



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).
Please note that in Short Course GCSE subjects the points score is halved.
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	At least a grade B in GCSE Art.
Biology	Grade AB in Double Award Science with at least 75% in Biology Units 1 and 2 OR Grade B in GCSE Biology with at least 75% in Units 1 and 2.
Business Studies	Grade B in Business Studies OR Grade B or above in English and Mathematics.
Chemistry	Grade AB in Double Award Science with at least 75% in Chemistry Units 1 and 2 OR Grade B in GCSE Chemistry with at least 75% in Units 1 and 2. An A grade in GCSE Mathematics is also 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.
Computer Science	A grade B in GCSE Computing. A Grade A in GCSE Maths or Physics or Grade AA in DA Science is desirable.
Digital Technology (ICT)	A grade A in GCSE ICT. A Grade B in GCSE English Language is desirable.

Electronics	At least a grade B in GCSE Electronics or grade B in GCSE Technology (including an A grade in the Unit 2 examination). If taking this up as a new subject, then Grade A in Maths and Science is required.
English Literature	Grade B in English Literature. A Grade A in English Language is desirable.
French	Preferably a grade A in French.
Further Maths	Grade A in Maths and Grade A in Further 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.
Latin	Grade B in Latin.
Mathematics	Grade A in Maths and Further Maths preferably Grade B. Applicants without Further Maths must speak to the Head of Department.
Media Studies	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	At least a 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 AB in Double Award Science with at least 75% in Physics Units 1 and 2 OR Grade B in GCSE Physics with at least 75% in Units 1 and 2. An A grade in GCSE Mathematics is desirable. A Grade C in Further Maths would be an advantage. It is strongly recommended that pupils studying Physics also study Mathematics at AS level.
Religious Studies	At least a grade B in English Literature or Classical Civilisation or History or Latin.
Spanish	Grade A in Spanish.
Technology & Design	At least a grade B in GCSE Technology & Design or GCSE Electronics. If taking this up as a new subject, then Grade A in Maths and Science and a flair for Art and Design 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 at least a grade B at GCSE level and can demonstrate practical skills.

SPECIFICATION

AS 1 - Experimental Portfolio

Teacher assessment of student's work, with external moderation.

50% of AS, 20% of A Level

AS 2 – Personal Response

Teacher assessment of controlled task, with external moderation.

50% of AS, 20% of A level

A2 1 - Personal and Critical Investigation

Written Investigation 1000-3000 words externally assessed.

20% of A2, 12% of a A Level

Teacher assessment of practical investigation, with external moderation.

40% of A2, 24% of A Level

Written and practical work inform each other and are integrated, but are marked separately.

60% of A2, 36% of a A Level

A2 2 – Thematic Outcome

Teacher assessment of students work, with external moderation.

40% of A2, 24% of A Level

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

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 40% 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 60% of the total award.

The subject content of the AS will comprise 3 teaching and learning modules and is assessed terminally in the L6 year in 3 written papers:

- Module AS 1 Molecules and Cells
- Module AS 2 Organisms and Biodiversity
- Module AS 3 Practical Skills in AS Biology

There will also be internal practical assessment

The A2 will comprise a further 3 teaching and learning modules assessed terminally in the U6 year in 3 written papers.

- A2 1 Physiology, Co-ordination and Control, and Ecosystems
- A2 2 Biochemistry, Genetics and Evolutionary Trends
- A2 3 Practical Skills in Biology

There will also be internal practical assessment

Criteria for entrance into AS Biology are:

A/B 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

Why choose GCE Business Studies?

This qualification engages students in the study of a range of business topics impacting on today's society. Students will take a holistic approach to studying the diverse nature of business organisations. The qualification is underpinned by three core business issues: globalisation, digital technology and stakeholder influence. The qualification will require students to develop decision making skills and engage in critical thinking and analysis of core business functions, which will equip them for further study and employment in business-related areas. No prior knowledge of Business is essential.

Content overview

In the AS units, students are introduced to the business world. They will develop an understanding of the importance of quality to businesses, and gain an appreciation of growing a business through marketing activities and E-Business. They also learn about the importance of financial information and its use in decision making.

Students who continue to A2 will explore business planning and the need to manage risk when developing business strategies. They will develop an appreciation of the role of accounting and financial information in making strategic business decisions, and an understanding of the macroeconomic and global framework within which organisations operate. They will also develop an appreciation of the impact of ethics and sustainability on business decision making and organisational culture.

