

# OMAGH ACADEMY



## ***Post 16 Subject Choice Booklet***

***For entry to Year 13***

***September 2024***

***'Education is the most powerful weapon which you can use to change the world'***

# Table of Contents

Notes for Guidance	3-4
Agriculture	5
Art and Design	6
Biology	7
Business Studies	8
Chemistry	9
Digital Technology	10
English Literature	11
French	12
Geography	13
Health and Social Care	14
History	15
Mathematics	16
Music	17
Nutrition and Food Science	18
Physics	19
Politics	20
Psychology	21
Religious Studies	22
Spanish	23
Technology and Design	24
<b>South West College</b>	
Applied Sciences	25
Children's Play, Learning and Development	26
Construction and the Built Environment	27
Creative Media Practice – Games	28
Creative Media Practice – TV/Film	29
Engineering (Advanced Manufacturing)	30
Sport and Exercise Science	31
Tourism	32
<b>Omagh High School</b>	
Life and Health Sciences	33
Sport	34

# Notes for Guidance

## Post 16 Courses Offered from September 2024

The A Level qualification has adopted a modular structure. In general, the AS course will comprise of two or three modules and will be assessed during Year 13. AS Levels are graded A to E. An AS Level can be taken as a 'stand alone' qualification without progression to A2. Pupils studying a full A Level course will take the AS course and two or three further modules known as the A2 course in Year 14. A2 Levels are graded A\* to E. Pupils can re-sit modules in the hope of gaining a higher grade. The highest grade obtained in any module will be used for accreditation purposes.

**\*\*Important:** Before embarking on a course of study at post-16, pupils should consult with their subject teacher for advice, carefully read the relevant pages in this booklet and conduct independent careers research into the entry requirements for specific degrees and careers that they are considering.

The following options are offered at Omagh Academy or within the Omagh Learning Community:

- Agriculture
- Art and Design
- Biology
- Business Studies
- Chemistry
- Digital Technology
- English Literature
- French
- Geography
- Health and Social Care
- History
- Life and Health Sciences (OHS)
- Mathematics
- Music
- Nutrition and Food Science (formerly called Home Economics)
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish
- Technology and Design

## **BTEC National Extended Certificates and Subsidiary Diplomas**

In addition to the AS and A2 Levels offered at Omagh Academy, Sixth Form students may also choose to study one of seven BTEC Extended Certificates and Subsidiary Diplomas at South West College or Omagh High School. The availability of such courses will depend on timetable constraints and viable numbers of pupils choosing these subjects.

A list of these subjects can be found in the table below:

<b>Offered at South West College (Omagh)</b>	<b>Offered at Omagh High School</b>
Applied Sciences Children's Play and Learning Development Construction and the Built Environment Creative Media Practice – Games Development Creative Media Practice – TV/Film Engineering (Advanced Manufacturing) Sport and Exercise Science Tourism	Sport

We welcome you to read the relevant pages within this information booklet.

## AGRICULTURE

<b>QUALIFICATION TYPE</b>	PEARSON BTEC LEVEL 3 NATIONAL	<b>EXAM BOARD</b>	PEARSON
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<b>SUBJECT CONTENT AND ASSESSMENT</b>	<b>120 credits</b>
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Course Title: Pearson BTEC Level 3 National Extended Certificate in Agriculture  
Equivalent in size to ONE A Level.

**Four units to be completed over two years. This includes 75 hours of work experience with an employer in the sector, where opportunities will be given to develop practical skills in preparation for employment.**

### **Unit 1 – Professional Working Responsibilities**

Learners study professional responsible working practices with a focus on ensuring health and safety, wellbeing, resource management and waste management in the land-based sectors.

Assessment Method: External examination (Exam paper set and marked by Pearson)

Weighting: 33% of qualification / 120 GLH (Guided Learning Hours)

### **Unit 4 – Work Experience in the Land Based Sectors**

Learners research work opportunities in the land-based sectors and the skills needed to attain them, developing communication and employability skills through study and work experience.

Assessment Method: Internal assignments (Teacher-assessed)

Weighting: 60 GLH

### **Unit 5 – Estate Skills**

Learners develop the skills needed to manage and maintain habitats, structures, surfaces, boundaries and services that are found in the land-based sector.

Assessment Method: Internal assignments (Teacher-assessed)

Weighting: 60 GLH

### **Unit 28 – Applied Agricultural Farming Practice**

Learners develop knowledge and skills relating to crop production and farm livestock systems in order to develop a farm management plan.

