economic and environmental implications, allowing students to relate Biology to the world around them. A complete unit in itself, it performs a useful educational function for students not intending to study Biology at a higher level whilst being a suitable preparation for Higher Education courses in Biology and/or for professional courses which require students to have a knowledge of Biology when admitted.

The course followed is the **CCEA** syllabus.

The **Advanced Level** examination is in 2 parts:

1. Advanced Subsidiary (AS) comprises 50% of the total award. This may be used as a final qualification in itself to allow candidates to broaden their studies.
2. A2 examination comprises 50% of the total award.

The subject content of the AS will comprise 2 teaching and learning modules and is assessed terminally in the L6 year in 2 written papers:

- Module AS 1 Molecules and Cells
- Module AS 2 Organisms and Biodiversity
- Module AS 3 Assessment of Practical Skills in AS Biology – tests the practical elements of AS. Coursework. Centre-assessed coursework requiring candidates to plan, carry out and evaluate their work using IT where appropriate.

The **A2** will comprise a further 3 teaching and learning modules assessed terminally in the U6 year in 2 written papers and a practical piece of work.

- A2 1 Physiology and Ecosystems
- A2 2 Biochemistry, Genetics and Evolutionary Trends
- A2 3 Assessment of Investigational and Practical Skills in Biology

Criteria for entrance into AS Biology are:

BB at Double Award level (with a good Biology score).

B in Biology at Triple Award level.

Candidates are advised **not to study Biology as an isolated science** at A2 level. The addition of Maths, Technology or any Science will improve a candidate's chance of achieving a good pass.

BUSINESS STUDIES

Business Studies is an up to date and fascinating subject. We all interact with businesses every day whether as owners, consumers, employees or employers. As such, this 'A' level course has a high degree of relevance for all pupils and works well with any other 'A' level subject. It would be particularly useful for those who are considering studying Business Studies, Accountancy or Economics at a higher level.

The CCEA syllabus provides study of a wide range of subjects and issues related to all aspects of businesses and the environments in which they trade.. There are 4 main topic areas as detailed below:

- AS1: **The Competitive Business** – Business organisation, marketing, competition, management and productivity.
- AS 2: **Managing Business Resources** – Motivation, leadership, recruitment and selection, break-even analysis, cash flow and final accounts.
- A2 1: **Making Business Decisions** – Business objectives, business strategy and planning, company accounts, ratio analysis and investment appraisal.
- A2 2: **The Changing Business Environment** – Globalisation, business ethics, and government policies.

The main style of assessment is through descriptions of business situations accompanied by a set of questions. Answers may involve making calculations, writing short paragraphs, essays or reports.

We will be following the modular assessment route:

June of Lower Sixth:	2 AS modules	(50% of A level award)
June of Upper Sixth:	2 A2 modules	(50% of A level award)

As good language and mathematical skills are essential, **we require pupils to have attained at least a grade 'B' in GCSE Mathematics and English Language or a grade A at GCSE Business Studies. All pupils must be interviewed by a Business Studies teacher on the interview day in August.**

CHEMISTRY

Chemistry is a subject of global impact. As a fundamental science it has a profound effect on our planet and is involved in nearly every facet of everyday life. Almost every new technological change and important discovery has its foundation in Chemistry. It is a subject which links the other 2 major sciences of Physics and Biology and provides the basis for other key areas of study – medicine, agriculture, food technology, pharmacy etc. The course is designed to provide a smooth transition from GCSE courses (Single Subject or Double Award). Past experience has shown at least a grade B in GCSE Chemistry or a BB grade in Double Award Science with at least 70% in the Chemistry paper is needed to pursue this course with any real chance of success. An A grade in GCSE Mathematics is desirable. The full Advanced Level course is taken over 2 years and comprises 2 parts:

1. AS 50% of the total award (year 1)
2. A2 50% of the total award (year 2)

The AS course may be used in 2 ways:

- a. As a final qualification, allowing candidates to broaden their studies and to defer decisions about specialisation.
- b. As the first half (50%) of an A2 level qualification which must be completed before an Advanced level award can be made.

The level of demand of the AS examination is that expected of candidates halfway through a full A2 level course of study.

The AS examination comprises 2 modular papers and these will be taken in June of the L6 year. Centre assessed coursework will be completed during the L6 year. If required, modular papers may be retaken in June of the U6 year. The better result will count towards the final award.

The A2 examination comprises 2 modular papers. Synoptic assessment in these modules will assume only a knowledge and understanding of the material in the AS modules. These will be taken in June of the U6 year. Centre assessed coursework will be completed during the U6 year.