Assessment at each level is through external examination.

AS 1: Introduction to Business

External written examination - 1 hour 30 minutes
2 compulsory structured data responses (40 marks each)
50% of AS
20% of A level

AS 2: Growing the Business

External written examination - 1 hour 30 minutes
2 compulsory structured data responses (40 marks each)
50% of AS
20% of A level

A2 1: Strategic Decision Making

External written examination - 2 hours
1 compulsory structured data response (90 marks)
30% of A level

A2 2: The Competitive Business Environment

External written examination - 2 hours
Students are required to produce a business report analysing problems, evaluating evidence and proposing/justifying solutions (90 marks)
30% of A level

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 CCEA GCSE courses (Triple Award 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 40% of the total award (year 1)
2. A2 60% 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 (40%) 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 3 modular papers and these will be taken in June of the L6 year. AS 1 and 2 are written examinations (1 hour 30minutes)

AS 3 is a practical examination comprising of two sections:

Section A: Students carry out a practical task in the laboratory (1 hour 15 mins);

Section B: Students undertake a written paper examining their analysis and planning skills alongside their practical knowledge (1 hour 15 minutes).

Both Sections are carried out under controlled exam conditions in school and marked externally by CCEA. 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 3 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. The structure of the 3 modules is similar to the AS course with 2 written modules and a practical assessment module.

	Module	Time Allowed	Weightings (%)	
			AS	A2
AS Level (Year 1)	AS1	1hr 30min	40	16
	AS2	1hr 45min	40	16
	AS3		20	8
A2 Level (Year 2)	A21	2hr	--	24
	A22	2hr	--	24
	A23		--	12

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 useful and interesting. It also goes well with English, Politics, Geography, Religious Studies and Latin: whether you want to learn languages, read books, or understand why we are the way we are, Classical Civilisation has something for everyone. The subject’s relevance to the whole range of arts disciplines makes it constantly fresh and challenging and encourages mental versatility.

Results in Classical Civilisation have been of a consistently high standard – indeed, grades are 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 topics are studied, chosen from the following list:

In L6:

Homer’s *Iliad*

OR

Homer’s *Odyssey*

AND

Greek Tragedy

OR

Roman Political Propaganda

In U6

Virgil’s *Aeneid*

AND

Athenian Democracy

OR

The Fall of the Roman Republic

The Examination

At AS level there are two examination papers testing 1 topic each. There is no coursework.

At A2 level, there are two examination papers testing 1 topic each. 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 of our pupils, including many who have come new to the subject in sixth form, have enjoyed it enough to want to continue their studies at university.

CLASSICAL GREEK

“A” level Classical 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.

OCR’s new syllabus will enable learners to acquire the skills to read literary texts in both prose and verse with attention to literary techniques and styles, and to develop an interest in and enthusiasm for the literary historical and cultural features of the ancient world. The linguistic skills required for Classical Greek will help in the study of English and other languages, while the set texts are deeply influential for any post-classical literature in all European languages.

Texts may be chosen from Herodotus, Plato, Xenophon, and Thucydides in prose, and Homer, Euripides, Sophocles and Aristophanes in verse. Some of these texts are also studied in Classical Civilisation and in “A” level English.

The AS exams consist of one paper in unseen translation and comprehension questions based on two different passages, and a second paper examining the prose and verse set texts. At A2, pupils may choose to continue their study of their AS texts, or to read two new texts in poetry and prose along with the previously examined AS texts, which complete the full “A” level.

There is a vocabulary list for the AS unseen translation.

There is no coursework.

COMPUTER SCIENCE

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the learners but also essential to the future well-being of the country.

This course encourages learners to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation;
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so;
- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- the capacity to see relationships between different aspects of computer science
- mathematical skills;
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Requirements

A grade B in GCSE Computing. A Grade A in GCSE Maths or Physics or Grade AA in DA Science is desirable.

Examining Board

The course follows the WJEC syllabus. Assessment consists of 3 written examinations, one on screen examination and one project. There is one written examination (worth 25%) and one on screen examination (worth 15%) at AS level and two written examinations (worth 40%) and the project (worth 20%) at A2 level.

Course content

AS 1: Fundamentals of Computer Science - External written examination - 2 hours

Students answer short and extended questions based on the Fundamentals of Computer Science.