Assessment Method: Internal assignments (Teacher-assessed)

<b>SKILLS DEVELOPED</b>	<b>CAREER OPPORTUNITIES</b>
<ul style="list-style-type: none"> <li>• <b>Cognitive and problem-solving skills:</b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b>Interpersonal skills:</b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b>Intrapersonal skills:</b> self-management, adaptability and resilience, self-monitoring and development.</li> </ul>	<p>This qualification gives learners specialist knowledge and technical skills, enabling entry to employment, or progression to related higher education courses.</p> <p>Students with qualifications in Agriculture often go on to have interesting and successful careers in the <b>Agri-food industry</b> – one of Northern Ireland’s largest employers. Other job examples include <b>estate or farm management, agricultural consultancy, agricultural sales, surveyor in rural practice, agronomist or feed nutritionist.</b></p>

### **OTHER INFORMATION**

This qualification is equivalent to one A-Level and is well regarded by universities, further education colleges, and employers. Students should have a keen interest in Agriculture with a willingness to learn and keep up to date with Agri-food sector issues in the media, ability to work to deadlines and work effectively as part of a team.

**For further information contact: Mrs Lennox (Head of Agriculture)**

## ART AND DESIGN

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

➤ **This specification includes the following specialism options:**

- Art, Craft and Design – Combined Studies
- Photography and Lens Based Media
- Three-Dimensional Design
- Textiles

UNIT	CONTENT AND ASSESSMENT	WEIGHTINGS
<b>AS 1: Experimental Portfolio</b>	Students base their portfolio on a theme issued in a stimulus paper set by CCEA at the beginning of the AS course. <i>Teachers assess work and CCEA moderate results</i>	50% of AS 20% of A Level
<b>AS 2: Personal Response</b>	Students respond to a theme issued at the beginning of the AS course. It includes developmental work and an outcome that stems from research and exploratory work completed for AS 1. <i>Teachers assess the controlled task and CCEA moderate results</i>	50% of AS 20% of A Level
<b>Unit A2 1: Personal and Critical Investigation</b>	Building on the skills and interests developed at AS level, students should develop a personal investigation based loosely on an idea, issue, subject or concept inspired by a broad theme set by CCEA. <i>Written investigation 1000–2000 words – externally assessed. Teachers assess the practical investigation, and CCEA moderate the results.</i>	20% of A2 12% of A level (Written) 40% of A2 24% of A level (Practical)
<b>Unit A2 2: Thematic Outcome</b>	Students respond to a theme issued at the beginning of the A2 course. It includes developmental work and an outcome that stems from research and exploratory work completed for A2 1. <i>Teachers assess work, and CCEA moderate the results.</i>	40% of A2 24% of A level

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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<p><b>Develops:</b></p> <ul style="list-style-type: none"> <li>• Creativity, imagination and innovation</li> <li>• Problem-solving, resilience and the ability to find alternative approaches and take risks in creative pursuits</li> <li>• Aesthetic and intellectual capacities</li> <li>• Higher order thinking skills such as researching, analysing and reflecting</li> </ul> <p><b>Promotes:</b></p> <ul style="list-style-type: none"> <li>• Independent learning, personal development and motivation</li> </ul>	<p>Film, television and video production, animation, photography, graphic design, product design, architectural design, furniture design, stage and set design – TV, theatre, film and gaming, interior and landscape design, jewelry design and body adornment, printed textiles and surface design, fashion design, costume design including accessories, textiles for interior design, textile based millinery and shoe design, teaching, history of art and design (museums, conservation), arts administrator, art director or editor.</p>
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### OTHER INFORMATION

- Recommended Requirement - GCSE Grade B or above. Students should demonstrate the following attributes:
- Enthusiasm for the subject, creative and artistic skills
  - Good work ethic and ability to work to deadlines
  - Willingness to explore new techniques and processes

# BIOLOGY

**QUALIFICATION**

**A LEVEL**

**EXAM BOARD**

**CCEA**

## SUBJECT CONTENT AND ASSESSMENT

### AS Course

#### Module 1 Molecules and Cells

Molecules, Enzymes, DNA Technology, Viruses, Cells, Cell Physiology, Continuity of Cells, Tissues and Organs

Assessment method: 1 hour 30 minutes written examination

Weighting: 37.5% of AS OR 15% of A Level

#### Module 2 Organisms and Biodiversity

Transport and Exchange Mechanisms, Principles of exchange and transport, Gaseous exchange, Transport in plants and transpiration, Circulatory systems in mammals, The Adaptation of Organisms, Biodiversity, The variety of life, Human impact on biodiversity

Assessment method: 1 hour 30 minutes written examination

Weighting: 37.5% of AS OR 15% of A Level

#### Module 3 Assessment of Practical Skills

Assessment method: Internal practical assessment + 1 hour written examination

Weighting: 25% of AS OR 10% of A Level

### A2 Course

#### Module 4 Physiology and Ecosystems

Homeostasis, Homeostasis principles, The kidney and excretion, Endocrine control and osmoregulation, Immunity, Co-ordination and Control, Ecosystems, Populations, Communities, Ecological energetics, Nutrient cycling, Adverse impact of human activity in the environment

Assessment method: 2 hour 15 minutes written examination

Weighting: 24% of A Level

#### Module 5 Biochemistry, Genetics and Evolutionary Trends

Respiration, Photosynthesis, DNA as the Genetic Code, Gene Technology, Genes and patterns of Inheritance, Mechanisms of change, Kingdom Plantae, Kingdom Animalia

