

# St Mary's High School

## *Post 16 Prospectus*



[www.stmarysnewry.com](http://www.stmarysnewry.com)

# **2026**



<b>Page 1</b>	<b>Welcome</b>
<b>Page 2</b>	<b>Why Post 16 Study?</b>
<b>Page 3</b>	<b>Why St Mary's?</b>
<b>Page 4</b>	<b>Post 16 Study</b>
<b>Page 5</b>	<b>Personal Development &amp; Careers</b>
<b>Page 6</b>	<b>Which subjects?</b>
<b>Page 7</b>	<b>Careers Guidance</b>

### **GCE Subjects**

<b>Page 10</b>	<b>GCE Art and Design</b>
<b>Page 12</b>	<b>GCE English Literature</b>
<b>Page 14</b>	<b>GCE Health and Social Care</b>
<b>Page 16</b>	<b>GCE Health and Social Care (Double Award)</b>
<b>Page 18</b>	<b>GCE Mathematics</b>
<b>Page 20</b>	<b>GCE Performing Arts</b>
<b>Page 22</b>	<b>GCE Professional Business Services</b>
<b>Page 24</b>	<b>GCE Religious Studies</b>
<b>Page 26</b>	<b>GCE Sociology</b>

### **Level 3 Subjects**

<b>Page 28</b>	<b>BTEC National Extended Certificate in Sport</b>
<b>Page 30</b>	<b>Cambridge Technical Introductory Diploma in Business</b>
<b>Page 32</b>	<b>Cambridge Technical Introductory Diploma in IT</b>

# **Contents**

# Welcome



Dear Student

Over the next few months you will be making very important decisions regarding your future. This prospectus is designed to help those students who are wishing to study Post 16 subjects in St. Mary's High School. Post 16 study is very popular and our results to date have been excellent with 100% pass rate, of which 93% of students received pass grades in 3 subjects. The majority of last year's students have progressed to degree study in a range of universities and higher education colleges. In collaboration with St. Colman's College and St. Mark's High School, we offer a range of subjects, both academic and applied, which you can study at Post 16 level.

There are many advantages of studying in St Mary's including learning in an environment where you will be guided and supported. The subjects that are on offer allow progression to a wide range of university courses and occupational areas. Once you have decided on the type of career you want, you then need to think about how to get there? We in St Mary's can steer you in the right direction with the right qualifications.

If you are interested in taking a degree course, then you need to research what subjects are required. All degree courses require 'A' Level tariff points and some degrees require specific subjects to be studied at Post 16 Level.

Before you make your decisions you should consider:

- ◆ What career you are interested in?
- ◆ What subjects you need to study?
- ◆ What subjects you like best and which ones you are best at?
- ◆ Where you can study, a place where you will be supported and guided, helping you to achieve your full potential?

I hope that after reading this prospectus many of you will know what Post 16 subjects to study next year and realise that in St Mary's you will be guided and supported to reach your full potential.

Yours sincerely

*Mr M. Fitzpatrick*

Vice Principal

# Why Post 16 Study?



You will be soon sitting your GCSE exams and will be faced with the question ‘What do I do next?’. Each year many students progress to study subjects at Post 16 Level. Studying such subjects at this level is the main path by which students can enter university or higher education. University graduates generally get better-paid, more interesting jobs with increased career opportunities compared to non-graduates. University graduates are more likely to receive a job because they are skilled and any earnings ‘lost’ during the length of the course can soon be made up with higher wages. The average starting salary for university graduates can range up to £30,000 in their first year. Going to university is also fun, it offers students the opportunity to meet new friends, learn from subject experts and widen their experiences. Many people say university days are the best days of your life.

## Decisions

When you have decided what job or career area you want to take, think about which subjects you should study. Ask yourself the following questions:

Which subjects do I need to fulfill the entry requirements of my chosen course or career? Some courses require certain subjects to be studied at Post 16 while others require no specific subjects. If you want to study in the Republic of Ireland, please be aware that many degree courses require four ‘A’ Levels and certain subjects are needed; you are advised to contact the university directly before choosing your subjects. Ask yourself:

- ◆ Which subjects do I need to gain entry into a certain course?
- ◆ Which subjects am I good at, or would like to study?
- ◆ Which combination of subjects best match my learning style, you may wish to have a mixture of academic (no coursework) and applied subjects (with coursework)
- ◆ Where is the best place for me to study? somewhere where I:
  - ◆ Will feel at home
  - ◆ Reach my potential
  - ◆ Receive the best opportunities
  - ◆ Be constantly supported and guided throughout my studies



# Why St. Mary's?



The Post 16 Curriculum in St Mary's allows students to remain in an environment where they feel supported and valued. Many students find the move to other schools traumatic so by staying on in St Mary's you will not be entering a strange environment, instead you will be returning to a school which has supported and guided you for the last 5 years. You will be taught by teachers who know how to help you reach your potential and will be giving you constant support and guidance.

## **Making the right Decisions**



Studying at Post 16 level in St Mary's means that you will be entering an elite group, the 'Senior Students'. You will have many extra privileges, opportunities and experiences that will make your studies very enjoyable. You will have access to the Learning Centre and the many new facilities in the school.

- ◆ You will be able to reach your academic potential and progress to higher studies or employment.
- ◆ You will feel valued and supported throughout your studies.
- ◆ You will not be entering a strange learning environment.
- ◆ You will have access to the Study Centre and IT suites to study, complete research and assignments.
- ◆ You have developed positive relationships with your teachers. They know you and know how to help you achieve your best, giving constant support and guidance.
- ◆ You will benefit from extra experiences in the enrichment programme.
- ◆ You will play an important role in the running of the school, having the opportunity to be a member of the School Council, be elected Head Girl or Deputy Head Girl.
- ◆ You will have an enjoyable experience. You will be the senior pupils in the school, part of a small cohesive group with extra privileges unique to sixth form study.

**Please note:** Students must consult with relevant universities/colleges before choosing their final subjects at 'A' Level to check admissions criteria, especially in relation to study in the Republic of Ireland.



# Sixth Form Study



## Entrance Requirements

Students must be able to demonstrate their ability and commitment to pursuing studies to 'A' Level/Post 16 standard within the supportive environment of the school.