AS 2: Practical Programming to Solve Problems – External on screen examination - 2 hours

Students complete a range of practical programming activities.

A2 1: Programming and System Development - External written examination - 2 hours

Students answer short and extended questions based on Programming and System Development.

A2 2: Computer Architecture, Data, Communication and Applications - External written examination - 2 hours

Students answer short and extended questions based on Computer Architecture, Data, Communication and Applications.

A2 3: Programmed Solution to a Problem - Internal assessment

This unit requires the learners to investigate, design, prototype, implement, test and evaluate a computer solution to a substantial problem of their own choice.

DIGITAL TECHNOLOGY (ICT)

A level Digital Technology is open to all students who are interested in the effective use of IT systems. It offers advanced study of modern technology-based systems and the development of advanced skills in a range of development environments using a mixture of examination formats and question types.

This course encourages learners to develop:

- develop a genuine interest in digital technology;
- gain an understanding of the system development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- participate in developing an application while adhering to the system development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- apply their skills to relevant work-related scenarios;
- carry out research and development, and present their findings in different formats;
- advanced study skills that help them prepare for third level education;
- demonstrate that they understand and can apply key concepts through challenging internal and external assessments.

Requirements

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

Examining Board

The course follows the CCEA syllabus. Assessment consists of three written examinations and one project. There are two written examinations (worth 40%) at AS level and one written examination (worth 40%) and the project (worth 20%) at A2 level.

Course content

AS 1: Approaches to System Development - External written examination – 1.5 hours

Students answer short and extended questions based on Approaches to System Development.

AS 2: Fundamentals of Digital Technology - External written examination – 1.5 hours

Students answer short and extended questions based on the Fundamentals of Digital Technology.

A2 1: Information Systems - External written examination – 2.5 hours

Students answer short and extended questions based on Information Systems.

A2 2: Application Development - Internal assessment

Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.

ELECTRONICS

This course offers pupils the opportunity to acquire knowledge and understanding of a wide range of electronic systems and to appreciate the role of electronics in society, in particular how electronics is applied and how decisions about its use are made. You will investigate, design and develop solutions to real world problems using both microcontroller programming techniques and hard-wired electronic systems.

GCE Electronics can lead to study in further or higher education in a wide range of areas including a range of Engineering disciplines and the Natural Sciences.

Weblink: <http://www.eduqas.co.uk/qualifications/electronics/as-a-level/>

AS Level Electronics – examinations and coursework submitted in L6 year (does not form part of full A level qualification)

Component 1: Principles of Electronics

Assessed by written examination: 2 hours 30 minutes, 80% of AS level qualification

Component 2: System Design & Realisation Tasks

Non-exam assessment: 20% of AS level qualification

Task 1: A design and realization task to design a digital system to solve an identified problem, need or opportunity – 20 marks.

Task 2: A design and realization task to test an analogue circuit against a specification – 20 marks.

Task 3: A design and program task to create a microcontroller system programmed via a flowchart to solve an identified problem, need or opportunity – 20 marks.

A Level Electronics – examinations and coursework submitted in U6 year

Component 1: Principles of Electronics

Assessed by written examination: 2 hours 45 minutes, 40% of A level qualification

Component 2: Application of Electronics

Assessed by written examination: 2 hours 45 minutes, 40% of A level qualification

Component 3: Extended System Design & Realisation tasks

Non-exam assessment: 20% of A level qualification

Task 1: A design and program task to create a microcontroller system programmed in assembler language to solve an identified problem, need or opportunity – 20 marks.

Task 2: A substantial integrated design and realization task to create an electronic system to solve an identified problem, need or opportunity – 50 marks.

Entry Requirements:

At least a grade B in GCSE Electronics or grade B in GCSE Technology (including an A grade in the Unit 2 examination). If taking this up as a new subject, then Grade A in Maths and Science is required.

ENGLISH LITERATURE

Pupils of English Literature at AS and A2 follow the CCEA specification. The course offers students the opportunity to develop their analytical skills whilst reading, writing and participating in independent research.

The revised specification, comprising four externally assessed units and one internally assessed, gives students the opportunity to study a range of writing from the canon of English literature and also texts by more modern writers, encouraging students to develop as discerning and critical readers and providing a sound basis for either progression to higher education or employment.

Specification Summary

The GCE English Literature specification is made up of two parts: AS and A2. Students may take the AS as a final qualification without progression to A2. However, to gain the full GCE, students need to complete both the AS units and the A2 units.