Assessment method: 2 hour 15 minutes written examination

Weighting: 24% of A Level

#### Module 6 Assessment of Investigational and Practical Skills

Assessment method: Internal practical assessment + 1 hour 15 minutes written examination

Weighting: 12% of A Level

## SKILLS DEVELOPED

- Ability to understand complex processes
- Analysis
- Evaluation of practices
- Practical skills such as microscopy and fieldwork
- Problem-solving
- Research

## CAREER OPPORTUNITIES

Agriculture, Biomedical science, Biotechnology, Bioengineering, Conservation, Environmental protection, Food production, Forensic science, Healthcare including medicine, nursing, dentistry, speech and language therapy, Pharmacology, Pharmaceutical science, Physiology, Veterinary science

## OTHER INFORMATION

- In the event that an AS Biology class is over-subscribed, places will be allocated on the basis of performance in GCSE Biology examinations. Pupils with higher total scores will take preference over pupils with lower scores. If UMS scores are unavailable, centre rank position may be consulted.
- Pupils who score below a total of 111 uniform marks in the Biology units of GCSE Double Award (or 220 uniform marks in the theory papers for GCSE Biology) are advised to consider the viability of studying AS level Biology, and **must make an appointment with the Head of Department to discuss the matter before commencing the AS level course**. If UMS scores are unavailable, centre rank position may be consulted.
- Pupils taking GCSE Biology at foundation level will not be permitted to take an AS level in the subject.

## BUSINESS STUDIES

QUALIFICATION

A LEVEL

EXAM BOARD

CCEA

### SUBJECT CONTENT AND ASSESSMENT

The following areas – Business Ownership, Marketing, Finance, Human Resources, Production, the Economy and Globalisation - are investigated in four modules:

#### AS Course:

##### AS 1: Introduction to Business

In this unit you will gain an understanding of the central purpose of business activity and the different forms of business organisations. You will also study entrepreneurs, stakeholders, markets, demand and supply, different types of quality management, investment and productivity, organisational design, investing in people, motivation and leadership styles.

Assessment – An external examination paper containing two short case studies with structured data response questions. The examination is worth 50% of AS / 20% of A Level

##### AS2: Growing the Business

You will learn about competition, market research, marketing mix, elasticity of demand, market planning, e-business, sources of finance, break-even analysis, cash flow, budgeting and financial statements.

Assessment – An external examination paper containing two short case studies with structured data response questions. The examination is worth 50% of AS / 20% of A Level

#### A2 Course:

##### A2 1: Strategic Decision Making

You will study business objectives, organisational culture, stakeholder objectives, communication, economies of scale, business strategy and planning, decision tree analysis, risk and uncertainty, company accounts, ratio analysis and investment appraisal.

Assessment – An external examination paper containing one lengthy case study with five compulsory structured data response questions. The examination is worth 30% of A Level.

##### A2 2: The Competitive Business Environment

You will look beyond small businesses to appreciate macroeconomics and globalisation. You will become aware of business ethics and corporate responsibility and the fact that business organisations must anticipate and manage change. We also look at organisational design and monopolies and mergers.

Assessment – An external examination paper containing one lengthy case study with six compulsory structured data response questions. The examination is worth 30% of A Level.

### SKILLS DEVELOPED

Students learn to appreciate the workings of the “real” business world that awaits them when they leave school. Students are required to write with opinions, backed up with relevant knowledge and come up with justifiable conclusions. The financial aspects of the course see basic mathematical knowledge applied to business situations.

### CAREER OPPORTUNITIES

An Asset for the study of Business/Economics courses at tertiary level. An understanding of business can form part of other university courses, e.g. Engineering. Relevant to careers in Banking, Finance, Retail, Law, Administration and Management.

### OTHER INFORMATION

Most pupils who study A level Business Studies have already studied the subject at GCSE. This is desirable but not essential. Pupils who would like to take up the subject for the first time at A level are welcome.



# CHEMISTRY

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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## SUBJECT CONTENT AND ASSESSMENT

### AS Course:

#### **Module 1/AS1: Basic concepts in Physical and Inorganic Chemistry.**

Balanced symbol and redox equations, oxidation states, moles and chemical quantities, atomic structure, inter and intramolecular forces, qualitative testing, reactivity, bonding and Group VII trends.

**Assessment method:** 1 hour 30 minutes written exam.

**Weighting:** 40% of AS or 16% of A Level.

#### **Module 2/AS2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry.**

Alkanes, alkenes, halogenoalkanes, alcohols, equilibrium, kinetics, reaction mechanisms, thermochemistry, Group II element chemistry.

**Assessment method:** 1 hour 30 minutes written exam.

**Weighting:** 40% of AS or 16% of A Level.

#### **Module 3/AS3: Basic Practical Chemistry.**

**Assessment method:** 1 hour 15 minutes practical exam plus a 1 hour 15min theory paper based on practical techniques, observations and calculations.

