

Dean Maguire College



**Post-16
Prospectus
February 2018**

February 2018

Dear Student,

As you approach the end of Key Stage 4 and prepare thoroughly for your forthcoming G.C.S.E. examinations, you also have to look at Post 16 options. Having a particular career in mind, it is very important that you choose subjects that are required for entry into that career. If it is the case that you have not decided on a definite career, it is vital that you choose subjects in which you have the ability to succeed, subjects that you would enjoy studying and which then will enable entry to whatever career you wish to pursue.

Our offer of Post 16 subjects entails general (academic) and applied (vocational) and these are provided in our own school and through collaboration. Dean Maguirc College is a member of both the Omagh Learning Community and the Mid-Tyrone Area Learning Partnership. We will endeavour to provide your subject choices, be it here in the 'Dean' or through collaboration with another school/South West College, Omagh.

To embark on Post 16 studies, students are required to have a minimum of 5 A* - C in five subjects or more at GCSE level (preferably to include English and Mathematics) but input from Head of Departments is often sought with regard to selection of a subject for A-Level. In this competitive world, top grades are essential for entry to third level education or even seeking entry into the world of work.

Thus it is most important that much research is done with regard to the selection of subjects for Post 16 studies and options should be discussed with all relevant parties which will entail students, parents, educators and careers personnel.

I wish you every success in your selection of subjects for the next stage of your second level education and in my role as principal, I will give you whatever support is required at this time.

Yours sincerely,

James Warnock

A WARM WELCOME TO POST-16 EDUCATION IN DEAN MAGUIRC COLLEGE

At Dean Maguirc College we offer a variety of courses which are aimed at preparing students for both the world of work and/or for entry into third level education (eg HNDs/Degrees).

The next two years of study can determine your future. This is both an important and challenging time. Entry into higher education or into training for the world of work will be strongly influenced by the decisions you make now.

As a Post -16 student you will be supported and guided by the staff in the Dean during your studies.

Useful tips on choosing your Post -16 Courses

When choosing your subjects at Post 16 Level you should bear in mind career interests, your likes and dislikes, your skills and qualities and your ability.

- If you are interested in a particular career area it is important that you choose the necessary subjects required by colleges/universities. It is vital that you carry out careers research.
- It is important that you are interested in and enjoy your advanced level subjects. Therefore, it is necessary to research the course content and gain advice from the relevant subject teachers.
- It is necessary to assess your aptitude in the subjects you are choosing. The A level content in a particular subject may be much more challenging and demanding from what is required at GCSE level. Subject teachers can offer advice on your suitability.
- You must try to keep your options open and choose a balanced range of subjects if you are undecided in relation to a specific career area. Discuss the options with your parents, form teachers, subject teachers and your careers teachers.

Individual career guidance is offered to all Year 12 pupils, provided by the school's Careers Officer, Mr Ronan Mc Ateer.

Careers education, information, advice and guidance

Careers advice will be available throughout your course. Not only will the careers teachers be available for consultation during your timetabled careers classes but also at other times when required.

Visits to college/university open days will be arranged and relevant visiting speakers will also be invited to the school.

Individual career guidance will be available and assistance will also be given on the completion of UCAS application forms, the writing of personal statements, CVs, preparation for interviews, applications for student finance and assistance in researching accommodation at university.

When you are considering your options in Year13/14, you should discuss your subject choices and your future career aspirations with Careers Teachers, Form Teachers and Subject Teachers. They are all willing to help you make the best choice for you!

Opportunities for work experience

A work placement is accommodated in your Year 13 programme which will enable you to investigate specific career options. Further opportunities to broaden your work experience can be incorporated into your course. Placements can be found locally or further afield which are relevant to your particular course of study.

Post 16 Curriculum

Students can study for traditional AS/A2 levels or for the more vocational Applied AS/A2 levels and/or BTEC Level 3 Subsidiary Diplomas (equivalent to 1 GCE A Level) or BTEC Level 3 certificates (equivalent to 1 GCE A Level) or they can study a combination of all three.

GCE Advanced Subsidiary (AS Level)

The Advanced Subsidiary (AS Level) allows progression and encourages breadth of study in post-16 study. It is studied in Year 13 and is a qualification in its own right carrying university entry points.

The AS Level consists of two/three modules and makes up the first half of an A Level course. A student can use the AS Level as the first half of an A Level, or as a qualification to broaden their studies.

The AS Level is graded A to E.

GCE A2 Level

The A2 Level qualification consists of four/six modules. Half of these are studied in Year 13 and the rest are studied in Year 14. Those studied in Year 13 make up the AS Level, with all modules being required for the A2 Level.

The A2 Level is graded A* to E.

Applied AS/A2 Levels

Applied AS/A2 Levels are more suited to students who would prefer to follow a more vocationally orientated route than general AS/A2 Levels. Both are similar in that they consist of modules but with an Applied AS/A2 Level, modules are designed to focus on a particular vocational area such as Business Studies, Health and Social Care, ICT etc.

The Single Award (1 A Level) consists of 6 modules and the Double Award (2 A Levels) consists of 12 modules.

The Applied AS/A2 Levels are graded A* to E.

BTEC Level 3 Subsidiary Diplomas

A BTEC Level 3 is a practical, work-related course. You will complete projects and assignments which are based on realistic workplace situations, activities and demands. You will study six units. Some of these units are externally assessed by the awarding body. All other units are internally assessed and graded by your teacher. Successful completion of a Subsidiary Diploma leads to a nationally recognized qualification which is the equivalent of one A Level.

The BTEC Level 3 Subsidiary Diplomas are graded Pass, Merit or Distinction.

Dean Maguire College



AS/A2 Courses

From September 2018 Dean Maguirc College intends to offer the following courses in collaboration with St Ciaran's College, Ballygawley, South West College, Omagh and possibly other post primary schools within Omagh Learning Community. The availability of some courses will depend on timetabling restraints and viable numbers of pupils choosing the subject:-

AS/A2 Subjects offered

- AS/A2 Art and Design
- AS/A2 Biology
- AS/A2 Business Studies (Applied – Single Award)
- AS/A2 Chemistry
- AS/A2 English Literature
- AS/A2 Environmental Technology
- AS/A2 French
- AS/A2 Geography
- AS/A2 Health and Social Care (Applied – Single Award)
- AS/A2 History
- AS/A2 Information and Communications Technology (Applied – Single Award)
- AS/A2 Irish
- AS/A2 Mathematics
- AS/A2 Music
- AS/A2 Physics
- AS/A2 Psychology
- AS/A2 Religious Studies
- AS/A2 Sociology
- AS/A2 Technology and Design
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BTEC Level 3 Subsidiary Diplomas: -

- Agriculture and Rural Studies
- Children's Care, Learning and Development
- Construction
- Engineering
- Hospitality
- Media – TV and Film
- Media – Games Development
- Performing Arts
- Applied Science
- Sports Studies
- Travel and Tourism

ART AND DESIGN

Skills developed through the study of art and design:

All of which will contribute to employability

- Being creative
- Managing Information
- Thinking skills
- Evaluating their own and other work
- Improving own learning and performance
- Communication
- Problem-solving
- Information and communication technology
- Working with others
- Experimenting
- Investigating
- Realising

Subject Content

A Level art and design is a two year course and is 100% coursework.

Year 1 - AS Level.

Year 2 – A2 Level

AS Course

- AS 1 (Coursework Portfolio)
Teacher assessment of student's coursework portfolio, with external moderation.
- AS 2 (Externally Set Assignment)
Teacher assessment of controlled test, with external moderation.

A2 Level

- A2 1 (Personal Investigation)
Teacher assessment of personal investigation, with external moderation.
- A2 2 (Externally Set Assignment)
Teacher assessment of controlled test, with external moderation.

AS 1	60% of AS	30% of A Level
AS 2	40% of AS Level	20% of A Level
A2 1	30% of A Level	
A2 2	20% of A Level	

CAREER OPPORTUNITIES

A Level Art and Design is required to study a Foundation course in Art and any Degree Level in Art and Design.

Studying Art and Design can lead to careers in the following:

- Architecture
- Animator
- Advertising
- Fine artist
- Graphic Communications
- Special Effects
- Illustrator
- Textile/Fashion Design
- 3d Product design
- Furniture Design
- Interior Design
- Make up artist
- Hairdressing
- Jewellery Designer
- Craft Worker
- Costume/Set Designer
- Photography
- Web Designer
- TV/film Director
- Teaching
- Painter/Decorator
- Art Therapist

BIOLOGY

Why study Biology?

To provide a course which:

- is complete in itself and performs a useful educational function for students not intending to study Biology at a higher level;
- will be suitable preparation for university courses in Biology for biological studies in other educational establishments and for professional courses which require students to have a knowledge of Biology when admitted.
- need to have studied Double Award Higher Tier Science.