There are two AS and three A2 units, as follows:

- **AS 1:** The Study of Poetry 1900–Present and Drama 1900–Present
Texts include: Heaney and Frost; *The Crucible* or *A Streetcar Named Desire*
- **AS 2:** The Study of Prose Pre 1900 Texts include: *The Scarlet Letter* or *Wuthering Heights*
- **A2 1:** Shakespearean Genres. Options include: Tragedy or Comedy
- **A2 2:** The Study of Poetry Pre 1900 and Unseen Poetry. Options include Blake, Chaucer and Dickinson
- **A2 3:** Internal Assessment. Thematic options include: dystopia, childhood, the outsider

Benefits to Students

An A level in English Literature helps to:

- develop advanced independent study skills that help students prepare for tertiary education;
- develop creative, individual responses to problems; and
- sustain and nurture an interest in reading.

GEOGRAPHY

“So many of the world’s current issues – at a global scale and locally – boil down to geography, and need the geographers of the future to help us understand them” (Michael Palin)

A Level Geography is designed to give students the opportunity to develop their **understanding of geographical concepts and processes** to help interpret our changing world. Students will develop as **global citizens** and will recognize the **challenges of sustainability** and the implications for their own and others’ lives.

Students will become adept in the use and application of **skills and new technologies** through their geographical studies both in and outside the classroom. They will improve as **critical and reflective learners** aware of the importance of attitudes and values.

Specification

Unit	Title	Themes
AS1	Physical Geography	A Rivers B Ecosystems C Weather and Climate
AS2	Human Geography	A Population B Settlement C Development
AS3	Fieldwork Skills and Techniques in Geography	A Fieldwork B Skills and Techniques in Geography (e.g. mapping and graphical presentation skills)
A2-1	Physical Processes, Landforms and Management	A Plate Tectonics B Tropical Ecosystems
A2-2	Processes and Issues in Human Geography	A Ethnic Diversity B Tourism
A2-3	Decision Making in Geography	This unit takes the form of a case study set within a real world context. You will be given a wide range of resource materials including reports, infographics, photographs and maps. You will use the skills and techniques developed throughout your course to consider the issue, make a decision and justify it on the basis of the greater overall benefits.

Assessment

Unit	Assessment	Duration	Weighting
AS1 Physical Geography	External examination paper	75 minutes	40% of AS 16% of A2

AS2 Human Geography	External examination paper	75 minutes	40% of AS 16% of A2
AS3 Fieldwork Skills and Techniques in Geography	External examination paper	60 minutes	20% of AS 16% of A2
A21 Physical Processes, Landforms and Management	External examination paper	90 minutes	24% of A2
A22 Processes and Issues in Human Geography	External examination paper	90 minutes	24% of A2
A2-3 Decision Making in Geography	External examination paper	90 minutes	12% of A2

Career Opportunities

Geography can open up a range of opportunities for Further and Higher Education. Many geography students go on to have successful and interesting careers such as urban planners, cartographers, GIS specialists, environmental managers, weather forecasters, researchers, teachers, demographers and many more.

Entry Requirements

A minimum of a B grade in GCSE Geography

GOVERNMENT & POLITICS

A Level Government and Politics offers students the opportunity to develop an interest in and to acquire understanding of the political systems in which they live. At AS students have the opportunity to study the political systems that have the greatest impact upon their lives- the Northern Ireland system and that of the United Kingdom. At A2 a range of other political systems, both democratic (including the USA) and non-democratic are studied, giving students the opportunity to consider the question of how best to govern any society.

The skills promoted by the study of Government and Politics are much sought after in higher education and will enhance students' employability: these include written and oral communication, the ability to think critically and argue coherently, problem solving and working with others.

Studying Government and Politics at A level can lead to a range of careers including law, journalism, finance, criminology, teaching, accounting, social work, public relations, political lobbying, local or national government, 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

AS Modules

AS Module 1 (40%)	The Government and Politics of Northern Ireland
AS Module 2 (60%)	The British Political Process

A2 Modules

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 (40%) and the A2 (60%).

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. Consideration will also be given to pupils with a 'B' grade in English Literature.

Syllabus

Pupils follow the CCEA syllabus. Four units are studied: two at AS Level and two at A2. Under the new specification AS level examinations will be worth 40% of the final mark, while A2 examinations will comprise the remaining 60%.