Student's school record must demonstrate in particular:

1. Respect for school rules/policies and full co-operation with all teachers.
2. Regular and punctual attendance.
3. At least 5 GCSE passes at Grade C or above including English or Mathematics
4. Subject Specific requirements:

Art and Design	Grade B in GCSE Art and Design
Performing Arts	Grade C in GCSE Drama or Music
Mathematics	Grade A in GCSE Further Mathematics
Religious Studies	Grade B in GCSE Religious Studies
Sociology	Grade B in GCSE English Language or Literature
English Literature	Grade A in GCSE English Literature
Professional Business Services	Grade B in 5 GCSE subjects

'A' Level students have extra privileges and responsibilities unique to sixth form study, these include:

<b>Different Uniform</b>	<b>Study Periods</b>
<b>Interview skills/preparation</b>	<b>Free Periods</b>
<b>Pope John Paul II Award</b>	<b>School Groups and Committees</b>
<b>School Formal</b>	<b>Mentoring positions in the school</b>
<b>Head Girl and Deputy Head Girl</b>	<b>Rights Respecting Council</b>
<b>Pastoral Care and Careers Guidance</b>	<b>Year group trip</b>
<b>Personal Development</b>	<b>University Visits</b>
<b>Work Experience</b>	<b>Student Finance Talks</b>

Positions of responsibility allow pupils to take an active role in the running of the school: this is an invaluable experience open to all students. Such posts allow pupils to learn and develop new skills, very useful when completing UCAS applications for university entrance.

# **Personal Development**

Student welfare and development is very important and throughout the two years of Post 16 Study, students are supported in a learning environment which allows them to reach their full potential.



Students explore various aspects of their own personal development including: Positive mental health, healthy lifestyles, relationships and independent living.

## **Careers Education and Guidance**

Careers Education and Guidance is a very important part of sixth form life in St Mary's. During dedicated careers classes you will investigate all the career pathways open to you after completing the two years of Post 16 study. You will be supported and guided as you:

- ◆ Explore your personal skills and attributes and investigate appropriate job opportunities related to them
- ◆ Update your CV
- ◆ Investigate career pathways open to you
- ◆ Research university study
- ◆ Develop your personal statement
- ◆ Successfully apply to higher education or employment
- ◆ Plan and evaluate your work experience
- ◆ Develop your interview skills
- ◆ Take part in university visits
- ◆ Apply to university through UCAS and CAO
- ◆ Become aware of the financial implications of university study
- ◆ Engage with local and regional higher education providers including the Southern Regional and Belfast Metropolitan Colleges
- ◆ Gain advice on applying for student finance



# Which Subjects?

At Post 16 all students study three subjects:

**‘A’ Level**— This is a two year course where most subjects are assessed by examination or in some cases also through coursework. The first year of ‘A’ Level study is ‘AS’ which accounts for 40% of the award, the remaining 60% is in the second year.

**BTEC / Cambridge Technical**— These level 3 qualifications are assessed through both examinations and coursework. They are based on a grading system of Pass / Merit / Distinction / Distinction\* which have equivalences to ‘A’ Level grading and UCAS points.



## Why BTEC or Cambridge Technical?

These subjects offer a vocational route and a more practical learning experience to students. This route benefits those students who prefer the mix of examination and coursework assessments. Entry into university can be gained by presenting high levels of achievement in Level 3 qualifications.

### **BTEC or Cambridge Technical Qualifications consist of:**

- ◆ Modules completed over two years
- ◆ Both examinations and coursework
- ◆ Each module is graded Distinction\* / Distinction / Merit / Pass/Near Pass/Fail
- ◆ An overall level is awarded after all modules have been completed and assessed
- ◆ Your overall grade will be awarded UCAS points

### **Does Queen’s and Ulster University accept BTEC or Cambridge Technical?**

**YES**—Queen’s asks for grades instead of UCAS points. They will specify the exact number of Distinctions and Merits required.

### **Who should be cautious about selecting BTEC or Cambridge Technical qualifications?**

- Students hoping to study at universities in the Republic of Ireland
- Students hoping to study a medical based degree
- Students hoping to study at Oxford and Cambridge

### **Who should not take more than ONE BTEC or Cambridge Technical?**

- Studying in St Mary’s University College or any teacher training college
- Degree courses in Queen’s
- Certain medical based degrees in Ulster University

It is the responsibility of all students entering Post 16 study to check that their chosen subjects meet the entry requirements of desired degree courses.



# Careers Education and Guidance



## My Future My Career

Students considering any of the degree courses outlined below are advised to research requirements across a range of university websites as not all universities apply the same selection criteria.

**Computer Science** – Universities place a strong emphasis on ‘A’ level Mathematics in addition to ‘A’ levels in Computing and other Science based subjects.

**Engineering** – Mechanical, Aeronautical and Civil Engineering courses demand a Maths A-Level and one other subject taken from Physics/Chemistry/Biology/Technology and Design. Take note that most universities will require A levels in both Maths and Physics for Engineering Degree courses.

**Environmental Health** – A grade A is expected from one Science based subject Physics/Chemistry/Biology or Home Economics

**Nursing and Midwifery** – In N. Ireland there are two routes into nursing: Science and Non Science at ‘A’ Level (higher grades expected from non-science route). Many competitive Nursing and Midwifery degree courses in the UK favour students with an AS or A2 Biology. All applicants expected to have a Grade C and above in English, Maths and Science. Queen’s University states a preference for students to have achieved GCSE Mathematics, English and Science at grade B.  
(OCN Science/BTEC Science is not acceptable in lieu of GCSE Science)

**Radiography/Radiotherapy** – One ‘A’-Level Science subject required. Applicants must have GCSE Physics or Double Award Science

**Physiotherapy** – One ‘A’-Level Science is required. Applicants must have GCSE Physics or Double Award Science

**QUB Management School** – All applicants to degree courses in Actuarial Science, Accounting, Business Management, Business Economics, International Business with a language and Finance at Queen’s must have a grade B in GCSE Mathematics.

**Teaching** – Applicants to St Mary’s University College may require AAA grades or equivalent and there are specific ‘A’ level subject combinations that must be researched. In England, the ‘A’ level entry requirements for teacher training courses range from ABB – BBC. All applicants are expected to have a Grade C or higher in English, Maths and Science. Some institutions will favour a grade B in English, Maths and Science.

*\*It is not possible to detail subject specific guidelines for all UK degree courses and students are advised to check subject choices with a Careers Advisor and University Admissions Departments before finalising options.*

# Careers Education and Guidance



## UCAS POINTS

Not all universities and colleges use the UCAS Tariff. Many prefer to express their entry requirements and make offers in terms of qualifications and grades rather than in Tariff points. Around one third of course entry requirements make reference to the Tariff points. In Northern Ireland, Ulster University uses UCAS tariff points when making offers for a large number of its degree courses but Queen's University Belfast does not use a tariff point system and expresses all offers in terms of grades.