	Module	Time Allowed	Weightings (%)	
			AS	A2
AS Level (Year 1)	1	1hr 15min	33.33%	16.67%
	2	1hr 45min	46.67%	23.33%
	Centre Assessed Coursework		20%	10%
A2 Level (Year 2)	4	1hr 45min	--	20%
	5	1hr 45min	--	20%
	Centre Assessed Coursework		--	10%

CLASSICAL CIVILISATION

“Our laws, constitutions, literatures and language are all deeply influenced by the Greeks and the Romans” Prof. J McAvoy, QUB.

Classical Civilisation is concerned with the history and society of Ancient Greece and Rome. It can be taken as a new subject at ‘A’ level without any previous experience. There is no need to have taken GCSE Classical Civilisation and it demands no knowledge of the Latin or Greek languages. Anyone who enjoys the study of history or literature will find this subject relevant and interesting. It also goes well with English, Politics, Geography, Religious Studies and Latin. Many of our pupils who have come new to the subject have enjoyed it enough to want to continue their studies at university. Results in Classical Civilisation have been consistently of a high standard and in terms of pass grades have been among the best in the School. The Classics Department regularly organizes school trips to Italy and Greece, so that pupils throughout the school may see for themselves the remains of the Greek and Roman civilisations which they are studying.

Course Content - 4 subjects are studied, chosen from the following list:

Mycenaean Civilisation
Homer, The Iliad and the Odyssey
The Persian Wars
Athenian Democracy
Athenian Imperialism in the 5th Century B.C.
Athenian Comedy: Aristophanes and Athens
Greek Tragedy
Socrates and Athens
Greek Architecture and Sculpture
Alexander the Great
Women in Athens and Rome
The Life and Times of Cicero
Virgil, The Aeneid

The Examination

At AS level there is one examination paper testing 2 topics. There is no coursework.

At A2 level, there is one examination paper testing 2 topics. There is no coursework.

Careers

Careers for those studying Classical Civilisation are the same as for those studying any non-scientific ‘A’ level subject such as English or History. Past pupils of the School have gone on to very diverse careers including law, the Civil Service, retail management, business studies, police, financial services, building societies, nursing, teaching, social work and journalism.

Many have continued their study of the subject at university.

CLASSICAL GREEK

“A” level Greek may be offered to suitably qualified and interested pupils.

A minimum Grade B at GCSE would be necessary.

The course has the same structure as “A” level Latin and in many ways the study of the two languages complements each other.

The authors read in both prose and poetry would include Homer, Xenophon, Lysias, Sophocles, Euripides and Aristophanes. Some of these texts are also studied in Classical Civilisation and in “A” level English.

There is no coursework.

ENGLISH LITERATURE

In Sixth Form we offer the option of taking English Literature to AS level, leading to A2. These courses encourage pupils to develop their interest and enjoyment in English Literature through reading widely and critically. AS pupils should develop as confident, independent and reflective readers of a range of texts, learning to express their responses effectively through speech and writing. At A2 pupils will build on textual studies in Lower Sixth and will be encouraged to reflect on their own responses to texts, considering other readers' views and showing awareness of the literary, social and historical contexts in which texts were written.

A Grade B in GCSE English Literature is required and a Grade A in English Language is desirable.

The AS course is as follows:

AS 1 The Study of Drama – Internal Assessment

Section A The study of ONE Shakespeare play.

Section B The study of TWO plays by a Twentieth Century Dramatist.

AS 2 The Study of Poetry Written after 1800 and The Study of Prose 1800-1945

Section A The study of poetry written after 1800. This will be the study of a set of paired texts.

Section B The study of prose 1800-1945. This will be the study of ONE novel.

The A2 course is as follows:

A2 1 The Study of Poetry 1300 – 1800 and Drama

Section A Poetry from 1300 – 1800. This will be the study of ONE text.

Section B Drama. Students will study a set of paired texts.

A2 2 The Study of Prose – theme based

Section A Close analysis of an extract from ONE post - 1990 novel.

Section B Comparison of TWO novels on the same theme as that chosen for Section A.

FRENCH

French, German and Spanish will follow the CCEA (Northern Ireland) syllabus. Classes will be varied to include the 4 skills of reading, writing, listening and speaking and will be conducted as much as possible in the target language. Pupils will be encouraged to actively participate in all classes. Pupils are expected to co-operate at all times and to present all work on time and to the best of their ability. All pupils are encouraged to go abroad and practise their languages. Regular School trips are arranged and pupils are also offered exchange trips.

The AS examination consists of 2 modules, each of which will be examined in June. Resits are available for each of these units.

Module 1

This is an **oral** examination lasting approximately 15 minutes .

