



# Bloomfield Collegiate School

*excellence in a caring community*



## Advanced Level OPTIONS 2026

## **IMPORTANT INFORMATION FOR YEAR 12**

This booklet provides information about subject choices for the next step in your education and career. *These choices should be confirmed or altered at Year 13 Registration following publication of the GCSE results in August 2026.* Careers advice will also be available at that time.

### **Admission to Sixth Form**

Pupils must study a minimum of 3 AS subjects or equivalent.

For any subject they wish to study, pupils will normally be expected to have achieved at least a Grade B in GCSE at Higher Tier, except where prior study is not a prerequisite. Pupils wishing to study Mathematics at Advanced Level will be required to have obtained at least a Grade A\* at GCSE Mathematics or a Grade B in Further Mathematics.

To be admitted into Year 13 pupils must have obtained at least 11 points in their GCSE examinations. For the purpose of calculating an applicant's score, Grade A\* = 4 points, Grade A = 3 points, Grade B = 2 points, Grade C\* = 1.5 points and Grade C = 1 point.

If the number of applications exceeds the number of available places, then the following criteria shall apply in the order stated:

- (i) Places will be allocated in strict rank order of the applicant's GCSE scores as defined above, those achieving higher scores being allocated places before those with lower scores.
- (ii) If more than one applicant is eligible for the final place priority will be given to the applicant whose home is closer to the school. (Distance will be measured in a straight line using an Ordnance Survey web distance measurement tool from the candidate's normal home address to the school's front gate).

Note:-

Sixth Form is usually composed of 2 years of study. In the first year (Year 13), pupils study three or four AS subjects which are examined at the end of Year 13.

In the second year (Year 14), pupils continue with three or four A2 subjects which are examined at the end of Year 14. It is also possible to repeat AS units at the end of Year 14.

**Continuation to Year 14 is usually subject to pupils obtaining at least the equivalent of the grade combination DEE at AS Level.**

**GCSE grades are extremely important since it is BOTH GCSE and AS results which form the basis upon which universities make or withhold offers of places on courses applied for through UCAS (Universities and Colleges Admissions Service).** The final A-level qualification is usually a combination of the AS and A2 results and is used by Universities to confirm or reject places offered on undergraduate courses.

### **Attendance and Punctuality**

When writing references, we are often asked for the number of days absence a pupil has recorded in the last two years at school. Attention to punctuality and attendance is therefore vital for all pupils and support from parents and guardians in these areas is expected.

### **The Next Step**

Academic achievement is important when making application to Higher and Further education. However, evidence of broader interests and suitable enrichment experiences are generally beneficial.

## INTRODUCTION

This booklet contains information about each of the AS/A-level subjects from which you may choose. You will spend a long time studying each of your subjects, so it is well worth taking time to find out all you can about them, before you make your choices. You should:

- ✓ Find out all you can about the kinds of career/courses you might be interested in,
- ✓ Read the relevant pages in this booklet,
- ✓ Talk to pupils already doing the subjects at AS/A-level,
- ✓ Talk to your teachers and the Heads of Department,
- ✓ Talk to your parents,
- ✓ Talk to the Careers Department.

## **DIFFERENCES WITH GCSE**

- ✓ There is considerably more study involved in 3 or 4 AS/A-levels than in 9 GCSEs,
- ✓ You have to do more work using your **own initiative and independently**,
- ✓ You have to apply, analyse and evaluate your knowledge to a greater extent, not just learn facts.
- ✓ There is a lot more **extra reading** 'around the subject',
- ✓ You will not succeed if you have too much commitment outside schoolwork, for example a **part-time job** which takes up a lot of your time,
- ✓ If you miss class, it is much harder to catch up.

## **THINGS TO CONSIDER**

### **1. *Do I enjoy the subject?***

This is a very important question, since you will spend a long time studying each of your AS/A-level subjects.

### **2. *Am I good at the subject?***

If you're not sure about this, ask your teacher. You should normally expect to achieve at least grade B at GCSE in any subject which you hope to study at AS or A-level. For any subject that is new to you at AS there will be an opportunity to ask the subject teacher during a designated Careers class

### **3. *Do I need the subject for the university course/career which I want to do?***

Research the careers and university courses you are interested in pursuing. Ask your subject teachers about careers benefiting from the study of their subject.

## **SUBJECT CHOICE AND UNIVERSITY COURSES/CAREERS**

You should bear the following points in mind,

- For many university courses/careers, any AS/A level subjects are suitable.
- For some university courses/careers, certain AS/A level subjects are desirable but not essential.
- For other university courses/careers, certain AS/A level subjects may be necessary.

### ***How do you find out what applies to the university course/career which you want to do?***

First of all, it is **your responsibility** to find out!

Talk to someone who is currently, or has **recently** taken the course, or is **recently** qualified in the career.

Talk to a member of the Careers staff and do extensive research on university and other websites.

Please note that all subjects offered are dependent on the availability of staff and the numbers opting for the subject. It may not be possible to accommodate each pupil's choice. The final decision lies with the school.

## YEAR 13 CHOICES 2026/2027

### THE CURRICULUM

- In Year 13 you will be required to study 3 or 4 subjects at AS level and continue 3 of these subjects to full A Level standard.
- Careers and Games are also included in the Year 13 curriculum.

### **Advanced Level subjects to be chosen from the following list:**

Art & Design	Geography	Psychology
Biology	German*	Physics
BTEC Sport	Government & Politics	Religious Studies
Business Studies	Health & Social Care	Sociology
Chemistry	History	Spanish
Digital Technology	Mathematics	Technology & Design
English Literature	Media Studies	
French*	Music	

\*Collaboration subject hosted outside Bloomfield Collegiate.

Year 12 pupils will choose 3 AS subjects from the list above. We will try to accommodate these choices for all pupils. Pupils who achieve 23 points or more at GCSE may choose to study 4 AS subjects. If you want to be considered for a fourth subject in Year 13, choose two possible subjects. We will try our best to give you your first preference but cannot guarantee it.

### **Collaboration**

Pupils can also access a range of subjects offered by nearby schools. Previously, Bloomfield pupils have studied RS and German in Campbell College, Engineering at Ashfield Boys, Digital Media at Ashfield Girls and French and Home Economics at Strathearn, but we have access to other courses in these schools should that be required. For example, we are currently exploring Performing Arts with Priory Integrated School for the forthcoming year.

Pupils wishing to take a course outside of those currently offered at Bloomfield should indicate this on the choices form. There is no guarantee that all requests can be catered for.

COURSE NAME

## GCE ART & DESIGN

### INTRODUCTION

AS and A2 Level courses based on this specification encourage students to build a broad range of skills and knowledge of Art and Design to be used as a basis for progression to further learning and/or employment within the creative industries.

**Why should you study A level Art and Design?** In recent years, the creative workforce across the UK has grown four times faster than the workforce as a whole. The creative industries within Northern Ireland have been identified as a significant opportunity for wealth and job creation. An A Level in Art and Design opens up the opportunity of studying a wide range of vocational and non-vocational courses at degree level from Architecture to Games Design, preparing young people to contribute to the ever-increasing creative economy both locally and at international level.

**Who should study A level Art and Design?** Students opting for this subject must have achieved at least a good B grade in GCSE Art and Design. Strong observational drawing skills, including skills in drawing from life, are essential, as this forms an important aspect of the A Level course. A key issue to consider when choosing this subject is the quantity of portfolio work required. This form of assessment is ideally suited to students who like working regularly on substantial pieces of work. It is important to consider the degree of motivation, self-organisation and time management required to get the best grades in this subject.