What modules will I study?

The specification adopts a modular structure and candidates are required to study **three** teaching and learning modules for AS course and **six** modules for the full Advanced GCE course, i.e. A2

Unit	Assessment	Weightings	Availability
AS 1: Unit 1- Biology and Disease	1 hour 15 minutes written examination, externally assessed	33.3% of AS 16.7% of A2	Summer
AS 2: Unit 2- The variety of living organisms	1 hour 45 minutes written examination, externally assessed	46.7% of AS 23.3% of A2	Summer
AS 3: Assessment of Practical Skills in AS Biology	Internal practical assessment	20% of AS 10% of A Level	Summer
A2 1: Unit 4- Populations and Environment	Written examination, externally assessed	16.7% of A Level	Summer
A2 2: Unit 5- Control in Cells and in Organisms	Written examination, externally assessed	23.3% of A Level	Summer
A2 3: Assessment of Investigational and Practical Skills in Biology	Internal practical assessment	20% of A Level	Summer

Which undergraduate courses at University prefer A-Level Biology?

Food and nutrition	Dietetics
Anatomy	Biomedical Engineering
Biological Sciences	Radiography
Agricultural Technology	Physiotherapy
Genetics	Optometry
Marine Biology	Occupational Therapy
Medical Biology	Podiatry
Medicine	Nursing
Microbiology	
Physiology	
Zoology	

APPLIED BUSINESS

The GCE Applied Business course aims to provide the students with a broad introduction to the business sector and to encourage the students to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses and/or organising an enterprise activity.

This qualification offers students:

- The chance to acquire a broad range of business skills through the study of authentic business contexts.
- The ability to interact with the business environment allowing the students the opportunity to experience real business practices, and,
- A range of units designed to provide a progression route to higher education or training.

Course Structure

Single Award

AS Units – Year 13	A2 Units – Year 14
Unit 1 – Creating a Marketing Proposal Unit 2 – Recruitment in the Workplace Unit 3 – Understanding the Business Environment	Unit 9 – Strategic Decision Making Unit 10 – A Business Plan for the Unit 13 – Promotion in Action

Double Award

AS Units – Year 13	A2 Units – Year 14
Unit 1 – Creating a Marketing Proposal Unit 2 – Recruitment in the Workplace Unit 3 – Understanding the Business Environment Unit 4 – The Impact of customer services Unit 5 – ICT provision in a business Unit 8 – Understanding production in business	Unit 9 – Strategic decision making Unit 10 – A business plan for the Entrepreneur Unit 11 – Managerial and supervisory roles Unit 13 – Promotion in Action Unit 16 – Training and development Unit 18 – Managing risk in the workplace

CHEMISTRY

Introduction

To study 'A' Level Chemistry, students should have performed well in the Chemistry component of the Double Award Science GCSE course. If a student has any doubts about their ability to cope with 'A' Level Chemistry, they should discuss the matter with their Chemistry teacher.

Skills Development

Studying Chemistry develops a logical and analytical mind and promotes development in many of the Key Skills. The training involved in 'A' Level Chemistry develops a student's ability to understand and handle complex concepts, to solve numerical and practical problems, to use and manipulate a range of equipment. It also provides an opportunity for students to develop oral and written communication skills.

Career Opportunities

One of the most important reasons for studying Chemistry is the wide choice of careers it opens up. Chemistry is ESSENTIAL for many careers including the following:

Medicine, Biochemistry, Chemical Engineering, Dentistry, Veterinary Medicine, Food Science, Environmental Science, Pharmacy, Agriculture, Food Technology, Chemistry and Industrial Chemistry.

Assessment

Students study three modules for the AS Level and a further three for the full GCE 'A' Level. Modules 1, 2, 4 and 5 are available in winter and summer as external examinations.

Advanced Subsidiary (AS)

	Marks
Module 1: Atoms, Bonds and Groups	90
Module 2: Chains, Energy and Resources	150
Module 3: Practical Skills in Chemistry 1	60

Advanced GCE Chemistry a (Certification)

Module 4: Rings, Polymers and Analysis	90
Module 5: Equilibria, Energetics and Elements	150
Module 6: Practical Skills in Chemistry 2	60

ENGLISH LITERATURE

Those pupils who excel in GCSE English Literature or who achieve a grade A in GCSE English may opt to continue their study of the subject to A- level. Pupils can study AS level for one year or can embark upon the full two year A- level course. In our department, our results at A- level have been consistently excellent: **100% A* - C** achieved in the **last ten years.**

A BREAKDOWN OF THE COURSE: Exam Board: CCEA

AS (YEAR 13):

Module 1: Coursework

Section A: Study of Shakespeare- Critical analysis

Section B: Modern American Drama- Creative writing.

Module 2: Exam

Section A: Poetry Study (Heaney and Montague- open book)

Section B: Twentieth Century prose (The Great Gatsby- closed book)

A2 (YEAR 14):

Module 1: Exam

Section A: Study of poetry 1300-1800 (The Pardoner's Tale- closed book)

Section B: Study of a pair of Drama texts (King Lear and Burial at Thebes- closed book)

Module 2:

Section A: Study of post 1990 prose (The Illusionist- open book exam)

Section B: Theme based study of two novels: Women in Society (Jane Eyre and Wide Sargasso Sea- closed book)

CAREER OPPORTUNITIES:

A grade C or above in GCSE English is absolutely essential to proceed into employment, training or to continue your studies. Similarly, A-level English Literature will open many doors career wise and is a much respected A-level subject choice. Studies in teaching, law, speech therapy, Theatre/ Drama studies, Journalism, Politics, Media Studies, Psychology, and indeed any career which requires written and verbal communication appreciate a study of literature at A-level.

Skills developed:

A study of A-level English Literature enhances pupils' life skills. Pupils will;

- Develop as confident, independent and reflective readers.
- Analyse alternative interpretations of each text and provide their own.
- Learn about the historical, literary and social contexts of each writer and text.
- Develop as creative and analytical writers.
- Become fluent, articulate and confident communicators, adept at working as part of a group, voicing and justifying their opinions.

ENVIRONMENTAL TECHNOLOGY

This science-based specification focuses on technological solutions to the energy and environmental problems facing the world today. It highlights the need to manage our planet's resources more effectively and explores how our society will make the transition to a more sustainable way of living.

Specification at a glance

Content	Assessment	Weightings	Availability
AS 1 The Earth's Capacity to Support Human Activity	External Exam 1hr 30 mins	50% of AS 20% of A Level	Every Summer from 2017
AS 2 Renewable Energy Technologies	Internal Assessment Students produce a report based on a realistic scenario relating to the use of renewable energy technologies. Externally moderated	50% of AS 20% of A Level	Every Summer from 2017
A2 1 Building and Managing a Sustainable Future	External Exam 2hrs	30% of A Level	Every Summer from 2018
A2 2 Environmental Building Performance and Measurement	Internal assessment Students produce a technical report relating to the environmental performance of a local building. Externally moderated	30% of A Level	Every Summer from 2018

Environmental Technology is an Applied GCE

- Available as AS and A2.
- It is possible to take the AS as a standalone qualification.
- The A2 is the second part of the full Advanced G CE course
- The GCE award is based on AS (40%) and A2 (60%).
- Environmental Technology is accepted as a Science by QUB and UU.

This specification allows opportunities for students to appreciate how science and technology can contribute towards a sustainable economy and society, understand the concept of sustainability and the role of environmental technology in present day and future society and to apply their skills to relevant work-related scenarios.

Career Opportunities

Increased awareness of the impact human activity has on our world means that environmental technology is an expanding learning area. Despite the global recession, the green economy continues to grow. This presents significant opportunities for employment in areas such as: -

Engineering,

Planning,

Manufacturing,

Technical support

Management.

FRENCH

The AS French programme builds on the knowledge, understanding and skills developed within GCSE at Higher Tier. The A2 section of the Advanced GCE builds upon the foundation of knowledge, understanding and skills developed within the AS level programme, and provides the basis for further study of French.

The scheme of assessment is in two parts.

Two units make up the Advanced Subsidiary (AS) and a further two A2 units make up the four units required for Advanced GCE.

AS level:

Module 1: A presentation prepared in advance followed by a conversation. This is conducted by an external examiner.

Module 2: This is divided into 3 parts: (a) A listening test, (b) A reading test and a translation from French to English (c) An extended essay.

A2 level:

Module 1: A discussion based on a societal theme followed by a conversation. This is conducted by an external examiner.

Module 2: This is divided into 3 parts: (a) A listening test, (b) A reading test and a translation from English to French, (c) A essay based on a literary text.

Employers are always asking for candidates with language skills. Examples of employment where language skills are valued include: journalism and media, law, engineering, business and marketing, ICT, sport and leisure, travel and tourism, customer service, civil service, (immigration, customs and excise, diplomatic service) and teaching (UK and abroad).

