



# SIXTH FORM PROSPECTUS



SENIOR PREFECTS  
FORT HILL INTEGRATED COLLEGE  
SEPTEMBER 2025



**SIXTH FORM  
Open Day  
3.15pm – 4.45pm  
Thursday 26<sup>th</sup> March 2026  
All Year 12 pupils, parents & guardians  
welcome**

# WELCOME FROM MR C MILLAR PRINCIPAL



Within Fort Hill Integrated College, we offer a quality education as an 11- to 18-year-old, co-educational, all-ability, inclusive and integrated school, aiming to shape tomorrow's world by what we teach our children today. We encourage our students to give their best and to aim high. Our Core Values of Educate, Integrate and Inspire are at the heart of all we do both in the classroom and beyond.

The transition from GCSE to Post-16 courses, whether that be at AS/A2, Diploma or BTEC, is significant because of the increased depth of study you are about to undertake. This is a challenging yet exciting period of your education and this booklet is designed to guide you through the choices available. By enrolling into Sixth Form you are indicating that you have the determination and ambition to invest the time and effort required to gain good results and achieve grades which will enable you to go on and study at University should you so wish. Opportunities for you to succeed will lie both in your academic study, but also through other responsibilities within the school community, for example, mentoring younger pupils, representing the student cohort, assisting in particular departments or organising an event. All of these will add to the skills and experience you will gain from your time in Sixth Form.

Sixth Form poses many challenges both academically, socially and personally and there is a requirement to take a greater personal responsibility. My staff and I consider it to be a privilege to help support you on your educational journey, and we look forward to seeing you realise your full potential.

# WELCOME FROM MRS T PATTERSON

## HEAD OF SIXTH FORM



As you reach the end of Year 12, you will be making decisions regarding your education. At Fort Hill Integrated College, we have a well-established Sixth Form which offers a rich and varied range of courses and qualifications to suit the individual needs of each learner. Although Sixth Form study is significantly more challenging than GCSE, our students thrive in our supportive and caring Sixth Form environment, leaving Fort Hill Integrated College with excellent results and fully prepared to meet the challenges of life after A-Levels.

Fort Hill Integrated College has an extremely experienced and supportive team of teachers who will help and encourage you to achieve your full academic potential and become independent learners. We are incredibly fortunate to work in close partnership with other schools and colleges in the Lisburn Area Learning Community to ensure that we can offer as many subject combinations as possible.

When selecting the subjects you would like to study in Sixth Form, it is important to consider subjects that you enjoy and those that you are good at. It is also important to consider how the subjects you choose may support your progression into further study or your chosen career. As well as using this prospectus to research the courses on offer, you can talk your choices through with your subject teachers, the lead teacher for each subject, your parents, and the careers staff.

We are very proud of our Sixth Form and hope you will decide to continue your studies at Fort Hill Integrated College. We very much look forward to welcoming you to Year 13 in September.

### **Our Vision:**

**To integrate, educate and inspire pupils to reach their full potential in a supportive, safe and inclusive community.**

*To provide a sixth form offering a student-centred and diverse curriculum in an innovative way to encourage, inspire and prepare our young people for academic achievement and future success.*

# WELCOME FROM OUR HEAD STUDENTS



It is our honour and privilege to introduce ourselves as the Head Boy and Head Girl of Fort Hill Integrated College. Being a member of Fort Hill Integrated College is being part of something bigger than yourself while representing a learning environment that encompasses our ethos of integration. Every single one of us who wears a blue shirt and the Fort Hill badge on our blazer is a part of our family and wider community.

We both agree that friendships have made a big impression on us. Representing our peer group through a variety of sports, forums and fun events has helped to place us in the position that we are proud to hold.

At Fort Hill Integrated College our teachers encourage us to set high aspirations for ourselves and we are challenged to be the best we can be. We encourage you to take full advantage of all the opportunities on offer, both inside and outside of the classroom, and really make the most of your time here. We believe that by embracing the school values and integrated ethos, we become well-rounded, socially aware, responsible individuals and we look forward to inviting you to join our Sixth Form family.

**Freya** *“Sixth Form has helped me develop into a resilient and committed pupil. I am very driven and aspire to reach my full potential because of the support of my teachers, the academic experiences I have had and the opportunities to develop my leadership skills. Sixth form has equipped me with the confidence to move forward with ambition.”*

**Owen** *“My time in Fort Hill Integrated College has been both enjoyable and rewarding. My teachers have always been supportive and encouraged me to aim high. I feel well prepared for university and my future as Sixth Form has inspired me to succeed.”*

# ENTRY REQUIREMENTS TO SIXTH FORM AND CHOICES

The purpose of this criteria is to ensure that sixth form study is at the appropriate level for our learners and to ensure that class sizes are conducive to creating an effective learning environment for all students.

## **Entry Requirements:**

- Students should achieve 5 GCSE grades A\*-C with preference for students who have English and Maths. Students who achieve Level 2 equivalencies may use these to a maximum of two. In some cases, Fort Hill Integrated College may consider offering a place to students who have achieved a C in English but not Maths, however, students must sign up to re-sit Maths in Year 13.
- Students must achieve a satisfactory mark in the selection interview.
- Students with at least 90% attendance and at least 95% punctuality in senior school, unless there have been mitigating circumstances, will be given preference. Pupils must meet the minimum required grade at GCSE for any specific subject as set out in the prospectus.
- Students will not be considered for a place in Sixth Form if they have undergone a school suspension for incidents directed at staff, including, but not restricted to, verbal abuse of staff.
- Students will not be considered for Sixth Form if they have undergone a school suspension in incidents related to illegal substances.