**How long will I spend on my A level Art and Design work?** Students will spend 4hrs and 40mins in class. This is normally allocated as four double periods but is subject to change. Candidates are also able to dedicate four additional study periods to their Art work.

**What equipment do I need and how much will I have to spend on materials?** You will continue to use the materials, mediums and equipment that you have used throughout your GCSE course. In addition, you will also need an A2 Art folder, portfolio sleeves and sketchbooks. We will provide all paper, card, watercolour, gouache and acrylic paint, soft and oil pastels, drawing and printing ink, printing plates including polystyrene, lino and Intaglio, cotton, silk and assorted fabrics, felt, fleece, felting needles, threads, fabric dye, clay, glaze, oxides, wire, fixatives, adhesives and all other mediums that are relevant to the course. To cover the cost of the aforementioned materials and associated equipment costs, each candidate is required to make a payment per year/course. Please feel free to speak with us if you have any queries about the course.

### SPECIFICATION - CCEA

The A Level Art and Design specification will encourage students to develop:

- Intellectual, imaginative, creative and intuitive powers
- Investigative, experimental, technical and expressive skills, aesthetic understanding and critical judgement
- An understanding of art, craft and design and media in contemporary society and in other times and cultures
- Experience of working within relevant and real frameworks and links with careers in the creative industries
- The experience of working in a broad range of media, including traditional and new media.

### EXAMINATION SUMMARY

AS 1: Experimental Portfolio. 50% of AS, 20% of A level.

AS 2: Personal Response with 10 hour timed test. 50% of AS, 20% of A level.

A2 1: Personal and Critical Investigation- Written. 20% of A2, 12% of A level.

A2 1: Personal and Critical Investigation- Practical. 40% of A2, 24% of A level.

A2 2: Thematic Outcome. 15 hour timed test. 40% of A2 24% of A level.

### CAREER PATHWAYS

In recent years, our students have gone on to study a wide range of subjects at degree level including Architecture, Games Design, Animation, Graphic Design, Illustration, Product Design, Fashion Design, Textile Design, Costume Design, Fine Art Painting and Printmaking, Intermedia Art, Photography, History of Art, Teaching, Physiotherapy, Dentistry and Medicine. From these courses past pupils have gained employment in the Film, TV and Music Industry, Graphic Design, advertising agencies, fashion houses and architecture.

### TRANSFERABLE SKILLS

In studying this subject you will develop the ability to work independently, to develop ideas and collaborate with others, strong observational, research and analytical skills, creative problem solving, to learn from feedback and criticism, and to be objective about your work.

HEAD OF DEPARTMENT

**Mrs Martin/ Mrs Monteith W1/ W2**

## COURSE NAME

# GCE BIOLOGY

## INTRODUCTION

The study of A Level Biology provides an opportunity for detailed study of living organisms and the environment in which we live. It allows students to develop the practical skills required for tertiary level study of Biology and for a career in the fields of Science, Engineering, Biological Sciences, Medicine and many others. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

We recommend that pupils who are considering studying Biology at A level should have:

- Achieved a grade A or A\* in GCSE Biology (all Units must be Higher Tier)
- Passed GCSE Chemistry

## SPECIFICATION - CCEA

The specification builds on the broad objectives of the Northern Ireland Curriculum.

The CCEA GCE Biology specification is designed to promote continuity, coherence and progression within the study of Biology, building upon the basic principles studied at GCSE level. The A level award then provides a basis for the further study, at tertiary level, of Biology and related courses. The GCE Biology course was revised in 2016 and now places more emphasis on developing practical skills in order to prepare students for a career in Science. According to CCEA, the specification encourages pupils to:

- develop an interest in and enthusiasm for Biology (including an interest in further study and Biology-related careers);
- develop knowledge and understanding of different areas of the subject and how they relate to each other;
- take part in practical activities that support the specification content and develop essential scientific skills;
- appreciate how society makes decisions about scientific issues; and
- understand how the sciences contribute to the success of the economy and society.

## EXAMINATION SUMMARY

### AS Units make up 40% of total A level

#### *AS:1 Molecules and Cells*

1hr 30min exam: 37.5% of AS (15% of total A level)

#### *AS:2 Organisms and Biodiversity*

1hr 30min exam: 37.5% of AS (15% of total A level)

#### *AS:3 Practical Skills*

Internal practical assessment and a 1 hr external exam: 25% of AS (10% of A level)

### A2 Units make up 60% of total A level

#### *A2:1 Physiology, Co-ordination and Control, and Ecosystems*

2hr 15min exam: 24% of A level

#### *A2:2 Biochemistry, Genetics and Evolutionary Trends*

2hr 15min exam: 24% of A level

#### *A2:3 Practical Skills*

Internal practical assessment and a 1hr external exam: 12% of A level

## CAREER PATHWAYS

The study of Biology at A level develops the knowledge, understanding and skills required for a wide range of careers. Some ideas of Biology-related careers include:

Biomedical Scientist, Biochemical Engineer, Biology Teacher, Dentist, Ecologist, Medical Doctor, Microbiologist, Nurse, Occupational Therapist, Optometrist, Pharmacist, Physiotherapist, Podiatrist, Speech and Language Therapist and many more.

## TRANSFERRABLE SKILLS

Scientific, investigative, enquiry, mathematical, statistical, problem-solving, communication and ICT skills are all developed throughout the course. Independent study skills are also enhanced as students learn to cope with the volume and complexity of the course.

## HEAD OF DEPARTMENT

**Miss Ritchie G1**

COURSE NAME	
<b>BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT</b>	
INTRODUCTION	
<p>BTEC Level 3 Nationals are vocational qualifications designed to help learners develop the skills and confidence required by employers and universities. This qualification is equivalent to one A-Level.</p>	
SPECIFICATION	
<p>This specification is divided into 4 units.</p> <p><b>Unit 1</b> Anatomy and Physiology (externally examined)</p> <p><b>Unit 2</b> Fitness Training and Programming for Health, Sport and Well-being (externally examined)</p> <p>*Units 1 &amp; 2 make up 67% of the total qualification.</p> <p><b>Unit 3</b> Professional Development in the Sports Industry (internally examined)</p> <p><b>Unit 4</b> Application of Fitness Testing (internally examined)</p>	
EXAMINATION SUMMARY	
<p><b>UNIT 1 Exploring Physical Education:</b> Externally assessed by a 1½ hour written paper exploring many topics including the structure and function of the skeletal system, joints, the functions of the muscular system, the structure and functions of the respiratory system, the cardiovascular system, the nervous system and energy systems.</p> <p><b>UNIT 2 Fitness Training and Programming for Health, Sport and Well-being:</b> Externally assessed by a 2½ written paper exploring positive and negative lifestyle factors and their effects on health; nutritional needs; components of fitness, and designing a training programme.</p> <p><b>UNIT 3 Professional Development in the Sports Industry:</b> Internally assessed assignments exploring the career and job opportunities in the sports industry.</p> <p><b>UNIT 4 Application of Fitness Testing:</b> Internally assessed assignments exploring the principles of fitness testing for different components of fitness.</p>	
CAREER PATHWAYS	
<p>A broad basis of study for the sport sector. This qualification is designed to support progression to higher education, employment and apprenticeships.</p>	
TRANSFERABLE SKILLS	
<p>Pupils will develop the following skills:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Research and analysis</li> <li>• Cognitive and problem-solving</li> <li>• Self-management</li> <li>• Working with others</li> <li>• Leadership</li> </ul>	
HEAD OF DEPARTMENT	<b>Mrs Robinson S3</b>

COURSE NAME

## **GCE BUSINESS STUDIES**

### **INTRODUCTION**

This subject aims to develop a critical understanding of business organisations. It involves consideration of the internal working of a business and in particular decision making in a dynamic external environment. Business behaviour can be studied from different perspectives. Pupils will acquire a range of skills including problem solving, evaluation and quantification, as well as management of information. It is very much inclusive of real life examples and the world around us.

