

BANBRIDGE



ACADEMY

A Level

Subject Choices

Your Career

ADVANCED LEVELS - DECISIONS

What decisions do you have to make?

You have to decide:

1. What subjects to study
2. Whether to study 3 or 4 subjects

Some advice is offered on these decisions below. To find out more about the nature of Advanced levels consult the rest of the booklet.

How should you choose your Advanced /Advanced Subsidiary level subjects?

1. Choose the **subjects you like and enjoy**. If you like a subject you are usually prepared to spend more time working at it and are able to show interest and contribute more in class. You will spend 8-9 periods a week in classes for each A/AS level subject and then Study periods as well, so you need to like the subjects to study them in depth.
2. Choose **subjects you are good at**. Exams in Year 11 and mock GCSE results will have given you some indication of your best subjects. You should pay more attention to the mark achieved and not the position in class.

To be accepted for a subject at A/AS level a good GCSE pass - (Grade A*, A or B) is required in that subject or, if new, in a related subject. Talk to your Subject Teachers. They will give you a realistic assessment of your potential in a subject.

You should especially talk to the designated teacher for the subject if that subject would be **new to you** at A/AS level.

3. Choose **subjects you will need** for your future career. Make sure you research this, during Y13, as some careers require particular A/AS levels - entrance to many university courses requires specific subjects at A level, e.g. most engineering courses require Mathematics and Physics.

Check entry requirements carefully before you make your choices, by consulting the UCAS website, www.ucas.com and www.whatuni.com. In addition to subject specific requirements and the course description, it is also important to check the A2 grades / UCAS tariff points required and to consider your ability to achieve these. The requirements can be checked in the publication 'University Degree Course Offers' by Brian Heap. The Times Good University Guide is another valuable source of information. In addition there are a range of reference books which may be borrowed from the Careers Library. Consult your Careers Teacher if in any doubt.

How should you decide whether to choose three or four subjects?

1. All pupils will be asked to **choose at least three A levels**. For many studying a fourth subject to at least AS level is both appropriate and beneficial.
2. Breadth in the sixth form curriculum is **educationally desirable** and this is more readily achieved by choosing **to undertake four AS levels**. To ensure breadth it is recommended that you choose at least one subject in a contrasting discipline.
3. Students are recommended to take a fourth subject if they are considering applying for **"high demand" courses**. Some University faculties (such as Dentistry and Medicine at Q.U.B.) indeed may demand that entrants offer 3 A levels and an AS course. Taking an extra subject to at least AS level may give an advantage - **as long as the extra grade achieved is good**. Some CAO applications will require 4 A levels especially for high demand courses.
4. Note 4 lower grades, e.g. BBBB, will not equate to an offer based on 3 high grades, e.g. ABB.
5. Undertaking four subjects greatly increases the workload for students. Only choose to start four subjects if you feel that you have the ability and aptitude to complete all four to at least AS level. Remember that if you choose four subjects then you have made **a commitment to continue their study throughout Year 13**.
6. Students taking a fourth subject should be aware that they will have a different curriculum from those taking three subjects (see section on curriculum models on page 6).
7. Having chosen to undertake a fourth subject students **must** decide within Year 13 (probably in February) whether they wish to continue all four to A level. **High grades in three A levels are still the priority and so it is anticipated that few students will continue to complete four full A levels**.

Remember in making your decisions you must seek the advice of:

- your Subject Teachers or, if a new subject, the co-ordinator for that subject (see page 4)
- your Careers Teacher
- the Head of Careers, Mrs A Gilpin.

ADVANCED LEVELS - INFORMATION

1. GCE A/AS courses

GCE A level courses consist of study and assessment at AS in Year 13 and at A2 in the upper sixth year. The AS and A2 components are each comprised of two or three units of assessment. After taking the AS units, students may finish their course with certification at AS level or they may take the A2 units and obtain a full A level. The marks for the full A level will comprise 50 per cent from the AS and 50 per cent from A2.

Year 13 - AS:

The AS component is regarded as less demanding but students should be aware that it is still a 'big jump' from GCSE. These units will be taken by June of Year 13.

Year 14 - A2:

The A2 component of A level is more demanding since examinations are designed to provide 'stretch and challenge'. There is the possibility of some units in January of Year 14; though most units will be taken in June of Year 14.

2. Course options

There are three options available:

- 3 A levels (i.e. 3 AS + 3 A2)
- 3 A levels + 1 AS (i.e. 4 AS + 3 A2)
- 4 A levels

3. What subjects are available at Advanced level?

	Subject	
GCE A/AS courses	Art & Design	Mrs P Fallis
	Biology	Mr R Kirkpatrick
	Business Studies	Mr T Dempsey
	Chemistry	Mrs H Morrison
	Technology and Design	Mr R Currie
	Drama and Theatre Studies*	Mrs J Neill
	Economics	Mr T Dempsey
	English Literature	Miss L McConkey
	French	Mrs C O'Shaughnessy
	Geography	Mrs F Francey
	German	Mrs H Stewart
	Government & Politics*	Miss A McClelland
	Health & Social Care*	Miss L Elliott
	History	Mrs G Johnston
	Nutrition and Food Science	Miss L Elliott
	Digital Technology	Mr A Hanlon
	Software Systems Development*	Mr A Hanlon
	Mathematics	Mr D Irwin
	Further Mathematics	Mr D Irwin
	Music	Mrs D Robinson
	Physics	Mr D Stewart
	Psychology*	Mrs L Duke
	Religious Studies	Mr W Brown
	Spanish	Mrs H Adair
	Sports Science and the Active Leisure Industry*	Mr T Baxter

*denotes a new subject (not offered at GCSE)

4. How does study at Advanced level differ from GCSE?

At GCSE, students study 9 / 10 subjects.

At Advanced level, students study **3/4 subjects**, but to **much greater depth**.

At A level students, are expected to study for approximately **3 hours a night, 5 nights a week**.

At A level students are expected to take **more responsibility** for their own work and use Private Study wisely.

At A level students are expected to **apply understanding**, to **analyse and evaluate**. To develop these skills students will need to undertake **independent study** (e.g. extra questions and/or background reading).

5. What other subjects are available in the sixth form curriculum?

- 5.1 **Careers Education:** Students have classes in Careers Education in Year 13 and 14.
- 5.2 **Games:** Students will have the option of three periods of Games per week.
- 5.3 **Additional Certified Courses:** The following one year certified courses is available: Young Enterprise (after school)
- 5.4 **Other Courses:** Chinese, Japanese, Sign Language and a programme of Community Care are also available.
- 5.5 **Private Study:** Students undertake private study when not in class. Private study is supervised in Year 13.

6. What are the curriculum models for students entering lower sixth?

Year 13 students can choose a variety of courses (see section 3 regarding course options).

3 A levels

Year 13	AS	AS	AS	Careers	Games	Study
	8 periods	8 periods	8 periods	1 period	3 periods	17 periods

Year 14	A2	A2	A2	Careers	Games	Study
	9 periods	9 periods	9 periods	1 period	3 periods	14 periods

3 A levels and 1 AS¹

Year 13	AS	AS	AS	AS	Careers	Games	Study
	8 periods	8 periods	8 periods	8 periods	1 period	3 periods	9 periods

Year 14	A2	A2	A2	Careers	Games	Study
	9 periods	9 periods	9 periods	1 period	3 periods	14 periods

4 A levels²

Year 13	AS	AS	AS	AS	Careers	Games	Study
	8 periods	8 periods	8 periods	8 periods	1 period	3 periods	9 periods

Year 14	A2	A2	A2	A2 or new AS	Careers	Games	Study
	9 periods	9 periods	9 periods	9 periods	1 period	3 periods	5 periods

¹With students completing a course at AS level, it may be necessary to close some classes in Year 14. **On occasion this may necessitate a change of class (and teacher) in some subjects for a few students.**

² It may be possible for a student to start an AS course in Year 14, though it should be emphasised that there will be some restrictions here. Not all subjects will be available, either because they will not fit with a student's timetable, or because it may not be thought appropriate to resume a subject after a year's break.

7. Criteria to be used when there is limited availability in any subject

Students should also be aware that it may not be possible to offer all subject combinations. Further, there will be restrictions to ensure that the number of students in any class do not exceed a particular maximum.

Where it is not possible to staff and timetable sufficient classes to meet the demand and restrictions have to be applied, the following criteria will be used to determine the class list:

- GCSE grades (GCSE Average Score)
- Record of attendance and punctuality
- Interview with the Head of Department
- Interview with a member of the Senior Management Team

8. Low pupil demand for any subject

Classes in minority subjects are reviewed annually. A low student demand for any subject may result in the withdrawal of that subject from the curriculum (at least on a temporary basis).

9. Applications from a pupil from another school

Please see Admission Criteria for Entry Post-16 on page 40.

10. Progression into Year 14.

Banbridge Academy Year 13 pupils should be aware of the following entry requirements for Year 14:

- Pupils must have achieved in AS examinations during Year 13 **at least 3 D Grades OR scored a minimum of 7 points in GCE AS subjects only**; [where A = 5, B = 4, C = 3, D = 2, E = 1];
- Pupils must satisfy the Principal with regard to attitude behaviour and attendance (a satisfactory attendance rate would be 90%).

Note also that:

- if a pupil achieves less than an E grade in a particular subject they may be precluded from studying the subject in Year 14;
- in a few exceptional cases it may be possible for pupils to repeat Year 13, provided they will be under 19 years of age at the time of the DE Census in their final year of School AND that places are available and that the Principal feels it is in the best interests of the pupil to do so. Failure to meet the age requirement will mean that such pupils will automatically lose their place in the School;
- pupils whose performance in the AS level examinations may have been detrimentally affected by extreme medical or other problems, the Principal, in consultation with the Chairman of the Education Committee, is empowered, in exceptional cases, to waive the above requirements. Each case will be carefully assessed by the Principal and Chairman of the Education Committee, taking into account the appropriate documentary evidence.