## GCE 'A' Level -

Grade	Tariff Point
A*	56
A	48
B	40
C	32
D	24
E	16



## Level 3 BTEC National Extended Certificate—Sport

Grade	UCAS Points	Equivalence
Distinction *	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E

## Level 3 Cambridge Technical Introductory Diploma — IT

## Level 3 Cambridge Technical Extended Certificate—Business

Grade	UCAS Points	Equivalence
Distinction *	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E

- ⇒ The above table shows the standard equivalences and is used by Ulster University.
- ⇒ Other universities may have different equivalences for course admission with Cambridge Technical and BTEC qualifications

# Careers Education and Guidance



**My Future  
My Career**

## Republic of Ireland—CAO Tariff Points

If students wish to study a degree in the Republic of Ireland they must research the Post 16 subjects that are acceptable from individual universities and Institutes of Technology.

### **ROI Universities and Institutions of Technology—CAO Tariff Point**

Grade	GCE AS	GCE A2 Level
A*	Not Applicable	150
A	65	135
B	60	120
C	50	110
D	35	75
E	20	40



### **Dundalk Institute of Technology**

DKIT is now affiliated to Queen's University Belfast. Many students are now deciding to study in DKIT due to the wide range of degrees available, its proximity and lower fees.



# GCE ART AND DESIGN



## Subject Brief

You will build upon and develop your knowledge and skills in all areas of Art, Craft and Design. You will develop strengths in particular areas and use this for your personal investigations and research. At all times you will be developing and building upon your existing knowledge of the creative, intellectual and artistic processes within Art and Design.

Awarding Body  
**CCEA**

## Course Structure and Assessment

### Year 13

Unit AS 1: Experimental Portfolio

Unit AS 2: Personal Response

### Year 14

Unit A2 1: Personal & Critical Investigation

Unit A2 2: Thematic Outcome



## Career Opportunities

- ♦ Architect
- ♦ Fashion / Textile Designers
- ♦ Graphic / Web Designer
- ♦ Illustrator
- ♦ Interior Design
- ♦ Photographer
- ♦ Teacher

## Why Study Art and Design?

- ♦ You will continue to build upon your personal knowledge; understanding and skills gained at GCSE level and develop these through investigating, realising, experimenting and problem solving which will all contribute to your employability.
- ♦ You can produce work in 2D, 3D, fine art and design in a range of mediums; from painting to textiles, lens based media to sculpture, providing numerous opportunities to develop your creative, intellectual and artistic abilities.

# Subject Guide



**GCE**

**Art and Design**



Awarding Body  
**CCEA**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
<b>Module One</b> <b>Experimental Portfolio</b>	♦ You will work individually and creatively to develop ideas in response to a given activity, theme or stimulus. You will experiment with a wide range of media, materials and processes to develop your existing skills and acquire new ones. Assessment Objectives 1,2 and 3 are marked in this unit.	50% of AS  20% of A level
<b>Module Two</b> <b>Personal Response</b>	You will present a personal outcome in response to your experimental portfolio. You will bring this to completion during a 10 hour controlled test. Assessment objective 4 is more heavily weighted in this unit than Assessment Objectives 1,2 and 3.	50% of AS  20% of A Level
<b><u>A LEVEL (Year 14)</u></b>		
<b>Module Three</b> <b>Personal &amp; Critical Investigation</b>	♦ Pupils will have the opportunity to demonstrate and communicate artistic interests and personal skills in art, craft and design in the form of written and visual investigations. The written element will have a minimum of 1000 and maximum of 3000 words. Assessment Objectives 1,2 and 3 are marked in this unit. ♦ The written element will be externally assessed - 20% of A2 & 12% of A level. ♦ The practical element will be moderated in school - 40% of A2 & 24% of A level	60% of A2  36% of A level
<b>Module Four</b> <b>Thematic Outcome</b>	♦ You will investigate and develop ideas in response to your personal investigation theme. You will bring this to completion during a 15 hour controlled test. Assessment objective 4 is more heavily weighted in this unit than Assessment Objectives 1,2 and 3.	40% of A2  24% of A level

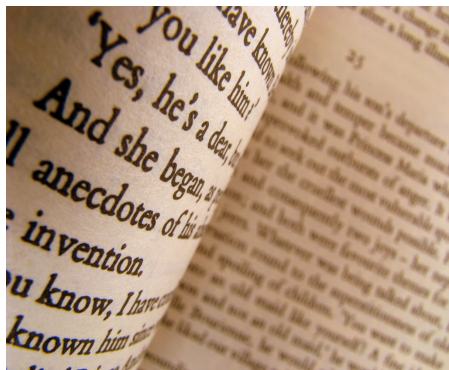
# GCE English Literature



## Subject Brief

‘A’ Level English Literature is an enjoyable and challenging subject which is designed to enhance appreciation of literature and its role in our lives. It develops critical understanding enabling you to become a better writer, and such skills will help with the study of your other ‘A’ Level subjects. Other important concepts that you will enjoy are the opportunities to be creative and to develop your own independent research skills giving you the opportunity to develop your views on all literary issues.

Awarding Body  
**CCEA**



## Career Opportunities

- ◆ Film and Television Production
- ◆ Journalism
- ◆ Broadcasting
- ◆ Advertising
- ◆ Public Relations
- ◆ Events Management
- ◆ Teaching
- ◆ Marketing
- ◆ Librarian
- ◆ Speech Therapy

## Course Structure and Assessment

### Year 13

- AS1 The Study of Poetry & Drama  
1900 —Present (*Examination*)
- AS2 The Study of Prose Pre 1900  
(*Examination*)

### Year 14

- A21 Shakespearean Genres  
(*Examination*)
- A22 The Study of Poetry Pre 1900 & Unseen  
Poetry (*Examination*)
- A23 Internal Assessment

## Why Study English Literature?

- ◆ English helps us understand our lives
- ◆ It is relevant and gives us a better understanding of the world and its history
- ◆ It helps us learn and develop critical thinking
- ◆ Studying English develops communication skills
- ◆ It is an enjoyable and interesting subject



# Subject Guide

**GCE**

**English Literature**



Awarding Body  
**CCEA**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>'AS' LEVEL (Year 13)</u></b>		
Module One <b>The Study of Poetry &amp; Drama 1900– Present</b>	<u>The study of Poetry written after 1900</u> Students will study a set of paired texts by paired poets—Heaney and Frost  <u>The Study of Twentieth Century Drama</u> Students will study two plays by Williams	Examination  24% of 'A' Level
Module Two <b>The Study of Prose Pre 1900</b>	<u>The study of Prose Pre 1900</u> Students will study Shelley—Dracula	Examination  16% of 'A' Level
<b><u>'A2' LEVEL (Year 14)</u></b>		
Module Three <b>Shakespearean Genres</b>	<u>Drama</u> Students study one Shakespeare play—King Lear	Examination  20% of 'A' Level
Module Four <b>Study of Poetry Pre 1900 and Unseen Poetry</b>	Students study <ul style="list-style-type: none"> <li>♦ One Pre 1900 poet—Chaucer</li> <li>♦ Unseen poetry</li> </ul>	Examination  20% of 'A' Level
Module Five <b>Internal Assessment</b>	Students complete a 2500 word essay after reading their own modern literature	Internal  20% of 'A' Level

# GCE HEALTH & SOCIAL CARE

## Subject Brief

This is a very interesting 'A' Level, intended to provide students with a broad knowledge of the health, social care & early years services. It enables candidates to investigate a range of areas within the health and caring professions. It is an appropriate course for candidates wishing to study a range of courses including Nursing, Occupational Therapy and Social Work. It also provides students wishing to pursue other fields with a strong knowledge of transferable career skills.