AS Units

AS Unit 1: Weimar and Nazi Germany, 1919-45

AS Unit 2: The roots of Irish Nationalism, 1823-67

A2 Units

A2 Unit 3: The Causes and Consequences of Great Power Conflict 1848-1945

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

'A' Level History is described as a "facilitating subject" by the Russell Group of universities; it is in the top 5 subjects valued by these institutions. History at 'A' Level allows you to develop strong transferable academic skills, such as powers of analysis, evaluation of evidence, independence of mind, the formulation of arguments and the ability to work independently. All of these skills will help to equip you for the challenges of University and prepare you for a wide range of careers. 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.

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 40% of the total AS marks and 20% of the total A level mark. There is one written examination and one Project (worth 40%) 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 and European Literature. Pupils studying Maths and Science find it appealing as it is a very logical language. Pupils 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 Cicero, Virgil, Ovid, Livy, Caesar, Tacitus, and Pliny. Texts are often chosen in consultation with pupils’ interests. Some of these texts are also read in Classical Civilisation.

The Examination:

There are two exams at AS level, one on unseen translation and comprehension questions based on separate texts, and one on each of two texts in poetry and prose. This completes the AS qualification. There is a vocabulary list used for the unseen language work. At A2, pupils may choose to continue their study of their AS texts, or to read two new texts in poetry and prose along with the previously examined AS texts, which complete the full “A” level.

There is no coursework.

Careers:

Pupils in Latin regularly achieve excellent grades which both universities and prospective employers find impressive. Pupils with A level Latin have gone on to study computing, zoology, modern languages, nursing, physiotherapy, law, accountancy, medicine, dentistry, and teaching. Other areas include the sciences, business, banking, and the Civil Service.

Several of our pupils have gone on to study classical languages and archaeology 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
- 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 Further Mathematics GCSE.

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

Aims of this course

This qualification has been designed to help students:

- Enhance their enjoyment and appreciation of the media and its role in society, culture, politics and the economy
- Develop critical understanding of the media and media theory
- Develop critical thinking skills, decision making skills and analytical skills
- Demonstrate sophisticated practical and creative skills
- 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

Key Concept of Representation

Key Concept of Audience

Key Concept of Genre

Key Concept of Narrative

Key Concept of Media Industry

Key Concept of Ideology

Media Language

Semiotics

Media Theory

Range of texts

The media texts used in the examination will be selected from the following:

- Advertisements • DVD covers
- Newspaper front pages • Magazines • Radio sequences
- Film extracts • Television sequences • Music videos
- On line media • Computer game extracts

Assessment

1. A written examination paper where you will be assessed on your ability to analyse and compare texts
2. Production of media texts

Prospects

This qualification supports progression into further education, training or possibly into employment in a fast expanding global industry.

MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

This GCE will give you a fascinating insight into other cultures and their languages. Whilst developing the ability to communicate confidently and effectively in both speaking and writing, you will also learn about their contemporary society, cultural background and heritage. Your course will involve lessons with a native speaker.

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 3 modules, each of which will be examined in May / June. Resits are available for the AS units only.

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
8. issues studied at a general level

Module 2 – Listening, Reading and Writing

Section A

One listening exercise.

Section B

A test of reading comprehension and a short passage for translation from the Target Language into English.

Section C

A series of grammar exercises and sentences for translation into the Target Language.

Module 3

An extended writing question chosen from a range of questions. This is based on the study of a film.

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 40% of the A2 level exam.

Upper Sixth

Pupils who go on to do the full 'A' level (A2) exam must do a further 3 modules:

Module 4

Part 1 consists of an introduction of one minute that is prepared in advance and followed by a discussion of 5 minutes based on a societal theme followed by a general conversation.

Module 5 – Listening, Reading and Writing

Section A

One listening exercise

Section B

A test of reading comprehension, a summary exercise and a passage for translation from English into the Target Language.

Section C

One extended writing response chosen from a range of questions. This is based on the study of a literary text.

MUSIC

AS Level

- 1. Performing**
Solo performance (5-7 minutes)
Viva Voce
- 2. Composing**
Composition Task (one composition of 1 ½ - 2 ½ minutes)
Written Commentary (maximum 1000 words)
- 3. Responding to Music**
Test of aural perception lasting 1 hour
Written examination lasting 2 hours

Areas of Study:

Music for Orchestra, 1700 to 1900.