Summary of the Entrance Requirement for each Advanced Subject

The following table shows the entrance requirement (based on GCSE results) that must be satisfied before any subject is studied at A level. A minimum of **4** Grade B and **3** Grade C passes. Including:

- a. Grade B or above in subjects selected for AS Level.
- b. In 'new' subjects not taken in GCSE, Grade B or above in related GCSE subjects.

GCE A/AS levels	Entrance requirement (based on performance at GCSE)
Art & Design	Grade B or better in Art
Biology	B or better in Biology / BB or better in Double Award Science
Business Studies	B or better in Business Studies
Chemistry	B or better in Chemistry / BB or better in Double Award Science; and Higher Tier Mathematics
Drama and Theatre Studies	B or better in English/English Literature
Economics	B or better in Economics / or if a new subject B or better in both English and Mathematics within a good GCSE profile
English Literature	B or better in English and English Literature
French	B or better in French and also Higher Tier in all components
Geography	B or better in Geography
German	B or better in German and also Higher Tier in all components
Government & Politics	B or better in English Literature or History within a good GCSE profile
Health and Social Care	B or better in English within a good GCSE profile
History	B or better in History
Nutrition and Food Science	B or better in Home Economics / or if a new subject see HoD
Digital Technology	B or better in GCSE ICT or Computer Science / or if a new subject see HoD
Software Systems Development	B or better in Computer Science
Mathematics	B or better in Further Maths / if no Further Maths see HoD
Further Mathematics	A*/A in Further Maths - only studied as a 4 th subject
Music	B or better in Music
Psychology	B or better in English, Mathematics and Biology / BB or better in Double Award Science
Physics	B or better in Physics / BB or better in Double Award Science; and Higher Tier Mathematics
Religious Studies	B or better in Religious Studies / or if a new subject see HoD
Spanish	B or better in Spanish and also Higher Tier in all components
Sport Science and the Active Leisure Industry	B or better in Physical Education / or if a new subject B or better in Biology / BB or better in Double Award Science
Technology & Design	B or better in Technology

Alternative entry criteria may only be applied if the pupil has not studied that subject for GCSE.

If the above requirements are not met then the appropriate Head of Department should be consulted with respect to entry into any subject.

GCE A/AS LEVELS

ART & DESIGN

BIOLOGY

BUSINESS STUDIES

CHEMISTRY

DRAMA AND THEATRE STUDIES

ECONOMICS

ENGLISH LITERATURE

GEOGRAPHY

GOVERNMENT AND POLITICS

HEALTH AND SOCIAL CARE

HISTORY

NUTRITION AND FOOD SCIENCE

DIGITAL TECHNOLOGY

SOFTWARE SYSTEMS DEVELOPMENT

MATHEMATICS

FURTHER MATHEMATICS

Modern Languages - FRENCH, GERMAN AND SPANISH

MUSIC

PSYCHOLOGY

PHYSICS

RELIGIOUS STUDIES

SPORTS SCIENCE & THE ACTIVE LEISURE INDUSTRY

TECHNOLOGY AND DESIGN

ART & DESIGN

AS/A2 Art and Design provides a natural progression from GCSE, allowing the committed and enthusiastic Art student to build on and develop a wide range of observational, analytical and practical skills.

Pupils will be encouraged to experience and experiment with a large range of media and techniques at a more sophisticated level, to develop a broad and balanced portfolio.

The course will meet the needs of the following types of students -

- those who will undertake further study in Art and Design;
- those who will study subjects or take up careers for which an Art and Design education is relevant;
- those who while having interest and aptitude in the subject, will benefit from the course yet are not intending to study the subject further.

Course Content

The full A Level content of Art and Design relates to four components.

AS 1: **Experimental Portfolio**

AS 2: **Personal Response**

A2 1: **Personal and Critical Investigation**

A2 2: **Thematic Outcome**

Scheme of Assessment

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment	Weightings and Marks	Availability
AS 1 Experimental Portfolio	Students develop, explore and record ideas.	50% of AS 20% of A Level.	Summer only.
AS 2 Personal Response	Students present a personal outcome in response to a theme. 10 hour controlled test.	50% of AS 20% of A Level.	Summer only.
A2 1 Personal and Critical Investigation	Written and practical work inform each other and are integrated, but are marked separately. Written investigation 1000 – 3000 words.	60% of A2 36% of A Level	Summer only.
A2 2 Thematic Outcome	Students present an outcome in response to a theme. 15 hour controlled test.	40% of A2 24% of A Level	Summer only.

Coursework

It is intended that throughout their coursework, pupils should be able to develop their ability to express their personal response to themes given, and within each project acquire and develop new approaches, self-confidence and a sense of excitement and achievement with the result of their hard work. It is vital that pupils understand the importance of self-discipline in order to work within the confines to time limits given.

Throughout all coursework pupils will encounter main areas of concern:

- (a) Respond to themes given.
- (b) Develop drawing skills.
- (c) Experiment and explore with a wide range of media.
- (d) Study the work of other Artists in relation to their own work.
- (e) Problem solving leading to final solution.

Career Opportunities

A level Art and Design is a strong basis for pupils who are considering entry to Art College or University Career areas include Architecture, Advertising/Visual Communications, Art teaching, Occupational Therapy, Museum/Gallery Curator, Conservation/Restoration, Interior/Graphic/Textile/ Fashion Design, etc.

BIOLOGY

Biology is a fascinating subject and is rarely out of the headlines. In recent years issues such as stem cell research have featured in the news media and an understanding of Biology allows individuals to assess press reports and to make informed decisions. Many issues including Cloning, Biotechnology, HIV/AIDS, Genetic Disease, Tissue Culture, Genetic Engineering and Environmental Issues all feature in the A level Biology course.

Throughout the course students are encouraged to develop the skills and attributes necessary to succeed at tertiary level education.

Additional Entrance Requirements.

Pupils should achieve a minimum of a B grade in Biology or a BB grade in Double Award Science at GCSE. Pupils achieving BB in Double Award Science should speak with the Head of Biology before confirming their selection of Biology as an AS subject.

Course Content and Scheme of Assessment

Content	Assessment	Weightings
AS 1: Molecules and Cells	External written examination 1 hour 30 minutes Students answer six to eight structured questions and write an essay.	37.5% of AS 15% of A level
AS 2: Organisms and Biodiversity	External written examination 1 hour 30 minutes Students answer six to eight structured questions and write an essay.	37.5% of AS 15% of A level
AS 3: Practical Skills in AS Biology	External written examination assessing practical skills 1 hour and internal practical assessment (marked by teachers and moderated by CCEA)	25% of AS 10% of A level
A2 1: Physiology, Co-ordination and Control, and Ecosystems	External written examination 2 hours 15 minutes Students answer six to nine structured questions and write an essay.	24% of A level
A2 2: Biochemistry, Genetics and Evolutionary Trends	External written examination 2 hours 15 minutes Students answer six to nine structured questions and write an essay.	24% of A level
A2 3: Practical Skills in Biology	External written examination assessing practical skills 1 hour 15 minutes and internal practical assessment (marked by teachers and moderated by CCEA)	12% of A level



Career Opportunities.

There is a very wide variety of Further and Higher Education courses available to students of Biological Science. Opportunities exist in Forensic Science, Biotechnology, Environment and Agriculture, Virology, Immunology, and Oceanography to name but a few. Biology is often a requirement for courses such as Medicine, Dentistry and Veterinary Science. Students intending to study non-subject specific courses at Tertiary level often select AS/A2 Biology.

BUSINESS STUDIES

What is Business Studies about?

In recent years' television programmes such as "Dragons' Den" and "The Apprentice" have introduced young people to the idea of running their own business or indeed pursuing a career in business. Business Studies at 'A' level is designed to help students gain a holistic understanding of business and to help them acquire a range of relevant business skills.

Additional Entrance Requirements:

A*, A or B in GCSE Business Studies.

Students who haven't previously studied the subject should have at least a grade B in both GCSE Mathematics and GCSE English Language.

Course Content

AS (Year 13)

Unit AS 1: Introduction to Business. This unit looks at the purpose of business activity and the different forms of business organisations that exist. It also looks at other issues such as quality, recruitment, training and motivation.

Unit AS 2: Growing the Business. This unit looks at the role of financial information as an aid to decision making and financial control. It also looks at the marketing process, marketing strategy and the use of E-business.

A2 (Year 14)

Unit A2 1: Strategic Decision Making. This unit will involve students recognising the potential conflict between the objectives of different stakeholder groups and being able to analyse and evaluate stakeholder management strategies. It also involves taking a more in depth look at the role of financial information as an aid to decision making and financial control.

Unit A2 2: The Competitive Business Environment. This unit looks at the general economic environment and the international framework within which businesses operate. It examines how businesses are affected by and react to the dynamic environment in which they operate.

Scheme of Assessment

Unit	Assessment Format	Duration	Weighting
Unit AS 1: Introduction to Business	2 compulsory structured data responses	1 hour 30 minutes	50% of AS 20% of A Level
Unit AS 2: Growing the Business	2 compulsory structured data responses	1 hour 30 minutes	50% of AS 20% of A Level
Unit A2 1: Strategic Decision Making	5 compulsory structured data responses	2 hours	30% of A Level
Unit A2 2: The Competitive Business Environment	6 compulsory structured data responses	2 hours	30% of A Level

Units AS 1 and AS 2 will be examined at the end of Lower Sixth year.

Units A2 1 and A2 2 will be examined at the end of the Upper Sixth year.

Career Opportunities

Business Studies provides a valuable grounding for a career in the business world or for those who are hoping to become self employed. However by developing skills such as decision making, problem solving and managing information, Business Studies helps to prepare students for a much wider range of careers.