Awarding Body  
**CCEA**



## Career Opportunities

- ◆ Social Work
- ◆ Sociology
- ◆ Psychology
- ◆ Physiotherapy (with A level Biology)
- ◆ Language and Linguistics
- ◆ Occupational Therapy
- ◆ Criminology
- ◆ Social Policy
- ◆ Teaching
- ◆ Nursing
- ◆ Management
- ◆ Midwifery

## Course Structure and Assessment

### Year 13

- |             |   |
|-------------|---|
| <u>AS 1</u> | Promoting Quality Care<br><i>Portfolio Assignment</i>   |
| <u>AS 2</u> | Communication in Health, Social<br>Care and Early Years Settings<br><i>Portfolio Assignment</i> |
| <u>AS 3</u> | Health & Well Being<br><i>External Examination</i>  |

### Year 14

- |             |  |
|-------------|--|
| <u>A2 2</u> | Body Systems and Physiological<br>Disorders<br><i>Portfolio Assignment</i> |
| <u>A2 3</u> | Providing Services<br><i>External Examination</i>                          |
| <u>A2 4</u> | Health Promotion<br><i>Portfolio Assignment</i>                            |

## Why Study Health and Social Care?

- ⇒ You want a career in a health or social care profession
- ⇒ You want to learn skills that will be beneficial in a wide range of careers
- ⇒ You enjoy working with others
- ⇒ You enjoy research, discussions and investigations
- ⇒ You are able to work independently

# Subject Guide



## GCE 'A' Level Applied Health & Social Care

Awarding Body  
CCEA



<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
AS Unit 1 <b><u>Promoting Quality Care</u></b>	This module gives you the opportunity to examine how legislation impacts upon the rights and responsibilities of service users and carers. You will focus on one care setting to investigate how the staff apply the principles of the care value base.	Internal Portfolio  10%
AS Unit 2 <b><u>Communication in Health, Social Care &amp; Early Years Settings</u></b>	This module will give you the opportunity to learn and practice communication skills. You will observe communication skills in one care setting and carry out two interactions.	Internal Portfolio  10%
AS Unit 3 <b><u>Health &amp; Well-Being</u></b>	In this unit you will learn about health and well-being and the factors which affect it. You will also investigate health promotion and discover the organisations responsible for health and well being.	External Exam  20%
<b><u>A2 LEVEL (Year 14)</u></b>		
A2 Unit 2 <b><u>Body Systems &amp; Physiological Disorders</u></b>	In this unit you will examine the structure, function and control of two body system and carry out a practical investigation in which you monitor the physiological status of two people i.e. how fit are they	Internal Portfolio  15%
A2 Unit 3 <b><u>Providing Services</u></b>	This module will give you the opportunity to learn about the ways in which health, social care and early years services are organised, including the roles of the various practitioners involved in the service delivery.	External Exam  30%
A2 Unit 4 <b><u>Health Promotion</u></b>	This unit gives you the opportunity to investigate a health related topic and working in groups design and present a health promotion campaign.	Internal Portfolio  15%

Students who choose Double Award Health and Social Care study three units each year in addition to the units completed within Single Award Health and Social Care. Studying Double Award allows students to study the health and social care sector in greater detail exploring issues surrounding child protection, adult service users with a wide range of needs, how holistic therapies can be effective in treating medical conditions in addition to developing an understanding of how families can be supported in an ever changing society and how good nutrition is essential to meet dietary requirements.



Awarding Body  
**CCEA**



- ◆ Social Work
- ◆ Sociology
- ◆ Psychology
- ◆ Physiotherapy (with A level Biology)
- ◆ Language and Linguistics
- ◆ Occupational Therapy
- ◆ Criminology
- ◆ Social Policy
- ◆ Teaching
- ◆ Nursing
- ◆ Management
- ◆ Midwifery

## Year 13

**Safeguarding Children**  
*Portfolio Assignment*

**Adult Service Users**  
*External Examination*

**Holistic Therapies**  
*Portfolio Assignment*

## Year 14

**Applied Research**  
*Portfolio Assignment*  
**Supporting the Family**  
*Portfolio Assignment*  
**Human Nutrition and Health**  
*External Examination*

## Why Study Health and Social Care?

- ⇒ You want a career in a health or social care profession
- ⇒ You want to learn skills that will be beneficial in a wide range of careers
- ⇒ You enjoy working with others
- ⇒ You enjoy research, discussions and investigations
- ⇒ You are able to work independently

# Subject Guide



## GCE 'A' Level Double Award Health and Social Care

Awarding Body  
**CCEA**



<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
AS Unit 4 <b><u>Safeguarding Children</u></b>	Students will study issues surrounding child protection, giving them knowledge and understanding of safeguarding in early years settings. Students will learn what to do in an emergency or how to act when there are concerns about a child's welfare. They also analyse how staff in the setting promote development and how theories can influence practice.	<b>Internal Portfolio</b>  12.5%
AS Unit 5 <b><u>Adult Service Users</u></b>	In this unit, students focus on the range of adult service users who require support, assistance or treatment from health and social care services. Students will investigate how services are planned, from government policy to the care planning cycle. They will examine how integrated health and social care services provide care and also analyse relevant legislation and policies that support carers and service users.	<b>External Exam</b>  25%
AS Unit 6 <b><u>Holistic Therapies</u></b>	Students will investigate the holistic approach to managing various medical conditions and compare these to medical treatments. Many health and social care settings now offer holistic therapies to their service users as part of their treatment, therefore students will learn how these settings avail of holistic therapies in the treatment of those in need. They will also research current trends and evaluate the effectiveness of holistic therapies.	<b>Internal Portfolio</b>  12.5%
<b><u>A2 LEVEL (Year 14)</u></b>		
A2 Unit 1 <b><u>Applied Research</u></b>	In this unit, students will independently investigate a health, social care or early years topic in depth by carrying out individual research. Students conduct primary and secondary research on the selected topic, present their findings and evaluate both their findings and the research process in a written research report.	<b>Internal Portfolio</b>  15%
A2 Unit 5 <b><u>Supporting the Family</u></b>	Students will focus on changing and evolving family structures in today's society. Students develop an understanding of factors that influence family life and research the range of family structures and the functions of families. They also investigate the wide range of services available to families and the support that these services offer. They also develop and understanding of how statutory services and voluntary organisations support families with significant issues.	<b>Internal Portfolio</b>  15%
A2 Unit 7 <b><u>Human Nutrition and Health</u></b>	This unit explores the composition of food and the dietary needs of individuals in a range of settings. Students investigate the importance of a balanced diet and the impact food choices have on individuals' health and well-being. Students apply their knowledge to the dietary requirements of individuals in a range of care settings.	<b>External Exam</b>  15%