“Learning a language makes our minds stronger and more flexible. Actually using it gives us an entirely new experience of the world.”

John Cleese

GEOGRAPHY

Summary of Scheme of Assessment

Key features

There are four assessment units each with 25-50 percent weighting:

- AS 1: Physical Geography with fieldwork skills
- AS 2: Human Geography with skills and techniques
- A2 1: to include two sections:
 - (i) Human Geography: three options – students need to study two from:
 - Impact of Population Change
 - Issues in Ethnic Diversity;
 - Planning for Sustainable Settlements
 - (ii) Global Issues: the study of global debates and their context – students need to study one from:
 - The Global Warming Debate
 - The Nuclear Debate
 - The GM Crops Debate
 - The Ecotourism Debate
- A2 2 to include two sections
 - (i) Physical Geography: three options – students need to study two from:
 - Fluvial and Coastal Environments
 - Nature and Sustainability of Tropical Ecosystems
 - The Dynamic Earth
 - (ii) Decision-Making
 - Stretch and challenge takes the form of open-ended questions on A2 1 and A2 2.

Unit	Assessment Format	Duration	Weightings	Availability
AS 1: Physical Geography (including fieldwork skills)	External examination paper (to include an assessment of fieldwork)	1 hour 30 minutes	50% of AS 25% of A Level	Summer
AS 2: Human Geography (including skills and techniques)	External examination paper (to include an assessment of skills and techniques)	1 hour 30 minutes	50% of AS 25% of A Level	Summer
A2 1: Human Geography and Global Issues	External examination paper	External examination paper	25% of A Level	Summer
A2 2: Physical Geography and Decision-Making	External examination paper (to include a decision making exercise)	2 hours 30 minutes	25% of A Level	Summer

Skills Developed

Include the ability to read plans and maps, use coordinates, identify features on a map, understand scale, understand synoptic charts, satellite imagery, geology maps, topographical maps, aerial photos, census data, investigation techniques, methods of presenting geographical information

Your Future with Geography?

Geography is in the privileged position of being recognised in universities including QUB as an Arts and a Social Science subject. As such it can be studied successfully with any combination of other A level subjects. Geography therefore allows pupils access to all faculties in university and maximises their opportunity to choose a course and career that they are best suited to. The subject develops pupils' ability to communicate in both oral and written form including the development of research and data handling skills. Geography easily incorporates IT skills which are considered essential for life long learning as recognised in the Empowering Schools document which proposes developments in the new curriculum over the next five years.

Career Opportunities

Past Geography students from St Ciaran's are currently pursuing careers or courses in law, architecture, quantity surveying, civil engineering, teaching, environmental planning, construction and engineering management, social work, housing management, environmental health, biomedical engineering, radiography, physiotherapy, transport and supply chain management to name a few.

Environment and Sustainability

Do you care about the future of the planet? Are you interested in green issues? Current concern about climate change, shrinking energy resources and sustainability make

Geography a very relevant course to study. Often the top media story of the day, the environment is at the heart of local, national and international affairs.

Physical Systems:

Are you fascinated by the natural environment? Do you enjoy being out in the field studying landforms and researching the processes that have formed them?

Geographers explain and understand the world's weather, oceans, biospheres and landscapes and the way our environment is shaped by wind, water, ice and tectonic activity. Often TV, radio and newspapers report on these.

Society:

Do you want to work with people and affect their everyday lives? Geographers' broad skills and appreciation of the inter-connections between people and communities equip them with a sound base with which to enter these areas of work.

The Business World:

Are you interested in the way the economy works? Geography graduates have excellent transferable skills which attracts business, law and finance sectors.

Geographical Techniques:

Do you enjoy map work and using software such as Google Earth? Geographical information systems offer tools to show data on maps to analyse changing patterns in the landscape.

Development & Global Issues:

Do you have a genuine interest in global affairs and a real passion to make a difference? The challenges of global peace and security, economic and social development, human rights, humanitarian issues and international law offer demanding yet fulfilling careers for geographers

Settlement:

Are you interested in where you live, how places change and who decides about the environment we live in? Geographers look at how and why the areas we live in develop and change. They understand interactions between regional, national and international influences.

Travel, Tourism, Leisure and Culture:

Fascinated by the world of opportunities? Would you like a career, combining a job with opportunities to travel and explore new places at home and abroad? Take Geography with you as you lead a group of holiday-makers on an expedition, market London to New Yorkers for the 2012 Olympics or research and write travel literature for a guide book company.

Useful websites to find out about career paths with Geography

- http://geography.about.com/od/careersingeography/Careers_in_Geography.htm
- <http://www.rgs.org/OurWork/Schools/CareersAndFurtherStudy/Carees+and+progression+with+geography/Careers+and+progression+with+geography.htm>
- <http://www.rgs.org/NR/exeres/452912F2-5103-4FC8-8732-D64F2E7923BD.htm>
- <http://www.plymouth.ac.uk/pages/view.asp?page=8542>

CCEA Health and Social Care (GCE Single Award)

The GCE in Health and Social Care forms part of the vocationally focused GCE's. This broad based qualification provides a more vocational perspective in the areas of Health, Social Care and Early Years Care and Education. The course also offers students, the choice to obtain a qualification that meets both their individual aptitudes and interests. An interesting and varied course with a strong vocational element. Students interested in studying the Health and Social Care course are encouraged to have a Grade C or above in English due to the large amount of coursework required in this course and preferable the same in ICT. It is not necessary to have studied Health and Social Care at GCSE level. In our Department this course has had excellent uptake and results have been consistently excellent over the years.

Skills Developed:

The aim of this course is to encourage students to:

- Develop and sustain an interest in health, early year's care and education, social care and issues affecting the care sector.
- Acquire knowledge and understanding of health, early years care and education and issues affecting the health and social sector.
- Develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem solving in a work related context.
- Apply knowledge, understanding and skills.
- Analyse and present information from research effectively using both their literacy and ICT competencies.
- Develop as effective and independent learners.
- Prepare for further study and training.

Career Opportunities:

Health and Social Care provides many career opportunities especially in the areas of:

Nursing, Midwifery, Health Visiting, Physiotherapy, Occupational Therapy, Radiography, Speech and Language Therapy, Social Work, Teaching and working with people with disabilities, Child Minding, Nursery Manager, Pre School/ Nursery School Assistant, Health Education Officer, Dental Nurse and Dental Hygienist, Careers Advisor, Medical Technical Officer, Health and Safety Officer, Dietetics, Ergonomics, Reflexology, Care Assistant as well as a Career in the Ambulance Service.

Assessment:**AS (Year 13)**

Students in Year 13 must complete the following **3 mandatory units** (those that must be completed):

Title of Unit	Mode of Assessment	Weighting
AS1: Promoting Quality Care	Portfolio	25% of AS 10% of A Level
AS2: Communication in Health, Social Care and Early Years Setting	Portfolio	25% of AS 10% of A Level
AS3: Health and Well -Being	External Examination (2hours)	50% of AS 20% of A Level

A2 (Year 14)

In Year 14 the following Unit is **mandatory**:

Title of Unit	Mode of Assessment	Weighting
A2 3: Providing Services	External Examination (2 hours)	30% of A Level

Two of the following units must be completed:

	Title of Unit	Mode of Assessment	Weighting
A2 1:	Applied Research	Portfolio	15% of A Level
A2 2:	Body Systems and Physiological Disorders	Portfolio	15% of A Level
A2 4:	Health Promotion	Portfolio	15% of A Level
A2 5:	Supporting the Family	Portfolio	15% of A Level

For the Advanced GCE (Single Award) in Health and Social Care at most 4 units will be assessed internally, through teacher - assessed portfolios and at least 2 units will be assessed externally i.e. the exam units.

HISTORY

The structures of the AS and A Level courses are summarised in the table below. The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a “stand-alone” qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

Unit	Assessment	Weighting	Availability
AS 1 Germany 1918-1945	1 hr 30 min external examination paper	50% of AS 20% of A2	Summer
AS 2 Option 5: Russia 1903-1941	1 hr 30 min external examination paper	50% of AS 20% of A2	Summer
A2 1 Clash of Ideologies	1 hr 15 min external examination paper 1 essay question	20% of A Level	Summer
A2 2 Partition of Ireland 1900-1925	2 hr 30 min external examination paper	40% of A level	Summer

Curriculum objectives:

This specification allows students to:

- develop as individuals and in their roles as contributors to society the economy and the environment by investigating aspects of the past and relating them to the world they live in today.
- Addresses moral, ethical and social issues in investigating the motives of individuals, countries and governments in their decisions and actions: and the impact of these.