## **How many subjects will I be expected to study?**

All students in Year 13 will choose 3 A Levels or equivalent subjects and there is a requirement to continue with 3 A Levels or equivalent throughout the two years. Fort Hill Integrated College operates a pastoral referral system in Sixth Form, to ensure that all students meet the required submission dates for course work. All submission dates for each course will be outlined at the beginning of each academic year. Subject teachers will support and advise students if submission dates are not being met. Students must pass Year 13 courses to enable progression into Year 14. Attendance in Year 13 falling below 90% or more, unless there are mitigating circumstances, will be reviewed and may impact progression to Year 14. Students applying for Sixth Form must ensure that they meet any deadlines set for application submissions.

## **Collaboration**

There may be an option to select a subject being offered by one of our collaboration schools. You will travel there by taxi on a Monday and Wednesday or a Tuesday and Thursday before returning to Fort Hill Integrated College at lunch to continue your studies in the afternoon.

# SUBJECT CHOICES IN SIXTH FORM

## OPTION A FHIC (ONLY)

Business Studies  
(Single Award)- CTEC

English Literature- A  
LEVEL

Uniformed Protective  
Services-BTEC

Government and  
Politics- A LEVEL

Sociology - A LEVEL

**You may choose only  
one subject from each  
of the three option  
boxes.**

## OPTION B COLLABORATION (Mon/Wed)

Moving Image Arts\*-A  
LEVEL

History- A LEVEL

Life and Health  
Science- A LEVEL

Travel & Tourism\*-  
BTEC

ICT -CTEC

*Engineering (SERC)-  
BTEC*

*Performing Arts (LCC)-  
WJEC*

## OPTION C COLLABORATION (Tues/Thurs)

Applied Law\*-BTEC

Art & Design \*-A LEVEL

Health and Social Care-  
A LEVEL

Technology & Design\* -  
A LEVEL

Sport, Fitness and  
Personal Training -  
BTEC

*Media Studies (SPA) - A  
LEVEL*

*Religious Studies  
(LCC)-A LEVEL*

*Maths (LHS)- A LEVEL*

*Early Childhood*

*Development Extended  
Certificate (SERC)-  
BTEC*

All qualifications are full A Level courses or equivalent.

Codes for collaboration off-site venues:

\* Collaboration subject with other schools

STC = St Colm's High School

LCC = Laurelhill Community College

SPA = St Patrick's Academy

SERC = South Eastern Regional College

LHS = Lisnagarvey High School

### **Making sense of the different qualifications**

Fort Hill Integrated College offers GCE A Levels, BTEC Level 3 and CTEC Level 3 qualifications. All qualifications are equivalent to A Levels and accrue the same UCAS points should you wish to apply to university.

A Level Grading	BTEC/ CTEC Grading	UCAS Points
A*	Distinction *	56
A	Distinction	48
B	N/A	40
C	Merit	32
D	N/A	24
E	Pass	16
U	Ungraded	0

# WHAT DOES SIXTH FORM OFFER ME?

- A wide range of qualifications including:
  - GCE A Levels
  - BTEC Level 3 National Certificates
  - OCR Cambridge Technicals
- A high standard of teaching and learning across all areas of the curriculum.
- Regularly timetabled tutorial periods with access to ICT facilities to support independent study.
- Dedicated Careers lessons to guide pupils through UCAS applications and provide advice about future career paths.
- Pastoral support provided by Form Teachers, The Head of Sixth Form and Designated Teachers.
- Regular tracking, monitoring and intervention to support progress across all areas of the curriculum.
- Access to the Sixth Form Hub.
- An Enrichment Programme that aims to develop a wide range of skills and qualities to prepare pupils for further study, the workplace and as caring contributors to society including:
  - Young Enterprise Scheme plus qualification awarded by University of Ulster
  - OCN Level 1 Restorative Mentor Training
  - OCN Level 1 Managing Stress & Well-Being
  - OCN Level 2 Personal Success & Well-Being
  - Well Being Ambassador Scheme
  - Student Leadership Team
  - Sixth Form Charity Committee
  - Sixth Form Social Events Team
  - Peer Mentoring Scheme
  - Mood Matters Workshops
  - Young Driver Workshops
  - Access to Queen's University Pathways Programme
  - Drug and Alcohol Awareness Workshops
  - Healthy Relationships Workshops
  - A range of sports



CHARITY COMMITTEE  
FORT HILL INTEGRATED COLLEGE  
SEPTEMBER 2022



WELLBEING & EVENTS TEAM  
FORT HILL INTEGRATED COLLEGE  
SEPTEMBER 2022



## PASTORAL AND WELL-BEING SUPPORT

Fort Hill Integrated College has an inclusive, caring and child-centred approach to supporting the social, emotional and academic needs of all students to ensure they are encouraged to reach their full potential.

There is a comprehensive Induction Programme to support students as they make the transition from Key stage 4 to Key stage 5. Pupils have the opportunity to meet new students and form new friendships by taking part in a day of fun team-building activities before term begins in September.

Each student has a Form Teacher who meets with them each morning and is the first point of contact for students and parents. Mrs Patterson, The Head of Sixth Form, monitors and supports all aspects of pastoral care and student well-being. Parents and guardians also continue to play an integral role in supporting student progress and are encouraged to contact any member of the Sixth Form Pastoral Team should they have any concerns.

Students are encouraged to take part in a wide range of enrichment activities to develop independence, leadership and communication skills. There are many opportunities for students to take on roles of responsibility, representing the student body on various teams and committees. A number of social events are organised throughout the year to support student well-being and develop positive relationships between pupils and staff.