CHEMISTRY

Chemistry is the branch of science which is concerned with materials of every description. It is often called the central science as it overlaps with both Biology and Physics. On the one hand, chemists unravel the chemical reactions necessary for life, and on the other, they investigate new materials with exciting and potentially useful properties.

Additional Entrance Requirements

A level Chemistry takes the foundation concepts and principles introduced at GCSE to a much deeper level and constitutes a very demanding course of study. It therefore would be inadvisable to undertake AS or A level Chemistry unless the student has obtained a **good grade at GCSE in Chemistry, or Double Award Science and in Higher Tier Mathematics.**

Mathematically the subject is not excessively demanding but it requires a good proficiency in basic skills including simple proportion, substitution of data into formula in the AS course and use of logarithms (using a calculator), measuring the gradient of a tangent to a curve and interpretation of data in the A2 course.

The subject could be chosen as the only science option in an otherwise “Arts” orientated course of study up to AS level. It is however especially complementary to Physics, Biology and Mathematics and can also complement Geography and Home Economics.

Course Content

The specification adopts a modular structure and candidates are required to study 3 teaching and learning modules for the AS course and 6 modules for the full A Level course. The modules are listed below

- Module AS1: Basic concepts in Physical and Inorganic Chemistry
- Module AS2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry
- Module AS3: Practical Chemistry
- Module A2 1: Further Physical and Organic Chemistry
- Module A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
- Module A2 3: Further Practical Chemistry

Scheme of Assessment

Teaching/learning module	Nature of Assessment	Test time	Percentage weighting	Examination
AS 1	External/ Written test	1 hr 30 min	16	Summer
AS 2	External/written test	1 hr 30 min	16	Summer
AS 3	External/Practical Assessment BookletA/practical examination Booklet B/written test	1 hr 15 min 1 hr 15 min	8	Summer
A2 1	External/written test	2 hrs	24	Summer
A2 2	External/written test	2 hrs	24	Summer
A2 3	External/Practical Assessment BookletA/practical examination Booklet B/written test	1 hr 15 min 1 hr 15 min	12	Summer

Careers Opportunities

A level Chemistry is the most required science for UCAS admissions to Pure and Applied Science, Medicine, Dentistry, Agriculture, Pharmacy and Chemical Engineering as it is the central core science of virtually all branches of science. Students considering teaching should appreciate that Science is now a compulsory component of the Revised Curriculum and that Chemistry graduates are very much in demand in the UK for the secondary sector.

DRAMA AND THEATRE STUDIES

Drama and Theatre Studies develops practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, mostly in a performing role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

You need to be curious about issues and ideas and have a creative instinct for communicating your ideas through drama. You should be keen on (and may have some experience of) acting or the visual and technical side of theatre and will have a strong desire to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

Entrance Requirements:

A high standard of literacy is essential, therefore prospective students should have achieved at least a grade B in GCSE English and English Literature. Good physical health and a **good attendance record are essential**.

Summary of unit content:

AS Level	A Level
<p>Unit 1 Theatre Workshop Non-exam assessment: internally assessed and externally moderated by WJEC 24% of qualification 90 marks</p> <p>Learners are required to create a piece of theatre based on an extract from a text using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.</p> <p>Group arrangements Learners must work in groups of between two and five actors. In addition, each group may have up to four designers, each offering different design skills. Learners choosing design are required to work with a group of actors. However, it is not necessary for all acting groups to work with designers. Learners choosing design must choose one option from the following list:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lighting design <input type="checkbox"/> sound design <input type="checkbox"/> set design (including props) <input type="checkbox"/> costume design (including hair and make-up). <p>Designers must contribute fully to the creation of the piece of theatre. Centres must give careful consideration to the combination of design skills in a particular group, and the choice of text and practitioner or company.</p>	<p>Unit 3 Text in Action Non-exam assessment: externally assessed by a visiting examiner 36% of qualification 120 marks</p> <p>This unit requires learners to engage with a stimulus supplied by WJEC to create two pieces of live theatre: one devised piece using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company and one extract from a text in a different style to the devised piece.</p> <p>Group arrangements Learners may choose to be assessed on either acting or design. For each performance, learners work in groups of between two and four actors. In addition, each group may have up to two additional designers, each offering a different design skill. Learners choosing design are required to work with a group of actors. However, it is not necessary for all acting groups to work with designers. Learners choosing design must pick one option from the following list:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lighting design <input type="checkbox"/> sound design <input type="checkbox"/> set design (including props) <input type="checkbox"/> costume design (including hair and make-up).
<p>Unit 2 Text in Theatre Written examination: 1 hour 30 minutes 16% of qualification 60 marks</p> <p>In this unit, learners are required to study one complete text. Centres are reminded that the five texts studied for this qualification as a whole (or two texts studied for AS) must represent a range of social, historical and cultural contexts and centres should consider carefully their choice of texts in all units to ensure they cover a range of contexts. All texts listed for study will be reviewed periodically and updated when necessary.</p> <p>In Unit 2, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting a text for performance in a written examination. Learners must also evaluate live theatre. Learners are encouraged to approach this unit practically as an actor, designer and director.</p>	<p>Unit 4 Text in Performance Written examination: 2 hours 30 minutes 24% of qualification 95 marks</p> <p>In this unit, learners are required to study two complete texts. Centres are reminded that the five texts studied for this qualification as a whole must represent a range of social, historical and cultural contexts and centres should consider carefully their choice of texts in all units to ensure they cover a range of contexts. All texts listed for study will be reviewed periodically and updated when necessary.</p> <p>In Unit 4, learners are given the opportunity to demonstrate their knowledge, understanding and skills in interpreting texts for performance in a written examination. Learners are encouraged to approach this unit practically as an actor, designer and director, and as an informed member of a theatre audience. To this end, learners are required to view a minimum of two live theatre productions to inform their understanding. They may use the same productions for Units 2, 3 and 4 if they wish.</p>

Career Opportunities:

AS Drama and Theatre Studies complements a range of subjects and is useful in building confidence and improving presentation skills. It teaches and develops skills valued by employers, such as: interpretive skills; creative, devising and improvisational skills; analytical, evaluative and critical skills; communication skills; and interpersonal and teamwork skills. It could also lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education. The broad and varied skills base provided by Drama and Theatre Studies would promote access to a variety of people-orientated careers.

What is Economics about?

Economics is seen as an important area of study for any young person considering a career in business or politics. The study of Economics is a study of how the world works. It helps you understand more about how we can make the best possible use of the earth's scarce resources, the impact of government policies and the effects of globalisation.

Why is Economics important?

By studying this course, you will gain an insight into some of the major problems and issues facing society today.

This course will also help you to develop a variety of skills including investigating, analysing, evaluating, drawing conclusions and making judgements. These skills will be invaluable in higher education and in a variety of careers.

Additional Entrance Requirements:

A*,A or B in GCSE Economics. Students who haven't previously studied the subject should have at least a grade B in both GCSE Mathematics and GCSE English Language.

Course Content

AS (Year 13)

Unit AS 1: Markets and Market Failure. This unit looks at how markets work, in terms of how the market forces of demand and supply interact to allocate resources in local, national and international markets. It also looks at the nature, cause and consequences of different forms of market failure.

Unit AS 2: Managing the National Economy. This unit examines the use of demand-side and supply-side policies as a means of achieving macroeconomic objectives. It also requires students to assess the likely impact and effectiveness of different government policies.

A2 (Year 14)

Unit A2 1: Business Economics. The various forms of competition from perfect to monopoly are studied, along with the role and effectiveness of government policy in attempting to promote competition.

Unit A2 2: Managing the Economy in a Global World. This unit gives students the opportunity to understand the significance of globalisation, international trade, the balance of payments and exchange rates. Students will also examine the factors influencing the growth and development of developing countries.

Scheme of Assessment

Unit	Assessment Format	Duration	Weighting
Unit AS 1: Markets and Market Failure	A number of short-answer questions, one data response question and one extended open-response question	1 hour 30 minutes	50% of AS 20% of A Level
Unit AS 2: Managing the National Economy	A number of short-answer questions, one data response question and one extended open-response question	1 hour 30 minutes	50% of AS 20% of A Level
Unit A2 1: Business Economics	A number of short-answer questions, one data response question and one extended open-response question	2 hours	30% of A Level
Unit A2 2: Managing the Economy in a Global World	A number of short-answer questions, one data response question and one extended open-response question	2 hours	30% of A Level

Units AS 1 and AS 2 will be examined at the end of Lower Sixth year.

Units A2 1 and A2 2 will be examined at the end of the Upper Sixth year.

Career Opportunities

Studying Economics opens up a wide range of opportunities in higher education and also allows access to a rewarding career. Many 'A' level students undertake courses such as Accounting, Banking, Business Studies, Finance and Management. Economics is a core element in these subjects and therefore studying 'A' level Economics makes university studies easier.

ENGLISH LITERATURE

The aim of the Advanced Level English course is to help you enjoy, appreciate and write fluently about a wide variety of literary texts from different periods.

The study of literature at AS and A2 level involves:

- understanding of the techniques writers use to achieve their ends;
- knowledge of the cultural, social and political contexts in which works of literature are written;
- the ability to discuss your own and other readers' interpretations.

Additional Entrance Requirements

You should not consider either AS or A level English Literature unless you obtain at least a grade B in both English Language and English Literature at GCSE.

Course Content and Scheme of Assessment

You will have to study eight texts in all: six examination texts and two coursework texts. Units AS 1 and AS2 will be examined at the end of Year 13, Units A21, A2 2 (Y14) are examined at the end of Year 14 and Unit A2 3 (coursework) will be completed during term 2 of Year 13 and term 1 of Year 14.