- Investigate economic and cultural aspects of the society or issued studied.
- Adopt a skills based approach to their study of content as set out in the assessment objectives.
- The skills to be displayed are – the ability to analyse and evaluate evidence reaching conclusions and judgements – the ability to present arguments or debates in a logical and clear manner – to think and research critically, drawing rational conclusions based on evidence.
- These are transferable skills which can be adapted to all work related contexts and are highly valued by employers.

Careers linked with history:

History is not just a subject which will pigeonhole those who study it into a career that is history related. It is responsible for developing skills which are vital in many different professions. Among those careers are:

Teacher, Lecturer, Archivist, Archaeologist, Museum Curator, Genealogist, Writer, Editor, Journalist, Barrister, Legal Executive, Solicitor, Researcher for TV/Film, Costume Designer TV/Film/Media, Makeup Artist, Set Designer TV/Film/Theatre, Tour Guide, Tourism Officer, Town Planner, Historic Buildings/Monuments, Antiques Dealer, Professional Historian, Education Officer, Actor, Civil Servant, Politician.

INFORMATION AND COMMUNICATION TECHNOLOGY

Digital Technology

Digital technology incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications.

2 Specification at a Glance

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

Content	Assessment	Weightings
AS 1: Approaches to Systems Development	External written examination 1 hour 30 mins Students answer short and extended questions based on Approaches to Systems Development.	50% of AS 20% of A level
AS 2: Fundamentals of Digital Technology	External written examination 1 hour 30 mins Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS 20% of A level
A2 1: Information Systems	External written examination 2 hours 30 mins Students answer short and extended questions based on Information Systems.	40% of A level
A2 2: Application Development (Case Study)	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level

Cambridge Technical Diploma in IT

Equivalent to one A level.

2 x 90 and 3 x 60 GLH units

Three externally examined units and a choice of two further units which are centre-assessed and moderated.

It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the IT sector.

At least two externally examined units and a choice of three further units which are either examined or centre assessed and moderated.

Pupils will be able to develop the core knowledge, skills and understanding the IT sector required in the IT sector, and develop further skills by completing a range of units.

How are these qualifications assessed?

These qualifications are assessed using a combination of:

- external assessment, which OCR set and mark
- internal assessment, where the tutor assesses the learners' work which is then externally moderated.

1 Fundamentals of IT (external exam)

2 Global information (external exam)

3 Cyber security

4 Computer networks

5 Virtual and augmented reality

6 Application design

7 Data analysis and design

8 Project management

9 Product development

10 Business computing

11 Systems analysis and design

12 Mobile technology

13 Social media and digital marketing

14 Software engineering for business

15 Games design and prototyping

Careers linked with ICT:

ICT has become integrated into almost every job in society. So many jobs have only been created in the past 10 years through the use of ICT.

Related Careers

Computer Games Designer, Computer Games Programmer, Computer Hardware Engineer, Computer Help Desk Operator, Computer Operator, Computer Programmer, Computer Software Engineer, Computer Support Services Engineer, Computer Systems Analyst, Computer Systems Programmer, Computer Technical Sales Manager, Electronics/Electrical Engineer, IT Project Manager, IT Trainer, Information Technology Manager, Website Designer, Website Manager, Computer Network Manager, Computer/IT Support Manager

Pupils will be able to go into related courses with an Advanced Level qualification in ICT. They can go on to further their education at college or go directly into the workplace.

IRISH

The A Level Irish specification aims to encourage students to:

- develop an enthusiasm for and an understanding of the Irish language and culture in a variety of contexts and genres.
- communicate confidently, clearly and effectively in the Irish language for a range of purposes.
- develop knowledge and understanding of societal, political and cultural issues in Irish-speaking countries or communities.
- draw together different areas of linguistic competence, skills and understanding.
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking.
- carry out research and present their findings through multimedia presentations.
- develop advanced study skills that help them prepare for third level education.
- provide extended responses and evidence of quality of written communication.
- engage critically with intellectually stimulating films, texts and other materials and demonstrate that they understand and can use Irish at a high level to discuss and reflect on aspects of society, politics and culture.

Key features

The following are important features of this specification.

- There are six assessment units in this specification, three at AS level and three at A2.
- This specification allows students to develop their language skills, knowledge and understanding of societal, political and cultural issues in Irish-speaking countries or communities.
- It provides opportunities for students to engage in independent research into aspects of Irish society and culture that are of personal interest and to use multimedia to present their findings.
- Assessment at A2 includes more varied question types, more demanding evaluative tasks, extended writing, and synoptic assessment that encourages students to develop their understanding of the subject as a whole.
- There is a varied choice of texts.
- It gives students a sound basis for progression to higher education through skills development.
- A range of support is available, including specimen assessment materials and exemplars along with teacher guidance and support

AS: 40% of A level

AS 1: Speaking – Presentation [3 minutes] and a conversation [8 minutes]

AS 2:

[Section A] **Listening** – Two questions based on two passages [40 minutes]

Sections B and C last 1 hour 20 minutes

[Section B] **Reading** – One set of questions in Irish based on one passage and a translation from Irish into English

[Section C] **Use of Language** – A series of short grammatical and lexical exercises and the translation of short sentences from English into Irish

AS 3: Extended Writing – One essay response based on one set text [1 hour]

Film:

O'Hara: Yu Ming Is

Ainm Dom

or

Mercier:

Lipservice

or

O'Reilly: Clare Sa

Spéir

OR

Literary text:

Peigí Rose: Anne

(An Chéad

Chnuasach)

A2: 60% of A level

A2 1: Speaking – Introduction [1 minute] and discussion [5 minutes] based on an individual research project, conversation [9 minutes] based on A level themes

A2 2: Total 2 hours

[Section A] **Listening** – Two sets of questions based on two passages [45 minutes]

[Section B] **Reading** – Two sets of questions based on two passages, a summary exercise and a translation [2 hours]

A2 3: Extended Writing – One essay response based on one set text [1 hour]

Literary texts:

either

Mac Labhraí

(editor):

Anam na Teanga

or

*Ó Tuairisc:
Lá Fhéile Míchíl*

or

A selection of

poems by:

Ó Ríordáin,

Ó Searcaigh,

Ó Direáin and

Mhac an tSaoi

GCE Irish Subject Content:

Students explore the areas of interest by studying four themes:

- Relationships (AS);
- Culture and Lifestyle (AS);
- Young People in Society (A2); and
- Our Place in a Changing World (A2).

AS level

Relationships

Students have the opportunity to understand and explore these topics/issues in Irish:

- different family structures;
- roles, responsibilities and relationships within families;
- challenges for families;
- intergenerational issues; and
- influences on young people, for example peers, family and friends.

Culture and Lifestyle

Students have the opportunity to understand and explore these topics/issues in Irish:

- physical well-being, for example diet or exercise;
- risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports;
- dealing with stress and challenges, for example school or examinations;
- hobbies and interests, for example sport or music;
- the arts, film, fashion and design;
- social media and new technology; and
- holidays, festivals and tourism.

A2

Young People and Society

Students have the opportunity to understand and explore these topics/issues in Irish:

- part-time jobs;
- education and employment;
- career planning – aspirations and/or intentions;
- young people and democracy;
- European citizenship – advantages, disadvantages and opportunities; and
- societal attitudes and young people.

Our Place in a Changing World

Students have the opportunity to understand and explore these topics/issues in Irish:

- equality/inequality and discrimination/prejudice;
- poverty at home and abroad – causes, consequences and measures to combat it;
- immigration and emigration – causes, benefits and related issues;
- multicultural society and cultural identity – benefits and challenges;
- causes, consequences and resolution of conflict; and
- sustainable living and environmental issues.

Students studying A Level Irish are strongly recommended to attend courses in the Gaeltacht to improve proficiency in spoken Irish. Independent study is also an important aspect of the course and students are encouraged to grasp every opportunity both inside and outside of school to use their Irish. A Level Students have 4 1/2 hours of Irish per week.

Career Opportunities in the Irish Language Sector

Advertising

Bilingual secretary

Banking

Classroom Assistant in Gaelscoileanna

Customs Officer

Diplomatic Service Officer

European Union Administrator

Garda Síochana,

Interpreter

International Business Administration

Immigration Officer

Irish Army

Irish language promoter working for the GAA/Foras na Gaeilge/ComhaltasUladh etc

Journalist

Lecturer

Librarian

Local Council sector

Media –Irish language Radio/TV Presenter/Web designer

Producer of Irish language resources

Solicitor

Teacher

Tourist Information Centre Assistant,

Translator

Work in Gaeltacht areas

MATHEMATICS

'Number Rules the Universe'

(Pythagoras)

The Mathematics Department at Dean Maguirc College has an excellent reputation for its Post-16 provision. In 2017, **100%** of pupils who sat A-level Mathematics achieved grades **A* - A**, 50% achieving A* and 50% A.