Part 1 consists of a prepared presentation by the candidate followed by a series of open-ended questions based on the following areas:

1. themselves
2. home life
3. hobbies
4. interests
5. leisure activities
6. future hopes
7. plans/ambitions

Module 2 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension , a short passage for translation from the Target Language into English and an extended writing question (200-250 words) in response to stimulus texts.

At the end of L6 pupils can decide to take these units as a separate AS qualification or to carry on to A2 level , in which case these units will count as 50% of the A2 level exam.

Upper Sixth

Pupils who go on to do the full 'A' level (A2) exam must do a further 2 modules:

Module 3

This is an **oral** examination lasting approximately 15 minutes.

Part 1 consists of a discussion based on a prepared societal theme followed by a general conversation.

Module 4 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension, a short passage for translation from English into the Target Language and one essay response based on a literary text.

GEOGRAPHY

This revised CCEA specification is divided into 4 main sections.

Unit AS 1 – Physical Geography

This section is concerned with physical processes and systems and includes the study of:

- a) River processes and landforms.
- b) The causes and effects of flooding.
- c) Ecosystems and plant succession.
- d) Human interactions with ecosystems.
- e) Atmospheric processes and weather systems.
- f) Extreme weather events, including the study of hurricane Katrina.

Skills relating to fieldwork are also tested in this section. To meet the demands of the curriculum, we normally undertake a short residential visit to the Field Studies Centre in Derrygonnelly in Co Fermanagh, where we conduct a river survey under the guidance of experienced instructors.

Students are not required to submit a fieldwork report.

Unit AS 2- Human Geography

This section is mainly concerned with human processes, systems and outcomes. It includes the study of:

- a) Population data collection and population structure.
- b) Issues in the rural urban fringe including planning new developments and transport.
- c) Management of planning within a National Park such as the Peak District.
- d) Inner city social and economic deprivation.
- e) Problems of rapid urban growth in a Less Economically Developed Country.
- f) Nature and measurement of development.
- g) Globalisation, aid, trade and international debt.

Unit A2 1 - Human Geography and Global Issues

This unit is divided into 3 main elements:

Population Change

- a. The study of fertility, mortality and global trends in population growth.
- b. Migration processes, the nature of migrants, and problems caused by migration.
- c. Population policies. The impact of fertility and migration policies on society eg China's One Child Policy.

Issues in Ethnic Diversity

- a) How to define ethnic groups
- b) Processes which create ethnic diversity eg colonisation and international migration.
- c) Processes which maintain ethnic diversity eg segregation, pluralism multiculturalism.
- d) Causes and outcomes of ethnic conflict eg Israel or Northern Ireland.

Global Issues

Students are required to study one of the following:

- a) Air pollution - its causes, effects and how cities try to manage the problem.
- b) Nuclear Energy issues in the British Isles.
- c) Agricultural change and its impact.
- d) Issues in tourism change and management in a chosen region eg Mallorca

Unit A2 2 - Physical Geography and Decision Making

This unit is divided into 3 main elements:

Fluvial and Coastal Environments

- a) How we use river valleys and coastal areas.
- b) Management strategies used in river basins eg Colorado River basin.
- c) Coastal processes, features and management of coastal areas.

The Dynamic Earth

- a) Plate tectonics and resulting landforms.
- b) Volcanic activity and its management.
- c) Earthquake activity and its management.

The Decision Making Exercise

The Decision Making exercise takes the form of a case study. Students are presented with a variety of resources which may include maps, statistics, reports, diagrams and photographs. They must then use the given material and adopt a particular role to examine the conflicting values and opinions which are presented in the case study. They are required to consider alternative choices and to make and justify their recommendations.

Assessment

Two papers at AS level each lasting one hour and 30 minutes

One paper at A2 level lasting one hour and 30 minutes

One paper at A2 level lasting 2 hours and 30 minutes (including Decision Making exercise)

Students are not required to submit a written fieldwork report at AS or A2 level.

GERMAN

French, German and Spanish will follow the CCEA (Northern Ireland) syllabus. Classes will be varied to include the 4 skills of reading, writing, listening and speaking and will be conducted as much as possible in the target language. Pupils will be encouraged to actively participate in all classes. Pupils are expected to co-operate at all times and to present all work on time and to the best of their ability. All pupils are encouraged to go abroad and practise their languages. Regular School trips are arranged and pupils are also offered exchange trips.

The AS examination consists of 2 modules, each of which will be examined in June. Resits are available for each of these units.

Module 1

This is an **oral** examination lasting approximately 15 minutes .

Part 1 consists of a prepared presentation by the candidate followed by a series of open-ended questions based on the following areas:

- themselves
- home life
- hobbies
- interests
- leisure activities
- future hopes
- plans/ambitions

Module 2 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension , a short passage for translation from the Target Language into English and an extended writing question (200-250 words) in response to stimulus texts.