### **SPECIFICATION - CCEA**

#### **AS**

Two Modules make up AS. The first module AS1 is entitled "The Competitive Business" and includes topics such as types and sizes of business, marketing and quality management.

The second module AS2 is entitled "Managing Business Resources" and includes communication, motivation, budgeting, accounts and cash flow.

#### **A2**

Two modules complete A2 and the first is A21 and entitled "Making Business Decisions" and topics taught include objectives, business strategy and accounting ratios. The second module is A22 and entitled "The Changing Business Environment" and includes economics, globalization and culture.

### **EXAMINATION SUMMARY**

AS1 and AS2 are assessed separately in 2 examinations lasting 1 hour 30 minutes each. They each contain 2 compulsory structured data response type questions, worth 40 marks. This is broken up into parts.

A2 1 is assessed in a 2 hour examination containing one compulsory data response question broken down into different parts worth 90 marks.

A2 2 Candidates are required to produce a business report analyzing problems, evaluating evidence and proposing/justifying solutions. This lasts 2 hours and is worth 90 marks.

### **CAREER PATHWAYS**

Business Studies is a very flexible subject as it is relevant to many higher education courses.

It is especially useful for careers in accounting, marketing, advertising, public relations, human resources and communication.

The subject has strong links with careers in ICT, food technology and languages.

### **TRANSFERABLE SKILLS**

Business Studies students develop the ability to analyse situations and solve problems using both qualitative and quantitative data

HEAD OF DEPARTMENT

**Mr Neill C7**

COURSE NAME

# GCE CHEMISTRY

## INTRODUCTION

The AS and A2 specifications in Chemistry encourage pupils to develop essential knowledge and understanding of the concepts of Chemistry, as well as building upon the practical skills used in GCSE Chemistry. Pupils gain an appreciation of the contributions of Chemistry to society and the responsible use of scientific knowledge and evidence.

## SPECIFICATION - CCEA

There are three AS modules which are completed in Year 13. These are:

MODULE AS1 Basic concepts in Physical and Inorganic Chemistry

MODULE AS2 Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

MODULE AS3 Basic Practical Chemistry

These constitute the free standing AS course.

The three A2 modules studied in Year 14 complete the A-level course. These are:

MODULE A21 Further Physical and Organic Chemistry

MODULE A22 Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

MODULE A23 Further Practical Chemistry

## EXAMINATION SUMMARY

Assessment consists of six written papers, one for each module.

AS1 1 hour 30 minutes, 40% of AS, 16% of A-level

AS2 1 hour 30 minutes, 40% of AS, 16% of A-level

AS3 Part A is a 1 hour 15 minutes practical exam which takes place in the laboratory and part B is a 1 hour 15 minutes written paper 20% of AS, 8% of A-level

A21 2 hours, 40% of A2, 24% of A-level

A22 2 hours, 40% of A2, 24% of A-level

A23 Part A is a 1 hour 15 minutes practical exam which takes place in the laboratory and part B is a 1 hour 15 minutes written paper 20% of A2, 12% of A-level

## CAREER PATHWAYS

A Chemistry qualification can lead to careers in the Pharmaceutical, Food, Textile, Paint and Dye Industries. Other fields include Forensic Science, Environmental Science, Biochemistry, Material Science and Nanotechnology. Chemistry is also an essential requirement for university courses such as Medicine, Pharmacy, Dentistry, Food Science, Medicinal Chemistry and Chemical Engineering. It has links to other subjects such as Biology, Physics, Geography, Geology and all types of Engineering. For this reason, a solid background in Chemistry is beneficial to careers related to these subjects.

## TRANSFERRABLE SKILLS

Throughout this course, pupils have the opportunity to develop practical, mathematical and problem-solving skills. Chemistry is deeply ingrained into so many areas of Business and Government that specialised knowledge of it can give a career edge in fields as varied as Product Development, Marketing, Management, Computer Science, Technical Writing and even Law.

HEAD OF DEPARTMENT

**Dr Swann G4**

**COURSE NAME**

# GCE Digital Technology

**INTRODUCTION**

This course is suitable for students who are interested in how modern digital systems are designed, developed and secured. Students explore contemporary technologies such as cloud computing, databases, cybersecurity, artificial intelligence, operating systems and networks. It provides an excellent foundation for studying Computer Science, Software Engineering, Cybersecurity, Data Science, or related disciplines at university, or for entering the rapidly expanding technology sector.

**SPECIFICATION - CCEA**

This specification gives students a structured understanding of how digital systems are designed, developed and evaluated. They explore how organisations use databases, networks, cloud technologies and operating systems to manage information securely and efficiently. Students follow the systems development lifecycle, learning how to analyse user needs, design effective solutions and evaluate their impact.

Alongside core technical knowledge, students consider the wider implications of digital technology, including cybersecurity, artificial intelligence, data privacy and ethical responsibility in a rapidly evolving digital world.

**EXAMINATION SUMMARY**

Module	Level	Name	Method of Assessment	Duration	AS	A-Level
AS 1	AS	Approaches to System Development	External Exam	1½ hours	50%	20%
AS 2	AS	Fundamentals of Digital Technology	External Exam	1½ hours	50%	20%
A2 1	A2	Information Systems	External Exam	2½ hours		40%
A2 2	A2	Application Development	Internal Assessment of Coursework			20%

**CAREER PATHWAYS**

The UK technology sector continues to grow rapidly, with significant skills shortages in areas such as cybersecurity, software development, artificial intelligence and data analytics. Digital Technology qualifications open pathways into a wide range of careers including software engineering, cybersecurity analysis, data science, cloud computing and IT consultancy.

The NI Skills Barometer identifies Digital Technology as one of the fastest growing employment sectors, with an average forecast growth rate of around 3.1% per year over the coming decade in the high-growth scenario.

**TRANSFERABLE SKILLS**

Through structured project work and examination study, students develop a wide range of transferable skills that are highly valued by universities and employers. These include analytical thinking, structured problem-solving, project planning, research and evaluation, risk assessment, and the ability to design solutions to meet clearly defined user needs. Students also strengthen their communication skills by presenting findings in a professional format and reflecting critically on their work.

**HEAD OF DEPARTMENT****Mr Dillon W11**

COURSE NAME

## GCE ENGLISH LITERATURE

### INTRODUCTION

The study of English Literature at A Level represents a progression from GCSE English Literature. As well as requiring a detailed knowledge of plot, themes and characters, students will analyse the techniques used by writers of poetry, prose and drama to manipulate the responses of readers and audiences. They will also consider a variety of critical interpretations of texts and study the social, cultural and historical contexts within which the texts were written.

English Literature students should enjoy reading widely and independently. They will have to evaluate a range of texts with critical analysis. Enthusiastic students may also have opportunities to act as mentors to younger students and to participate in our Sixth Form book club, Cake & Classics.

### SPECIFICATION - CCEA

This department follows the CCEA Specification.

AS English Literature is examined in 2 modules (details in examination sections below).

A2 English Literature builds upon the skills learned during the AS course and involves the close study of more poetry, prose and drama from a range of different periods e.g. William Blake and Shakespeare right up to 21<sup>st</sup> century novels.

### EXAMINATION SUMMARY

**AS Level Unit 1** is a 2 hour examination assessing the study of **Poetry** and **Drama** which was written between 1900 and the present day. This is chosen from a range of options including poets such as, Elizabeth Jennings, Philip Larkin, Robert Frost and Seamus Heaney and plays for example, *A Streetcar Named Desire*, *The Crucible* or *Waiting for Godot*.