The training received through the study of 'A'-level Mathematics provides our students with skills that are highly valued and sought after. The subject promotes the development of pupils' thinking skills – logically, precisely and creatively; reasoning and problem-solving skills.

Mathematics, one of the STEM subjects, is of central importance to modern society and leaving school with an advanced qualification in Mathematics provides a firm foundation for scientific, technical, engineering and mathematical careers, and will give pupils the competitive edge they will need for high paying jobs. *People with 'A'-level Mathematics generally earn 15% more than their peers!*

The course followed is CCEA 'A'-level Mathematics (AS/A2).

GCE in Mathematics has four externally assessed units. Students can take the AS course as a final qualification or the AS units plus the A2 units for a full GCE A level qualification.

The specification has four externally assessed units:

- **AS 1: Pure Mathematics – 60% AS/ 24% A-level**
- **AS 2: Applied Mathematics – 40% AS/ 16% A-level**
- **A2 1: Pure Mathematics – 36% A-level**
- **A2 2: Applied Mathematics - 24% A-level**

For information on content of modules log onto www.ccea.org.uk

To study Mathematics at 'A'-level, students must have been entered for GCSE at **Higher level** and ideally have achieved **Grade A*-A**. Consideration may be given to students who have achieved a high B if the teacher feels that their work is of the required standard.

CAREER OPPORTUNITIES

Whilst 'A'-level Mathematics is essential for some careers it also provides an opening to many other fields. Have you considered the following occupations?

Accountant	Bookkeeper	Electrical Engineer	Marine Engineer	Pharmacist	Stockbroker
Actuary	Biological Scientist	Electronics Engineer	Market Researcher	Physicist	Surveyor
Aeronautical Engineer	Cashier	Flight Engineer	Mathematician	Pilot	Systems Analyst
Air Traffic Controller	Chemical Engineer	Finance Clerk	Maths teacher	Quantity Surveyor	Telecommunications Technical Officer
Architect	Civil Engineer	Flight Data Officer	Mechanical Engineer	Radiologist	Town Planner
Astronomer	Computer Programmer	Investment Analyst	Meteorologist	Sport's Scientist	University/College Lecturer
Bank Manager/ Officer	Economist	Insurance Agent	Optometrist	Statistician	Valuer

MUSIC

Music is one of the most important and powerful means of human expression. Through performance, composition and the many fields of critical and historical study, we are able to express our creativity, intellect and emotions. Music is a subject that trains the student in a diversity of skills that can be transferred into other areas.

Skills Developed: Listening, performing, self-discipline, the ability to cooperate with others and work as a team, co-ordination skills, self-awareness and self-confidence, creativity, inventiveness and the ability to use your initiative, ability to analyse, use of music technology.

SUMMARY OF ASSESSMENT UNITS AS

	% of AS Award	% of A2 Award
Solo or Ensemble Performance	40%	20%
Sequencing (music technology task)	25%	12.5%
Listening Test	17.5%	8.75%
Essay Paper	17.5%	8.75%

SUMMARY OF ASSESSMENT UNITS A2

	% of AS Award
Solo Performance	20%
Composition	12.5%
Listening Test	8.75%
Essay Paper	8.75%

Careers Opportunities:

A career in Music is the obvious choice for anyone with a strong interest in Music. Studying Music at degree level opens the door to many careers. Statistics show that employment prospects for Music graduates are good. Part of the reason for this is that the transferable skills gained in studying Music are vast and find their application both inside and outside the Music industry. The Music industry is one of the largest in the world and falls into two categories. On the one hand, there are performers and composers who create Music, on the other, the administrators, publishers, record companies, instrument manufacturers, teachers, librarians, broadcasters and journalists who work with Music.

Strengthening your ability to listen critically, evaluate, research, write, analyse, apply the latest technology, compose, present and perform will certainly enhance your employment profile.

PHYSICS

Qualifications required:

All Physics students should have studied GCSE Double Award Science. It will also be beneficial to have studied Additional Maths at GCSE.

Studying Mathematics at Advanced Level is also highly recommended.

This revised specification aims to encourage students to:

- develop their interest in and enthusiasm for physics;
- begin to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works; and
- develop essential knowledge and understanding of different areas of physics and how they relate to each other.

The syllabus is part of the CCEA Modular Science Scheme. The content is divided into six units.

Unit	Duration of exam	% of GCE Grades
AS 1 Forces, Energy and Electricity	1 hour 30 minutes	37% of AS 18.5% of A-Level
AS 2 Waves, Photons and Medical Physics	1 hour 30 minutes	37% of AS 18.5% of A-Level
AS 3 Practical Techniques	1 hour 30 minutes	26% of AS 13% of A Level
A2 1 Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	1 hour 30 minutes	37% of A2 18.5% of A-Level
A2 2 Fields and their Applications	1 hour 30 minutes	37% of A2 18.5% of A-Level
A2 3 Practical Techniques	1 hour 30 minutes	26% of A2 13% of A Level

PSYCHOLOGY

Psychology is the study of human behaviour across all aspects of life. By the end of the course you will have gained a great insight into why people think and behave the way they do. You will learn to apply what you know to real life situations such as managing stress, improving your memory and learning, enhancing interview techniques, sleeping better, understanding your unconscious mind, improving motivation and reducing anti-social behaviours. Additionally you will learn how Psychology is used in a wide range of professions such as Child Development, Counselling, Criminal Psychology, Teaching and Brain Research.

There are three modules in A Level Psychology as outlined below. Module three provides students with three choices. In each case, the topic taught will be the one selected by the majority of the students in the class.

There is one 2-hour exam for each module and all exams are completed at the end of Y14. Each exam is worth 33.3% of the total marks. There is no controlled assessment.

Each exam consists of multiple choice, short answer and extended writing questions.

Module 1 (i). Memory.
 (ii). Social Psychology (Conformity, Obedience and Minority Influence).
 (iii). Attachment.
 (iv). Psychopathology (Abnormality, Depression, OCD and Phobias).

Module 2 (i). Approaches to Psychology (Mental processes, The influence of genes, Counselling, Behavioural Conditioning, The Unconscious Mind).
 (ii). Research Methods.
 (iii). Biopsychology (The Brain, Biorhythms, Stress).
 (iv). Issues and Debates in Psychology (Free Will, Ethics, Nature-Nurture Debate).

Module 3 (i). One from: Gender or relationships, and
 (ii). One from: Schizophrenia or Stress, and
 (iii). One from: Forensic Psychology or Aggression or Addiction

Entry Requirements

The most successful students in A Level Psychology are those who are prepared to read around their topics, keep abreast of current issues impacting on society and our behaviours, enjoy discussing their views and interests and are willing to apply what they have learned to their own lives. These are reflected in the entry criteria which are:

A grade C In Maths, English and Science (Single Award or Double Award) and

A grade C in a subject which demonstrates the ability to understand and evaluate issues (History, English Literature, RE full award, etc).

RELIGIOUS STUDIES

The specification for Religious Studies at both AS and Advanced GCE Levels requires a sound knowledge of those topics completed as part of the GCSE programme. The course facilitates both personal and academic development with particular focus on knowledge and understanding of historical, moral and cultural issues. In addition, pupils will become able to apply these matters to human experience in our modern day society. The course allows opportunity for the employment of a vast range of teaching and learning strategies and active learning is promoted.

Career opportunities

- Humanities degree
- Law degree
- Philosophy degree
- Theology degree
- Teaching
- Computing
- Social Work
- Counselling
- Youth work
- Lay ministry
- Nursing

Skills Developed:

- Independence and interdependence through individual tasks and group work
- Cognitive, social and interactive skills
- Analytical skills
- Ability to analyse information effectively
- Literacy and ICT competency

Assessment

Advanced Subsidiary (AS)

Unit 1: The origins and development of the Celtic Church (50%)

Unit 2: An Introduction to Acts (50%)

Advanced GCE (A2)

Unit 3: The Celtic Church and its Missionary Outreach in the 5th, 6th and 7th Centuries (50%)

Unit 4: A study of Acts of the Apostles (50%)

SOCIOLOGY

What is Sociology?

“Sociology isn’t just an abstract intellectual field but has a major practical implication from people’s lives. Learning to become a Sociologist should not be a dull academic endeavour! You must approach the subject in an imaginative way and relate the subject in an imaginative way and relate sociological ideas with situations in your own life.”

Anthony

Giddens.

At first Sociology can seem daunting to the newcomer. However this leaflet is designed to introduce you to Sociology as a worthwhile academic pursuit.

Sociology is the study of:

- Social life
- Social change
- The social causes and consequences of human behaviour.

Sociologists investigate the structure of groups, organisations, societies and how people interact within these contexts. Since all human behaviour is social, the subject matter of sociology ranges from the intimate family to the hostile mob, from organised crime to religious cults, from the divisions of race, gender and social class to the shared beliefs of a common culture.