**Weighting:** 20% of AS or 8% of A Level.

### A2 Course:

#### **Module 4/A21: Further Physical and Organic Chemistry.**

Quantitative chemistry, rates of reaction, equilibria, entropy, enthalpy, free energy, acids, bases and buffers, optical isomerism, carbonyl and aromatic chemistry, oxidation, reduction, IUPAC systematic naming, Born-Haber cycles.

**Assessment method:** 2 hours written exam.

**Weighting:** 24% of A Level.

#### **Module 5/A22: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry.**

Nuclear magnetic resonance, chromatography, structure determination, volumetric analysis, redox, transition metals and complex ion formation, polymerisation, medicinal chemistry, amines, amides, amino acids, electromotive force and electrode potentials.

**Assessment method:** 2 hours written exam.

## SKILLS DEVELOPED

- Understanding of the link between theory and experiment.
- The ability to analyse, manipulate and interpret data.
- Presentation of clear, precise, logical conclusions.
- The use of mathematical skills and knowledge to solve complex problems.
- Dexterity and co-ordination during practical work.
- Problem solving.
- Collaboration and teamwork

## CAREER OPPORTUNITIES

Medicine, Veterinary Science, Chemical Engineering, Biomedical Science, Dentistry, Forensic Science, Pharmacy, Dietetics, Nutrition, Education, Medicinal Chemistry, Research, Environmental Science, Biochemistry, Manufacturing, Product design, Materials science, Energy storage, Renewables, Genetics, Polymers.

## OTHER INFORMATION

- Ideally pupils who wish to study AS Chemistry should score a total of 120 uniform marks in the Chemistry units of GCSE Double Award or 240 uniform marks in Triple Award GCSE Chemistry. Individuals who do not meet this criterion should discuss their options with Mr Gillespie.
- Pupils taking GCSE Chemistry at foundation level will not be permitted to take an AS level in the subject.
- A good mathematical background is recommended to study AS Level in this subject.

## DIGITAL TECHNOLOGY

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

#### Subject Content

At AS students will investigate and evaluate strategies used to develop computerised solutions. They will also learn about the purpose of computer programs and acquire skills in fundamental programming concepts using C#, web technology and multimedia. They will study data representation, data and information, data checking, computer architecture, types of software and user interfaces. At A2 they will focus on databases and networks and learn about various applications of digital technology including artificial intelligence, voice recognition, robotics, mobile phone technology and cloud technology. The social and legal implications of using IT will also be discussed. They will also have the opportunity to produce a relational database and coursework portfolio demonstrating the analysis, design, development, testing and evaluation of an application for a specified end user.

#### The Specification at a glance

The course is structured as follows:

Content	Assessment	Weightings
<b>AS Unit 1:</b> Approaches to System Development	External Written Exam	50% of AS
	1 hour 30 minutes	20% of A Level
<b>AS Unit 2:</b> Fundamentals of Digital Technology	External Written Exam	50% of AS
	1 hour 30 minutes	20% of A Level
<b>A2 Unit 1:</b> Information Systems	External Written Exam	40% of A Level
	2 hours 30 minutes	
<b>A2 Unit 2:</b> Application Development	Internal Assessment Pupils produce a coursework portfolio.	20% of A Level

#### SKILLS DEVELOPED

- The capacity to think creatively, innovatively, analytically, logically and critically;
- The interpersonal and technical skills to work collaboratively;
- Problem solving skills;
- The ability to appraise and make critical judgments about IT systems and solutions;
- Practical skills in database development;
- The key skills needed for the world of work: application of number, communication, improving your own learning and performance.

#### CAREER OPPORTUNITIES

The computer industry offers many different roles and career paths which appeal to a wide range of skills and interests from coding to graphic design to IT consulting. Other career opportunities are available in gaming, cybersecurity, web design, technical support, robotics, artificial intelligence, forensics, database administration, computer-generated imagery, application development of all types, film development and positions in audio and visual communication.

IT has become a core skill and is highly desirable in most careers.

#### OTHER INFORMATION

A Level DT provides the skills and qualifications highly desired by the dynamic, global IT industry. There is great demand for skilled IT personnel in N. Ireland where over 2000 leading tech companies operate. This job sector has grown by 32% in the past 5 years. This trend is forecast to continue for the next 10 years and beyond, ensuring lots of jobs in the future. It also provides a foundation for university computing courses and equips pupils to avail of IT sponsorship opportunities and apprenticeships.

## ENGLISH LITERATURE

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

Pupils will be required to study two units for the AS course and three additional units for the full GCE A Level qualification.

#### **AS Course:**

Unit AS 1: The Study of Poetry 1900-present and Drama 1900-present. (Students study poetry by two poets and a modern play) 60% of AS or 24% of A2

Unit AS 2: The Study of Prose Written Pre 1900. (Pupils study one novel) 40% of AS or 16% of A2

**Assessment:** AS Unit 1: 2 hour external examination (Pupils answer 2 questions- one from Section A and one from Section B) Section A is **Open book**. Section B is **Closed book**.