Fort Hill Integrated College operates a self-referral system for students who feel they might benefit from access to the school counselling service.

### **Safeguarding:**

All members of the Fort Hill Integrated Community, including students, staff and parents, have a vital role to play in the safeguarding of all students.

Students are supported by the following members of staff:

- Mr C Millar- Principal
- Mr A Tate- Vice- Principal, Head of Pastoral Care and Designated Teacher for Child Protection
- Mrs T Richardson- Teacher in Charge of Wellbeing and Assistant Designated Teacher for Child Protection
- Mrs T Patterson- Head of Sixth Form, Key Stage 5 Curriculum Co-ordinator and Assistant Designated Teacher for Child Protection
- Mrs K McTurk- Teacher in Charge of Curriculum
- Team of Year 13 and Year 14 Form Teachers

# ROLES AND RESPONSIBILITIES IN SIXTH FORM

## Student Senior Leadership Team

The Student Senior Leadership team is made up of the Head Boy, Head Girl and their deputies, supported by a team of dedicated prefects. The Student Leadership Team meets regularly with The Head of Sixth Form to discuss issues affecting Sixth Form, to generate ideas to enhance pupils' experiences in Sixth Form and to find new ways to support the work of the school.

The Student Leadership Team also has an integral part to play in the integration of Year 8 pupils into Fort Hill Integrated College, assisting with Year 8 Induction events and supporting Year 8 form teachers in the mornings. Each Year 8 form class is assigned their own prefects who are always available to help and guide them as they settle into school life. The Student Leadership Team also plans 'Wacky Wednesday' events for Year 8 form classes in Term 1 to help pupils get to know one another and form new friendships. In Term 2, the Student Leadership Team runs an inter-form quiz for Year 8 which helps to build a sense of community across the year group.

## The Sixth Form Charity Committee

The Charity Committee is made up of 2 elected representatives from each form class who work together to organise fundraising events in aid of a charity chosen by the pupils themselves. Pupils organise events such as raffles, bun sales, food bank collections and non-uniform days which can be enjoyed by the whole school. In addition, larger events such as the Sixth Form Sleep Out and a Fancy Dress Sponsored Walk always provide a bit of fun, fostering a great sense of camaraderie, whilst raising money for charity.



## The Sixth Form Wellbeing and Social Committee

The aim of the Social Committee is to organise events that provide an opportunity to promote wellbeing and to get to know one another outside the classroom. Representatives are elected by their peers and organise wellbeing activities throughout the year such as Halloween Hot Chocolate and Treats, the Stick or Steal Christmas Raffle, various trips and a sixth form big breakfast to mark the end of the school year.

# LEVEL 3 APPLIED LAW

BTEC

Lead teacher: Mr J Mills

## About the course

No prior knowledge of law is necessary. It is suggested, however, that candidates should be able to demonstrate good communication skills as essay writing forms a large part of the assessment, so at least a C grade at GCSE English is preferred. You will need an aptitude for hard work, coupled with an analytical mind, which enjoys the challenge of expressing difficult ideas clearly. You will be expected to research, on your own initiative, statute and case law.

## Units Covered

- **Unit 1:** Dispute solving in Civil Law (external assessment)
- **Unit 2:** Investigating aspects of criminal law and the legal system (Internal assessment)
- **Unit 3:** Applying the Law (external assessment)
- **Unit 6:** Contract Law (Internal assessment)

## Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction\*(grade A\*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction\*(grade A\*)

## Why study this course?

Students will develop a knowledge and understanding of the legal system and an ability to evaluate its operation and performance. Students will also develop the ability to communicate legal arguments and conclusion, referring to legal authority as appropriate. Furthermore, you will develop techniques of logical reasoning, critical thinking and be able to solve problems by applying legal rules.

## Careers

Past students have combined Law with a wide range of other subjects, particularly Business Studies, History and ICT. Studying Law provides a useful background for the further study of Law either as the main subject or subsidiary part of a degree, foundation degree or for the many professional qualifications which have a law component.

# GCE ART and DESIGN CCEA Specification

## A LEVEL

Lead teacher: Mrs L Taylor

### About the course

This course covers Art, Craft and Design - Combined Studies, Photography and Lens-Based Media, Three-Dimensional Design and Textiles.

It aims to encourage students to develop intellectual, imaginative, creative, and intuitive capabilities and seeks to help students to gain independence in generating, refining and communicating their own ideas, intentions and personal outcomes.

A minimum GCSE grade C\* in Art and Design is desirable but not essential, together with a good portfolio of work.

### Units Covered

**AS 1:** Experimental Portfolio, Students develop, explore and record ideas.

**AS 2:** Personal Response Students present a personal outcome.

**A2 1:** Personal and Critical Investigation written investigation 1000–3000 words.

**A2 2:** Thematic Outcome, Students present an outcome in response to the theme.

### Assessment

**AS 1:** Assessment Objectives 1, 2, and 3 only. 50% of AS, 20% of A level.

**AS 2:** Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3, 50% of AS, 20% of A level.

**A2 1:** 20% of A2 12% of A level 40% of A2, 24% of A level.

**A2 2:** 12 hour-controlled tests. Assessment Objectives 1, 2 and 3. 40% of A2, 24% of A level.

### Why study this course?

Many other subjects complement Art and Design, depending on the career path you wish to take. A list of Art and Design based careers are available on line and in the Art and Design Department. A-level Art and Design lays excellent foundations for a career in the creative industries, although the ability to 'think outside the box' and the observational skills learnt through this subject are considered valuable in a whole spectrum of professions.

### Careers

Career opportunities in Art and Design can also lead to employment in many areas. The list is long and may include, Illustrator, graphic designer, photographic animator, web designer, game designer, product designer, architect, stage design and costume design.