**AS Level Unit 2** is a 1 hour examination which assesses the study of **Prose**. One novel is studied, chosen from a range of options which includes *The Scarlet Letter* or *Frankenstein*.

(The AS Level is worth 40% of the overall A2 Level)

At **A2 Level** there are 3 units, each worth 20%. Unit 1 is Shakespearean Genres - this is a 1 ½ hour external examination paper based on the study of one play. Unit 2 is a 2 hour externally examined paper which assesses Poetry written pre-1900 and Unseen Poetry and Unit 3 is an internally assessed coursework unit. This is a 2,500 word essay in which students compare 2 novels (one of which must be a 21<sup>st</sup> century novel) based on a theme.

### CAREER PATHWAYS

Advertising copywriter, Author, Counsellor, (Fast-track) Civil Servant, Immigration Officer, Journalist, Tourist Information Assistant, Market Research interviewer, PR Officer, Scriptwriter, Actor, Welfare, Rights Worker, Adult Guidance Worker, Political Researcher, Legal careers, HR Officer, Librarian and Information Officer, Teacher of English as a Foreign Language Teacher.

### TRANSFERABLE SKILLS

Working independently, time management and organisation, planning and researching, articulating knowledge and understanding of texts, concepts and theories, leading and participating in discussions, negotiation and teamwork to present ideas and information, effectively conveying arguments and opinions and thinking creatively, using your judgement to weigh up alternative perspectives, critical reasoning and analysis and using IT.

HEAD OF DEPARTMENT

**Ms Kinsley-Smith G9**

COURSE NAME

## GCE FRENCH SPANISH GERMAN

INTRODUCTION

Students follow the CCEA specification for A level French, Spanish and German.  
There are six assessment units in this specification, three at AS level and three at A2 level.  
The course is best suited to candidates who have at least an A at GCSE.  
An appreciation of literature is also desirable.

SPECIFICATION - CCEA

The course aims to:

- develop the students' ability to understand and use the language at a high level in order to discuss and reflect on aspects of society, politics and culture;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- allow critical engagement with intellectually stimulating films or literary texts in the language

EXAMINATION SUMMARY

### **AS 40% OF A LEVEL**

- AS1 Speaking (30% AS)  
AS2 Section A – Listening  
Sections B & C – Reading and Use of Language (Grammar) (40% AS)  
AS3 Extended Writing -essay in the target language on set film or literary text (30% AS)

### **A2 60% OF A LEVEL**

- A21 Speaking (18% of A level)  
A22 Section A – Listening  
Section B – Reading (24% of A level)  
A2 3 Extended Writing - essay in the target language on a set literary text (18% of A level)

CAREER PATHWAYS

Modern Languages open doors to a wide range of Career opportunities and can boost recruitment prospects significantly. Possible fields of employment are business, tourism, media, PR, finance, administration and teaching.

TRANSFERABLE SKILLS

Studying a language clearly makes you a good communicator, both orally and in writing. Additional skills gained through a language course include the ability to gather information, assess and interpret it, lead and participate in discussions and groups, organise workload and to work to deadlines.

HEAD OF DEPARTMENT

**Mrs Polley C1**

COURSE NAME

## GCE GEOGRAPHY

### INTRODUCTION

The aims of the subject at this level are to enable the pupil to develop an appreciation of the nature of Geography as an academic discipline, and through its study to find a sense of personal fulfillment. The subject seeks to develop a knowledge and understanding of the environment through study of physical and human processes and systems, their inter-relationships and the spatial patterns resulting from them. Candidates should also develop an appreciation of the importance of environmental management and of the problems involved in decision making on environmental use. They should also develop a sensitivity towards and understanding of the cultures, needs and concerns of different communities and the opportunities and constraints they face.

### SPECIFICATION - CCEA

There are six interesting and challenging assessment units for A-level Geography.

In **Year 13** pupils will study AS Geography which accounts for 40% of the full A-level.

The Assessment Units for AS Level are as follows:

- AS 1: Physical Geography (40% of AS Level/ 16% of A Level)
- AS 2: Human Geography (40% of AS level/ 16% of A Level)
- AS 3: Fieldwork and Skills (20% of AS level/ 8% of A Level)

In **Year 14** pupils will study A2 Geography which accounts for 60% of the full A level. The Assessment Units for A2 Level are as follows:

- A2 1: Physical Processes, Landforms and Management (24% of A Level)
- A2 2: Processes and Issues in Human Geography (24% of A Level)
- A2 3: Decision Making in Geography (12% of A Level)

### EXAMINATION SUMMARY

Assessment Units for AS take the form of two 1 hour 15 minute examinations for AS1 and AS2 and one 1 hour examination for AS3.

- AS1 will require candidates to answer questions related to Physical Geography.
- AS2 will require candidates to answer questions related to Human Geography.
- AS3 will require candidates to answer questions based on Fieldwork Skills and Techniques in Geography.

Assessment Units for A2 1 and A2 2 will take the form of three 1 hour 30 minute examinations.

- A2 1 will require candidates to answer two structured questions on Physical Geography.
- A2 2 will require candidates to answer two structured questions on Human Geography.
- A2 3 will require candidates to answer a Decision Making exercise based on a Case Study.

Controlled Assessment or Coursework does not exist at AS or A2 level. Pupils will go on field trips during their A level allowing them to gain the required data and skills for the papers.

### CAREER PATHWAYS

There are many careers where the study of Geography is a distinct help. Employers value the wide range of computer, research and analytical skills that Geography students bring. Careers where Geography is useful subject to have studied include: Town and country Planner, Community Development, Cartographer, GIS Specialist, Climatologist, Transportation Management, Environmental Management, Writer/Researcher, Teaching, Emergency Management, Demographer, Librarian/Information Scientist, National Park Ranger, Estate Agent.

### TRANSFERABLE SKILLS

An A level in Geography provides students with many transferable skills in demand by employers: communication skills (presentation, writing, oral), teamwork, problem solving, IT skills, research skills, logic and mathematical approaches are all developed.

HEAD OF DEPARTMENT

**Mrs Calvert W14**

COURSE NAME

## GCE GOVERNMENT & POLITICS

### INTRODUCTION

This is a very interesting time for students of Government and Politics due to various developments across the world. These include the various governmental responses to the pandemic, the increased terrorist threat with the attacks across Europe, the politics of Northern Ireland, the impact of Brexit and the ongoing problems in America concerning gun ownership as well as the treatment of African Americans.

Government and Politics is a relevant and stimulating subject designed to develop the students' skills and critical awareness of political ideas, institutions and processes within Northern Ireland, Great Britain, the United States of America and Europe. This A Level will help you to understand the issues which have a direct impact on your lives and the world today. It provides an excellent foundation for higher education courses in a wide range of subject areas and interesting careers including law, journalism, business, finance, government services and, of course, politics itself.

The Politics department has a very proud examination record at A-Level.

Although some may see Politics as a new subject it is a very close 'sister subject' of History and is often described as Contemporary History.

### SPECIFICATION - CCEA

The AS is the first part of the full A-level course and accounts for 40% of the A-level. The full A-level comprises the AS and the A2 part of the A-level course. The AS can be taken as a 'stand-alone' qualification without progression to a full A-level.