AS Unit 2: 1 hour external examination (Pupils answer one question) **Closed book**.

#### **A2 Course:**

Unit A2 1: Shakespearean Genres (Pupils study a single play from a chosen Shakespearean genre) 20% of A2

Unit A2 2: The Study of Poetry – Pre 1900 and Unseen Poetry (Pupils respond to a range of poetry by a poet they have studied and an ‘Unseen’ poem) 20% of A2

Unit A2 3: The Study of Prose- (Pupils engage in a detailed study of two novels, one of which must be a 21<sup>st</sup> century novel) 20% of A2

**Assessment:** A2 Unit 1: 1 hour 30min external examination. (Pupils answer one question) **Closed book**.

A2 Unit 2: 2 hour external examination (Pupils answer one question from Section A and the question in Section B) **Closed book**

A2 Unit 3: Internal Assessment (Pupils complete a 2500 word essay)

### SKILLS DEVELOPED

Courses in AS/ A2 English Literature will provide opportunities for pupils to develop the following skills:

- Respond with knowledge and understanding to literary texts of different genres and periods;
- Communicate clearly the knowledge, understanding and insight appropriate to literary study;
- Understand the ways in which writers’ choices of form, structure and language shape meaning;
- Express independent opinions and judgements, informed by different interpretations of literary texts by different readers;
- Understand the contexts in which literary texts are written and understood
- Make comparisons between texts.

### CAREER OPPORTUNITIES

A level English Literature is a useful subject for journalism, teaching, law and the media.

It is normally required for degree courses in English.

### OTHER INFORMATION

## FRENCH

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

**AS LEVEL**

**Unit 1 SPEAKING (30%):** 11 mins. 1. Presentation – 3 mins 2. Conversation – 8 mins **12% of A Level**

**Unit 2 LISTENING, READING, USE OF LANGUAGE (40%):** 2 hours

Section A Listening: 40 mins 1. Answers in French 2. Answers in English

Section B Reading: 50 mins 1. Reading comprehension 2. Translation from target language into English

Section C Use of Language: 30 mins Q1-4: Short grammatical and lexical exercises

Q5: Translation of short sentences from English into Target language **16% of A Level**

**Unit 3 EXTENDED WRITING (30%):** 1 hour. One essay in the target language in response to a set film or literary text. **40% of A level**

**AS TOPICS: Relationships:** different family structures, roles and challenges within families, intergenerational issues, influences on young people (peers, family, friends)

**Culture and Lifestyle:** physical wellbeing, risk-taking behaviour, dealing with stress, hobbies and interests, arts, film, fashion and design, social media and new technology, holidays, festivals and tourism.

**A2 LEVEL**

**Unit 1 SPEAKING (18%):** 15 mins 1. Discussion of research project (based on a cultural aspect, historical period or region of the target language country). 6 mins 2. Conversation: 9 mins

**Unit 2 LISTENING, READING AND WRITING (24%):** 2 hours 45.

Section A: Listening 45 minutes 1. Questions in French. 2. Questions in English.

Section B: Reading 2 hours 1. Gap-filling exercise. 2. Answer questions in target language on one text. 3. Read a passage in target language and summarise in English. 4. Translate a passage from English into the target language.

**Unit 3: EXTENDED WRITING (18%)** 1 hour. One essay in French in response to a set literary text.

**A2 TOPICS: Young people in society:** part-time jobs, education and employment, career planning, young people and democracy, European citizenship, societal attitudes.

**Our place in a changing world:** Equality/inequality and discrimination/prejudice, poverty at home and abroad, immigration and emigration, multicultural society and cultural identity, causes, consequences and resolution of conflict, sustainable living and environmental issues.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> <li><b>Understanding</b> of the language and cultures of Target Language countries</li> <li>Confident, effective <b>communication</b> in TL</li> <li><b>Knowledge of societal, political and cultural issues</b> in the target language countries,</li> <li><b>Higher order thinking and advanced study skills</b> through independent learning and research, helping students prepare for third level education.</li> <li><b>Critical engagement</b> with film, literature, music from the TL</li> </ul>	<p>International Business, Journalism, Translation, Interpretation, Teaching, European Law, UNESCO, United Nations, Foreign Embassies, Government Intelligence, Human Relations, Armed Forces, Tourism Industry.</p>

### OTHER INFORMATION

- It is recommended that students achieve a good GCSE standard before studying AS/A2 languages.
- In addition to timetabled classes, students participate in two conversation classes per week with the Foreign Language Assistant to develop fluency and confidence.
- Work Experience in target language country may be offered.

## GEOGRAPHY

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

**Unit AS 1: Physical Geography 40% of AS 16% of A Level**  
 This unit is concerned with physical processes and systems and human interaction with them. Students investigate fluvial environments, local and global ecosystems, and the processes that shape weather and climate.