Sociology is the study of group life. As a social science, it combines scientific and humanistic perspectives in the study of urban and rural life, family patterns and relationships, social change, inter group relationships, social class, environment, technology and communications, health care and illness, social movements and pressing contemporary social issues.

Sociology is a generalising social science. It is not interested in specific and unique persons, dates and events for their own sake. It is not interested in one institution, such as the state, the economy or education, although sociology certainly studies these. Rather, Sociology uses these data about particular persons and institutions wherever possible to make careful and meaningful generalisations about repetitive patterns of social organisation and behaviour which occur across time and space.

Sociology is valuable for students planning careers in a wide variety of fields including social research, criminology, demography, social psychology, public administration, education, rehabilitation, social work and market research. It provides a useful background to those entering law, business, medicine, community planning, architecture and politics.

Skills Developed Studying Sociology.

Here are some examples of the transferable skills you will use when studying sociology. They are not limited to your academic study and can be applied to other contexts. They can also be used on the skills section of a C.V. to demonstrate the broad range of qualities you will offer.

- Clear and logical thinking
- Critical evaluation
- Literacy and expression
- Negotiating
- Organising
- Planning
- Problem Solving
- Research
- Working to deadlines.

Occupations of Sociology Graduates

Here are the occupational groups in which Sociology graduates first gain employment.

- Clerical & Secretarial
- Management & Administration
- Sales Professional Occupations.
- Education Sector.

Employers of Sociology Graduates

These are examples of the employment areas first entered by Sociology graduates.

- Business & Research
- Public Administration
- Health & Social Work
- Wholesale & Retail
- Finance
- Education
- Community, Social & Personal Service
- Manufacturing
- Hotels and Restaurants

Jobs Where a Sociology Degree May be Useful

- Community Worker
- Housing Manager
- Information Scientist
- Journalist
- Lecturer
- Personnel Manager
- Police
- Prison Service
- Probation Officer
- Social Researcher
- Social Worker
- Welfare Advice Officer

Sociology AS / A2 – AQA Sociology Specification.

At AS, candidates studying this specification will acquire knowledge of contemporary social processes and social changes. You will be encouraged to develop your own sociological awareness through active engagement with the contemporary world.

All Sociology papers are available to sit in January and June.

UNIT 1 - Families and Households.

Written Paper 1 Hour
40% of total AS marks, 20% of total A' level marks.

UNIT 2 - Education; Sociological Methods.

Written Paper, 2 hours.
60% of total AS marks, 30% of total A Level marks.

UNIT 3 – Beliefs in Society (RELIGION). A2.

Candidates will continue to focus on contemporary society but you must demonstrate a wider range and greater depth of:

- knowledge and understanding ,
- More highly developed skills of **application, analysis, interpretation and evaluation.**

Written Paper, 1 hour 30 minutes.
20% of total A Level marks.

Choose one topic from four and answer one compulsory question and one from a choice of two.

The compulsory question consists of either two or three parts and the optional question consists of one essay.

Unit 4: Crime and Deviance – Theory and Methods.

Written paper, 2 hours.

30% of total A' Level marks.

One question on the chosen topic. This question has two parts.

One question on sociological research methods in context of the chosen topic. This question has two parts.

In addition, you will answer one question on theory and methods. This question consists of one essay.

TECHNOLOGY AND DESIGN

CCEA GCE Technology & Design specification is comprised of two levels: AS and A2. The AS can be taken as a stand-alone qualification without progression to A2. However, to obtain the Advanced GCE qualification, students must complete both the AS and A2 levels.

Students must complete two units at each level. These are listed below and are all compulsory:

AS Units

AS 1: Product Design and Systems and Control (50% of AS - 20% of A Level)

AS 2: Coursework – Product Development (50% of AS - 20% of A Level)

A2 Units

A2 1: Systems and Control: Product Design of A2 - 30% of A Level)

A2 2: Coursework – Product, Design and Manufacture (50% of A2 - 30% of A Level)

Examinations

This subject has two exams units – one in each of the years. These are listed below.

Unit	Exam Description	Duration	Weighting	Exam Session
AS 1: Product Design and Systems and Control	Students are tested on the module content (depending on the sections studied).	1 hour x 2 exams	50% of AS 20% of A Level	Summer
A2 1: Systems and Control: Product Design	Students are tested on the module content (depending on the sections studied).	2 hours	30% of A Level	Summer

Career Opportunities

An A Level in Technology and Design is a highly recognised qualification for both Third Level Institutions and potential employers.

Degrees in

- Engineering,
- Construction,
- Design **and**
- Other Technology related subject,

are also a natural progression from this A Level

Through studying GCE Technology and Design, students have opportunities to:

- make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often require definition;
- develop and sustain their creativity and innovative practice;
- recognise and overcome challenges and constraints when working towards the production of high-quality products;
- develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective;
- draw on a range of skills and knowledge from other subject areas;
- draw on and apply knowledge, understanding and skills of production processes to a range of design and technological activities;
- develop an understanding of contemporary design and technology practices; and
- use digital technologies and information handling skills to enhance their design and technological capability.

Collaboration



BTEC Courses

BTEC Level 3 Subsidiary Diploma: Agriculture and Rural Studies

Background

The National Award enables learners to develop their skills and understanding in land based studies and business planning. It provides a vocational and skills based BTEC qualification which is nationally recognized for students who are interested in agriculture, rural business and the environment. This can be used to progress to higher education to gain employment in agriculture, environment or related business.

Course Structure

The course consists of six units covering a broad range of subjects and applications. Course work includes practical and project work and assignments based on realistic workplace situations and activities.

Modules

1. The Rural Environment
2. Business Management
3. Plant and Soil Science
4. Pollution Control and Waste Management
5. Land Based Industries
6. Research Project

Key Features

- Focus on a vocational context and on development of specific knowledge and skills for land based sector
Resources include:
- Local case studies of diversified land based production systems and businesses
- Renewable Farm associated with South West College
- Renewable Energy demonstration projects

Assessment

Each unit will be assessed and graded individually with an overall grade for the qualification awarded on completion.

Successful completion of a National Award leads to a nationally recognized qualification which is equivalent to one 'A' level.

Skills Developed

Business management and planning
Specific knowledge of diversified land based activities
Environmental surveying and field work

Career Opportunities

This practical, work based course will provide the specific technical knowledge, skills and qualifications to follow a career in the agriculture and land-based sectors, with advisory and support agencies or in environmental science or industry. Successful completion will also enable progression to a range of Degree, Foundation Degree or HND courses.

For further information contact:

Dr John Moore
Tel: 028 8224 5433 ext. 5351
Email: john.moore@swc.ac.uk

BTEC Level 3 Subsidiary Diploma in Children's Care, Learning and Development

The BTEC Level 3 Subsidiary Diploma in Children's Care, Learning and Development has been developed in the children's sector to focus on:

- Education and training for children's care, learning and development
- Giving learners the opportunities to achieve a nationally recognised Level 3 vocationally specific qualification
- Giving learners the opportunity to gain a nationally recognised vocationally specific qualification to progress to higher education vocational qualifications including a Foundation Degree
- Giving learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The BTEC Level 3 National Award in Children's Care & Learning Development provide much of the underpinning knowledge for the National Occupational Standards in Children's Care, Learning and Development, as well as a good deal of the underpinning knowledge for the National Occupational Standards in Playwork. Consequently they act as a robust introduction to both sectors. They prepare learners for employment in the sectors or for Higher Education.

The Edexcel Level 3 BTEC National Award in Children's Care & Learning Development consists of 5 core units – all learners should successfully complete all units – i.e. achieve at least a pass grade, in order to achieve the whole qualification. There are no examinations and all units will be assessed through coursework.

1. Positive Relationships for Children's Care, Learning and Development
2. Positive Environments for Children's Care, Learning and Development
3. Promoting Children's Development
4. Safeguarding Children
5. Reflecting on Practice in the Children's Care, Learning and Development Sector

The award is assignment based with a placement in an early years setting essential to implement theory learned into practice.

Grades awarded are as follows;

Pass – Is equal to C or D at A level

Merit – Is equal to B or C at A level

Distinction – Is equal to an A at A level

Entry Requirements

Students must possess 4 GCSEs at grade C (English is essential).

BTEC Level 3 Subsidiary Diploma: Construction

The BTEC Level 3 Subsidiary Diploma is a practical work related course. You learn by completing projects and assignments that are based on realistic situations, activities and demands. You focus on a particular subject area and develop a range of specialist skills and knowledge.

It carries UCAS points equivalent to one A Level but is equally suitable for school leavers seeking employment.

Course Delivery

The course is being offered in collaboration with **South West College of Further Education**. It requires 3 x 1.75 hours instruction per week for 72 weeks (i.e. two school years). These sessions will run on two days 1.30p.m. to 5.00p.m.