# **OCR CAMBRIDGE TECHNICAL LEVEL 3**

## **Extended Certificate in Business**

**A LEVEL**

**Lead teacher: Mr J Mills**

### **About the Course**

This is a new and up to date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2025 and beyond. The Level 3 Cambridge Technical in Business course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

### **Units Covered**

**Unit 1 AS:** The Business Environment (External Assessment)

**Unit 2 AS:** Working in Business (External Assessment)

**Unit 4 A2:** Customers and Communication (Internal Assessment)

**Unit 11 A2:** Accounting Concepts (Internal Assessment)

**Unit 16 A2:** Principles of Project Management

### **Assessment**

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade: Pass (grade E) Merit (grade C) Distinction (grade A) Distinction\*(grade A\*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following: Pass (grade E) Merit (grade C) Distinction (grade A) Distinction\*(grade A\*)

### **Why study this course?**

- Business is at the heart of everyday life. Exciting and practical units will be delivered
- Only 3 externally assessed units – can be sat in January and June.
- 2 internally assessed portfolio units
- It develops transferable skills for the workplace or future studies.
- Employment opportunities available due to the skills gap in the market

### **Careers**

The course provides students with a progression route to higher education and further training for employment. It offers students the chance to personalise their path of study and obtain qualifications that meets their individual aptitudes and interests such as Business Management, Accounting, Marketing, Human Resources and Teaching.

# CHILD CARE – Early Childhood Development Extended Certificate

BTEC

Lead teacher: SERC

## About the Course

This qualification gives an introduction to study of the sector. It is intended as an Applied General qualification, and is equivalent in size to one A Level. It supports access to a range of higher education courses, possibly, but not exclusively, in the early years sector, if taken alongside further Level 3 qualifications. Learners will complete 50 hours, of work experience in the sector.

## Units Covered

### **4 Mandatory Units:**

- Children's Development
- Keeping Children Safe
- Play and Learning
- Research and Reflective Practice

**Assessment** Two externally assessed units • Two internally assessed units.

**BTEC grading equivalent to A Level grading below:**

Pass **E**

Merit **C**

Distinction **A**

Distinction \* **A\***

## Why study this course?

This qualification has been developed alongside many important agencies, such as higher education organisations, including various universities throughout the UK. This course has been designed for students interested in learning about children's care and education sector (0-8 years) alongside other fields of study. It is designed to be taken alongside other A Level qualifications.

## Careers

This qualification is primarily designed to support progression to employment via higher education. However, this qualification will also be relevant for those who choose to progress directly to employment in the following areas: Care Worker, Nursery Assistant, out of School Childcare Worker and many other professions in the child care sector.

# LEVEL 3 ENGINEERING

BTEC

Lead teacher: SERC

## About the Course

Engineering is a fun interactive subject that combines a broad base of technical skills and knowledge that will enable progression to Higher Education. This course will suit you if you wish to succeed in a highly competitive job market by developing the skills and knowledge which employers need you to have. Students are required to have achieved a grade B or above in GCSE Mathematics to access this course.

## Units Covered

- Mechanical Principles & Applications
- Mathematics for Engineering Technicians
- Engineering Drawing for Technicians
- Computer Aided Drafting
- Engineering Secondary & Finishing Techniques Tutorial
- Fabrication Processes

## Assessment

Candidates are assessed using a range of different methods. These include assessments, coursework, project-based learning, presentations, practicals, posters, leaflets, role-play, and case studies. This is dependent on the requirements of each unit of study. Oral, written and online feedback will be provided during your course to help improve and monitor performance.

## Why study this course?

Engineering is an exciting subject because **it combines scientific and mathematical knowledge with creative thinking**. It teaches you to question the established ways of doing things and to come up with new ideas. In order to do this, you need creativity and an ability to look beyond what has been done before

## Careers

Careers in Engineering can be found in a wide range of sectors such as manufacturing, Aero Space, Bio Medical Science, Engineering Technician and roles in many other industries.

# ENGLISH LITERATURE CCEA

## A LEVEL

Lead teacher: Mrs N Johnston

### About the Course

It is the aim of the course to introduce students to a detailed textual study of a variety of genres and the contexts in which they were written, therefore enabling students to express informed and relevant responses to what they have read. Students will be expected to have achieved a C \* or above in GCSE English and display an enthusiasm for independent reading and a critical understanding of ways in which writers craft their work in order to shape meaning.

### Units Covered

**AS Unit 1:** The Study of Poetry 1900- present and Drama 1900 to present.

**AS Unit 2:** The Study of Poetry Pre 1900

**A2 Unit 1:** The Study of Shakespeare

**A2 Unit 2:** The Study of Poetry Pre 1900 and Unseen Poetry

**A2 Unit 3:** Internal Assessment

### Assessment

**AS Unit 1:** 2 Hour Examination.

**AS Unit 2:** 1 Hour Examination.

**A2 Unit 1:** 1Hour 30-minute Examination.

**A2 Unit 2:** 2 Hour Examination.

**A2 Unit 3:** Internal Assessment- 2500-word essay (20 % of A Level)

### Why study this course?

English Literature encourages students to develop key skills such as creativity, analysis and evaluation through the exploration of texts and their contexts. In particular, English Literature might complement the study of History, Law, Politics or Journalism.

### Careers

The qualification would be ideal in providing a conceptual framework for degree courses such as Media Studies, Human Resources, Journalism, Sociology, Law, English Literature, Education or other communicative subjects. Successful students will profit from excellent skills in both written and verbal argument as well as developed critical thinking, awareness of broad social, cultural and political issues and a comprehensive understanding of a wide range of literary genres.