# GCE Mathematics



## Subject Brief

'A' Level Mathematics builds upon your existing knowledge and skills developed from GCSE Level. Mathematics has application in many fields including; Physics, Accountancy, Geography, Biology, Computing and Medicine. It has been described as 'The Queen and Servant of Science'. It provides good training in how to reason and solve problems, which employers in many careers demand.

Awarding Body  
**CCEA**

$$e^{i\pi} + 1 = 0$$

$$e^{iu} = \cos(u) + i \sin(u)$$

$$\gamma = \lim_{n \rightarrow \infty} \left( 1 + \frac{1}{2} + \dots + \frac{1}{n} - \log(n) \right)$$

$$V - E + F = 2$$

$$S - I = \sum_{k=1}^n \frac{B_{2k}}{(2k)!} (f^{(2k-1)}(n) - f^{(2k-1)}(0)) + R$$

## Course Structure and Assessment

### Year 13

AS 1

Pure Mathematics

24% of 'A' Level

AS 2

Applied Mathematics

16% of 'A' Level

### Year 14

A2 1

Pure Mathematics

36% of 'A' Level

A2 2

Applied Mathematics

24% of 'A' Level

## Career Opportunities

- ♦ Mathematics Degree
- ♦ Accountancy
- ♦ Mathematics Teacher
- ♦ Computer Programmer
- ♦ Engineer
- ♦ Quantity Surveyor
- ♦ ICT Analyst
- ♦ Architect
- ♦ Teacher
- ♦ Finance
- ♦ Medicine

## Why Study Mathematics?

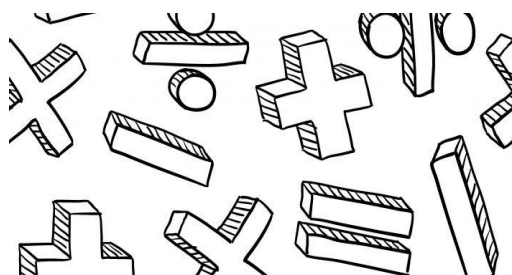
- ♦ You have an interest in Mathematics and enjoy studying it
- ♦ You achieve an 'A' Grade at GCSE
- ♦ Maths teaches you logical thought
- ♦ You enjoy solving problems and analysing situations
- ♦ You want to study a highly desirable subject
- ♦ You may earn more money having 'A' Level Mathematics and have a better chance of getting a good job



# Subject Guide



Awarding Body  
**CCEA**



## **GCE Mathematics**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
<b>Module one</b> Pure Mathematics	You will study quadratics, co-ordinate geometry and an introduction to differentiation, integration, arithmetic and geometric series, trigonometry, logarithms, identities and equations	External Exam 24% of A-Level
<b>Module two</b> Applied Mathematics	You will study kinematics, forces, Newton's Laws, statistical sampling, probability, statistical distributions	External Exam 16% of A-Level
<b><u>A LEVEL (Year 14)</u></b>		
<b>Module four</b> Pure Mathematics	In this module you will study algebraic functions, the exponential and log functions, Numerical methods, further calculus, trigonometry in secant, cosecant and cotangent, integration of parts.	External Exam 36% of A-Level
<b>Module five</b> Applied Mathematics	In this module you will study kinematics, motion, moments, impulse and momentum, statistical hypothesis testing	External Exam 24% of A-Level

# GCE Performing Arts

## Subject Brief

Performing Arts is a growth industry in N. Ireland encompassing drama, dance, music and any other performing genre. This subject is designed for students who enjoy reading and watching plays and taking part in drama, as a performer, director or designer. Any performance choice is acceptable for the practical elements of this course including music, dance or drama. Within this course students will visit theatre productions and organise their own performing arts event.



Awarding Body  
**CCEA**

## Course Structure and Assessment

100% Internal Assessment



### Year 13

**Unit 1:** Developing Skills and Repertoire  
*Internal Assessment*

**Unit 2:** Planning and Realising a Performance  
*Live Performance/Controlled Assessment*

### Year 14

**Unit 3:** Planning for Employment  
*Internal Assessment*

**Unit 4:** Performing to a Commission Brief  
*Live Performance/Controlled Assessment*

## Career Opportunities

- ◆ Film and Television Production
- ◆ Journalism
- ◆ Broadcasting
- ◆ Advertising
- ◆ Public Relations
- ◆ Drama Degree
- ◆ Teaching

## Why Study Performing Arts ?

- ◆ You enjoy GCSE Drama or Music
- ◆ You want to develop your performance and acting skills
- ◆ It helps us to learn and develop critical thinking skills
- ◆ You want to enhance your communication skills
- ◆ You want to learn about the drama industry

# Subject Guide



## **GCE Performing Arts**



Awarding Body  
**CCEA**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
<b>AS1 Developing Skills and Repertoire</b>	In this module students develop their skills and apply them to practical contexts. They must produce a portfolio of evidence, including research, a skills audit, a risk assessment and a record and evaluation of their work.	Internal 24% of 'A' Level
<b>AS2 Planning and Realising a Performance</b>	This unit consists of planning and realising a performing arts event. Students produce a supporting document to record their work as they plan, develop and realise their performing arts event.	Live Performance/ Controlled Ass. 16% of 'A' Level
<b>A21 Planning for Employment</b>	Students learn about planning for employment in the performing arts industry. They produce a promotional portfolio and take part in an interview. Performance students have an audition and production students give a presentation.	Internal 36% of 'A' Level
<b>A22 Performing to a Commission Brief</b>	In this last unit students form a production company to research, plan, promote and realise a performing arts event in response to a commission brief. They produce a record of work, which includes a research report, promotional materials and evidence of tasks completed. Students continue in their production or performance role and, as a group, perform their arts event.	Live Performance/ Controlled Ass. 24% of 'A' Level



# GCE Professional Business Services

## Subject Brief

Professional Business Services is a new dynamic 'A' Level Business qualification. The course introduces students to the wide range of professional business services providers operating in N Ireland. The course is linked to the world of work and proves beneficial to those considering a career in a wide range of professional business areas such as Accounting, ICT support, Management, Project Management, Law, Finance and many more.