At the end of L6 pupils can decide to take these units as a separate AS qualification or to carry on to A2 level , in which case these units will count as 50% of the A2 level exam.

Upper Sixth

Pupils who go on to do the full 'A' level (A2) exam must do a further 2 modules:

Module 3

This is an **oral** examination lasting approximately 15 minutes.

Part 1 consists of a discussion based on a prepared societal theme followed by a general conversation.

Module 4 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension, a short passage for translation from English into the Target Language and one essay response based on a literary text.

GOVERNMENT & POLITICS

The AS and A2 courses in Government and Politics are designed to be relevant and stimulating with an emphasis on the development of students' critical awareness of political ideas, institutions and processes including those with a particular Northern Ireland dimension. Students should acquire a clear understanding of the theories, motives and values that underpin political processes and government decision-making in their own and other societies. They should also develop an interest in, and engagement with, contemporary politics.

Studying Government and Politics at A level can lead to a range of careers including law, journalism, criminology, teaching, accounting, social work, public relations, political lobbying, working for a NGO or a political party (this list is not exhaustive).

Scheme of Assessment:

Assessment has a modular structure and candidates are required to study **2** modules for the AS course and a further **2** for the A2 course. Assessment will be through a combination of responses to source material, structured questions, open-ended essays and textual analysis. There is **NO** coursework element.

Examination Components

Both AS Module are taken in June of Lower Sixth

AS Module 1 (40%) The Government and Politics of Northern Ireland

AS Module 2 (60%) The British Political Process

A2 Module One will be taken in January of Upper Sixth

A2 Module 1 (60%) Comparative Government: The UK and the USA

A2 Module 2 (40%) Political Power and Ideas

The A level award will be based on the aggregation of the marks from the AS (50%) and the A2 (50%).

Entry Requirement

To study Government and Politics at AS level it is strongly advised that students should have at least a grade B in English Literature or History. It is also very important that students develop an interest in current affairs if they do not already have one.

HISTORY

Introduction

'A' Level History offers the opportunity for pupils to learn about and understand key events in British, Irish and European History in the 19th and 20th centuries. Pupils learn how to analyse and evaluate sources, reach conclusions and present their research effectively using a variety of communication methods.

Entry Criteria

Those wishing to take 'A' Level History are expected to have obtained a grade B or above in GCSE History. In certain cases, pupils who have obtained a grade C in GCSE History may be permitted to proceed, if they have gained at least a grade C in English Literature or a related subject AND can satisfy the Head of Department of their aptitude for 'A' Level History.

Syllabus

Pupils follow the CCEA syllabus. Four units are studied: two at AS Level and two at A2.

AS Units

AS Unit 1: The Nazis and Germany, 1918-1945

AS Unit 2: Fascism and Italy, 1914-1943

A2 Units

A2 Unit 3: Unionism and Nationalism in Ireland, 1800-1900

A2 Unit 4: The Partition of Ireland, 1900-1925

ASSESSMENT

Assessment is by means of examination only. In AS Unit 1 and A2 Unit 4 there is a strong focus on source work.

CAREER OPPORTUNITIES

Pupils who have studied 'A' Level History have proceeded to degree courses such as Accountancy, Business Studies, Criminology, History, Journalism, Law, Media Studies, Politics, Psychology, Sports' Studies and Social Work. Popular career destinations have included Accountancy, the Civil Service, Computing, Insurance, Law, Management, the Police, and Teaching.

HOME ECONOMICS

The central focus of Home Economics education is the health and wellbeing 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.

Home Economics is concerned with the management of human and non-human resources and with making informed decisions about nutrition and consumer issues.

People need the knowledge, skills and attitudes developed in a study of Home Economics to understand and challenge the way society impacts on their health and wellbeing.

The AS course enables students to broaden their post-16 education and provides a basis for 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 such as teaching, nursing, dietetics, consumerism, product development, environmental health, food technology, nutrition, marketing, journalism, social work and catering.

- Both AS and A2 courses are organised into units of manageable content with associated assessment units.
- Through a range of practical and theoretical contexts both the AS and A2 courses enable students 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.
- 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.

The **Subject Content** is as follows:

- Unit AS 1: Nutrition for Optimal Health
- Unit AS 2: Priority Health Issues
- Unit A2 1: Consumer Issues
- Unit A2 2: Research-based Assignment

Entry requirements

Preferably grade B in Home Economics or Child Development or BB in Double Award Science

ICT

A level ICT is open to all students who are interested in the effective use of ICT systems. It uses a task driven approach to problem solving and decision making and enhances the student's role as a communicator and adviser.