AS 1 The Government and Politics of Northern Ireland including political developments since 1994, the NI Assembly, the NI Executive and the changing electoral performances of our main political parties including the DUP, UUP, Sinn Fein, SDLP and APNI. (40% of AS and 16% of A Level)

AS 2 The British Political Process: The Prime Minister, Cabinet, the House of Commons, the House of Lords, the Judiciary and Pressure Groups. (60% of AS and 24% of A Level)

A2 1 American Politics. In the comparative section the main themes are comparing the Legislatures (Parliament and Congress) and Executives (Prime Minister and Cabinet and President and Cabinet), the role of pressure groups and the Supreme Court. (35% of A Level)

A2 2 In Political Ideas we examine three political ideologies and associated texts: Conservatism and Burke's *'Reflections on the Revolution in France'*, Liberalism and Mill's *'On Liberty'* and Socialism and Marx's *'The Communist Manifesto'* looking at issues such as freedom, rights and equality. (25% of A2)

### EXAMINATION SUMMARY

Assessment is through a combination of responses to source material, structured questions and essays. There is no coursework requirement.

There will also be ample opportunity to develop and provide evidence of the key skills now required by so many employers and institutes of higher and further education

### CAREER PATHWAYS

This subject offers the development of many transferrable skills valuable to all careers but is most specifically useful in the fields of Law, the Media, Politics, Journalism, Policing, Youth Work, Advertising/PR, Business, the Charity Sector, International Development, Teaching.

### TRANSFERABLE SKILLS

Transferable skills include those of organisation, communication (written and oral), argumentative, research, managing information, working with others etc. Social Sciences provide skills that all employers demand; it is not the degree you study but the skills that they provide which is important.

HEAD OF DEPARTMENT

**Mr Campbell G15**

COURSE NAME

# GCE HEALTH & SOCIAL CARE

## INTRODUCTION

This specification aims to encourage students to:

- Develop their interest in health, social care and early years
- Apply their skills to work related scenarios
- Develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years
- Develop their skills in communication

## SPECIFICATION - CCEA

### AS Unit 1 Promoting Quality Care

Topics Covered: Values of care, Legislation that promotes quality, Health and Safety, Policies, The impact of poor practice 25% of AS  
10% of A Level Internal Assessment-*based on evidence obtained from a nursing home placement*

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

Topics Covered: The types of communication used in health, social care and early years settings, Factors that support effective communication, Recognising and overcoming barriers to communication, Importance of communication in teams, Critical evaluation of an interaction in the chosen setting

25% of AS 10% of A Level Internal Assessment-*based on evidence obtained from a primary school placement*

### AS Unit 3 Health & Well Being-

Topics Covered: Concepts of health and wellbeing, Factors affecting health and wellbeing, Health promotion, The roles of organisations responsible for health and wellbeing, Discrimination and anti-discriminatory practice

50% of AS Level 20% of A Level - 2 Hour Exam

### A2 Unit 3 Providing Services

Topics Covered: The effects of legislation and policy on service provision, Meeting individual needs, Overcoming barriers to care, Roles and responsibilities of practitioners, Working effectively in teams, Quality Assurance

30% of A Level - 2Hour Exam Prerelease material will be based on one of the following service user groups: Children & families, Older people, People with learning disabilities, People with physical disabilities, People with mental illness

### A2 4 Health Promotion

Topics Covered: Local health improvement priorities, Planning a health promotion activity, Preparing to evaluate the activity, Carrying out a health promotion campaign, Evaluating the activity

15% A Level Internal Assessment - *This assignment task requires you to plan and implement a health promotion campaign within a group.*

### A2 5 Supporting the Family

Topics Covered: Family structures, How families meet the needs of vulnerable members, Support provided for individuals and their families, Family issues 15% A Level - Internal Assessment

## EXAMINATION SUMMARY

AS Unit 1: Internally Assessed Portfolio

AS Unit 2: Internally Assessed Portfolio

AS Unit 3: 2 Hour Written Examination

A2 Unit 3: 2 Hour Written Examination

A2 Unit 4: Internally Assessed Portfolio

A2 Unit 5: Internally Assessed Portfolio

## CAREER PATHWAYS

The GCE in Health and Social Care has been designed to provide a broad educational basis for further education or for moving into employment within the Health and Social Care sector. This is achieved by ensuring that learners develop the general skills, knowledge and understanding needed within the sector

## TRANSFERABLE SKILLS

Transferable skills include those of organisation, communication (written and oral), research, managing information, working with others, empathy and problem-solving.

HEAD OF DEPARTMENT

**Mrs Girvan G5**

## COURSE NAME

# GCE HISTORY

## INTRODUCTION

Through the study of A Level History, students will explore the key political, economic and social events that have helped shape today's institutions, governments our societies both at home and further afield.

History combines well with English Literature, Modern Languages, Government and Politics, Sociology, Geography and Religious Education. It also offers breadth of study to those who opt for Mathematics and the Sciences. History provides a sound background for a wide range of university and further education courses and is of particular use to those pupils who might wish to enter the teaching or legal professions, journalism, publishing, the civil service or aspects of public service. **It is highly recommended that pupils wishing to study History at A Level achieve at least an 'A' Grade at in the subject at GCSE level.**

## SPECIFICATION - CCEA

### AS History (Year 13)

**AS1 Historical Investigations & Interpretations:** Germany 1918 -1945

- The Weimar Republic and the rise of the Nazi Party 1918-1929
- The decline of Weimar & Rise of the Nazis 1929 – 33
- Developments in Nazi Germany 1933 – 1945

**AS2 Historical Conflict & Change:** Russia 1903-1941

- The Revolutions of February and October 1917
- Stalin's rise to power and dictatorship 1924 – 41
- The Economy 1924-1941

### A2 History (Year 14)

**A21 Change Over Time:** The American Presidency

- An emerging international presence: Theodore Roosevelt and Woodrow Wilson 1901-1920
- The passive presidents: Harding, Coolidge and Hoover
- The New Deal: FDR, the Great Depression and World War II 1933-45
- The 'Imperial Presidency': Truman, Eisenhower and Kennedy, 1945-63
- The limits of presidential power: Johnson and Nixon, 1965 - 73
- Watergate: the presidency weakened: Nixon, Ford and Carter, 1972-80
- 'Morning in America': recovery under Reagan, Bush and Clinton 1981- 2000

**A22 Historical Investigations & Interpretations:** Partition of Ireland 1900-1925

- Home Rule Crisis 1900-1914
- Political Developments 1914-1918
- Political Developments 1919-1923
- Partition and Northern Ireland 1921-25

## EXAMINATION SUMMARY

**AS1** 1 hour 30 minutes (50% of AS, 20% of A Level) **AS2** 1 hour 30 minutes (50% of AS, 20% of A Level)

**A21** 1 hour (20% of A Level) **A22** 2 hours (40% of A Level)

## CAREER PATHWAYS

Many History graduates move into jobs as researchers while employment can also be found with a variety of government departments and agencies, both local and national. Further career options can include Education (both primary and secondary), business management, libraries, museums or galleries and archaeology. Due to their solid foundation in research and analysis, a significant number of History graduates pursue careers in the law. History graduates generally possess high levels of literacy and critical thinking abilities, so are often suited to careers in journalism. In recent years A level History students at Bloomfield have also gone on to study a wide range of 'STEM' related degree courses including Medicine, Midwifery and Pharmacy.

## TRANSFERABLE SKILLS

The Russell Group of leading UK Universities lists A Level History as one of its recommended 'facilitating subjects' which are particularly effective in equipping students with the skills they need for a large number of competitive courses and in increasing a student's chances of getting on to those courses.

The Higher Education Statistical Agency places History in the top five disciplines in terms of successful employability within the six months of graduation.