Awarding Body  
**CCEA**



### Career Opportunities

- ♦ Accountancy
- ♦ Law
- ♦ Management
- ♦ Human Resource
- ♦ Marketing
- ♦ Public Relations
- ♦ Communication, Advertising and Marketing
- ♦ Hospitality Management
- ♦ Teaching
- ♦ Advertising
- ♦ Property Investment and Development
- ♦ Consumer Studies
- ♦ Leisure and Tourism

### Course Structure and Assessment

- ♦ 60% External Examination
- ♦ 40% Internal Assessment

#### Year 13

<u>Unit AS1</u>	Introduction to Professional Business Services <i>External Examination</i>
<u>Unit AS2</u>	Human Resource Services <i>Portfolio Assignment</i>
<u>Unit AS3</u>	Financial Decision Making <i>External Examination</i>

#### Year 14

<u>Unit A21</u>	Technology in Business <i>External Examination</i>
<u>Unit A22</u>	Leadership & Management <i>External Examination</i>
<u>Unit A23</u>	Project Management Skills and Processes <i>Portfolio Assignment</i>

### Why Study Professional Business Services?

- ♦ You have an interest in the world around you
- ♦ You enjoy reading widely regarding current issues
- ♦ You want a career in a business related area
- ♦ You like the idea of managing and owning your own business
- ♦ You enjoy leading and working with other people

# Subject Guide



## **GCE Professional Business Services**



Awarding Body  
**CCEA**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
Unit AS 1 <b>Introduction to Professional Business Services</b>	This unit introduces students to the business environment and the professional services that businesses use on a daily basis. Students explore the consultancy process and the techniques used.	External Examination 12% of A Level
Unit AS 2 <b>Human Resource Services</b>	In this unit students investigate the services provided by service providers to support the human resource needs of their clients including recruitment, training and development and employee well-being.	Portfolio Assessment 16% of A Level
Unit AS 3 <b>Financial Decision Making</b>	This module focuses on the services provided to support business in managing their finances. Students explore sources of finance, financial management, budgeting and cash flow.	External Examination 12% of A Level
<b><u>A LEVEL (Year 14)</u></b>		
Unit A2 1 <b>Technology in Business</b>	Students investigate the technology provided by PBS to support their clients operations. Students explore the range of technology and IT systems available for communication, managing people, finance and the businesses daily operations.	External Examination 18% of A Level
Unit A2 2 <b>Leadership &amp; Management</b>	In this unit students examine leadership and management and the range of leadership styles and theories. Students explore how PBS help their clients to meet the challenges of managing teams and change.	External Examination 18% of A Level
Unit A2 2 <b>Project Management Skills &amp; Processes</b>	Students explore the stages and processes involved in successful project management. Students carry out a project where they act as the project manager.	Portfolio Assessment 24% of A Level

# GCE RELIGIOUS STUDIES

## Subject Brief

Studying Religion at 'A' Level gives pupils the opportunity to examine their beliefs and the beliefs of others in much more depth than GCSE. It enables pupils to look deeper into scripture and learn about the importance of the gospels in our Christian lives. It also provides opportunities to examine current ethical and moral issues in detail and to develop thinking skills and the ability to make informed personal moral decisions.



Awarding Body  
**CCEA**



## Career Opportunities

- ♦ Teaching
- ♦ Law
- ♦ Theology
- ♦ Philosophy
- ♦ Psychology
- ♦ Nursing
- ♦ Media
- ♦ Social Work
- ♦ Public Relations

## Course Structure and Assessment

### Year 13

- Unit 1 Introduction to Luke's Gospel  
*External Examination*
- Unit 2 Foundations of Ethics With  
Special Reference to  
Medical Ethics  
*External Examination*

### Year 14

- Unit 3 Themes in the Synoptic Gospels  
*External Examination*
- Unit 4 Global Ethics  
*External Examination*

## Why Study Religious Studies?

- ♦ You enjoy studying GCSE Religion
- ♦ You are interested in moral and ethical debate
- ♦ You would like to deepen your knowledge of the New Testament
- ♦ You enjoy research, discussions and debates
- ♦ You are prepared to read and research relevant areas
- ♦ You have received at least a Grade B at GCSE RE



# Subject Guide



## **GCE Religious Studies**



Awarding Body  
**CCEA**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>AS LEVEL (Year 13)</u></b>		
Module one  <b>LUKE'S GOSPEL</b>	Students will examine: <ul style="list-style-type: none"> <li>♦ The Religious and Political Background to Luke</li> <li>♦ Introduction to the Gospel of Luke</li> <li>♦ Key Narratives and Themes</li> <li>♦ Parables of Jesus</li> <li>♦ Miracles of Jesus</li> </ul>	External Examination  20% of 'A' Level
Module two  <b>ETHICS</b>	In this unit students examine: <ul style="list-style-type: none"> <li>♦ The Foundations of Christian Ethics</li> <li>♦ Ethical Theories</li> <li>♦ Bio-ethics</li> <li>♦ Human Experience</li> <li>♦ Life and Death issues</li> </ul>	External Examination  20% of 'A' Level
<b><u>A LEVEL (Year 14)</u></b>		
Module three  <b>THEMES IN SYNOPTIC GOSPELS</b>	This unit allows students to explore: <ul style="list-style-type: none"> <li>♦ The Synoptic Problem</li> <li>♦ Biblical and Source Criticism</li> <li>♦ The Person of Jesus</li> <li>♦ Passion and Resurrection Narratives</li> <li>♦ Evaluating the Synoptic Gospels</li> </ul>	External Examination  30% of 'A' Level
Module four  <b>GLOBAL ETHICS</b>	In Year 14 students further develop their understanding of ethical issues by investigating: <ul style="list-style-type: none"> <li>♦ Decision Making and Moral Theory</li> <li>♦ Global Rights</li> <li>♦ Global Issues</li> <li>♦ War and Peace</li> <li>♦ Justice and Punishment</li> <li>♦ Conscience, Freedom and Tolerance</li> </ul>	External Examination  30% of 'A' Level

# GCE SOCIOLOGY



## Subject Brief

Studying Sociology is an enjoyable and illuminating experience. In a broad sense, Sociology is the study of human social groups, helping people to understand their own lives better and their place in the social world. It does this by explaining the relationships between personal experiences and 'external' events between self and society. Sociology can help to explain events and explore who is responsible for it or whether what has happened is part of a wider social trend e.g. job losses, crime, religion etc.