The specification of this course aims to develop:

- Problem solving skills through the practical application of ICT;
- The ability to analyse, appraise and make critical judgements about the use of information and communication technology systems;
- Interpersonal skills necessary for communicating with others;
- An understanding of the nature of information, its structure, applications and implications of its use;
- A broad and balanced view of the range of applications using IT systems;
- An understanding of the role of people, technology and systems in organisations;
- An awareness of the social, economic and ethical implications of the use of information technology systems.

Requirements

A grade A in GCSE ICT. A Grade B in English Language is desirable.

Examining Board

The course follows the CCEA syllabus. Assessment consists of one written examination and two Projects, worth 50% of the total AS marks and 25% of the total A level mark. There is one written examination and one Project (worth 50%) at A2 level.

Candidates are expected to have an understanding of a range of computer applications and the social, economic and ethical consequences of current uses, together with legal implications. Knowledge of common software application packages such as word processing, spreadsheets, databases and presentation packages (MS Office) is also required, as is a basic knowledge of hardware components. The ICT course places emphasis on the ways in which information is handled in organisations and society; the practical work does not involve programming but is aimed at making candidates competent at developing solutions to problems using the advanced features of software packages.

LATIN

“To have no acquaintance with Latin is to cut oneself off from one’s cultural roots”.

Prof. W L Warren, Head of History, QUB

“The history of European society, philosophy and science is incomplete and inadequate without the study of its Roman beginnings”.

Prof. M C Wheeler, Professor of Russian, QUB

In this school pupils who take Latin tend to be linguists as it obviously combines well with French and Spanish which are simply modern forms of Latin. It is also of utmost importance in the study of History. Prof. Warren of QUB History Department says:

“An historian without Latin is severely handicapped and restricted to a narrow range of recent history”.

Latin is also relevant to the study of English Literature. In addition, pupils studying Maths and Science find it appealing as it is a very logical language.

Pupils studying Latin and Greek can also benefit from the regular school trips organised by the Classics Department to Italy and Greece, where they can see for themselves the remains of the Roman and Greek civilisations which they are studying.

Requirements:

Pupils should have a minimum of Grade B at GCSE in Latin.

Course Content:

Studying Latin at “A” level enables pupils to read the original writings of selected Roman authors and also to translate unseen passages from a variety of writers with the help of a prescribed list of vocabulary set by the exam board. We also discuss the vast influence of Latin literature and language on modern languages and cultures. There is a wide choice of authors to be studied in prose and poetry including Ovid, Vergil, Livy, Caesar, Tacitus, Catullus and Propertius. Texts are often chosen in consultation with pupils’ interests. Some of these texts are also read in Classical Civilisation.

The Examination:

Two modules are tested at AS level, one on language and one on texts in poetry and prose. A further two modules are examined at A2, one on language and one on prescribed texts in poetry and prose, which complete the full “A” level.

There is no coursework.

Careers:

Students of Latin are not handicapped in the careers market. Pupils in Latin regularly achieve excellent grades which both universities and prospective employers find impressive. Former pupils of this School have gone on to become nurses, physiotherapists, lawyers, accountants, doctors and teachers. Other areas include the sciences, business, banking, computer work, finance and the Civil Service.

Several of our pupils have gone on to study classical languages at university, including both Oxford and Cambridge.

MATHEMATICS

The 12 modules on the Northern Ireland syllabus which we are offering are:

C1 Core Mathematics 1
C2 Core Mathematics 2
C3 Core Mathematics 3
C4 Core Mathematics 4
FP1-3 Further Pure Maths
M1 Mechanics 1
M2 Mechanics 2
M3 Mechanics 3
M4 Mechanics 4
S1 Statistics 1

- For an AS level the combination offered is:
CCEA AS GCE in Mathematics C1, C2 and M1
- For a single 'A' level the combinations offered are:
CCEA Advanced GCE in Mathematics C1, C2, C3, C4, M1, M2 or C1, C2, C3, C4, M1 S1
- All L6 pupils study C1, C2 and M1 and sit these modules in June of their L6 year. If necessary they may resit any of these in June of the following year.
- In U6 pupils will study either C3, C4 and S1 or C3, C4 and M2
- It is desirable that pupils intending to study 'A' level Maths should have studied and obtained a good grade (A or B) in Additional Mathematics.

FURTHER MATHEMATICS

Pupils showing a particular flair for Mathematics have the option for studying Further Mathematics as well as 'A' level Mathematics and one or 2 other 'A' level subjects. (Further Mathematics is counted as a separate 'A' level).

Further Mathematics students will sit all 6 modules of their 'A' level in June of their L6 year - C1, C2, C3, C4, M1, S1. They will then sit FP1, FP2, FP3, M2, M3, M4 in their U6 year.