**Unit AS 2: Human Geography 40% of AS 16% of A Level**  
 This unit has three themes covering key aspects of human geography. Students investigate population, settlement and development and how different human systems and relationships across our world change over space and through time.

**Unit AS 3: Fieldwork Skills and Techniques in Geography 20% of AS 8% of A level**  
 In this unit students become actively involved in first-hand collecting of geographical data through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies.

**Unit A2 1: Physical Processes, Landforms and Management 24% of A level**  
*In A2 1 and A2 2 students choose two options from the four available.*

- Option A: Plate Tectonics
- Option B: Tropical Ecosystems
- Option C: Dynamic Coastal Environments
- Option D: Climate Change: Past and Present

**Unit A2 2: Processes and Issues in Human Geography 24% of A level**

- Option A: Cultural Geography
- Option B: Planning for Sustainable Settlements
- Option C: Ethnic Diversity
- Option D: Tourism

**Unit A2 3: Decision Making in Geography 12% of A Level**  
 This unit enables students to develop decision-making skills in a real-world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations.  
 Fieldwork: In order to facilitate the acquisition of fieldwork techniques and skills a 3-day residential field trip is organised in Year 13 and further investigations are undertaken in Year 14.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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<p>A-Level Geography (CCEA) encourages students to explore the world around them and how people interact with it.</p> <p>This specification aims to encourage students to:</p>	<p>Geography is a dynamic and diverse subject which can open doors to a wide range of specialised careers, for example:</p> <p>Engineering, Geologist, Surveyor, Architect, Defence, Environmental management, Renewable energy, Demographer, Epidemiology, Emergency management, Oceanographer, GIS Developer, Journalist, Meteorologist, Hazard analyst, Floods Agency, Education and Law.</p> <p>Geographers have pursued careers with companies such as AXA, NISRA, Deloitte, Ernst and Accenture, Ipsos Mori and PWC.</p>
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### OTHER INFORMATION

## HEALTH AND SOCIAL CARE

<b>QUALIFICATION</b>	A LEVEL - SINGLE AWARD	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

This specification includes:

**AS 1: Promoting Quality Care** = This is a compulsory internal assessment where students produce a written report based on practice in a health, social care or early years setting.

Assessment method: Teachers mark the tasks and CCEA moderate the results.

Weighting: 25% of AS, 10% of A Level

**AS 2: Communication in Care Settings** = This is a compulsory internal assessment where students produce a written report based on communication in a health, social care or early years setting.

Assessment method: Teachers mark the tasks and CCEA moderate the results.

Weighting: 25% of AS, 10% of A Level

**AS 3: Health and Well-Being** = This is a compulsory external 2 hour written examination. Students answer three compulsory questions.

Assessment method: CCEA marks the external written examination.

Weighting: 50% of AS, 20% of A Level

**A2 3: Providing Services** = This is a compulsory external 2 hour written examination based on pre-release material. Students answer three compulsory questions.

Assessment method: CCEA marks the external written examination.

Weighting: 30% of A Level

**AS 4: Public Health and Health Promotion** = This is an internal assessment where students undertake a health promotion activity and report their findings.

Assessment method: Teacher marks the tasks and CCEA moderate the results.

Weighting: 15% of A Level

**AS 5: Supporting the Family** = This is an internal assessment where students produce a report which reviews changes to a family structure, a case study and reports on services for families experiencing issues.

Assessment method: Teacher marks the tasks and CCEA moderate the results.

Weighting: 15% of A Level

### SKILLS DEVELOPED

- Communication skills
- Power of analysis
- Higher order thinking skills
- Evaluating
- Researching
- Independent learning
- Working with others
- Creative thinking
- Problem solving
- Time management
- Use of ICT

### CAREER OPPORTUNITIES

Many students with qualifications in Health and Social Care go on to have interesting and successful careers, examples include:

- Nursing
- Midwifery
- Childcare
- Social work
- Teaching
- Paramedics
- Counselling

### OTHER INFORMATION

Recommended entrance requirements are an enthusiasm to learn a new subject, willingness to learn and keep up to date with health and social care issues in the media, excellent work ethic, ability to work to deadlines, competent written communication skills and Grade B in GCSE English Language.



# HISTORY

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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## SUBJECT CONTENT AND ASSESSMENT

“Study history, study history. In history lies all the secrets of statecraft.” [Winston Churchill](#)

**AS1: The Nazis and Germany 1919-45.** Students undertake an in-depth study of life in Nazi Germany between 1919-45. The examination consists of a 1 hour 30-minute paper, where students must answer a short essay question and a two- part source question. This module can form 50% of a stand-alone AS Level or 20% of A-Level.

**AS2: Russia 1914-41.** A study of Russian history covering; the fall of the Tsar, the birth of Bolshevism and an in depth look at key historical figures including- Tsar Nicholas, Lenin, Trotsky and Stalin. The examination consists of a 1 hour 30-minute paper, where students must answer two questions from a choice of three. Each question is an essay and has two parts, a short response and an extended essay. This module can form 50% of a stand- alone AS Level or 20% of A-Level.