AS Level

Unit AS 1	The Study of Poetry, 1900-Present The Study of Drama, 1900-Present 24 poems Frost/Heaney The Crucible Miller	60% of AS / 24% of A level
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External written examination: 2 hours

Students answer two questions, one from Section A (open book), One from Section B (closed book)

Unit AS 2	The Study of Prose, pre-1900	40% of AS, 16% of A level
	The Scarlet Letter Hawthorne	

External examination: 1 hour

Students answer one question, closed book

A2 Level

Unit A2 1	Shakespearean Genres	20% of A level
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External examination: 1 hour 30 mins

Students answer one question, closed book

Unit A2 2	The Study of Poetry pre-1900 and Unseen Poetry	20% of A level
	16 poems John Donne	

External examination: 2 hours

Students answer two questions, one from Section A and the question set in Section B (closed book)

Unit A2 3 Internal Assessment

Students complete a 2500 word essay based on a detailed study of two novels, one of which must be a twenty-first-century novel.

Career Opportunities

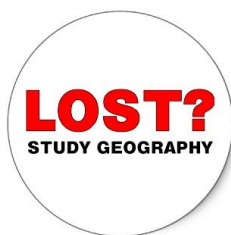
English would be a suitable choice for a wide range of careers. The study of English Literature improves fluency, develops communication skills and involves high level thinking skills. The ability to analyse and sensitively consider other viewpoints is fundamental to English Literature and to the work place.

A Level Geography

Geography is a fascinating, contemporary subject that helps us to understand more about our world and the people and cultures that inhabit it.



Geography gives a balanced viewpoint which is excellent preparation for the world of work. Some of the skills you will learn are: -



- The ability to work as a team
- Good communication skills
- The ability to manage your work
- Numeracy and literacy
- Problem solving and logical reasoning
- Computer literacy
- Spatial awareness
- Environmental and social awareness

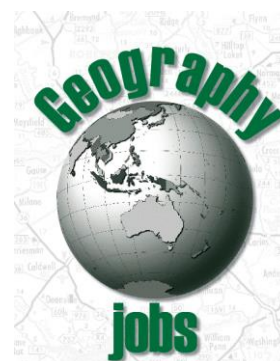
Geography at A level provides an opportunity for students to build upon the knowledge and skills they already have, and it is recommended that students have achieved a good grade at GCSE.

Title of AS Module	Topics studied	Title of A2 Module	Topics studied
<i>Physical Geography</i>	Rivers Ecosystems Atmosphere	<i>Physical Processes, Land-forms & Management</i>	Plate Tectonics Theory Tropical Ecosystems OR Coastal Processes
<i>Human Geography</i>	Population Settlement Development	<i>Processes and Issues in Human Geography</i>	Sustainable Settlement Ethnic Diversity
<i>Fieldwork Skills and Techniques in Geography</i>	Skills relevant to the collection, analysis & interpretation of geographical issues	<i>Decision Making Geography</i>	Skills of analysis of unseen material to produce a written report to support a final decision made in relation to an issue

There is no coursework unit, however candidates are required to undertake a variety of fieldwork activities for both AS and A2. In order to give our students the very best possible fieldwork experience for Module 1, we have been fortunate enough to secure a place at Magilligan Field Centre. This has ensured that we have an excellent introduction to fieldwork studying the beautiful Roe Valley. The two-day residential takes place in November.

Geography graduates are employable due to the skills they develop. In part this is because the subject combines knowledge of science and an understanding of the arts.

The transferable skills which Geography fosters are an asset in the complex world of work today. Geography is about the future and encourages flexible thinking.



GOVERNMENT AND POLITICS

Few subjects are as relevant to our everyday lives as Government and Politics. Government is the act of exercising authority or ruling. Politics is the process by which a community makes and changes the general rules under which its people live. It regulates competition for positions of leadership and helps to resolve conflicts. Government and Politics is a challenging and rewarding subject that suits any student who is interested in people, power and fairness in society. Studying Government and Politics gives students a real insight into the world in which they live. Students learn how the political decisions that affect our lives are made and who has the power and authority to make those decisions. They also develop valuable analytical and evaluation skills as they debate topical and controversial issues, form their own political opinions and study different ideological viewpoints.

Additional Entrance Requirements

Students wishing to study Government and Politics should have a good GCSE profile within which they have grade B or better in GCSE English Literature or History (and may need to see Miss McClelland).

Course Content

AS 1: The Government and Politics of Northern Ireland

The Northern Ireland Assembly
The Executive Committee
The Northern Ireland Political Parties

AS 2: The British Political Process

Parliament – the House of Commons and the House of Lords
Executive – the Prime Minister and Cabinet
The British Judiciary
Pressure and Interest Groups in the United Kingdom

A2 1: Comparative Government

Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom

The Government and Politics of the Republic of Ireland – the legislative branch
The Government and Politics of the Republic of Ireland – the executive branch
Comparative Government

A2 2: Political Power and Political Ideas

Option B – Political Ideas

- J.S Mill and 'On Liberty'
- Edmund Burke and 'Reflections on the Revolution in France'
- Marx and Engels and the 'Communist Manifesto'
- Liberalism
- Conservatism
- Socialism

Assessment

AS 1 – 1 external exam – 1 hr and 15 minutes
AS 2 – 1 external exam – 1 hr and 45 minutes
A2 1 – 1 external exam – 2 hrs and 15 minutes
A2 2 – 1 external exam – 1 hr and 30 minutes

No Coursework

Career Opportunities

Government and Politics is a subject that demands and develops skills of analysis and evaluation. It will sharpen the analytical and investigative faculties that are vital to success in many jobs and all further study. Government and Politics is directly relevant to the study of a number of university courses and occupations from Law to History, Business Studies and Finance to Government Services and Politics itself.

HISTORY

The new CCEA History GCE A Level specification provides students with opportunities to explore significant local, national and global events, key individuals and important values and attitudes which have shaped our modern world today. Students can take the AS course as a final qualification; or the AS units plus the A2 units for a full GCE A level qualification.

OVERVIEW: CONTENT & ASSESSMENT

	Content	Assessment	%
AS	AS 1: GERMANY 1919–1945	1 hour 30 mins: (1 short response question & a 2 part source based question)	50% of AS 20% of A2
	AS 2: RUSSIA 1914–1941	1 hour 30 mins: (2 short response questions & 2 30 minute essays)	50% of AS 20% of A2
A2	A2 1: THE AMERICAN PRESIDENCY IN THE 20 TH CENTURY	1 hour: (A synoptic essay question)	20% of A level
	A2 2: THE PARTITION OF IRELAND 1905–1923	2 hours 30 mins: (2 source based questions & an extended essay)	40% of A level



History A Level is highly valued by universities and employers. It will prepare you for higher education and the workplace and allow you to develop important transferable skills e.g.

- *Analyse & interpret information;*
- *Carry out independent research and evaluate conclusions;*
- *Ask relevant and significant questions;*
- *Solve problems & offer a variety of solutions;*
- *Communicate ideas clearly & effectively;*
- *Argue a case & make an evidence based judgement;*
- *Understand & appreciate different points of view.*



***ENTRANCE CRITERIA:**

- *At least a B grade at GCSE*
- *Commitment to the subject as shown by your work at GCSE*

Why choose GCE Health and Social Care?

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad based qualification gives students the opportunity to study an eclectic range of subjects relevant to these sectors, including communication, physiology, social policy and psychology.

The qualification will appeal to students with an interest in health and well-being and caring for others. It's likely to be attractive to students who enjoyed studying Health and Social Care, Home Economics, Child Development, Psychology or Sociology at GCSE, though none of these are a prerequisite.

Students acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others.

Content overview

In the AS units, students learn about good quality care and how this can be achieved in health, social care and early years settings. They learn how to communicate effectively with service users in the work place. They learn about the importance of health and well-being for individuals and how government and other agencies contribute to the health and well-being of the population.

Students who continue to A2 learn about how health and social care and early years services are tailored to meet the needs of specific service-user groups. They also have the opportunity to further their understanding of physiology, psychology and nutrition and can develop research skills in topics relevant to health and social care, including health promotion.

Aims

This specification aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example independent learning, creative thinking and problem-solving, where appropriate;
- apply their skills to work-related scenarios;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts.



Career Opportunities

This qualification is particularly beneficial for students who wish to progress to nursing or degree programmes in areas such as social work, sociology, psychology, speech therapy or occupational therapy.

NUTRITION AND FOOD SCIENCE

Nutrition and Food Science is currently high in the public's perception and there could not be a better time to develop knowledge and understanding of the subject, given current global and national food issues. The specification allows students to develop their subject knowledge, understanding and skills in nutrition and food science in relation to a work context. This provides students with the opportunity to develop a wide range of transferable skills and capabilities such as critical and creative thinking, decision-making, problem-solving, designing research tools, analytical aptitude and target-setting.

Additional Entrance Requirements

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, a grade B at GCSE is recommended as this subject is demanding and involves independent study.

Course Content

The course is divided into four units. Candidates are required to study two units for the AS course and further two units for the full Advanced GCE (A2) course. A2 1 offers a choice of options and a research project which is internally assessed.

AS Content

Unit AS 1: Principles of Nutrition.

This unit requires the study of macro-nutrients: protein, fat and carbohydrates, and micro-nutrients: vitamins and minerals, and other dietary constituents. Nutritional requirements and current dietary recommendations for each life stage are also studied e.g. pregnancy, infancy, adults and frail elderly.

Unit AS 2: Diet, Lifestyle and Health.

This unit requires the study of current research in relation to diet, lifestyle and health including: cardiovascular disease, obesity, diabetes and cancer. Eating patterns, energy and energy balance and physical activity guidelines for children and adults are also studied.

A2 Content

Unit A2 1 Option A: Food Security and Sustainability.