MEDIA STUDIES (AS)

Aims of this course

This qualification has been designed to help students

- Enhance their enjoyment and appreciation of the media and its role in their daily lives
- Develop critical understanding of the media
- Explore production processes
- Become independent in research skills

You will need

Good analytical and ICT skills and high level communication skills. You should have at least a grade B in GCSE English or English Literature or Media Studies and at least a grade B in GCSE ICT or Art.

You will study

Texts, Representations and Audience responses. The media texts used in the examination will be selected from the following:

- Advertisements • DVD covers • CD covers
- Newspapers front pages • Magazines • Radio sequences
- Film extracts • Television sequences • Music videos
- Websites • Computer game extracts

You will be assessed by

MS1 – 50% A written examination paper of 2hrs 30mins. This will consist of 3 compulsory questions.

MS2 – 50% Coursework.

Candidates will be required to produce pieces of linked work which could, for example, be a storyboard for an advertisement, 3 print based advertisements and a report of 1200-1600 words.

This course can lead to

This qualification supports progression into further education, training or possibly into employment.

Appropriate further education would include the Higher National Certificate or Diplomas in Media or a degree in Media. Appropriate training would include Modern Apprenticeships where available.

MUSIC

AS Level

1. Making & Appraising Music 1:

Students select one of the following options:

Opt A: core solo or ensemble performance + composition task

Opt B: core solo or ensemble performance + multi-tracking task

Opt C: core solo or ensemble performance + sequenced arrangement task

Opt D: core composition task + solo or ensemble performance

2. Responding to Music 1

Test of aural perception lasting 1 hour

Written examination lasting 75 minutes

Areas of Study:

Music for Orchestra, 1700 to 1900.

The Musical 1900 to Today

Performances include a viva voce

*Minimum standard for performance: **Grade 4***

A2 Level

1. Making & Appraising Music 2:

Students select one of the following options:

Opt A: core solo or ensemble performance + composition task

Opt B: core solo or ensemble performance + multi-tracking task

Opt C: core solo or ensemble performance + sequenced arrangement task

Opt D: core composition task + solo/ensemble performance

2. Responding to Music 2

Test of aural perception lasting 1 hour

Written examination lasting 90 minutes

Areas of Study:

Music for Orchestra in the 20th Century

English Secular Music, 1580 to 1600'

Performances include a viva voce

*Minimum standard for performance: **Grade 6***

PHYSICAL EDUCATION

A level PE builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education. The qualification looks to equip students with skills and knowledge required for higher education or the world of work.

Students are provided with the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and/or leader/coach at AS and then be able to specialise in one at A2.

The content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport. More detailed information can be found at web.aqa.org.uk

COURSE CONTENT

PHED1

The assessment objectives of PHED 1 of this specification require candidates to develop their knowledge and skills to help understand the opportunities for, and effects of, leading a healthy and active lifestyle.

PHED2

In PHED2 all candidates will be required to analyse and evaluate the physical activity of their choice as performer and/or in an adopted role/s. Candidates perform, analyse and evaluate the execution of core skills/techniques in isolation and in structured practice as either a player/performer and in an adopted role or two adopted roles.

PHED3

The A2 modules enable candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques. In PHED 3 all candidates will look at factors that will optimise performance and evaluate contemporary issues within sport.

PHED4

In PHED 4 candidates are provided with the opportunity, through coursework, to utilise the knowledge and understanding developed from the course to analyse and improve their own personal performance, as a practical performer, coach/leader or official in **one** activity. Candidates will also be assessed on their ability to demonstrate core skills/techniques in a fully competitive game.

Mark Allocation:

PHED1

Opportunities for and the effects of leading a healthy and active lifestyle

60% of AS, 30% of A Level

2 hour written examination

84 marks

Two sections:

Section A Six structured questions
 Applied Exercise Physiology
 Skill Acquisition
 Opportunities for Participation

Section B Application of theoretical knowledge to a practical situation

PHED2

Analysis and evaluation of physical activity as a performer and/or in an adopted role/s

40% of AS, 20% of A Level

Internal assessment with external moderation

100 marks

PHED3

Optimising performance and evaluating contemporary issues within sport

30% of A Level

2 hour written examination

84 marks

Three sections:

Section A – how exercise physiology can optimise performance

Section B – how application of psychological knowledge can optimise performance

Section C – contemporary influences in sport and their impact on the performer

PHED4

Optimising practical performance in a competitive situation

20% of A Level

Internal assessment with external moderation

120 marks

Candidates perform, analyse and evaluate their own performance

PHYSICS

This is a challenging 'A' level subject which requires ability in both Physics and Mathematics. The course extends all of the topics covered for GCSE eg light, sound, electricity and mechanics etc. There are additional topics such as X-rays, interference of waves, gravitation, simple harmonic motion and nuclear and medical physics. All topics are treated in much greater depth than for GCSE and the course is wide ranging. Anyone taking this course should, if they have an inquisitive mind, find it illuminating. Well-organised study is essential throughout the whole course.