## HEAD OF DEPARTMENT

**Mr Waterworth G16**

COURSE NAME

# GCE NUTRITION & FOOD SCIENCE

## INTRODUCTION

- This specification gives students opportunities to develop knowledge and understanding of:
- nutrition and food science;
- how to manage resources to meet an identified human need in a diverse and changing society;
- the rapid technological changes and the growth of scientific knowledge and understanding;
- issues affecting our food supply and how these impact on the environment;
- the ethical implications of food production; and
- carrying out research when undertaking a research project.

## SPECIFICATION - CCEA

### Unit AS 1: Nutrition

Topics Covered:

- Sources, functions and structure of protein, carbohydrates, fat, vitamins and minerals.
- Recommended nutrient intakes throughout the lifecycle.

### Unit AS 2: Diet, Lifestyle and Health

Topics Covered:

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

### Unit A2 1 Food Safety and Quality

Topics Covered:

- Safety through the food chain
- Microbial contamination
- Chemical contamination
- Additives
- Allergens
- Controls and legislation

### Unit A2 2: Research Project

Students complete a 4000 word based project on a chosen area of their choice from the Nutrition and Food Science specification.

## EXAMINATION SUMMARY

AS1 Nutrition 1 hour 30 minutes written paper (50% of AS, 20% A level)

AS2 Diet, Lifestyle and Health 1 hour 30 minutes written paper (50% of AS, 20% A level)

A21: Food Safety and Quality 2 hour 30 minutes written paper 30% A level

A22 Research Project Internal Assessment 30% of A level

## CAREER PATHWAYS

This course could lead to a career within: Dietetics, Nutrition, Food Technology, Home Economist, Teaching, Environmental Health, Health Sciences, Food Management

## TRANSFERABLE SKILLS

Transferable skills include those of research, practical skills, organisation, communication (written and oral), managing information, working with others and problem-solving.

HEAD OF DEPARTMENT

**Mrs Girvan G5**

COURSE NAME	
<b>GCE MATHEMATICS</b>	
<b>INTRODUCTION</b>	
<p>An AS or A2-Level in Mathematics is a very versatile qualification. The specification is interesting and varied, and students derive much satisfaction from solving a wide range of problems in Pure Mathematics, Mechanics and Statistics. For those going on to university or higher education it is very useful in many courses – e.g. Accountancy, Architecture, Business Studies, Computing, Economics, Engineering, Mathematics, Physics to name a few.</p> <p>The minimum requirement to study GCE Mathematics is a Grade A with a minimum of 360 UMS in GCSE Mathematics. The grade A must have been attained from the M4/M8 combination. Whilst GCSE Further Mathematics is not required it is recommended. If a student does not meet the 360UMS in GCSE Mathematics, they must achieve a minimum of a Grade B in Further Mathematics to be considered for A level.</p>	
<b>SPECIFICATION - CCEA</b>	
<p>The syllabus is divided into two main modules of study – Pure Mathematics and Applied Mathematics (Mechanics and Statistics). The main topics in each are;</p> <p><b>Pure Mathematics:</b> Algebra and Functions, Co-ordinate Geometry in the <math>(x, y)</math> Plane, Sequences and Series, Trigonometry, Differentiation, Integration, Exponential Functions and Logarithms, Vectors and Numerical Methods.</p> <p><b>Applied Mathematics:</b> (<b>Mechanics</b>) Quantities and Units in Mechanics, Kinematics, Forces and Newton’s Laws, Moments, Impulse and Momentum. (<b>Statistics</b>) Statistical Sampling, Data Presentation and Interpretation, Probability, Statistical Distributions, Probability, Statistical Hypothesis Testing.</p>	
<b>EXAMINATION SUMMARY</b>	
<p>AS consists of two written examinations (40% of A2-Level qualification):  <b>AS Module 1 (Pure)</b> <math>1\frac{3}{4}</math> hour examination and is 60% of the AS qualification and 24% of the A2-Level qualification.  <b>AS module 2 (Applied)</b> <math>1\frac{1}{4}</math> hour examination and is 40% of the AS qualification and 16% of the A2-Level qualification. .</p> <p>A2 consists of two written examinations (60% of A2-Level qualification):  <b>A2 Module 1 (Pure)</b> <math>2\frac{1}{2}</math> hour examination and is 36% of the A2-Level qualification.  <b>AS module 2 (Applied)</b> <math>1\frac{1}{2}</math> hour examination and is 24% of the A2-Level qualification. This examination has two sections.</p> <p>There is no coursework in A2-Level Mathematics.</p>	
<b>CAREER PATHWAYS</b>	
<p>A-Level Mathematics is a very well-respected qualification and lends itself to a wide variety of courses and career pathways. Many, many courses and careers appreciate the skills and knowledge gained by the further study of Mathematics.</p>	
<b>TRANSFERRABLE SKILLS</b>	
<p>Students will learn to:-</p> <ul style="list-style-type: none"> <li>• Further understand mathematical processes;</li> <li>• Make logical and reasoned decisions;</li> <li>• Communicate mathematical solutions;</li> <li>• Use their skill to solve challenging problems;</li> <li>• Draw conclusions from diagrams and data;</li> <li>• Use technology such as calculators effectively</li> </ul>	
HEAD OF DEPARTMENT	<b>Mrs Cummings W15</b>

## COURSE NAME

# GCE MEDIA STUDIES

## INTRODUCTION

You already know the media play a significant role in our lives. They shape our perceptions of the world through the representations, ideas and values they offer. We also use media platforms to communicate with the world and construct our own identities. The economic importance of the media is incredible, especially in a globalised marketplace.

Instead of taking the media for granted, we should be taking it apart and critically assessing the influence media texts have on the audience. How we communicate and make sense of the world is more important than ever. The A Level Media Studies course brings communication, culture, and technology together.

You will:

- examine various forms of media, including traditional broadcast media, advertising, social media, websites, and video games;
- analyse how producers use language, images, and sounds to create meaning;
- develop your knowledge and understanding of theoretical positions;
- evaluate representations and their impact on the audience; and
- explore the power dynamics of media ownership and regulation.

The coursework unit gives you the chance to learn more about the production process by creating your own cross-media texts. You might develop your own lifestyle magazine, direct a music video, produce a trailer for a television programme, build a website, or create a media strategy on social media platforms.

## SPECIFICATION – AQA

AQA GCE Media Studies  
A2 Subject Code: 7572

## EXAMINATION SUMMARY

Media Studies is a linear A Level so both external assessments are taken at the end of the course in Year 14. The coursework brief is internally assessed then moderated by AQA.

· Media One: 2 hours (35%)

· Media Two: 2 hours (35%)

· Coursework: (30%)

## CAREER PATHWAYS

There are many excellent Undergraduate and Postgraduate Degrees available, including media studies, communication studies, public relations, journalism, and art. Creative and design apprenticeships are also available across the UK. Previous students have gone on to work in the Northern Ireland film industry, local radio stations, digital marketing, commercial management, graphic and web design.

## TRANSFERABLE SKILLS

Students enhance their written and oral communication skills, their ICT skills, their research, analysis, and time-management skills, all of which can be utilised in many other careers.