This unit examines consumer behaviour when making food purchasing decisions and considers the issues and implications of consumer food choice.

OR

Unit A2 1 Option B: Food Safety and Quality.

This unit explores securing a safe food supply from the primary producer to the consumer.

Unit A2 2: Research Project.

This unit requires the submission of a report on a research project of personal choice. The chosen research area should come from AS 1, AS 2 or A2 1. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process.

Scheme of Assessment

Assessment will take place in Summer only. The scheme of assessment will take place as follows:

UNIT	ASSESSMENT FORMAT	DURATION	WEIGHTING AND MARKS
AS 1: Principles of Nutrition.	External assessment (compulsory)	1 hour 30 minutes	50% of AS 20% of Advanced Level
Unit AS 2: Diet, Lifestyle and Health.	External assessment (compulsory)	1 hour 30 minutes	50% of AS 20% of Advanced Level
Unit A2 1 Option A: Food Security and Sustainability. OR Unit A2 1 Option B: Food Safety and Quality.	External assessment (compulsory)	2 hours 30 minutes exam	30% of Advanced Level
Unit A2 2: Research-based Assignment (4,000 words).	Assessed by teacher and external moderated (compulsory)		30% of Advanced Level

Career Opportunities

The subject can open up a range of possibilities in the world of work. There are excellent opportunities for further and higher education within careers such as dietetics, human nutrition, food design and nutrition, food product development, food management and marketing, food manufacturing, environmental health, food science and technology, consumer business management, teaching, sports studies, nursing, occupational therapy and radiotherapy.

DIGITAL TECHNOLOGY

AS/A2 Digital Technology provides a natural progression from the theoretical knowledge and practical skills gained in GCSE ICT. This course allows students to develop a broad range of relevant skills, knowledge and understanding of Digital Technology which would form a solid foundation for study of IT or related courses in further or higher education. It also teaches students invaluable skills that could be used in many non-IT specialist careers.



In addition, the specification encourages students to develop:

- The capacity for thinking creatively, innovatively, analytically, logically and critically;
- The skills to work collaboratively;
- The ability to apply skills, knowledge and understanding of Digital Technology in a range of contexts to solve problems;
- An understanding of the consequences of using Digital Technology on individuals, organisations and society;

Entrance requirements

Candidates at AS and A2 level will build upon skills developed at GCSE level. Therefore, candidates wishing to do Digital Technology at AS or A2 level are required to have at least a grade “B” in GCSE ICT (Short/Full Course). A grade A would be preferable and a better indicator of suitability.

Course Content and Scheme of Assessment

AS		A2	
AS 1 Approaches to System Development	Written Paper 1 hour 30 mins 50% of AS 20% of A Level	A2 1 Information Systems	Written Paper 2 hours 30 mins 40% of A Level
AS 2 Fundamentals of Digital Technology	Written Paper 1 hour 30 mins 50% of AS 20% of A Level	A2 2 Application Development	Coursework 20% of A Level

AS

In the AS1 unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. In the AS2 unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface. Along with Unit AS 1, the content of this unit will provide a foundation for progression to A2.

A2

For the A2 2 Unit, students are required to undertake **one system project** which will be based on a real business end user. CCEA will set the project brief annually. Examples of projects in recent years include the creation of an online wedding list service for a local furniture store, an online appointment booking system for a beauty salon and an online shopping site for a music store.



Career Opportunities

This qualification will be very suitable for candidates considering careers in a wide variety of areas, including business, accountancy and a dedicated IT route. There is a current shortage of skilled IT graduates who possess expertise in creativity and/or problem solving. Common jobs include software & game developers (often suited to students with a mathematical background), web designers (including app development for tablets), multimedia/graphic designers, network & communications engineers, database administrators, IT project managers and business analysts.

Want to find out more?

If you would like to find out more about Digital Technology as a subject at A-level in terms of the subject content, it's suitability for you, university courses, careers or anything else then see Mr A Hanlon in G118.

SOFTWARE SYSTEMS DEVELOPMENT

Recent reports about the Computing industry reveal the following:

- *Employment of Computing professionals through to 2020 is forecast to grow at 1.62% per annum – nearly twice as fast as the UK average.*
- *The UK's IT & Telecoms industry delivers an annual GVA contribution of £81 billion, 9% of the total UK economy.*

Northern Ireland has already established a reputation for being a regional centre for excellence in IT. Over the last ten years, the region has attracted the investment of some of the largest companies in the world, several of whom have established their entire IT divisions here in the province. This trend is set to continue as more and more companies realise the high quality of graduates our education system is producing. Software engineers are currently in high demand in Northern Ireland with the overwhelming majority of graduates gaining permanent employment once they graduate from University. These jobs are often well-paid and offer very competitive benefits packages and in some cases opportunities for travel within the company. A-level Software Systems Development was introduced to try and encourage and foster development of object oriented programming skills, a key requirement for anyone considering not only a career in IT but indeed any STEM-related career. There are many jobs which require an understanding of object-oriented programming even though it is clearly not a core requirement e.g. engineering.

Course Content

This course aims to help students to:

- develop a genuine interest in programming in software systems development;
- develop extended problem-solving skills;
- develop an understanding of systems approaches and modelling techniques;
- develop skills that will prepare them for work in today's software industry;
- participate in developing a software project using a complete software development process

The course will consist of a mixture of theory examinations at both AS and A2, where students will be tested on their programming ability, understanding of computer systems and ability to use problem-solving logic. Students will also have the opportunity to complete a coursework assignment using a programming language of their choice. The theme of their coursework will be open for students to choose themselves; examples include gaming applications, quiz applications and database-driven applications.

Entrance Requirements

Pupils must gain **at least a grade B in GCSE Computer Science**. It is also advised that pupils who demonstrated a strong commitment to their work during GCSE Computer Science would be well-suited to this course. Because the A-level course contains a heavy programming element, those pupils who enjoyed the challenge of programming at GCSE would also enjoy this course. A-level Maths/Further Maths would also be heavily recommended.

Career Opportunities

As mentioned above, this course has been created to prepare pupils for possible careers in the IT industry, particularly in software development. This includes jobs such as **software engineers, web developers, game developers, mobile software developers, software testers and project managers**. By the year 2020, the demand for software professionals is expected to grow by 42%.

Local universities offer a range of Computing degrees and have indicated preference to candidates who have completed an A-level in Computer Science or Software Systems Development. This is also an excellent qualification for many STEM related careers and degrees. Indeed, the Russell Group of universities has stated that Computer Science/Software Systems Development is a useful subject for the following degree courses:

Aeronautical Engineering	Civil Engineering	Mathematics	Pharmacy
Biochemistry	Economics	Mechanical Engineering	Physics
Biology	Electronic Engineering	Medicine	Psychology
Chemical Engineering	Engineering (General)	Optometry	
Chemistry	Materials Science	Orthoptics	

Mathematics is a very popular and useful A level. The subject keeps many avenues and doors open. It assists in the study of other A levels (especially Physics) and encourages rigorous, organised thought. Each class stays with a single teacher.

New GCE Mathematics Specification

A new specification for GCE Mathematics is planned for first teaching in September 2018. Unfortunately, CCEA have not yet finalised the new specification, so the information below is based on the unaccredited draft specification. Topics will be fairly similar to the old specification but the content of each module will be rearranged.

Additional Entrance Requirements

A level Mathematics is a natural progression from GCSE Further Mathematics. Students with a Grade A or above in GCSE Further Mathematics usually cope comfortably with A level. Occasionally a person without GCSE Further Maths wants to do A level Maths. Whilst we do not wish to close the door on such students, we wish to point out the difficulties involved. Students must have at least a grade A in GCSE (**on the T4 & T6 module combination**) and be willing to work extremely hard to compensate for not having GCSE Further Mathematics. Students without GCSE Further Maths should first speak to their own Mathematics teacher and then see the Head of Department, Mr Irwin, to discuss their suitability for embarking on A level. It may be possible to have a lunchtime class week in which the non GCSE Further Maths students receive extra tuition.

Course Content and Scheme of Assessment

The course is divided into two main fields of study - Pure Mathematics and Applied Mathematics - rather like the GCSE Further Mathematics course. Pure Mathematics extends topics encountered in GCSE Further Mathematics, such as Algebra, Calculus, Logarithms and Trigonometry. Applied Mathematics consists of Mechanics – Forces, Vectors, Acceleration and Statistics – Mean and Standard Deviation, Probability, Normal Distribution.

AS consists of 2 Units

AS 1 Pure Mathematics, a 1 hour 45 minute written examination worth 60% of AS (24% of A level)

AS2 Applied Mathematics, a 1 hour 15 minute examination worth 40% of AS (16% of A level)

A2 consists of 2 Units

A2 1 Pure Mathematics, a 2 hour 30 minute written examination worth 36% of A level

A22 Applied Mathematics, a 1 hour 30 minute examination worth 24% of A level.

There is no Controlled Assessment

Career Opportunities

Mathematics is useful and beneficial to those thinking of degrees/careers in -

- A. Medical Sciences (Statistics option)
- B. Engineering (Mechanics option)
- C. Business, Accountancy, Finance, Insurance, Banking, E-Commerce (Statistics option)
- D. Computer software design.

For those unsure about their career direction, Mathematics is a good option, as it develops reasoning and problem solving skills and is accepted for most university degree courses.

FURTHER MATHEMATICS

Further Mathematics can only be taken as a fourth subject. It should be considered by students who are genuinely enthusiastic about Mathematics, enjoy thinking and find GCSE Further Maths reasonably straightforward. Topics encountered in A Level Mathematics are developed to a greater degree and some new ideas are introduced. Though the material is considered relatively harder than other A levels, the examination questions tend to be fair. Students who have studied Further Mathematics will have a big advantage over others in the first year of most Mathematical, Scientific and Engineering degree courses. So whilst carrying four A levels may be arduous, there may be substantial long term benefits.