**A21: Ireland 1800-1900.** A synoptic look at Irish history in the 19<sup>th</sup> century. Events studied include, the Act of Union, the growth of Irish Nationalism, the Irish famine, the passing of laws which form the bedrock of the legal system today, the Land War and the birth of Unionism. Key historical figures including Parnell, O’Connell, Henry Cooke and Thomas Sinclair will also be studied. This module is vital for any budding lawyers or politicians. In the exam, students must answer one essay question out of a possible two in one hour fifteen minutes. This module forms 20% of A-Level.

**A22: Ireland 1900-25.** A detailed study of the events leading up to the creation of Northern Ireland. Events studied include, the Home Rule Crisis, the Easter Rising, the Irish Civil War, the Anglo-Irish War, the Anglo-Irish Treaty, and the creation of Northern Ireland. Candidates will be tested via an exam of two hours thirty minutes where students answer three questions; two are source based and one is an extended essay. This module forms 40% of A-Level. Most prominent politicians in Northern Ireland and the United Kingdom will have an awareness of the events in this module.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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GCE History develops critical thinking skills which enable students to evaluate evidence and appreciate different interpretations of the past. It improves understanding of the reasons for significant historical events and provides insight into current affairs. Students develop transferable skills that employers value. They increase their self-confidence through researching, questioning evidence, arguing a case, reaching balanced conclusions based on the evidence available and writing coherently.

History is studied by those contemplating a range of careers, from law, journalism, politics, teaching, television and business, finance or the civil service. University tutors and employers value its study as an intellectual discipline which cultivates an inquisitive intellect and an ability to communicate ideas to others. An interest in history may even direct you to a more specialist career as an archaeologist, archivist, historical researcher, solicitor, barrister, museum curator or genealogist. Notable students of History include Gordon Brown, Arlene Foster, and the heads of the GPO and IPM corporations.

## OTHER INFORMATION

Recommended entrance requirements – Preference given to those candidates achieving grade A in English and History.

More detail can be accessed via the History microsite- [GCE History \(2019\) | CCEA](#)

More detail regarding the careers of Omagh Academy past pupils can be seen on the blue plaque wall in room 18.

# MATHEMATICS

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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## SUBJECT CONTENT AND ASSESSMENT

### Subject Content

Students investigate algebra and functions, geometry, trigonometry, exponentials and logarithms, calculus and vectors. They also examine quantities and units in mechanics, kinematics, forces and Newton's laws, statistical sampling, data presentation and interpretation, probability and statistical distributions.

### Key Features

The following are important features of this new specification

- It includes four externally assessed assessment units.
- Assessment at A2 includes more demanding question types and synoptic assessment that encourages students to develop their understanding of the subject as a whole.
- It gives students a sound basis for progression to higher education.

### Specification at a Glance

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

Content	Assessment	Weightings
<b>AS 1: Pure Mathematics</b>	External Written Examination 1 hour 45 minutes Students answer all questions	60% of AS  24% of A level
<b>AS 2: Applied Mathematics</b>	External Written Examination 1 hour 15 minutes Students answer all questions	40% of AS  16% of A level
<b>A2 1: Pure Mathematics</b>	External Written Examination 2 hours 30 minutes Students answer all questions	36% of A level
<b>A2 2: Applied Mathematics</b>	External Written Examination 1 hour 30 minutes Students answer all questions	24% of A level

## SKILLS DEVELOPED

- CCEA GCE Mathematics specification encourages students to extend their range of mathematical skills and techniques. They use their mathematical knowledge to reason logically and recognise incorrect reasoning.
- Studying mathematics develops students' analytical, research and problem-solving skills. It provides a firm foundation for scientific, technical, engineering and mathematical careers. It gives students the knowledge and logic they need to solve scientific, mechanical and coding problems.

## CAREER OPPORTUNITIES

Mathematics is an excellent route to the fields of Engineering, Accountancy, Banking & Finance, Medicine, Dentistry, Computing, Optometry and many more.

## OTHER INFORMATION

Since A-level Mathematics is open to those who have studied M4/M8 modules at GCSE, it is highly recommended that students who have NOT studied GCSE Further Maths should only opt for this subject if they achieve a high-Grade A (370+) or A\* at GCSE level.