Awarding Body  
**WJEC**



## Career Opportunities

- Law
- Drama
- Teaching/Lecturing
- Nursing
- Public Relations
- Market Research
- Administration
- Media/Journalism
- Occupational Therapy
- Health and Social Welfare
- Management
- Community Development
- Social Work
- Sports Studies
- Criminology

## Course Structure and Assessment

### Year 13

#### Acquiring Culture & Families

*External Examination*

#### Understanding Society & Methods in the context of Education

*External Examination*

### Year 14

#### Power and Control in context of Crime

*External Examination*

#### Social Inequality & Applied Methods

*External Examination*

Unit 1

Unit 2

Unit 3

Unit 4

## Why Study Sociology?

- \* You have an interest in the world around you
- \* You enjoy reading widely regarding current issues
- \* You have an interest in current affairs
- \* You enjoy discussions and debates in class and are willing to contribute to these
- \* You are able to think critically and are able to consider other people's views and attitudes



# Subject Guide

## GCE Sociology

Awarding Body  
**WJEC**



<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b><u>'AS' LEVEL (Year 13)</u></b> <b><u>40% of overall A-Level</u></b>		
Module one  <b>Acquiring Culture &amp; Families</b>	<p>This unit focus on the theme of socialisation, identity and culture and is divided into two sections:</p> <p><b>Section A:</b></p> <ul style="list-style-type: none"> <li>♦ The social construction of culture</li> <li>♦ The process and agencies of socialisation</li> <li>♦ The influence of socialisation on identity</li> </ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>♦ Family forms</li> <li>♦ The roles and functions of families</li> <li>♦ Demographic trends</li> </ul>	<p>Examination</p> <p>15% of 'A' Level</p>
Module two  <b>Understanding Society &amp; Methods in the context of Education</b>	<p>Also divided into two sections. In this module students will examine:</p> <p><b>Section A:</b></p> <ul style="list-style-type: none"> <li>♦ Knowledge of methodological concepts</li> <li>♦ Primary and secondary approaches to methodological research</li> </ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>♦ The role and purpose of education</li> <li>♦ Patterns of educational achievement by social groups</li> <li>♦ Social policies and education</li> </ul>	<p>Examination</p> <p>25% of 'A' Level</p>
<b><u>'A' LEVEL (Year 14)</u></b> <b><u>60% of overall A-Level</u></b>		
Module three  <b>Power and Control</b>	<p>This unit focuses on themes of power, differentiation and stratification through the issue of crime. It consists of one section. Students will examine:</p> <ul style="list-style-type: none"> <li>♦ Patterns and reasons for crime</li> <li>♦ The different theories of criminology</li> </ul>	<p>Examination</p> <p>25% of 'A' Level</p>
Module four  <b>Social Inequality Applied to methods</b>	<p>This unit focuses on the processes of research design and on the application of knowledge of methods previously studied. Students investigate the following;</p> <p><b>Section A:</b></p> <ul style="list-style-type: none"> <li>♦ Research design</li> </ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>♦ Theories and explanations for inequality across previous units of study</li> </ul>	<p>Examination</p> <p>35% of 'A' Level</p>

# **Pearson Level 3 Btec National Extended Certificate In Sport (1 'A' Level)**



## **Subject Brief**

BTEC Sports is a specialist programme of study which equips students with the necessary knowledge and skills to prepare them for a career in Sport. Students undertake a vocational approach to learning about the anatomical and physiological elements of the human body during exercise. This course provides pupils with real life scenarios to plan for and improve their understanding of a career in sport.

Awarding Body  
**Pearson  
Btec**

## **Course Structure and Assessment**



### **Unit 1**

Anatomy and Physiology  
*External Examination*

### **Unit 2**

Fitness Training and Programming for  
Health, Sport and Well-being  
*External Examination*

### **Unit 3**

Professional Development in Sports  
Industry  
*Portfolio Assignment*

### **Unit 5**

Application of Fitness Testing  
*Portfolio Assignment*

## **Career Opportunities**

- ◆ Degree in Sports Science
- ◆ Degree in Sports Studies
- ◆ Sports Coaching
- ◆ Fitness Instructor
- ◆ Physiotherapy
- ◆ Further and Higher Education courses

## **Why Study Sports Science**

- ◆ You have studied GCSE Physical Education
- ◆ You want to learn about how the body changes during exercise
- ◆ You want to study a subject related to working in sport



# Subject Guide



## **Pearson Level 3 Btec National Extended Certificate In Sport (1 'A' Level)**



Awarding Body  
**Pearsons  
Btec**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b>Anatomy and Physiology</b>	Students study the human body, understanding anatomy of structures needed for exercise. Students undertake investigations to determine the principles of exercise physiology.	External Examination  33 %
<b>Fitness Training and Programming for Health, Sport and Well-being</b>	Students explore the lifestyle factors affecting health, nutrition, fitness training and fitness programming. principles involved in fitness testing. Students will develop their knowledge in order to recommend training methods and produce fitness programmes for individuals	External Examination  33 %
<b>Professional Development in the Sports Industry</b>	Students research the different possible careers in the sports industry. They produce an action plan to achieve a possible career	Internal Examination  17%
<b>Application of Fitness Testing</b>	Students explore how to select appropriate tests for specific sports or individuals, ensuring validity, reliability, and safety. The unit also emphasises interpreting results to inform training programs and improve performance effectively.	Internal Assignment  17 %

### **Assessment and Grading**

<u>Grade</u>	<u>UCAS Points</u>	<u>Equivalence</u>
Distinction *	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units.



# Cambridge Technical–Business

## Introductory Diploma



### Subject Brief

Cambridge Technical Business is a very dynamic course which allows students to examine the business environment around them. Business is a popular Post 16 subject allowing candidates progression to many different university courses. The course has links to the world of work and proves beneficial to those considering a career in a wide range of professional areas including Accountancy, Management, Finance, Insurance, Banking and many more. Students must check with universities to ensure a Cambridge Technical Level 3 qualification meets the entry requirements of their chosen course.