Assessment

All units are assessed and graded and an overall grade for the qualification is awarded.

Career Note

- A BTEC Level 3 Subsidiary Diploma in construction supports applications for third level courses in Construction, Building Services and Civil Engineering. These could be degree courses, Foundation Degrees or HND courses (Higher National Diploma).
- It is also an employment qualification in its own right supporting applications for jobs in Architectural Design, Construction, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying and Town Planning.

More information:

Visit www.edexcel.org.uk

Structure of the qualification

Edexcel Level 3 BTEC Level 3 Subsidiary Diploma in Construction

The Edexcel Level 3 BTEC Level 3 Subsidiary Diploma in Construction consists of four units plus specialist units that provide for a combined total of 360 guided learning hours (GLH) for the complete qualification. Learners must achieve 20 credits from Optional units A and 20 credits from Optional units B plus a further 20 credits from Optional units A and/or Optional Units B.

Edexcel Level 3 BTEC Level 3 Subsidiary Diploma in Construction			
Unit	Optional Units A	Credits	Level
1	Health, Safety and Welfare in Construction and the Built Environment	10	3
2	Sustainable Construction	10	3
4	Science and Materials in Construction and the Built Environment	10	3
Unit	Optional Units B		
6	Building Technology in Construction	10	3
10	Surveying in Construction and Civil Engineering	10	
18	Computer Aided Drafting & Design in Construction	10	3

BTEC Level 3 National Award: Engineering

The National Award in Engineering covers the core skills from many branches of Engineering. Completing the Award will place you in an advantageous position to study Mechanical, Electrical, Electronic, Environmental, Manufacturing, or Design Engineering at a Higher Level. You learn by completing projects and assignments that are based on realistic situations, activities and demands. You focus on a particular subject area and develop a range of specialist skills and knowledge. It carries UCAS points equivalent to one A Level but is equally suitable for school leavers seeking employment.

Course Delivery

The course is being offered in collaboration with Omagh College of Further Education. It requires 6 hours instruction per week for 72 weeks (i.e. 2 school years). These sessions are likely to run from 1.30 p.m. to 5.00 p.m. on two days.

Course Structure

The course is made up of six equally weighted units - two core units which everyone takes and four specialist units. The specialist units enable you to study particular areas in more depth. The two core units are:

- Communications for Technicians
- Science for Technicians

You may take four specialist units from one of the 20 pathways

1. Mathematics for Technicians
2. Electrical and Electronic Principles
3. Electronics
4. Electrical Applications
5. Microelectronics
6. Electro, Pneumatic and Hydraulic Systems
7. Engineering Materials
8. Mechanical Principles
9. Mechanical Technology
10. Engineering Drawing
11. Computer Aided Design
12. Engineering Workplace Practices
13. Health Safety and Welfare
14. Finishing / Secondary Processes
15. CNC Machining
16. Primary Forming Processes
17. Fabrication Process Technology
18. Welding Process Technology
19. Operations and Maintenance Procedures and Techniques
20. Monitoring and Fault Diagnosis

BTEC Level 3 Subsidiary Diploma: Hospitality

Why Hospitality?

The hospitality sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, pubs, bars and clubs, hotel, contract catering, and hospitality services. This wide diversity of organizations offers a broad range of opportunities for people with the right qualifications and training.

According to the British Hospitality Association, the UK hospitality and catering industry is made up of about 263,000 outlets, and employs a workforce of 1.7 million people. A further 270,500 people are employed in close-related areas such as travel and tourist services, holiday parks, youth hostels and attractions.

In fact is predicted that the demand for graduates will grow as there will be 69.000 more managerial jobs in the sector in 2017 than in 2007.

The Subsidiary Diploma in Hospitality Supervision is a stand alone qualification and is equivalent to one A Level. The qualification has 360 guided learning hours and consists of six units. The Subsidiary Diploma in Hospitality is a vocational/academic qualification which can extend a learner's programme of study and provide vocational emphasis for learners following an applied GCE or GCE route **or a combination of both in their main programme of study.**

How is the Subsidiary Diploma in Hospitality Assessed?

This qualification which consists of 6 units is internally assessed in 5 and externally assessed in one. The assessment is all coursework and there is no end of year examinations. There are 3 grading criteria applied when assessing students' work Pass, Merit and Distinction. An overall average grade is made over the 6 modules for a final grade.

How can this Qualification help me if I am Studying A Levels?

The Subsidiary Diploma in Hospitality can add real value to the A Levels you are studying because it is the equivalent. It is 100% coursework which may be better for you to achieve higher grades instead of exams. If you would like to study a practical subject that involves research, meeting new people, develop new ideas, gain an understanding about management, and would love to explore a dynamic fun industry like Hospitality, Events and Leisure then this course is for you. This course can also make a significant contribution to the UCAS points you require for University. The Subsidiary Diploma in Hospitality because of the in-depth insight that you will gain may help you in future course choices for University or College.

The core units are:

- The Hospitality Industry
- Principals of Supervising Customer Service
- Performance in Hospitality
- Leisure, Travel and Tourism
- Providing Customer Service in Hospitality

- **BTEC Level 3 Subsidiary Diploma: Media Production - Film & Television**

Outline summary

- This Subsidiary Diploma is **equivalent** to one A Level
- Awards are graded Distinction, Merit and Pass and these are broadly equivalent to grades A, B and C at A Level
- Just as there are 6 modules in an A Level, there are 6 Units in a Subsidiary Diploma
- You will study 3 Units from the Award in Year 1 and the same in Year 2

Course Content

Year 1 Units

Research Techniques for the Media Industries
Pre-production Techniques for the Media Industries
Understanding Video Production


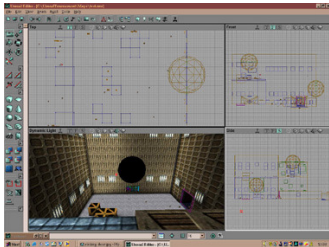
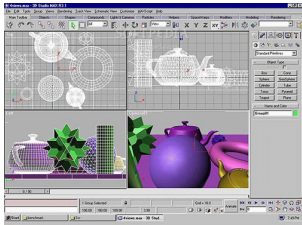
Year 2 Units

Understanding the Television and Film Industries
Film and Video Editing Techniques
Music Video Production

The focus of this Award is on the knowledge, skills and techniques required for the production of film and television programme material. The theory/practice distribution is roughly 30%/70% and consequently, the main thrust of the course is on developing the skills required to realize film/TV production ideas: camera operation, video editing, image manipulation, pre-production, production, post-production phases etc.

BTEC Level 3 Subsidiary Diploma: Media – Games Development

This course provides an exciting opportunity to study the rapidly growing area of games development. Industry standards in games development cover a wide spectrum of activities such as 3D modeling, animation, motion graphics, sound, video etc.

Unit	Description
<p>Web Animation for Interactive Media</p> <p>Learn how to use Flash to create 2D animation for the web.</p>	
<p>Research Techniques for the Media Industries</p>	<p>What do game players think of a game? What will the next generation of games include? How can we find out?</p>
<p>Computer Game Engines</p> <p>Create your own 3D games world, using the Unreal Games engine.</p>	
<p>Pre-Production Techniques for the Media Industries</p>	<p>What is required to produce a game? Obtaining and using resources for developing a game.</p>
<p>3D Animation</p> <p>Create 3D models of everyday objects and animate them using 3D Studio Max.</p>	
<p>Understanding the Computer Games Industry</p>	<p>Learn how the industry is organised, what jobs are available, what do they involve and what skills are required.</p>

Students will gain hands-on experience of the latest industry specific software and will learn about the processes involved in games production and development.

This course provides students with their first step towards a career in Computer Games development. Successful students have the opportunity to progress to relevant Higher Education eg. Computer Games Development Degrees or Computer Animation and Design Degrees.

Career pathways include Computer Games Designer, Internet/Web Professional, and Media Researcher.

BTEC Performing Arts (Level 3) Subsidiary Diploma

We offer the above named course following the Edexcel specification. Each student will be offered nine periods of specific lesson time, as well as countless extra-curricular opportunities over the two year course.

This course is suitable for progression to university and that UCAS points are awarded and recognised. The course is the equivalent of one A level grade and is split into six modules. Three modules are studied in Year 13 and 3 modules completed in Year 14.

There are no examinations linked to the course; assessment is through the completion of practical drama tasks and performances as well as producing a portfolio of evidence to support the practical pieces.

Below is a sample of the current route being taken by Year 13 students.