**Mr McManus G12**

COURSE NAME	
<b>GCE MUSIC</b>	
INTRODUCTION	
<p>In these CCEA courses, students will extend their skills, knowledge and understanding of music through performing, composing and appraising. Pupils wishing to complete these specifications should have a good standard of performance, theory at approximately grade 5 level and preferably an A or B grade at GCSE music.</p>	
SPECIFICATION - CCEA	
<p>In each year three units are completed.</p> <p><u>AS 1:</u> A solo performance at a level equivalent to at least Grade 4 standard of 5-7 minutes duration and a viva voce</p> <p><u>AS 2:</u> A composition task (Option A) or a composition with technology task (Option B) of 1 ½ to 2 ½ minutes accompanied by a written commentary.</p> <p><u>AS 3:</u> Three compulsory areas of study, each containing four set works: Music for Orchestra 1700-1900; Sacred Vocal Music (anthems) and Secular Vocal Music (musicals)</p> <p><u>A2 1:</u> A solo performance at a level equivalent to at least Grade 5 standard of 8-10 minutes duration and a viva voce</p> <p><u>A2 2:</u> A composition task (Option A) or a composition with technology task (Option B) of 2 to 3 minutes accompanied by a written commentary.</p> <p><u>A2 3:</u> Three compulsory areas of study, each containing four set works: Music for Orchestra in the Twentieth Century; Sacred Vocal Music (mass/requiem mass) and Secular Vocal Music (1600-present day)</p> <p>AS 1 and A2 1 are assessed by visiting examiner  AS 2 and A2 2 are internally assessed then moderated by CCEA</p> <p>AS 3 is a 1-hour test of aural perception followed by a 2 hour written examination  A2 3 is a 1 ¼ hour test of aural perception followed by a 2½ hour written examination</p>	
EXAMINATION SUMMARY	
<p>AS Unit 1 - 32.5% of AS, 13% of A Level  AS Unit 2- 32.5% of AS, 13% of A Level  AS Unit 3 - 35% of AS, 14% of A Level  A2 Unit 1- 19.5% of A Level  A2 Unit 2- 19.5% of A Level  A2 Unit 3 - 21% of A Level</p> <p>All exams are available for summer examinations only.</p>	
CAREER PATHWAYS	
<p>Classical performance, popular performance, teacher, music therapy, composer, music technology programmer, theatre and the performing arts industry, studio technician, sound engineer, recording producer, concert promotions manager or agent, publishing, licensing and royalty collection, television and radio.</p>	
TRANSFERRABLE SKILLS	
<p>Literacy, numeracy, decision making, teamwork (both leading and participating), analysis skills, development of aural skills, performance skills, interview skills and developing creativity.</p>	
HEAD OF DEPARTMENT	<b>Mrs Mark W8</b>

## COURSE NAME

# GCE PHYSICS

## INTRODUCTION

By studying physics, you will gain a better understanding of how the world works. The aim of A Level physics is to develop the student's interest in and enthusiasm for physics, including developing an interest in further study and careers in the subject.

The course builds on knowledge, understanding and skills developed in GCSE Double Award Physics and GCSE Physics. Students develop competence in a range of practical, mathematical and problem-solving skills. They develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works.

This A level course is challenging, and students will experience a significant step up from GCSE in terms of the difficulty of the content. A student must be prepared to work with maximum effort throughout the duration of the course.

The A level qualification is well suited to students who aspire to university level education. In particular, it gives a pupil a sound basis for progression to higher education in a STEM subject. It is recommended that students who are considering studying Physics at A level should have achieved a grade A or A\* in GCSE Physics. In addition to this, to meet with the mathematical demands of the course, it is desirable that a pupil will have achieved a top grade in GCSE Mathematics and GCSE Further Mathematics.

## SPECIFICATION - CCEA

The CCEA Physics A-level specification is available for download

at: <https://ceea.org.uk/downloads/docs/Specifications/GCE/GCE%20Physics%20%282016%29/GCE%20Physics%20%282016%29-specification-Standard.pdf>

## EXAMINATION SUMMARY

### Year 13: 40% of the A-Level

AS1 Forces, Energy and Electricity: 1 hour 45 minutes, 40% of AS, 16% of A-level

AS2 Waves, Photons and Astronomy: 1 hour 45 minutes, 40% of AS, 16% of A-level

AS3 Practical Techniques and Data Analysis: 2 (1 hour) sub components, 20% of AS, 8% of A-level

### Year 14: 60% of the A-Level

A21 Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics 2 hour, 24% of A-level

A22 Fields, Capacitors and Particle Physics: 2 hours, 24% of A-level

A23 Practical Techniques and Data Analysis 2 (1 hour) sub components, 12% of A-level

## CAREER PATHWAYS

Being a physicist is not just a career but a way of thinking, that is sought after in many career sectors.

In particular, studying Physics is great preparation for careers such as engineering, architecture, law, science, medicine. It is especially helpful for jobs that involve developing new technologies, including engineering astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, computer game technology, research, predicting climate change and nanotechnology.



Scan the QR code or click on the link below to find out more about Physics career pathways. Where physics could take you: Career paths | Institute of Physics ([iop.org](http://iop.org))

## TRANSFERRABLE SKILLS

A Level Physics provides you with a strong set of transferable skills; problem-solving, high-level communication, applying knowledge to new situations, critically assessing information, working independently and as part of a team, investigation planning and evaluation, precision measurement techniques and data analysis alongside advanced study skills that help students prepare for third level education.

## HEAD OF DEPARTMENT

Mrs Wallace W4

COURSE NAME

# GCE PSYCHOLOGY

## INTRODUCTION

Psychology Psychology is the study of the human mind and behaviour, investigating why people behave in certain ways. It strives to develop theory and research to explain the variety of ways that people act. If you are interested in human behaviour and why we are all different but also share similarities, then A Level Psychology is for you.

Psychology is a popular subject which is attractive to students which develops a range of valuable skills, including critical analysis, independent thinking and research skills. Students will also spend time developing their essay writing technique, statistical analysis and scientific investigation abilities.

These skills are relevant to young people and are transferable to further study and the workplace.

Entry Requirements – BBB at GCSE - students must have gained a Grade B or above in GCSE Double Award Science, Biology, Chemistry or Physics (Single Award is not accepted), GCSE Mathematics and GCSE English in order to be prepared for the demands of this specification.

## SPECIFICATION - AQA

Please find details of the specification at:

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/specification-at-a-glance>

Year 1 – Social Psychology, Memory, Attachment, Psychopathology, Approaches, Biopsychology, Research Methods (part one).

Year 2 – Issues and debates, Cognition and development, Schizophrenia, Forensic Psychology and Research Methods (part two).

## EXAMINATION SUMMARY

Please note this is a LINEAR A LEVEL. Psychology is a two-year course which is assessed fully at the end of the course, 100% examination. There is no AS qualification in year one and there is no coursework.

Paper One – Social Psychology, Memory, Attachment and Psychopathology (written exam, 2 hours)

Paper Two – Approaches, Biopsychology and Research Methods (written exam, 2 hours)

Paper Three – Issues and debates, Cognition and development, Schizophrenia, Forensics (written exam, 2 hours)

## CAREER PATHWAYS

There are so many pathways that are open to you from studying A Level Psychology: Clinical psychologist, counselling, education mental health practitioner, educational psychologist, forensic psychologist, teacher, health psychologist, therapist, occupational psychologist, wellbeing practitioner, social worker, nurse, health visitor, young offending team, police service, civil servant, sport and exercise psychologist, physiotherapist, advice worker, border force officer, careers adviser, chaplaincy, human resources officer, life coach, market researcher, mediator, neuroscientist, play therapist, policy officer, psychotherapist, social researcher etc.

## TRANSFERABLE SKILLS

Essay writing skills, application skills, analysing data and statistical tests, referencing, discussion and debating skills, critical thinking skills, communication skills, listening, empathy and inference, all of these skills are highly transferrable and desirable to any area of further study and the workplace.

HEAD OF DEPARTMENT

Mrs Rea (G10)

COURSE NAME

## GCE RELIGIOUS STUDIES

### INTRODUCTION

AS 2 provides opportunity for students to explore the beginnings of the New Testament church, tracing the expansion of the gospel from Jerusalem to Judea, Samaria and into the Gentile world. Pupils will also explore the relevance of issues or themes in Acts for the church today.