Sacred Vocal Music (Anthems)

Secular Vocal Music (Musicals)

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

A2 Level

- 1. Performing**
Solo performance (8-10 minutes)
Viva Voce
- 2. Composing**
Composition Task (one composition of 2 - 3 minutes)
Written Commentary (maximum 1200 words)
- 3. Responding to Music**
Test of aural perception lasting 1 hour 15 minutes
Written examination lasting 2 hours

Areas of Study:

Music for Orchestra in the 20th Century

Sacred Vocal Music (Mass/ Requiem Mass)

Secular Vocal Music, 1600 to the Present Day

*Minimum standard for performance: Minimum **Grade 5***

NUTRITION AND FOOD SCIENCE

The central focus of Nutrition and Food Science 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.

Nutrition and Food Science is concerned with the management of human and non-human resources and with making informed decisions.

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

Examining Board: CCEA

AS Course Structure

Unit AS 1: Principles of Nutrition

Study of macronutrients and micronutrients and other dietary constituents:

- Protein
- Fat
- Carbohydrates
- Vitamins
- Minerals
- Water and other fluids

Study of nutritional requirements and current dietary recommendations for each life stage:

- Nutrition through life
- Nutrient requirements

Assessment: written examination that includes both short answers and extended writing questions. The paper is 1 hour 30 minutes long and has 80 marks. **50% AS (20% A2)**

Unit AS 2: Diet, Lifestyle and Health

Students investigate current research on diet, lifestyle and health

- Eating patterns
- Energy and energy balance
- Diet related disorders
- Alcohol
- Physical Activity

Assessment: written examination that includes both structured and extended writing questions. The paper is 1 hour 30 minutes long and has 80 marks. **50% AS (20% A2)**

A2 1 Option A: Food Security and Sustainability

Students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer choice:

- Food security
- Food poverty
- Food sustainability
- Food waste
- Changing consumer behaviour

OR

A2 1 Option B: Food Safety and Quality

Students explore a safe food supply from the primary producer to the consumer:

- Food safety
- Safety through the food chain
- Microbiological contamination
- Chemical contamination
- Additives
- Allergens
- Controls and legislation

Assessment: written examination that includes both structured and extended writing questions. The paper is 2 hours 30 minutes long and has 85 marks. **30% of A Level.**

Unit A2 2: Research Project

Students submit a report on a research project of their own choice. The report should not exceed 4000 words. Students must take their research area from AS 1, AS 2 or A2 1. This gives the student opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process. This unit is assessed internally. It has a total of 120 marks. **30% of A Level.**

Entry requirements

Preferably grade B in Home Economics or Child Development or BB in Double Award Science. This course provides a good foundation for Higher Education. Graduates of Nutrition and Food Science/Consumer Studies can follow careers in:

Education
Food Science and Technology
Journalism
Nutrition and Dietetics
Retail Management
Various sections of the medical profession
Food Product Development
Advertising
Social work
Counselling
Health Promotion
Environmental Health
Consumer Advice
Hotel, Leisure and Tourism Management

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.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. It provides a suitable foundation for the study of physical education or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

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.

COURSE CONTENT

The WJEC AS and A level in physical education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the interrelationships between the areas of study and apply them in a variety of contexts

Mark Allocation:

AS Unit 1 - Exploring physical education

Written examination: 1¾ hours

24% of A level qualification (60% of AS qualification)
72 marks

To assess all AS subject content

Question types

Contextualised questions to include multiple choice, data response short and extended answers.

AS Unit 2

Improving personal performance in physical education

Non-exam assessment

16% of A level qualification (40% of AS qualification)

48 marks

The assessment will include

- practical performance in **one** activity as a player/performer and as a coach **or** official
- Personal Performance Profile

1. Practical performance as a player/performer

Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

2. Practical performance as a coach

Learners must plan and deliver a coaching session as part of a training programme.

3. Practical performance as an official

Learners should be the main official in their chosen activity in a competitive situation.

Further details for acceptable activities can be found on the WJEC website.

<http://www.wjec.co.uk/qualifications/physical-education/physical-education-gce-a-as/>

4. Personal Performance Profile

The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

A level Unit 3

Evaluating physical education

Written examination: 2 hours

36% of qualification

90 marks

To assess all A level subject content

Question types

A range of questions to include data response, short and extended answers.