New GCE Further Mathematics Specification

A new specification for GCE Further Mathematics is planned for first teaching in September 2018. Unfortunately CCEA have not yet finalised the new specification, so the information below is based on the unaccredited draft specification.

Additional Entrance Requirements

Students should have at least a grade A in GCSE Further Mathematics. Determination and a healthy work ethic are the keys to success.

Course Content and Scheme of Assessment

There are 4 modules which comprise of 2 in Pure Mathematics and 2 in Applied Mathematics (Mechanics and Statistics). In the AS year students will prepare for one Pure Mathematics Module and one Applied Module. The A2 year also consists of one Pure Module and one Applied Module.

AS consists of 2 Units

AS 1 Pure Mathematics, a 1½ hour examination worth 50% of AS (20% of A level)

AS2 Applied Mathematics, a 1½ hour examination worth 50% of AS (20% of A level)

A2 consists of 2 Units

A2 1 Pure Mathematics, a 2¼ hour examination worth 30% of A level

A22 Applied Mathematics, a 2¼ hour examination worth 30% of A level.

There is no Controlled Assessment.

Further Mathematics is generally taught by 3 teachers (each with 2 or 3 periods weekly). Within reason, the workload is kept to a minimum, with the teaching emphasis on the understanding of the material.

Career Opportunities

Further Mathematics should be considered seriously by those contemplating degrees in

- A. Mathematics or Physics
- B. Engineering
- C. Computation
- D. **Oxford and Cambridge** in any of the above. For Oxbridge candidates in the above list, Further Maths is virtually essential.

You are advised to speak to your GCSE Further Mathematics teacher or see Mr Irwin for an informal chat about this option. For an unbiased opinion you could ask any of the current Sixth Form who study Further Mathematics. They can give you a student's point of view.

Modern Languages - FRENCH, GERMAN AND SPANISH

Students who study a modern language at AS and A2 Level will further develop their knowledge of the language, their language skills and their understanding of the culture, history and contemporary society of the country whose language they are studying. They will have at least one weekly period of conversation with the foreign language assistant, will have access to the Internet and will be encouraged to read newspapers and periodicals in the target language. They will also have the opportunity to participate in school exchanges and visits.

Additional Entrance Requirements

Candidates at AS and A2 level will build upon skills developed at GCSE level. Therefore they should have acquired the knowledge and understanding specified for GCSE at Higher Tier and must have taken all components of the examination at this level, gaining at least a Grade A.

AS Subject Content

There are two context areas for language study at AS:

1. Relationships
2. Culture and Lifestyle

A2 Subject Content

There are two context areas for language study at A2:

1. Young people in Society
2. Our Place in a Changing World

Scheme of Assessment:

AS: AS 1 Speaking – Presentation and Conversation

AS 2 Section A: Listening, Section B: Reading and Use of Language

AS 3 Extended Writing - one essay in response to a set film or literary text

A2: A2 1 Speaking – Presentation and Conversation

A2 2 Section A: Listening, Section B: Reading and Use of Language

A2 3 Extended Writing - one essay in response to a set film or literary text

Career Opportunities

The A level Modern Language course provides a basis for the further study of the language at degree level but the AS level is also a coherent, satisfying and valuable course for those who do not intend to continue with their study of the language at this stage.

Modern Language Graduates have a wide choice of careers open to them. They may pursue careers closely related to the language, such as interpreting, translating or teaching but they will also find that qualifications in a modern language are useful in many other fields, amongst the most common of which are travel and tourism, finance, sales and marketing, management services and public relations. Students who aspire to work in international affairs or within the legal, financial or administrative institutions of the European Union should consider studying a second modern language in order to enhance their career opportunities. The study of a language with science should also be considered for this reason.

MUSIC

The A level syllabus allows pupils to further develop skills learnt at GCSE and to specialise in certain areas of music to a greater degree.

COURSE CONTENT

In **PERFORMANCE - (A01)**, each pupil must undertake a solo performance and a viva voce. The standard of performance should be at a level equivalent to at least Grade 4 for AS and Grade 5 for A2 of the accredited graded music examination boards. Pupils gain credit for performing at or above the minimum standard, but will be penalised if the performance is below the required standard. AS performance time should be 5 – 7 minutes, and A2 8 – 10 minutes.

In **COMPOSING - (A02)**, pupils can develop skills already learnt at GCSE, but may approach the task with much more freedom at ‘AS’ level, and at ‘A2’. There are also opportunities to compose in the styles of Mozart, Bach or other “classical” composers. We also offer **MULTI-TRACKING** as an alternative option to pure composition. For this component students must compose a piece of music and use multi-track recording technology to create a recorded performance of their composition. Duration at AS level is 1 ½ - 2 ½ minutes and at A2 2 – 3 minutes

In, **LISTENING - (A03 and A04)**, all pupils study Music for Orchestra 1700 - 1900, Sacred Vocal Music (Anthems and Mass/Requiem), Secular Vocal Music (Musicals and 1600 to the present day) and Music for Orchestra in the Twentieth Century, through general listening and set works.

At **AS** level, all pupils complete a listening/aural paper lasting 1 hour and a written examination lasting 2 hours.

At **A2**, all pupils complete a listening/aural paper lasting 1 hour 15 minutes and a written examination lasting 2 hours.

Percentage Assessment Objective Weightings

	A01	A02	A03	A04	Total	AS	A level
AS1	12		2		14	14	14
AS2		12	2		14	14	14
AS3			6	6	12	12	12
A21	18		3		21		21
A22		18	3		21		21
A23			12	6	18		18
Total	30	30	28	12	100	40	100

Career Opportunities

Music teacher, composers, musical work in radio and television, working in a recording studio, arts administration, music therapy, working for a recording company.

PSYCHOLOGY

Psychology is the scientific study of the human mind and behaviour: how we think, act, react and interact, both individually and as groups, and the thoughts, experiences and biology behind such behaviours.

WHY STUDY PSYCHOLOGY A LEVEL?

Psychology influences all areas of life, particularly education, health, the economy, industry and crime. If you are interested in finding out why people behave the way they do or how the brain works then psychology could be for you. A level psychology will give you a grounding in the subject and provide an insight on careers in this discipline. It also develops transferable skills such as problem solving, critical thinking, numeracy and statistical proficiency, communication and IT skills, all of which are useful in many jobs and professions.

Requirements: Grade B or above in GCSE Mathematics, English Language & Science.



WHAT IS INVOLVED?

AS LEVEL

Paper 1: Introductory Topics in Psychology

- **Social Influence:** conformity, obedience, independent behaviour, social roles and change.
- **Memory:** models of memory, forgetting and eyewitness testimony.
- **Attachment:** attachment formation and types and the influence on adult relationships.

Exam: 1hr 30 min 50% of AS

Paper 2: Psychology in Context

- **Approaches in Psychology with Biopsychology:** behaviourist, cognitive and biological approach, the nervous and endocrine systems.
- **Psychopathology:** definitions of abnormality, approaches and therapies for phobias, depression and OCD.
- **Research methods:** scientific processes, methods, data handling and analysis.

Exam: 1hour 30 min 50% of AS

AS marks do not count towards the A level qualification



A LEVEL

Paper1: Introductory Topics in Psychology

- **Social Influence:** conformity, obedience, independent behaviour, social roles and change
- **Memory:** models of memory, forgetting and eyewitness testimony.
- **Attachment:** attachment formation and types and the influence on adult relationships.
- **Psychopathology:** definitions of abnormality, approaches and therapies for phobias, depression and OCD.

Exam: 2 hr 33.3% of A level

Paper 2: Psychology in Context

- **Approaches in Psychology Biopsychology,** behaviourist, cognitive, biological, psychodynamic and humanistic approaches.
- **Biopsychology,** the nervous and endocrine systems, localisation of brain function and biological rhythms.
- **Research methods,** scientific processes, methods, data handling and analysis, inferential statistics.

Exam: 2 hr 33.3% of A level

Paper 3: Issues and Options in Psychology

- **Issues and debates:** i.e. Gender and cultural bias, nature-nurture debate, free will and determinism.
- **Topics:** One question from each section
 - Relationships/**Gender**/Cognition & Development
 - Schizophrenia/Eating behaviour/**Stress**
 - Aggression/**Forensic Psychology**/Addiction

Exam: 2 hours 33.3% of A Level

What to know more?

Please contact me at lduke420@c2ken.net or visit me at BO3. For more detailed information on Psychology and careers visit www.bps.org.uk

PHYSICS

Physics is a demanding GCE with a ***strong mathematical association***. There is a considerable practical element, used to support and illustrate the theory. Throughout A level Physics students develop a range of scientific and personal skills: making accurate measurements; systematic observation; using scientific equipment competently; planning and carrying out experiments; following instructions; data handling and analysis; and teamwork. Students should also be able to communicate complex ideas in written form. They are encouraged to develop home study, independent learning and research, and to arrange teacher meetings in study periods.

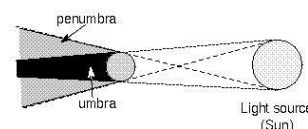
Additional Entrance Requirements

Students must have gained a B grade in Physics or the Physics component of Double Award Science. It is extremely advantageous to have studied Further Mathematics at GCSE or to study Mathematics at A Level. In addition, students who have studied the T3 unit at GCSE Mathematics will be interviewed by the Head of Department.

Course Content

The course contains 6 units and students are required to study three units for the AS course in Year 13, and three more units for the full A level course in Year 14.

Unit AS 1	Forces, Energy and Electricity
Unit AS 2	Waves, Photons and Astronomy
Unit AS 3	Practical Techniques and Data Analysis



Unit A2 1	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
Unit A2 2	Fields, Capacitors and Particle Physics
Unit A2 3	Practical Techniques and Data Analysis

A knowledge of the subject matter of the AS modules is a prerequisite to the study of the A level modules.