# GOVERNMENT AND POLITICS CCEA

## A LEVEL

Lead teacher: Mrs J Ireland

### About the Course

The aim of A Level Government and Politics is to encourage students to develop a lifelong interest in politics and current affairs, and to think critically about the political systems in which they live and how they may participate in those systems. Students will be expected to have achieved a C\* in GCSE English and stay connected to current affairs and be able to apply this to their understanding of political systems.

### Units Covered

**AS Unit 1:** The Government and Politics of Northern Ireland.

**AS Unit 2:** The British Political System.

**A2 Unit 1:** Comparative Study of the Government and Politics of the United States of America and the United Kingdom.

**A2 Unit 2:** Political Power.

### Assessment

**AS Unit 1:** 1 hour 15-minute exam

**AS Unit 2:** 1 hour 45-minute exam

**A2 Unit 1:** 2 hour 15- minute exam

**A2 Unit 2:** 1 hour 30-minute exam

### Why study this course?

A Level Government and Politics is a very well respected, academic subject, which is regarded as being rigorous in terms of the knowledge required and skills necessary to succeed. As a result, Further/Higher Education providers look favourably towards the subject for entry requirements to a wide range of courses.

### Careers

Careers from Government and Politics include Politics, Law, Teaching, Public Sector positions, Marketing and Business.

# HEALTH AND SOCIAL CARE CCEA

## A LEVEL

Lead teacher: Mrs A Mussen

### About the Course

The CCEA GCE Health and Social Care specification appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology, and develop skills including research, investigation, and analysis.

### Units Covered

**AS Unit 1:** Promoting Quality Care

**AS Unit 2:** Communication in Health, Social Care and Early Years Settings

**AS Unit 3:** Health and Well-Being

**A2 Unit 3:** Providing Services

**A2 Unit 4:** Public Health and Health Promotion

**A2 Unit 5:** Supporting the Family

### Assessment

**AS Unit 1 & 2:** Are both internally assessed through written reports

**AS Unit 3:** Is a 2hr written examination externally assessed

**A2 Unit 3:** Is a 2hr examination externally assessed

**A2 Unit 4 & 5:** Are both internally assessed through reports and a case study

### Why study this course?

You'll learn all about how individuals are impacted by issues like mental health, poverty and the use of recreational drugs. As well as important sector aspects like human rights, the law and contemporary issues in social policy. Health and social care also covers key elements such as anatomy and physiology, psychological development and nutrition and public health so that you can find out which area you'll enjoy.

### Careers

Many students with qualifications in Health and Social Care go on to have interesting and successful careers in childcare, nursing (both adult and Paediatric), midwifery, social work, teaching, paramedics, counselling and health visiting.

# GCE HISTORY CCEA

## A LEVEL

Lead teacher: Ms M Greene

### About the Course

The aim of A Level History is to give students the opportunity to explore key personalities, political, economic and social events which have shaped our present. It will build upon your understanding of the past and ability to make links and draw comparisons between historical periods and to identify significant turning points. Students must have achieved B or above in GCSE History and a C\* in GCSE English Language to study this subject.

### Units Covered

**AS Unit 1:** Historical Investigations and Interpretations – Germany 1919 – 1945

**AS Unit 2:** Historical Conflict and Change – Russia 1914–1941

**A2 Unit 1:** Change Over Time – The American Presidency 1901–2000

**A2 Unit 2:** Historical Investigations & Interpretations – Partition of Ireland 1900–25

### Assessment

**AS Unit 1:** Germany 1919 – 1945 1 hour 30 minutes exam

**AS Unit 2:** Russia 1914 – 1941 1 hour 30 minutes exam

**A2 Unit 3:** The American Presidency 1 hour 15 minutes exam

**A2 Unit 4:** Partition of Ireland 1900 – 1925 ,2 hours 30 minutes exam

### Why study this course?

History encourages students to develop key skills such as analysis, communication, debate, research, problem solving and essay writing. Studying History provides a useful background for a wide range of courses in Further and Higher Education.

### Careers

Careers from History include Law, Politics, Public Sector, Business, Marketing, Teaching, Archaeology etc.

# GCE LIFE AND HEALTH SCIENCE CCEA

## A LEVEL

Lead teacher: Mr A Richardson

### About the Course

This A Level is taught by subject specialists and prepares pupils to work in the Healthcare sector in Northern Ireland which generates over £800 million in sales each year. The topics students study includes, Human Organ Systems, Chemical Engineering Processes, Organic Chemistry and Practical Laboratory skills. Pupils will need to have achieved C\*C\* in Double Award Science or a B grade in GCSE Single Award science. A C\* in GCSE Maths is also desirable.

### Units Covered

**AS Unit 1:** Experimental Techniques

**AS Unit 2:** Human Body Systems

**AS Unit 3:** Aspects of Physical Chemistry in Industrial Processes

**A2 Unit 1:** Scientific Method Investigation, Analysis and Evaluation

**A2 Unit 2:** Organic Chemistry

**A2 Unit 3:** Medical Physics

### Assessment

1 unit per year will be a portfolio assessed unit, while 2 units will be examination based.

Each unit in year 13 is 33% of the AS level. AS level counts as 40% of the full A Level.

Each unit in year 14 is 33% of the A2 Level, and the A2 counts as 60% of the full A Level.

### Why study this course?

Life and Health Science related industries make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

### Careers

There are a number of degree courses that this A Level can lead to (some in combination with other subjects) including Sports Studies, Geography, Biology, Occupational Therapy, Nursing, Speech and Language Therapy, Civil Engineering, Biomedical Engineering and more. It is also a subject that can be used for some courses at Stranmillis Teacher Training College, and CAFRE Agricultural College.