In AS 7, pupils will explore themes and principles which are foundational to religious ethics before applying them to issues in medical ethics. They will also study the relationship between science, technology and Christian ethics and possible implications for society, as well as the moral debates around abortion, assisted suicide and euthanasia.

A2 2 builds on the study of Paul's missionary activity completed at AS level. Pupils will engage in a detailed study of three New Testament texts and critically assess the importance of Paul's teaching for early Christian communities and the church today.

A2 7 begins with a focus on moral theory, before looking at global rights, including the historical development of Christian and secular perspectives on human rights, sexual identity and gender-related issues, as well as the nature and purpose of justice and punishment and the problems presented by contemporary warfare.

### SPECIFICATION - CCEA

Pupils will follow the CCEA Revised GCE specification.

The specification requires pupils to undertake a study of two units of study at each level:

#### AS LEVEL

- AS 2 – An Introduction to the Acts of the Apostles
- AS 7 – Foundations of Ethics with Special Reference to Issues in Medical Ethics

#### A2 LEVEL

- A2 2 – Themes in Selected Letters of St. Paul
- A2 7 – Global Ethics

### EXAMINATION SUMMARY

#### AS LEVEL

- Two external examinations (one per module), both of 1 hour 20 minutes duration
- Each paper is worth 50% of AS and 20% of final A-Level grade

#### A2 LEVEL

- Two external examinations (one per module), both of 2 hours duration
- Each paper is worth 50% of A2 and 30% of final A2 grade

### CAREER PATHWAYS

Religious Studies lends itself to a variety of career pathways. Some pupils choose to take it on as they are considering a career in teaching, youth work, or the ministry. Other pupils take it on as they are studying the sciences and want a subject that provides something different from formulae and equations! Pupils in the past have gone on to follow careers in the above as well as Occupational / Physiotherapy, Law, Medicine, Animation and Politics.

### TRANSFERRABLE SKILLS

R.S. contributes to the development of a wide range of transferable skills such as: Managing Information; Communication; Working with Others; Thinking, Problem Solving and Decision Making; Using ICT (for research and presentations); Self-Management.

Many of the skills R.S. requires and develops are similar to those which English, History and other Humanities subjects also require and develop.

HEAD OF DEPARTMENT

**Mr Irvine C5**

COURSE NAME
<b>GCE SOCIOLOGY</b>
<b>INTRODUCTION</b>
<p>A Level Sociology is the study of families, schools, research methods and crime. It gives us the opportunity to understand why things are the way they are and why we, as people, behave in certain ways. It provides students with the opportunity to examine issues such as: Why do girls tend to do better in schools than boys? Why has there been an increase in divorce and a decrease in people getting married in recent years? Why do some people commit crime? Are women treated unfairly?</p> <p>Sociology will give you a valuable insight and understanding into how society works and will appeal to those who may have some interest in social justice and current affairs. It helps us to make sense of who we are, what problems we face in our society and what we can do to solve these problems. Many students feel that Sociology opened their eyes to how the world works and in ways that they had never noticed before.</p> <p>Sociology is an academic subject and is accepted by all universities. The skills developed are an excellent preparation for Higher Education. It combines well with any other subject but especially History, Government and Politics, Religious Studies, Geography, Media Studies, Psychology and English.</p>
<b>SPECIFICATION - WJEC</b>
<p>The AS is the first part of the full A-level course and accounts for 40% of the A-level. The full A-level comprises the AS and the A2 part of the A-level course. The AS can be taken as a 'stand-alone' qualification without progression to a full A-level.</p> <p><b>Year 13</b></p> <p>AS 1- Acquiring Culture and Families (37.5% of and 15% of A-level) – this unit focuses on how are we socialised into society through families, the media and education. The changing patterns of marriage, cohabitation, childbearing, does the family unit discriminate against women? The changing nature of childhood.</p> <p>AS 2 - Education and Research Methods (62.5% of and 25% of A-level) – this unit focuses on how we conduct sociological research and what factors impact on our research methods. Investigating the purpose of education - rewarding achievement or control? Why is there a difference in achievement - boys versus girls, working class and middle class and between different ethnic groups? The impact of government policies such as selection.</p> <p><b>Year 14</b></p> <p>A2 1- Power and Control (25% of A-level) – this unit focuses on crime and the causes of crime. Do certain groups commit more crime than others? Including different genders, age groups, working or middle class, differences between ethnic groups. This unit may include the media and crime, green crime, human rights and state crimes.</p> <p>A2 2 – Social Inequality and Applied Methods of Sociological Inquiry (35% of A Level) – this unit focuses on designing a sociological inquiry and exploring and evaluating the reasons for inequality in society.</p>
<b>EXAMINATION SUMMARY</b>
<p>There is no coursework element.</p> <p>Assessment is through a combination of short answers and essays.</p>
<b>CAREER PATHWAYS</b>
<p>In terms of Careers Sociology could appeal to those who are considering Law, Journalism, Policing, Youth Work, Advertising/PR, Business, the Charity Sector, International Development, Teaching, Politics, Probation Services, Psychology and Nursing/Medicine- basically anything which involves people!</p>
<b>TRANSFERABLE SKILLS</b>
<p>Transferable skills include those of organisation, communication (written and oral), argumentative, research, managing information, working with others etc. Social Sciences provide skills that all employers demand; it is not the degree you study but the skills that they provide which is important.</p>
<b>HEAD OF DEPARTMENT</b>
<b>Mr Campbell G15</b>

COURSE NAME

# GCE TECHNOLOGY AND DESIGN

## INTRODUCTION

This specification gives you the opportunity to get involved in the world of design. It will equip you with the skills required to take an initial idea through the process of design, utilising a range of scientific and engineering principles, with the ultimate goal of realising a practical outcome. In particular, this specification will allow you to:

- develop creative and innovative ideas;
- develop higher order thinking skills;
- recognise and overcome challenges;
- use skills from other subject areas as necessary;
- develop design and making skills;
- study a specialist area of technology and design in depth;
- develop an understanding of contemporary design and technology practices;
- develop ICT skills in communication, graphics and making.

## SPECIFICATION - CCEA

This specification will allow you to develop a range of skills which you will be able to use in your other subjects and in your career after school, whether in the world of work, or in study at a higher level.

To study this subject, you should have a minimum of a Grade B at GCSE in Technology and Design.

## EXAMINATION SUMMARY

AS 1: Design and Materials and Systems and Control or Product Design

External written examinations Paper 1: Core area of study Paper 2: Specialist area of study.

Each paper is one-hour long. There will be a 20 minute break between papers. 50% of AS 20% of A level

AS 2: Product Development

Internal assessment.

You will produce a design folder and a practical outcome. Externally moderated. 50% of AS 20% of A level

A2 1: Systems and Control or Product Development

External written examination You will answer two questions on your specialist area of study. The paper is two hours long. 30% of A level

A2 2: Product Design and Manufacture

Internal assessment

You will produce a design folder and a practical outcome. Externally moderated 30% of A level

## CAREER PATHWAYS

A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design. The qualification could also be used as an entry route into an apprenticeship in a career such as engineering. The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design. This can provide you with a useful basis for entry into careers such as product design, engineering, graphic design, teaching and architecture.

## TRANSFERRABLE SKILLS

The CCEA Technology and Design specification includes details of these skills and capabilities, along with specific examples of links to Using ICT, Using Mathematics, Communication, Self-Management, Working with Others and Problem Solving.

HEAD OF DEPARTMENT

**Mr Turner N1**