Scheme of Assessment

Unit	Nature	Test Time	Weightings
AS 1	Written	1 hr 45 min	40% of AS 16% of A Level
AS 2	Written	1 hr 45 min	40% of AS 16% of A Level
AS 3	Practical and written	Two 1 hr components	20% of AS 8% of A Level
A2 1	Written	2 hr	40% of AS 24% of A Level
A2 2	Written	2 hr	40% of AS 24% of A Level
A2 3	Practical and written	Two 1 hr components	20% of AS 12% of A Level

Career Opportunities

The A level award provides a basis for the further study of Physics, and related subjects, such as Applied Mathematics, Astronomy, Astrophysics, Engineering, Geophysics, Materials Science and Medical Physics.

An A level or AS award is relevant to studies such as Chemistry, Computer Studies, Medicine, Mineralogy, and Ophthalmic Optics.

For those progressing directly into employment an A level or AS award provides a basis for work in the fields of Engineering, Medicine, Communications, Computers, and Information Technology.



RELIGIOUS STUDIES

Entrance Requirements

Pupils choosing to study A Level Religious Studies will normally have attained a Grade B or above in GCSE Religious Studies Full Course or Short Course. Pupils who have not studied the subject at GCSE are also welcome, however as the course requires candidates to produce clear and coherent writing, a good grade in GCSE English, Grade B and above, would be necessary.

Course Outline and Examinations

AS

Textual Studies

AS 1: An Introduction to the Gospel of Luke

- Background to Luke's Gospel including an overview of the Religion and Politics of Palestine and the Pharisees and Sadducees.
- Date, Authorship, Purposes and Characteristics of Luke's Gospel, including its Historical accuracy and reliability.
- Key Narratives in Luke.
- Kingdom of God in Parables and Miracles.
- Key Themes in Luke – Salvation History and Discipleship etc.

Religion and Ethics

AS 7: Foundations of Ethics with Special Reference to issues in Medical Ethics

- Deontological approaches to Moral decision making – Natural Law
- Teleological approaches to Moral decision making including Situation Ethics and Utilitarianism
- Life and Death issues and Developments in Bio Ethics – Personhood, Infertility, IVF, Surrogacy etc.

Each Module will be examined by a 1 Hour 20 minutes external written paper. Students answer one from two questions in Section A and one from two questions in Section B. Each paper is 50% of AS and 20% of A Level.

A2

Textual Studies

A21: Themes in the Synoptic Gospels

- The Synoptic Problem – Source Criticism and Biblical Criticism
- Christology and The Ethics of Jesus
- Passion and Resurrection Narratives

Religion and Ethics

A2 7: Global Ethics

- Moral Theory – Virtue Ethics, Ethical Relativism, Freewill and Determinism
- Human Rights and Animal Rights
- Same Sex Relationships, Marriage, Parenthood and Feminism
- Just War and Pacifism
- Justice and Punishment

Each Module will be examined by a 2 Hour external written paper. Students answer two from three questions in Section A and the compulsory synoptic question in Section B. Each paper is worth 50% of A2

30% of A-level

There is **no coursework** requirement and the Examination Board is CCEA.

Career Opportunities:

The study of religion makes a particular contribution to students understanding of spiritual, moral and cultural issues by encouraging them to reflect upon their own attitudes, and those of others. Religious Studies opens up a wide range of opportunities for further and higher education and interesting and rewarding careers. In particular, the AS7 and A27 Modules in Religious Ethics would be of great benefit to students considering a Career in Law or Medicine. Frequently, at interview, students are required to demonstrate an informed awareness regarding the current ethical and moral issues in these fields.

The Russell Group of top universities has made it clear that Religious Studies A-Level provides suitable preparation for University. Both Oxford and Cambridge Universities include Religious Studies in the top level list of generally suitable Arts A-Levels. Applicants with Religious Studies A-Level were more likely to gain admission to study History at Oxford University in 2013 than those with A Levels in many facilitating subjects. 20% of students admitted to Oxford University to study Mathematics in 2011 had an A Level in Religious Studies. Former A-Level Students have pursued degrees and careers in English Literature and, Psychology, Law, Criminology, Medicine, Teaching and Physical Activity, Exercise and Health.

SPORTS SCIENCE & THE ACTIVE LEISURE INDUSTRY

Sport Science & The Active Leisure Industry is a new course involving components of theory and their practical application. It gives students with an interest in sport an opportunity to follow a course directly related to this area of study and gives them an insight into the role of sport within our modern society

Course Content

Module 1 AS

Fitness & Training for Sport.

Plan & perform fitness tests for an individual.

Using this information plan, perform and evaluate a sport specific training program for this individual.

Module 2 AS

The Active Leisure Industry: Health, Fitness & Lifestyle.

This module introduces the key concepts of health, fitness and lifestyle.

Students study barriers to participation, nutrition and the components of fitness and an analysis of the health of the nation in comparison to other European countries.

Module 3 A2

Event Management in the Leisure industry.

This helps prepare you for employment by giving you the opportunity to develop essential workplace business skills.

This module helps you develop an awareness and understanding the importance of sport in relation to employment, health, fitness and entertainment.

Module 4 A2

The Application of Science to Sports Performance

This module focuses on the structure of the respiratory, muscular and skeletal systems and how they function during and after exercise and at rest.

You also study ethics in sports performance, define skills used in sport, the stages of learning and analyse teaching styles.

Scheme of Assessment

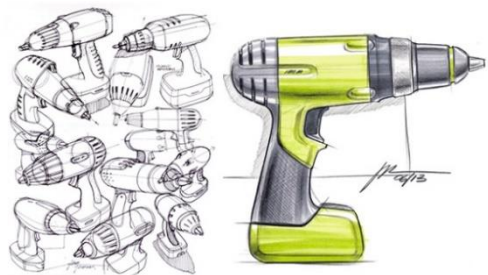
Module 1	Internal assessment – Portfolio - (Externally Moderated)	60% AS	24% A2
Module 2	2 hour external written exam	40% AS	16% A2
Module 3	Internal assessment – Portfolio - (Externally Moderated)		36% A2
Module 4	2 hour external written exam		24% A2

Career Opportunities

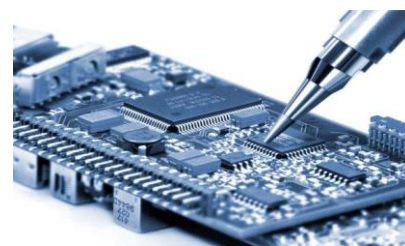
This course gives students an insight into the components involved in any Physical Education course in 3rd level education.

Systems and Control (Revised Specification Sept 2016)

This course offers pupils opportunities to acquire knowledge and understanding of the world of product and systems design with an emphasis on electronics. As part of the course pupils must demonstrate



their own technological capability through project based design and manufacture of an electronic system. Pupils will have opportunities to use a range of software and CAD/CAM tools.



Note. Pupils considering engineering at Queens or UU should be aware that the Systems and Control A level is accepted in place of Physics A level.

Entrance Requirements

Pupils must have attained at least a B grade in *GCSE Technology and Design*.

Course Content: There 6 units.

	UNIT	TITLE	CONTENT
AS 1	1	Product design and Systems and Control	Industrial and commercial practice. Products in the market place. Electronic Systems
AS 2	2	Coursework Project 1* Product development	Individual product designed and manufactured by student.
A2 1	3	Systems and control.	Advanced electronic systems.
A2 2	4	Coursework project 2* Product / System design and manufacture	Individual project designed and manufactured by student.

How will you be Assessed?

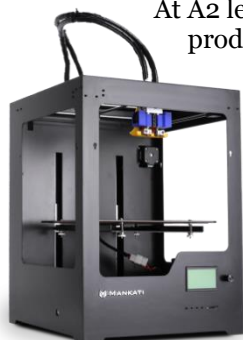
Unit	Assessment	AS weighting	AS + A2 weighting
1	2 hour external exam	50%	20%
2	45 hour practical design and manufacture coursework	50%	20%
3	2 hour external exam		30%
4	60 hour practical design and manufacturing coursework		30%



Coursework

Units 2, and 4 take the form of a design project. This will require the student at AS level to look at an existing product and improve it. Eg. A pizza cutter or hairdryer.

At A2 level the student must solve a technological problem by presenting a working product with a comprehensive folio. For students taking this course the product must have a working electronic system. Eg. Press up counter.



Students with innovative designs are encouraged to enter national competitions and several have won significant prizes in recent years.

Career Opportunities

Electronic, Microelectronic, Electrical, Mechanical and Aerospace, Engineering, Product Design and Systems Design.

OTHER COURSES

Careers Education, Information, Advice and Guidance

GAMES

WEDNESDAY AFTERNOON OPTION: JAPANESE

WEDNESDAY AFTERNOON OPTION: SIGN LANGUAGE

WEDNESDAY AFTERNOON OPTION: COMMUNITY CARE

ENRICHMENT PROGRAMME

The aim of Careers Education, Information, Advice and Guidance (CEIAG) is to enable you to become an effective career decision maker and to equip you with the skills which will enable you identify own career pathway successfully and confidently.

Through classroom activities, **you** will **explore** your strengths, interests, values, hopes and aspirations. You will also have the opportunity to consider how these can influence your future lifestyle, education and employment opportunities.

During Year 13 you will consider the following:

- Planning my Career pathway
- Career pathways after AS/A2 level
- University: is it for me?
- Work Shadowing – exploring a possible career pathway
- Local employment opportunities
- Skills employers want
- Gap Year opportunities
- Choosing university courses
- Personal statement guidelines
- Guidance with completion of UCAS application form
- Study Skills
- Assistance on AS results day

You will also work with your Careers teacher in **exploring** possible Career pathways. This will involve ongoing research into the careers, which interest you. Having gathered the appropriate information, you will have a number of interviews with your Careers teacher, during which you will discuss your research and identify your preferred pathway after A2 examinations.