Awarding Body  
**OCR**



### Career Opportunities

- ♦ Accountancy
- ♦ Law
- ♦ Management
- ♦ Human Resource
- ♦ Marketing
- ♦ Public Relations
- ♦ Communication, Advertising and Marketing
- ♦ Hospitality Management
- ♦ Teaching
- ♦ Advertising
- ♦ Property Investment and Development
- ♦ Consumer Studies
- ♦ Leisure and Tourism

### Course Structure and Assessment

#### Year 13

- |               |   |
|---------------|---|
| <u>Unit 1</u> | The Enterprising Environment<br><i>Portfolio Assignment</i> |
| <u>Unit 2</u> | Business Resources<br><i>Portfolio Assignment</i>           |
| <u>Unit 4</u> | Business Accounting<br><i>Portfolio Assignment</i>          |

#### Year 14

- |                |   |
|----------------|---|
| <u>Unit 5</u>  | Human Resource Management<br><i>Portfolio Assignment</i>        |
| <u>Unit 12</u> | Recruitment and Selection<br><i>Portfolio Assignment</i>        |
| <u>Unit 17</u> | Health & Safety in the workplace<br><i>Portfolio Assignment</i> |

### Why Study Business?

- ♦ You have an interest in the world around you
- ♦ You enjoy reading widely regarding current issues
- ♦ You want a career in a business related area
- ♦ You like the idea of managing and owning your own business
- ♦ You enjoy leading and working with other people



# Subject Guide



## OCR Level 3 Cambridge Technical Introductory Diploma In Business



Awarding Body  
**OCR**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b>(Year 13)</b>		
Unit 1 <b>The Business Environment</b> Compulsory Unit	<b>Areas of focus include</b> the range of different business ownership, how businesses achieve their purposes, the impact of the economic environment and how external factors impact a business.	Portfolio Assessment 10 credits
Unit 2 <b>Business Resources Services</b> Compulsory Unit	<b>Areas of focus include</b> how Human Resources are managed, the purpose of managing physical and technological resources, how to access sources of finance and Interpreting Financial statements.	Portfolio Assessment 10 credits
Unit 4 <b>Business Accounting</b>	<b>Areas of focus include</b> Income and Expenditure, Preparing a Cash Flow forecast, Preparing Profit and Loss accounts and Balance Sheets and using Ratio Analysis to review business performance.	Portfolio Assessment 10 credits
<b>(Year 14)</b>		
Unit 5 <b>Human Resource Management</b>	<b>Areas of focus include</b> Responsibilities of a HR Manager, Development Plans, Motivation, Skills Audits and Employer and Employee expectations and Performance Management.	Portfolio Assessment 10 credits
Unit 10 <b>Recruitment and Selection</b>	<b>Areas of focus include</b> Knowing the process involved in recruitment planning and Preparing documentation involved in the selection process..	Portfolio Assessment 10 credits
Unit 17 <b>Health &amp; Safety in the workplace</b>	<b>Areas of focus include</b> Learners will gain an introduction to the health and safety legislation, regulations and requirements that form the basis of all workplaces.	Portfolio Assessment 10 credits

# Cambridge Technical–IT Introductory Diploma

This qualification aims to develop knowledge, understanding and skills of the principles of IT (Information Technology). IT skills are in great demand and highly valued by employers. They are an integral part of most university courses.

Studying IT will provide students with excellent knowledge and develop skills in a broad range of software. Students will gain skills that are required for the 21st Century and which will equip them for both Further and Higher Education and the World of Work.



## Career Opportunities

IT is a fundamental part of most University Degrees. It can also open up a wide choice of careers.

- ◆ Data Scientist
- ◆ Software Developer
- ◆ Web Developer
- ◆ Games Designer
- ◆ Project Manager
- ◆ Cyber Security Analyst
- ◆ Systems Analyst
- ◆ Business Analyst
- ◆ Database Administrator
- ◆ IT Technician
- ◆ Software Tester

“Northern Ireland's digital sector is now growing faster than most of the UK with 15% of all available job opportunities in the tech industry”  
*Digital Economy Council and Tech Nation (2022)*



Awarding Body  
**OCR**



## Course Structure and Assessment

(6 units)

Unit Information and Communication  
*Portfolio Assignment*

Unit 2 Information Systems  
*Portfolio Assignment*

Unit 10 Games Development  
*Portfolio Assignment*

Unit 19 Spreadsheet Software Design  
*Portfolio Assignment*

Unit 23 Database Software  
*Portfolio Assignment*

## Why Study Applied ICT?

- Have a keen interest in IT and how it is used in business.
- Enjoy studying a subject that is relevant to your own lives and experiences.
- Want the opportunity to carry out practical work and be creative.
- Want to develop specific IT skills that can be used at home, in industry and in business and commerce.

# Subject Guide



## Level 3 Cambridge Technical Introductory Diploma in IT



Awarding Body  
**OCR**

<u>MODULE</u>	<u>COURSE CONTENT</u>	<u>ASSESSMENT</u>
<b>Unit 1</b> Communication and Employability Skills in IT	In this unit students will explore how modern businesses use IT to effectively communicate with a range of stakeholders. Students also investigate the range of jobs within the IT industry.	Portfolio Assessment
<b>Unit 2</b> Information Systems	This unit will provide the learner with a greater understanding of how organisations use a range of types of information internally and externally. The skills gained by completing this unit will enable the student to produce management information systems using common software including data-bases and spreadsheets.	Portfolio Assessment
<b>Unit 10</b> Developing Computer Games	This unit allows learners to explore the nature of the games industry and learn about the elements that make up a game concept. They will understand the history of computer games from the early versions through to the multiplayer games and the high end graphical games that currently exist.	Portfolio Assessment
<b>Unit 6</b> Ecommerce	This unit is to help the learner understand the technologies required for an e-commerce system. Learners will then learn the impact of e-commerce on an organisation and how this affects e-commerce in society. Finally they will be required to create a plan for an e-commerce strategy	Portfolio Assessment
<b>Unit 19</b> Database Software	In this unit students will design a relational database to meet a specified user's needs and then create the database from their designs. They will use and create a range of features within their database such as queries, forms, reports and a user interface/navigation menu. Finally learners will understand how to test their relational database, carry out improvements based on feedback and finally evaluate the design.	Portfolio Assessment
<b>Unit 23</b> Spreadsheet Software	The aim of this unit is to help the learner understand how spreadsheets can be used to solve complex problems. Learners will learn how to create a complex spreadsheet model and to use a range of formulae and functions. Learners will also learn how to automate and customise their spreadsheet models. Finally learners will learn how to test and create user and technical documentation.	Portfolio Assessment

### Grading

<u>Grade</u>	<u>UCAS Points</u>	<u>Equivalence</u>
Distinction *	56	A*
Distinction	48	A
Merit	32	C
Pass	16	E