The minimum requirements in Science are grade B in GCSE Physics (with at least 70% in the written papers) or BB in Double Award Science (with at least 70% in Physics as an essential). Mathematical ability is very important and, in addition to a grade A in Mathematics, it is desirable to have a pass in Additional Mathematics. The grade A in Mathematics would be waived if a minimum grade B is obtained in Additional Mathematics. It is strongly recommended that pupils studying Physics also study Mathematics at AS level.

Physics as an AS level subject provides a basis for work in the fields of science, engineering, medicine, communications, computers and IT. Physics as an 'A' level subject is an excellent choice for those who want to follow a scientific career but are uncertain of their direction. Qualified physicists are very versatile and can adapt themselves to different jobs after graduating. There are very few unemployed physicists.

The examining board is CCEA and the specification consists of 3 modules for AS level in L6 with a further 3 modules for A2 level in U6.

AS Module 1	Forces, Energy and Electricity
AS Module 2	Waves, Photons and Medical Physics
AS Module 3	Practical Techniques

Exams in June consist of two 1½ hour papers of short structured questions, some of which afford the opportunity for extended writing, on modules 1 and 2. The third paper is also 1½ hours consists of 4 short experiments and 1 on analysis of results.

A2 Module 4	Momentum, Thermal Physics, Circular motion, Oscillations and Atomic and Nuclear
A2 Module 5	Fields and their Applications
A2 Module 6	Practical Techniques

Module 4 is examined in January of U6 and Module 5 is examined in June. Exams consist of two 1½ hour papers of short structured questions, some of which afford the opportunity for extended writing, on module 1 and 2. The third paper is also 1½ hours consists of 4 short experiments and 1 on analysis of results.

PSYCHOLOGY

Psychology is the Science of Mental Life ... such things as we call feelings, desires ... reasoning, decisions and the like.

This course is a general introduction to Psychology and is an academic rather than practical course. The syllabus should help you to:

- Study psychological theories, research, explore and understand new terms.
- Develop skills of analysing (looking beneath the surface) and interpreting information and data.
- Get to know a bit about lots of different areas of psychology.
- Become familiar with ethical issues in psychology, especially with regard to research and experiments.

You will study:

Cognitive Psychology (**Memory**)
Developmental Psychology (**Attachments**)
Physiological Psychology (**Stress**)
Social Psychology (**Conformity and Obedience**)
Individual Differences (**Abnormality**)
Research Methods in Psychology

You will be assessed through regular homework (written, reading and research). You will also be continually assessed by your performance in class. You will be expected to contribute to discussions, work with others in small or large groups, make occasional presentations, carry out guided research and you will be encouraged to design your own research from time to time.

Throughout the year you will be tested more formally on your knowledge in a variety of ways including regular class tests which will use exam style questions so that you become familiar with these.

You will also sit examination papers, answering fairly straightforward short answer questions and ones that require you to evaluate and be critical of what you know. These take the form of mini essays.

There is no coursework element to AS Psychology though you should get the chance to carry out small scale pieces of research.

RELIGIOUS STUDIES

The AS and A2 courses are suitable for students hoping to take Higher Education courses in the Arts. Students with interest and ability in Classical Civilisation, History and/or English Literature would do well as much of the subject is text and document based. An interest in Theology or Greek and Latin would be most helpful. It should be pointed out that this is a rigorous course and is of course viewed as such by universities.

The AS Syllabus

Year 1 - Pupils study 2 modules covering the following areas:

1. New Testament Studies

Background to the Acts of the Apostles
The Origin and Expansion of Christianity
Faith Worship and Witness in Acts
Key Concepts
Contribution of Significant People, Traditions and Movements
Religious Language and Terminology
Major Issues and Questions Arising
Relationship with Other Aspects of Human Experience

2. Church History to AD325

Baptism, Eucharist (with reference to Justin, Didache, Hippolytus, Tertullian, Cyprian)
Creeds
Factors in the Spread of Christianity
Persecution (Nero, Domitian, Trajan, Marcus Aurelius)
Early Christian Literature especially Ignatius and I Clement, the second century Apologists with the focus on Justin Martyr
Church Government, Constantine
Key Concepts
Significant People, Traditions and Movements
Religious Language and Terminology
Major Issues and Questions Arising
Aspects of Human Experience

The A2 Syllabus

Year 2 - Pupils study 2 modules in the following areas:

1. Selected New Testament Writings – A Study of Acts, Galatians and 1 Corinthians

Aspects of Human Experience
Synoptic Topic – Religious Controversy

2. Church History

Worship, Government, Heresy and Controversy

A Critical Study of Sin and Repentance (texts – Hermas, Hippolytus, Tertullian)

Gnosticism

Marcionism

Montanism

The Church Response to Heresy especially that of Irenaeus

Church State Relations to AD325

Persecution

The Lapsed

Council of Nicea

Early Christian Literature: Eastern and Western Traditions

The School of Alexandria: Origen, Tertullian

Synoptic Topics:

A2/2 Religious Controversy

A2/4 Suffering

Exam Format

AS 2 written examinations (1 hr 20 m each)

A2 2 written examinations (1 hr 20 m each)

SPANISH

French, German and Spanish will follow the CCEA (Northern Ireland) syllabus. Classes will be varied to include the 4 skills of reading, writing, listening and speaking and will be conducted as much as possible in the target language. Pupils will be encouraged to actively participate in all classes. Pupils are expected to co-operate at all times and to present all work on time and to the best of their ability. All pupils are encouraged to go abroad and practise their languages. Regular School trips are arranged and pupils are also offered exchange trips.

The AS examination consists of 2 modules, each of which will be examined in June. Resits are available for each of these units.

Module 1

This is an **oral** examination lasting approximately 15 minutes .

Part 1 consists of a prepared presentation by the candidate followed by a series of open-ended questions based on the following areas:

- themselves
- home life
- hobbies
- interests
- leisure activities
- future hopes
- plans/ambitions

Module 2 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension , a short passage for translation from the Target Language into English and an extended writing question (200-250 words) in response to stimulus texts.

At the end of L6 pupils can decide to take these units as a separate AS qualification or to carry on to A2 level , in which case these units will count as 50% of the A2 level exam.

Upper Sixth

Pupils who go on to do the full 'A' level (A2) exam must do a further 2 modules:

Module 3

This is an **oral** examination lasting approximately 15 minutes.

Part 1 consists of a discussion based on a prepared societal theme followed by a general conversation.

Module 4 – Listening, Reading and Writing

This consists of one listening exercise, a test of reading comprehension, a short passage for translation from English into the Target Language and one essay response based on a literary text.

TECHNOLOGY & DESIGN

In this subject you will study Technology & Design in a range of contexts including home, school, recreation, community, business and industry. You will learn about harnessing the resources of people and the earth we inhabit through the creation of products and/or systems. You will investigate and analyse existing products and design, manufacture and evaluate your own product. As well as studying product design, you will also study electronic and microelectronic control systems.

GCE Technology and Design can lead to study in further or higher education in a wide range of areas including engineering, medical technology, teaching, design, architecture, graphic design and DTP.

CCEA Subject code: 9060

Weblink: www.ccea.org.uk/technology

AS Unit 1: Product Design and Systems and Control

Materials and Processes

Manufacturing Systems and Production

CAD, CAM and CIM

Quality Issues

Safety

Aesthetics, Ergonomics and Anthropometrics

Influences on Product Design

Electronic Systems and Control

Assessed by external examination (2 hours) – 50% of AS (25% of A2)

AS Unit 2: Coursework: Product Development

Analysis and development of an existing product, with a view to re-designing either the product or an aspect of it. Production of a 3D model and a folio containing both written and graphical information.

45 hours of coursework, externally moderated – 50% of AS (25% of A2)

A2 Unit 1: Systems and Control

Electronic and Microelectronic Systems and Control

Assessed by external examination (2 hours) – 25% of A2

A2 Unit 2: Coursework: Product – System, Design and Manufacture

Design and manufacture of a technological product or system which provides a solution to an identified problem or need. A folio of written and graphical information is also required.

60 hours of coursework, externally moderated – 25% of A2

Entry Requirements:

Grade B in GCSE Technology and Design. In some circumstances grade A in Mathematics & Science and a flair for Art may be acceptable.

NEWTOWNABBEY LEARNING COMMUNITY

AS subjects offered at partner schools in the Newtownabbey Learning Community

One of the following subjects may be taken instead of one AS at Belfast High School:

- **Health & Social Care**
- **Moving Image Art**
- **Engineering**
- **Accounting**
- **Music Technology**

There may be other subjects offered in August.

In addition the following subjects are offered after school at the Northern Regional College:

- **Psychology**

OTHER SUBJECTS

Young Enterprise Scheme:

Please see Miss Foster

Information Technology (Key Skills):

Please see Mrs Addis

GCSE Motor Vehicle Studies:

Please see Mrs Seffen

RADA:

Please see Mrs Lutton/Miss McClenaghan

Sports Leadership:

Please see Mr Doyle