A level Unit 4

Refining personal performance in physical education

Non-exam assessment

24% of qualification

60 marks

The assessment includes

- practical performance in **one** activity as a player/performer, coach **or** official
- Investigative Research

1. Practical performance as player/performer

Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

2. Practical performance as a coach

Learners must plan and deliver a progressive coaching session as part of a training programme.

3. Practical performance as an official

Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

4. Investigative Research

The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

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 75% in the written papers) or AB in Double Award Science (with at least 75% 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 – 1 hour 45 minutes
AS Module 2	Waves, Photons and Astronomy -1 hour 45 minutes
AS Module 3	Practical Techniques and Data Analysis - 2 x 1 hour papers
A2 Module 4	Deformation of Solids, Thermal Physics, Circular motion, Oscillations and Atomic and Nuclear Physics – 2 hours
A2 Module 5	Fields, Capacitors and Particle Physics
A2 Module 6	Practical Techniques and Data Analysis – 2 x 1 hour

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. Textual Studies: An Introduction to the Acts of the Apostles

Context

The Origin and Expansion of Christianity

Paul the Apostle

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. Systematic Study of One Religion: The Origins and Development of the Early Christian Church to AD 325

The Development of the Early Church

Developing Christian belief and Practice

Early Christian Literature especially Ignatius and I Clement, the second century Apologists with the focus on Justin Martyr

Constantine and the Church

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. Themes in Selected Letters of St. Paul

Paul's Letter to the Galatians

Paul's First Letter to the Corinthians

Paul's Letter to the Ephesians

Aspects of Human Experience

Synoptic Topic – Controversy, Division and Reconciliation

2. Themes in the Early Church and the Church Today

Church Authority and Division

Church Government: The Apostolic fathers, Irenaeus, Tertullian and Cyprian

Gnosticism
Marcionism
Montanism
The Church Response to Heresy especially that of Irenaeus
Early Christian Literature:
Tertullian and Cyprian
Belief and Belonging in the Modern World
Challenges to religious Authority
Secularisation
Modern Christian Apologetics:
C.S. Lewis, John Stott, Alister McGrath, Karl Rahner

Synoptic Topic:
Faith, Morality and the State

Exam Format

AS 2 written examinations (1 hour 20 m each) 40% of A Level
A2 2 written examinations (2 hours each) 60% of A Level

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

This course offers pupils the opportunity to acquire knowledge and understanding of the world of product and systems design with an emphasis on electronics. You will investigate and analyse existing products and design/develop, manufacture and evaluate your own products. Pupils will have the opportunity to use a range of software and CAD/CAM tools.

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: 8900

Weblink: www.ccea.org.uk/technology

AS Unit 1: Compulsory Area of Study – Design and Materials

Including - Materials and Processes, Product Analysis, Design & Communication, Design & Manufacture, Quality & Safety

Optional Area of Study – Systems and Control: Electronic and Microelectronic Control Systems

Assessed by external examination (2 x 1 hour papers taken consecutively in the same examination session) – 50% of AS (20% of A2)

AS Unit 2: Coursework: Product Development

The emphasis in this unit is on the analysis and development of an existing product with a view to re-designing either the product or an aspect of it.

Students are expected to produce a 3D model and a folio of 10 A3 pages containing both written and graphical information.

Approximately 45 hours of work, externally moderated – 50% of AS (20% of A2)

A2 Unit 1: Systems and Control: Electronic & Microelectronic Control Systems

Assessed by external examination (2 hours) – 30% of A2

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

In this unit, students develop and showcase a wide range of technical, design and making skills and capabilities in response to a client-focused, real world need. This is a design-and-make activity which must include a suitably complex electronic system and should be accompanied by a portfolio including written and graphical information produced on not more than 20 A3 sheets.

Approximately 60 hours of work, externally moderated – 30% of A2

Entry Requirements:

At least a grade B in GCSE Technology & Design or GCSE Electronics. If taking this up as a new subject, then Grade A in Maths and Science and a flair for Art and Design may be acceptable.

ENRICHMENT COURSES

Young Enterprise Scheme: Please see Mrs Millar

Information Technology (Key Skills): Please see Mr Coyles

GCSE Motor Vehicle Studies: Please see Mrs Seffen

Sign Language: Please see Year Teacher

Chinese: Please see Ms Cochrane

Additional enrichment courses may be available.