# INTRODUCTORY DIPLOMA IN INFORMATION TECHNOLOGY

CTEC

Lead teacher: Mrs D Patterson

## About the Course

This is an up-to-date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2025 and beyond. The Level 3 Cambridge Technical in IT course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

## Units Covered

### YR 13

**Unit 1:** Fundamentals of IT (Externally Assessed)

**Unit 2:** Global Information (Externally assessed)

### YR 14

**Unit 6:** Application Design (Internally Assessed)

**Unit 15:** Game Design & Prototyping (Internally Assessed)

**Unit 17:** Internet of Everything (Internally Assessed)

## Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade.

All of the Assessment objectives will then be added up to combine to give the final grade for that unit. At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following: Pass (grade E) Merit (grade C) Distinction (grade A) Distinction\* (grade A\*)

## Why study this course?

ICT is the ideal complement to any AS course of study and offers a range of skills that can be transferred across the curriculum and into working life.

## Careers

Career paths followed may include: Software Developer, Multimedia/Marketing, Cyber Security, Graphic Designer, Administrator, Business Planner, Teacher, Web Designer, App Developer, Mobile Technology and many more!

# GCE MATHEMATICS CCEA

## A LEVEL Lead teacher: Lisnagarvey High School

### About the Course

This qualification aims to encourage students to: understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study. It also allows students to extend their range of mathematical skills and techniques, understand progression in mathematics and how different areas of mathematics are connected. A B grade or above in GCSE Maths is required to study this subject.

### Units Covered

#### Year 13

**Unit 1:** Pure Mathematics

**Unit 2:** Applied Mathematics

#### Year 14

**Unit 1:** Pure Mathematics

**Unit 2:** Applied mathematics

### Assessment

This qualification includes:

- Pure Mathematics: Two examinations (60% of A Level)
- Applied Mathematics: Two examinations (40% of A Level – 20% Mechanics, 20% Statistics)

### Why study this course?

GCE Mathematics builds on learning from Key Stage 4 and gives students opportunities to continue to develop Cross-Curricular Skills, Thinking Skills and Personal Capabilities, including using Mathematics to analyse and solve challenging problems, making deductions and inferences and making effective conclusions.

### Careers

Those who qualify in Mathematics are in the fortunate position of having a wide range of career choices. The ability to use logical thought, to formulate a problem to allow for computation and decision-making, to make deductions from assumptions and use advanced concepts, are all enhanced by a Mathematics degree. It is for this reason that mathematicians are increasingly in demand. With a Mathematics degree, you could enter Finance, Statistics, Engineering, Computing, Teaching or Accountancy.

# MEDIA STUDIES WJEC

A-LEVEL

Lead teacher: St Patrick's Academy

## About the Course

The subject is both practical and academic with a strong emphasis on research and will particularly appeal to students who are creative and artistic. You will need to have an interest in studying media forms, including television, film, print and online media

## Units Covered

**AS Unit 1:** MS1 Media Representations and Responses

**AS Unit 2:** MS2 Media Production Process

**A2 Unit 3:** MS3 Media Investigation and Production

**A2 Unit 4:** MS4 Media Text, Industry and Audience

## Assessment

**Unit 1:** MS1 (50%) (External Assessment)

**Unit 2:** MS2 (50%) Internal Assessment

**Unit 3:** MS3 (50%) (Internal Assessment)

**Unit 4:** MS4 (External Assessment)

## Why study this course?

This course should give you an excellent introduction to the most important aspects of the media and the various career opportunities in this and related fields.

## Careers

If you want to continue with Media Studies in higher education you will find a great number of degrees and other courses offered such as advertising, communications and media related degrees.

# GCE MOVING IMAGE ARTS CCEA

A-LEVEL

Lead teacher: Mrs E Hunter

## About the Course

Moving Image Arts is designed to help students develop their creative and critical abilities, through hands-on learning in the craft of moving image arts. The basis of the subject is the students' creation of their own moving image production either a live action film or an animation. Exploring the rich and diverse heritage of the moving image and its relationship with other art forms and disciplines should inform and inspire the students' work.

## Units Covered

**AS Unit 1:** Realist & Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio

**AS Unit 2:** Critical Response

**A2 Unit 1:** Creative Production and Research: Advanced Portfolio

**A2 Unit 2:** Advanced Critical Response

## Assessment

**AS Unit 1:** 60% of AS 24% of A Level

**AS Unit 2:** 40% of AS 16% of A Level

**A2 Unit 1:** 36% of A level

**A2 Unit2:** 24% of total GCE

Students will make their own narrative films as part of the assessment process at both AS and A2 Level along with animation sequences.

## Why study this course?

This course enables students to develop their own moving image products and helps students to develop technical and expressive competence in film making and animation techniques.

This subject will teach you very valuable and highly transferable skills and, as such, can stand-alone. Subjects that would, however, complement it are Art & Design, ICT, English Literature and Technology.

## Careers

Moving Image Arts is an ideal choice for students wishing to pursue a career in the creative industries. This unique subject develops critical and creative abilities in all of the key creative areas of film production, including writing, directing, editing, producing and production design.

# PERFORMING ARTS (ACTING) LEVEL 3

## DIPLOMA Lead teacher: Laurehill Community College

### About the Course

This course will suit students who have a love of the theatre, performing to an audience and the desire to perhaps work and understand the principles of this profession.

### Units Covered

**Four specialist units will be studied over the two-year course. These may include:**

- Contemporary Theatre Performance
- Devising Plays
- Applying Acting Styles
- Drama Improvisation
- Musical Theatre Performance
- Mime

### Assessment

100% performance, internally assessed.