Year 13

Unit	Assessment	Evidence	Availability
Unit 7: Performing for an Audience	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 13 Term 1
Unit 9: Devising Plays	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 13 Term 2 & 3
Unit 10: Theatre in Education	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 13 Term 2 & 3

Year 14

Unit	Assessment	Weight	Availability
Unit 21: Drama Improvisation	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 14 Term 1
Unit 11: Theatre for Children	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 14 Term 2 & 3
Unit 28: Storytelling in Performance	10 credits Level 3	Portfolio DVD Recordings Photos Tutor Observation Records	Year 14 Term 2 & 3

Curriculum objectives:

The BTEC qualification in this specification has been developed in the performing arts sector to:

- * Provide education and training specific to the Performing Arts Sector
- * Provide opportunities to achieve a nationally recognised level 3 vocationally specific qualification
- * Provide full-time learners the opportunity to enter employment in the performing arts sector or to progress to other vocational qualifications such as the BTEC Higher Nationals in Performing Arts
- * Provide learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Performing Arts:

More young people than ever are attracted to becoming actors, dancers, promoters, managers and technicians. A BTEC in Performing Arts will give them the chance to show what they can do—and it could be the start of something big!

Studying performing arts gives you a range of skills sought after by all types of employers, for example:

- confidence;
- self-presentation;
- teamwork and collaboration;
- time management and organisational skills;
- self-awareness;
- self-discipline;
- an open mind and the ability to move beyond boundaries and experiment with different ideas;
- communication skills;
- analytical, critical and research skills;
- the ability to cope with criticism and learn from it;
- Stamina.

Careers linked that develop from a Performing Arts course:

Nurture the use of transferable skills such as communication, public speaking, analysis and evaluation, problem-solving, collaboration, research and decision-making.... These are vital skills for the world of work, further and higher education. Opt for an enjoyable practical and academic subject that prepares you for REAL LIFE!

Without doubt, all Careers will benefit with the skills developed in the Performing Arts Classroom

BTEC Level 3 Subsidiary Diploma in Applied Science **Medical Science and Forensic Science**

The BTEC Nationals in Applied Science have been developed in the science sector to:

- give learners the opportunity to acquire technical and employability skills, knowledge and understanding which are transferable and will enable individuals to meet changing circumstances
- give learners the opportunity to enter employment in the science sector or to progress to vocational qualifications such as Applied Biology, Applied Chemistry or health-related or other science-related qualifications
- increasing understanding of the role of the science technician or assistant practitioner, their relationship with the scientific community and their responsibilities towards the community and the environment
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Units within the qualification cover areas of laboratory science, forensic science, medical science, environmental science and biological, chemical and physical science to provide a route to employment in the science industry or within organisations that use science. These can include roles such as:

- working as a quality control technician/analyst, where the employee works in a production plant
- laboratory carrying out analytical tests using modern instrumentation, ICT and data interpretation
- working in a hospital as a medical physics technician supporting the use of X-ray and other imaging/scanning equipment
- working in a research laboratory in the development of new drugs. Managing projects that include setting up apparatus, measuring and handling chemical substances, following procedures, carrying out observations and measurements, separating and analysing products
- working in the chemical industry, involved with testing materials
- working with the forensic science service or using their analytical skills in the chemistry industry
- working in chemical companies developing fertilisers and other plant feeds
- working for a scientific magazine or journal, editing and proofreading articles on issues such as applications and implications of new scientific discoveries and developments
- working in a biotechnology laboratory carrying out fermentation and purification processes.

A BTEC Level 3 Subsidiary Diploma in Applied Science is the equivalent of one A Level. They are graded as follows – Pass (equivalent to E grade at A Level), Merit (equivalent to C) and Distinction (equivalent to A). A Distinction* is equivalent to A*.

The course is modular, with students taking six subjects over two years; selected from the following list.

Modules

- Fundamentals of Science
- Working in the Science Industry
- Scientific Practical Techniques
- Perceptions of Science
- Using Science in the Workplace
- Forensic Evidence Collection and Analysis (Forensic Science option)
- Biomedical Science Techniques (Medical Science option)

BTEC Level 3 Subsidiary Diploma in Sport (Development, Coaching & Fitness)

Key Information

This qualification is currently delivered over a two year period. This is the same timeframe as a standard A-level programme.

In Yr. 13 students will complete a BTEC Level 3 Certificate in Sport (Development, Coaching & Fitness). This programme is the equivalent of an A/S level.

In Yr. 14 students will “top up” their certificate and complete a BTEC Level 3 Subsidiary Diploma in Sport (Development, Coaching & Fitness). This programme is the equivalent of an A-level.

Course Description

Subsidiary Diploma in Sport students will be given a full insight into the sports industry through academic and practical work-based assignments, which have been designed in conjunction with local sport and recreation providers. This course is designed to provide a broad understanding of the area of sport, exercise and fitness.

All students are expected to participate in a range of theory and practical activities during their time on the course. Students will be also be provided with the opportunity to deliver sports coaching sessions. These sessions allow the students to enhance their communication and organisational skills, as well as provide them with the opportunity to build their confidence.

Content

A Subsidiary Diploma is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Students are required to complete 6 units over the 2 years- 3 units in year 13 and 3 units in year 14.

Mandatory Units

- Principles of Anatomy
- The Physiology of Fitness
- Assessing Risk in Sport
- Fitness Training and Programming
- Sports Coaching
- Fitness Testing for Sport and Exercise

Assessment Methods

A wide variety of assessment methods will be used throughout the 2 year course. These include written documents, practical assessments, presentations, logbooks, use of video evidence etc. All assignments are set and marked by the course tutors and all assessment is portfolio based (No external exams).

Progression Routes

Successful completion of the course can lead to relevant Higher Education courses, for example, the Higher National Diploma in Sport at South West College. The qualification can also be combined with other subjects to form part of a UCAS/ University application.

Possible pathways include Sports Nutrition, Sports Coaching, Personal Training, Leisure Management, Leisure and Events Management, Sports Therapy, Teaching or Fitness Instructing.

Subsidiary Diploma in Travel and Tourism

(Two year programme, three units per year = one “A” Level equivalent)

Why Travel and Tourism?

The travel and tourism sector includes all businesses that provide services for tourists throughout the world. This includes transport, accommodation, visitor attractions, retail travel opportunities, tour guiding and public sector tourism. This wide diversity of organisations offers a broad range of opportunities for people with the right qualifications and training.

Tourism comprises some 180,000 businesses which generate £19 billion annually in foreign revenue for the UK. It is estimated that there are 1.4 million jobs related directly to tourism activity in the UK, accounting for 5% of total UK employment. Approximately 130,000 of these jobs are self-employed (Tourism Alliance 2010).

It is a fast growing industry which can offer diverse career opportunities, is people focused and can provide exciting travel opportunities.

Why a Subsidiary Diploma (National Award) in Travel and Tourism?

Clearly the Subsidiary Diploma in Travel and Tourism can be the first stepping stone to a career in a growing industry which offers expansive opportunities at a variety of levels in a diverse range of business areas.

A Subsidiary Diploma (National Award) in Travel and Tourism offers active learning in a vocational context and builds student confidence, competence and motivation. The vocational learning style can optimize student potential through presenting results in a wide variety of ways other than written text. Also, they don't have to work alone: group interaction can often play a part, for example through teamwork and role-play.

The Subsidiary Diploma (National Award) in Travel and Tourism can also enhance the performance of A* to C grade capable learners, who recognise that the skills that they are developing are those that employers will value. They are learning in a practical way without the need to commit to an apprenticeship.

Students often learn best when they can apply their own knowledge, skills and enthusiasm to a subject. In a subject like travel and tourism it's often the case that learners are already motivated, knowledgeable and enthusiastic. This natural energy can be focused and rewarded while assessment is on-going, motivating students to analyse and improve their own performance.

The Qualification

The Edexcel BTEC Level 3 Subsidiary Diploma in Travel and Tourism consists of **four** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at Level 3 or above). This equates typically to two more units on top of the four mandatory over the course of two years. The Core units are Investigating the Travel and Tourism Sector, The Business of Travel and Tourism, The UK as a Destination and Customer Service Travel and Tourism.

Teaching and Learning

Traditional class based learning is combined with invitations to guest speakers, visits to local industry and occasional interaction through South West College's Virtual environment "Blackboard".

Assessment

Each unit is assessed through coursework only.

Entry Criteria

Typically a standard of literacy and numeracy supported by a general education equivalent to **four** GCSEs at grade A*-C.

Progression routes

When successfully combined with other equivalent Level 3 qualifications you can progress to relevant Higher Education courses including the full-time Foundation Degree in Travel and Tourism/Hospitality and Tourism at South West College. Potential career pathways include Hotel Manager, Tour Manager, Tour Guide, Tourist Information Advisors, Travel Agent, Conferencing and Banqueting Assistant/Manager, Cabin Crew for Airlines, Overseas Holiday Representatives, Airport Check-In Operators, Tourist Information Advisers, and Destination Marketing Assistants for Tourist Boards.