The final decision must be yours – you must be happy before you can proceed further.

The department also provides additional enrichment activities, which include:

- Visit to QUB and UUJ Open days (September)
- Presentations from Schools within QUB and UUJ
- Lunchtime Presentations from UK mainland universities
- Facilitates structured teaching placements for teaching applicants
- Gap Year presentations
- Personal statement tutorials
- UCAS Workshops (completion of UCAS application form)

During Year 14, Careers classes you will focus on:

- Job hunting: the application process
- CV's and application forms
- How to succeed at interview
- Student finance: the application process and money management
- UCAS: how to cope with university decisions and results day in August
- Revision skills

The department also provides enrichment activities, which include:

- Mock interviews – traditional and MMI
- Student finance presentation
- Assistance with university offers
- Notification of additional career planning activities (by school email)
- Assistance on A2 results day

The Careers Department also stocks a wide range of resources to assist you with your career exploration and planning. Careers reference books are available to use in the classroom and to borrow on a weekly basis.

Effective Careers planning requires continuous research and exploration if you are to find the pathway that suits your skills and personal aspirations.

We look forward to working with you at this exciting time in your education.

GAMES

Various different sports are offered to the pupils during sixth form games, catering for the team players with our traditional games, to the more recreational options for pupils interested in keeping fit and developing a healthy lifestyle. **Games players involved in teams through the junior school are expected to continue to participate in their chosen sport.**

During games lessons the **following** are available:

Main Sports

Hockey (boys and girls) – Within the senior school, hockey teams compete at the highest levels. During games periods players develop their skills and fitness, while competitive fixtures are occasionally played.

Rugby – Three senior school rugby teams run throughout the season, playing regular fixtures from a competitive fixture list. Wednesday games sessions are primarily used for player and team development and occasional fixtures are played.

Netball – The senior team compete in various leagues and cups throughout the season. Games time provides the opportunity for the girls to train together and improve their skills within the game; matches are occasionally played during these lessons.

Recreational options include:

Health Related Physical Education (boys and girls) – Two fitness groups run concurrently, one based in the new school fitness suite and the other at the Banbridge Leisure Centre. Pupils are encouraged to develop a fitness program, specific to their needs and lifestyle.

Multi Activity (boys and girls) – Students are given the opportunity to use many of the other facilities available at Banbridge Leisure Centre.

Aerobics (girls) – Low and high impact intensity exercises and movements. Dance patterns to develop Cardio-Vascular fitness and exercises with and without weights to develop strength.

Dance (girls) - Principles of dance; ballet and modern format. Development of choreographic and creative techniques. Opportunities to participate in regional dance competitions.

JAPANESE

This is a 20 week course offered in the lower sixth as an option on Wednesday afternoon. By the end of the course students will be able to converse in basic Japanese, e.g. introduce themselves, ask for things in shops and restaurants, write and read the Japanese Alphabet and read a few Kanji characters. Furthermore the course offers valuable insights into the Japanese culture, including origami (paper crafts), calligraphy and cookery, and it is anticipated that there will be the opportunity to develop e-mail links with a Japanese school.

To study Japanese at most universities there is no GCSE/A level entry requirement. This course will, however, provide you with a good grounding in the Japanese language if you should decide to continue your Japanese studies at university

SIGN LANGUAGE

The Signature Level 1 Award in British Sign Language [BSL] gives the student the basic communication skills in BSL. Your teacher will guide you as you learn a range of everyday basic signs and grammar.

The award is nationally accredited by Ofqual, but a wider benefit of learning BSL is you will gain an excellent foundation in deaf awareness and the ability to communicate with millions of people who experience some degree of hearing loss.

Note: The school is currently reviewing provision for senior students on Wednesday afternoons and additional options may be available by September 2017.

ENRICHMENT PROGRAMME

This will take the form of a series of special speakers being invited to come into school to address sixth form pupils on relevant life skill topics. Some examples of topics addressed in the past are listed below.

THE SAMARITANS

Volunteers from this charity will give students an awareness of the help provided by them. Small groups will discuss the issues involved.

STAUROS FOUNDATION

An organisation which provides counselling and rehabilitation for those with alcohol and/or drug dependence. Speakers will give students an awareness of the issues involved.

PSNI TRAFFIC BRANCH PRESENTATION

This is aimed at new drivers in order to give awareness of road safety, the risks involved in driving and how to avoid them.

LOVE FOR LIFE PRESENTATION

“Dating and Mating”, the third in a series of presentations, the others being in Year 9 and Year 11, exploring the area of sexuality and relationships.

BLOOD TRANSFUSION SCHOOLS LIASON OFFICERS

Due to the fact that only 6% of Northern Ireland’s population donate blood, it has been meaningful to allow representatives of the Blood Transfusion Service to speak to the sixth form in order to recruit new donors.

Year 13

The Board of Governors of Banbridge Academy has approved the criteria listed below and has delegated the task of applying these criteria to the Education Committee, working in conjunction with the Principal. Further reference, therefore, to the Board of Governors may imply the Education Committee or the Principal.

Applications from a pupil from another school will be considered after the completion of the admissions process to Sixth Form (Year 13) for pupils who undertook GCSE studies in Year 12 at Banbridge Academy.

Pupils from another school wishing to apply for entry to Year 13 must make formal application each year using the School Application Form. Full details, including the Application Form, may be obtained by writing to the Principal's Secretary, Banbridge Academy, Lurgan Road, Banbridge BT32 4AQ.

All applications for places must include full details of results obtained at GCSE and be received by **1.00 pm on the day of publication of the final GCSE results**. Applications received after this time will only be considered for a place if there are places available. Acceptance of a place offered in Banbridge Academy must be received by the School before 1.00 pm on the day following the publication of the final GCSE results.

In order to be considered for a place in Year 13 all of the following criteria must be fully met:

1. The School's enrolment number has not been reached
2. Availability of places in Year 13
3. Availability of places in AS subjects selected for study
4. A minimum of 4 Grade B and 3 Grade C passes (or equivalent) at GCSE

Including:

- (a) Grade B or above in subjects selected for AS Level
- (b) In subjects not taken in GCSE, Grade B or above in related GCSE subjects
- (c) For Mathematics a Grade B or above in Further Mathematics is desirable
5. The Principal must be satisfied as to the pupil's past school record and achievement including attendance, behaviour and punctuality. A satisfactory attendance rate would be 90%.
6. An interview with a senior member of staff of Banbridge Academy.

If the number of applicants meeting the basic eligibility criteria 1-6 above exceeds the number of places available:

7. Applicants will be ranked according to the points score based on their best 7 GCSE grades (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points and C = 1 point; please note the grade achieved in a GCSE Short Course is worth half the points of a full GCSE Grade i.e. A* = 2 points, A = 1.5 points, B = 1 point and C = 0.5 of a point). Applicants will be selected in accordance with their place in this rank order of the points score. The Principal will determine the points awarded for other non-GCSE level 2 qualifications.
8. In the event that criterion 7 fails to separate applicants for a remaining place then the total points tally of each applicant will be used to rank them (where a GCSE Grade A* = 4 points, A = 3 points, B = 2 points and C = 1 point). Applicants will be selected in accordance with their place in this rank order.

Where two or more children meet the requirement for a remaining place, children will be ranked for acceptance on the basis of a computer-based process which will make use of the names as entered on the Transfer Form.

The process is carried out by means of a computer programme which, for each applicant, generates a ranking number using the details from the Transfer Form as the seed for a random number generator. The outcome, for any given applicant, is dependent only on the applicant's name (as written on the Transfer Form), and is not affected by the details of any other applicant. Although the process is repeatable, and the results may therefore be subsequently verified, it is not possible to predict, in advance of running the programme, what the result will be for any given set of details. Applicants with the lowest ranking numbers will be given places up to the number of places available. Further details may be obtained from the Principal.

Criteria for any extra places made available by the Department of Education for admission into Year 13

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Banbridge Academy.
2. Pupils from other schools where admission to an extra place at Banbridge Academy has been agreed by the Department of Education*.

*Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course choices at a suitable school without undertaking an unreasonable journey (ie a journey that by public transport would be over an hour from where the young person lives). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue then DE will agree a school's request for an extra place.

What is a school of a type that is suitable for a pupil? To determine this, DE first considers all schools to be one of 4 types: (i) Denominational (ii) Non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any other school or schools from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type of school that the child attended in Year 12.

Year 14

Banbridge Academy Year 13 pupils should be aware of the following entry requirements for Year 14:

- Pupils must have achieved in AS examinations during Year 13 **at least 3 D Grades OR scored a minimum of 6 points in GCE AS subjects only**;
[where A = 5, B = 4, C = 3, D = 2, E = 1];
- Pupils must satisfy the Principal with regard to attitude behaviour and attendance (a satisfactory attendance rate would be 90%).

Note also that:

- if a pupil achieves less than an E grade in a particular subject they may be precluded from studying the subject in Year 14;
- in a few exceptional cases it may be possible for pupils to repeat Year 13, provided they will be under 19 years of age at the time of the DE Census in their final year of School AND that places are available and that the Principal feels it is in the best interests of the pupil to do so. Failure to meet the age requirement will mean that such pupils will automatically lose their place in the School;
- pupils whose performance in the AS level examinations may have been detrimentally affected by **extreme medical or other problems**, the Principal, in consultation with the Chairman of the Education Committee, is empowered, in exceptional cases, to waive the above requirements. Each case will be carefully assessed by the Principal and Chairman of the Education Committee, taking into account the appropriate documentary evidence.