### Why study this course?

Performance courses can help you with English, Media, Law, Management, Marketing, Events and many more careers which are communications and public relations related.

### Careers

Successful students may wish to pursue a career in the world of theatre, film, television, radio and entertainment. Employment opportunities also exist in arts administration, teaching, marketing and arts therapy.

Many students may wish to progress to professional training in their specialised area or to study Performing Arts at degree level in University.

# Religious Studies

A Level

Lead teacher: Laurelhill Community College

## About the Course

The CCEA GCE Religious Studies specification offers an academic approach to the study of religion, ethics and philosophy. It gives students opportunities to develop their knowledge and understanding of religion.

## Units Covered

**Four specialist units will be studied over the two-year course. These may include:**

- Textual Studies
- Systematic Study of One Religion
- Religion and Ethics
- Philosophy of Religion

## Assessment

**100% External Examination:**

**AS:** (40% of final A Level award)

**A2:** (60% of the final A Level award)

## Why study this course?

Religious Studies is a versatile subject that develops a student's ability to develop critical thinking skills, present arguments, develop communication skills and consider other points of view – all of these skills are valuable for further education. The A Level in Religious Studies offers an understanding and appreciation of human cultural, social and religious diversity.

## Careers

Religious Studies is a relevant qualification for any job which involves working with other people. The skills developed by studying Religious Studies are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media

# SOCIOLOGY AQA

## A LEVEL

Lead teacher: Mrs S Alton

### About the Course

The central aim of A Level Sociology is to study human relationships and social structures, dealing with a variety of topics including family, religion, work, education, sexuality, gender and race. A C\* or above in English Language is required to study this course.

### Units Covered

**AS Paper 1: (3.1.1) – Education (3.1.2) - Methods in Context**

**AS Paper 2: (3.2.1) - Research Methods (3.2.2) – Family Households**

**A2 Paper 1: (4.1.1) – Education (4.1.2) - Methods in Context (4.1.3) – Theory and Methods**

**A2 Paper 2 (4.2.2) Families and Households (4.2.5) Beliefs in Society**

**A2 Paper 3: (4.3.1) Crime and Deviance (4.3.2) Theory and Methods**

**NB** AS Level is a separate qualification and does not count towards the final A Level result. The topics that are repeated in year 13 and 14 are dealt with in more depth on Paper 1 and 2 of the A Level and there are some longer questions.

### Assessment

The assessment for this course is all examined at the end of the year. The AS exam does not count towards the A Level result.

AS Level is examined at the end of year 13 in 2 separate written exams.

A Level is examined at the end of year 14 in 3 separate written exams, each worth 33% of the A Level (each 2 hours).

### Why study this course?

Sociology offers insight into social and cultural issues. It fosters critical thinking, challenges assumptions and encourages students to think a little deeper about what they see in front of them. Students are encouraged to reflect on their own experience of the world in which they live. Through discussion and debate, they develop skills such as how to use evidence to support arguments and how to investigate facts. They develop great communication, interpersonal, analytical and leadership skills and together with the insights gained into the workings of society, this makes sociology students highly desirable.

### Careers

Studying A Level Sociology opens up a range of careers including social work, nursing, healthcare, mental health, government, market research, law, journalism, police, youth community work and criminal justice.

# SPORT, FITNESS AND PERSONAL TRAINING

BTEC LEVEL 3

Lead teacher: Mrs R McGeary

## About the Course

The mandatory content gives learners a broad basis of study to work in the sport and fitness industry and forms a basis for progression to further study.

## Units Covered

### **Unit 1-** Anatomy and Physiology

Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of energy systems.

### **Unit 2 -**Fitness, Training and Promoting Health, Sport and Wellbeing

Learners explore client fitness and lifestyle assessment, fitness training methods and fitness programming to support clients' health and wellbeing.

### **Unit 3-** Professional Development in The Sport Industry

Learners explore the knowledge and skills required for different career pathways in the sports industry.

### **Unit 5-** Application of Fitness Testing

Learners gain an understanding of the requirements of conducting safe fitness tests.

## Assessment

Year 13- Two externally assessed examinations (67%)

Year 14- Two internally assessed pieces of written coursework (33%)

These will be graded from a Pass to Distinction\* with associated UCAS points.

## Why study this course?

When studied alongside two other Level 3 qualifications such as Travel and Tourism, Business, Health and Social care or ICT this broadens your potential career options and supports progression to a wide range of higher education courses at university. Additionally, this is an excellent course for pupils who, after sixth form, progress directly to employment in the health and fitness sector as a gym instructor or have a part time income during university.

## Careers

There are many careers' options but here are a few pathways you could choose to explore: teaching, research & analytics, nursing & caring profession roles, sports university courses, leisure centre roles & management, coaching and event coordinators, sports development, youth officer, emergency services and armed forces. The transferable skills you learn are useful no matter which career path you choose.

# TECHNOLOGY & DESIGN: PRODUCT DESIGN

## CCEA

A LEVEL

Lead teacher: Mrs K McLaughlin

### About the Course

The CCEA GCE Technology and Design specification encourages students to recognise and overcome challenges and constraints when working towards making high quality products. A C Grade in GCSE Technology is required to study this course.

### Units Covered

**The AS units** include a common core of Design and Materials and a specialized study of Systems and Control (either electronic and microelectronic systems or mechanical and pneumatic systems) or Product Design-

**The A2 units** explore Systems and Control (either electronic and microelectronic systems or mechanical and pneumatic systems) or Product Design in greater detail than at AS level. The A2 course includes an internally assessed 'design-and-make' task.

### Assessment

**In Year 13** there is a 2-hour exam worth 20% of the A Level course and a design and make project which includes a ten-page A3 portfolio, also worth 20% of the course.

**In Year 14** there is a 2-hour exam worth 30% of the A Level course and a design and make project which includes a twenty-page A3 portfolio, also worth 30% of the course.

### Why study this course?

It encourages students to draw on their knowledge, understanding and skills in making processes and apply these to a range of technological and design activities. Students use digital technologies and information handling skills to enhance their technological and design capability. They also develop higher order thinking skills, such as creative thinking and problem solving. This qualification gives students a sound basis for progression to higher education

### Careers

Technology & Design can be used along with a combination of other subjects to lead into many different career paths such as Engineering, Product Design, Graphical Design, Fashion Design and Architecture. Speak to your teacher for more advice.

# TRAVEL AND TOURISM PEARSON LEVEL 3

BTEC

Lead teacher: Mrs S Alton

## About the Course

This qualification has been designed to provide an all-round introduction to the travel and Tourism sector and it is equivalent to 1 A Level. It covers key knowledge and practical skills with a vocational focus.

## Units Covered

**Unit 1:** The World of Travel and Tourism

**Unit 2:** Global Destinations

**Unit 3:** The Principles of Marketing in Travel and Tourism.

**Unit 9:** Visitor Attractions.

## Assessment

You will be assessed throughout this course by a variety of assessment methods.

**Unit 1:** is an external exam sat in January.

**Unit 2:** is an external task with research time given in class to make notes which can be brought into the task itself.

**Units 3 and 9** are coursework based assessments which will take the form of reports and presentations.

## Why study this course?

Tourism is a vibrant, growing industry, particularly in Northern Ireland, where 40,000 people are employed in the Travel and Tourism sector. In this course you will have the opportunity to learn about an industry full of possibilities, to study places you may have only seen on TV and film and gain skills that are transferable to any sector of employment.

## Careers

Tourism and Hospitality has a huge scope for employment. By 2025 the UK tourism industry will be worth over £257 billion, around 10% of the UK GDP. The industry supports 3.8 million jobs and has a huge impact on the UK economy. It allows you to progress to Further/Higher Education, where you could study degrees or foundation degrees such as International Tourism Management, Aviation Management or Event Management. The course can also lead directly into a career in the airline industry, event management, within the cruise sector, marketing, as a resort representative or in a travel agency.

# UNIFORMED PROTECTIVE SERVICES

BTEC

Lead teacher: Mr B Allison

## About the Course

This course is targeted at those who would like to gain employment in any of the Uniformed Protective Public Services.

It will give you an insight into public service area and this could include the Army, Navy, Air Force, Police, Fire and Rescue and the Prison Service.

## Units Covered

**Unit 2:** Behaviour and Discipline in the Uniformed Protective Services

**Unit 5:** Teamwork, Leadership and Communication in the Uniformed Protective Services

**Unit 10:** Skills for Outdoor Activities and the Uniformed Protective Services

**Unit 13:** Introduction to Criminology

## Assessment

This course is 3 units of coursework and one examined unit on Behaviour and Discipline.

## Why study this course?

You may have an interest in pursuing a career in ANY public service area. This could include the Army, Navy, Air Force, Police, Fire and Rescue and the Prison Service. You enjoy opportunities to organise events and work as a team. You enjoy getting out of the classroom and are prepared to be assessed on your skills away from a desk. You are eager to find out more about criminology and you are keen to learn about behaviour and discipline and have an interest in Citizenship.

## Careers

You can progress into a career within the Public Services Sector or alternatively you can go on to study at University on courses such as Criminology, Policing, Business, Sports, Disaster Management, Law and IT to name but a few.

# CAREER PATHWAYS

As well as selecting subjects you enjoy and are good at, it is important to consider possible career choices when making decisions about what to study at A Level. It is the responsibility of the student to ensure that subject choices support access to higher or further education courses in your preferred career path. If you are unsure, you can speak to a member of the Careers Team, your Form Teacher or Sixth Form Staff who will be able to advise you.

## **Business /Information Technology Route:**

GCE Life and Health Science  
A Level Health and Social Care  
BTEC Childcare Play Learning and Development  
Alongside any other preferred subject

## **Sports Studies Route:**

BTEC Sport Studies  
A Level Life and Health Science  
A Level Health and Social Care  
Alongside any other preferred subject

## **Childcare/Early Years Studies/Teaching Route:**

BTEC Level 3 Children's Play Learning and Development  
A Level Health and Social Care  
A Level English Literature  
A Level Sociology  
Alongside any other preferred subject

## **Law /Public Services Route**

BTEC Applied Law  
BTEC Level 3 Uniformed Protective Services  
A Level Government and Politics  
A Level History  
Alongside any other preferred subject

## **Engineering Routes**

CTEC Information Technology  
A Level Technology and Design  
BTEC Level 3 Engineering  
A Level Mathematics  
Alongside any other preferred subject

## **Marketing/Leisure/Tourism Route:**

BTEC Level 3 Travel and Tourism  
A Level Business Studies  
CTEC Information Technology  
BTEC Sport Studies  
A Level Sociology  
Alongside any other preferred subject

## **Film Studies/Creative Media Routes**

A Level Moving Image Arts  
CTEC Information Technology  
A Level Art and Design  
BTEC Business Studies  
Alongside any other preferred subject

## **Nursing Routes:**

GCE Life and Health Science  
A Level Award Health and Social Care  
BTEC Children's Play Learning and Development  
A Level Sociology  
Alongside any other preferred subject