# MUSIC

<b>QUALIFICATION</b>	<b>A LEVEL</b>	<b>EXAM BOARD</b>	<b>CCEA</b>
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## SUBJECT CONTENT AND ASSESSMENT

**AS Unit 1: Performing** (35% of AS; 14% of AL)

- Solo performance
- Viva voce

**AS Unit 2: Composing** (35% of AS; 14% of AL)

- A: Composition task *OR*  
B: Composition with technology task
- Written commentary

**AS Unit 3: Responding to Music** (30% of AS; 12% of AL)

Comprising two written papers – listening questions plus score analysis & extended writing tasks focusing on the following topics:

- Music for Orchestra 1700-1900
- Sacred Vocal Music
- Secular Vocal Music

**A2 Unit 1: Performing** (21% of AL)

- Solo performance
- Viva voce

**A2 Unit 2: Composing** (21% of AL)

- A: Composition task *OR*  
B: Composition with technology task
- Written commentary

**A2 Unit 3: Responding to Music** (18% of AL)

Comprising two written papers – listening questions plus score analysis & extended writing tasks focusing on the following topics:

- Music for Orchestra in the Twentieth Century
- Sacred Vocal Music
- Secular Vocal Music, 1600 to the present day

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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- Creativity
- Working independently
- Working together as a team
- Working towards a deadline
- Analysis skills
- Research skills
- Presentation & public speaking skills
- Performing for an audience

Music qualifications can lead to employment in areas such as teaching, performing, composing, recording, radio/tv broadcasting and production, arts administration and music therapy. The skills gained through studying music are also beneficial for careers in law and in the health professions.

## OTHER INFORMATION

Students should already play an instrument and/or sing and have some understanding of basic harmonic progressions and staff notation. It is recommended that students have acquired at least a 'C' grade in GCSE Music *or* hold Grade 5/6 Practical examination and Grade 5 Theory certificates.

It is expected that students play a full role in the music extra-curricular activities at Omagh Academy.

## NUTRITION AND FOOD SCIENCE

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

<b>AS Course:</b>	<b>A2 Course:</b>
<p><b>Unit AS 1: Principles of Nutrition</b> In this unit, students study macronutrients and micronutrients and other dietary constituents. They also study nutritional requirements and current dietary recommendations for each life stage.</p> <p><b>External examination:</b> 1 hour 30 minutes <b>Weightings:</b> 50% of AS, 20% of A Level</p> <p><b>Unit AS 2: Diet, Lifestyle and Health</b> In this unit, students investigate current research on diet, lifestyle and health.</p> <p><b>External examination:</b> 1 hour 30 minutes <b>Weightings:</b> 50% of AS, 20% of A Level</p>	<p><b>Unit A2 1 Option A: Food Security and Sustainability:</b> In this unit students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.</p> <p><b>External examination:</b> 2 hour 30 minutes <b>Weightings:</b> 30% of A Level</p> <p style="text-align: center;"><b><u>OR</u></b></p> <p><b>Unit A2 1 Option B: Food Safety and Quality:</b> In this unit, students explore securing a safe food supply from the primary producer to the consumer.</p> <p><b>External examination:</b> 2 hour 30 minutes <b>Weightings:</b> 30% of A Level</p> <p><b>Unit A2 2: Research Project:</b> In this unit, students submit a report on a research project of their own choice.</p> <p><b>Internal Assessment:</b> Assessed by teacher <b>Weightings:</b> 30% of A Level</p>

### SKILLS DEVELOPED

- Problem solving
- Power of analysis
- Higher order thinking skills
- Communication skills
- Researching and interpreting findings
- Independent learning
- Teamwork
- Data Analysis
- Thinking skills
- Self-management
- Use of ICT

### CAREER OPPORTUNITIES

Nutrition and Food Science provides an excellent foundation for Higher Education course in Consumer Management and Food Innovation, Food and Nutrition and Food Science. Career opportunities include:

- Producing e.g. Agriculture, Animal husbandry, etc.
- Processing e.g. Food safety/quality, Food Science, etc.
- Providing e.g. Retailing, Hospitality and Catering, etc.
- Advising e.g. Dietetics, Health care, Nutrition, EHO, etc.

### OTHER INFORMATION

CCEA specification and further information can be accessed at <https://ccea.org.uk/post-16/gce/subjects/gce-nutritionandfoodscience2017>

Students should have a keen interest in Nutrition, Food Quality and Safety.

## PHYSICS

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

**AS Course:**  
**Module 1** - Forces, Energy and Electricity. Assessment: 1 hour 45 mins. Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper (40% of AS OR 16% of A level)  
**Module 2** – Waves, Photons and Astronomy. Assessment: 1 hour 45 mins Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper (40% of AS OR 16% of A level)  
**Module 3** - Practical Techniques and Data Analysis. Assessment: 2 (1 hour) components Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results. Externally assessed (20% of AS OR 8% of A level)

**A2 Course:**  
 The A2 course in Physics develops the ideas introduced in AS level to a higher level and understanding. There is much greater emphasis on the Applications of Physics. The A2 unit introduces students to modern ideas of Physics with important reference to the environmental aspect of Physics.  
**Module 4:** Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics. Assessment: 2 hours Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper (24% of A level)  
**Module 5:** Fields, Capacitors and Particle Physics. Assessment: 2 hours Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. Externally assessed written paper (24% of A level)  
**Module 6:** Practical Techniques and Data Analysis. Assessment: 2 (1 hour) components Students take an externally assessed test of practical skills, consisting of two experimental tests, and a separate paper requiring the analysis of experimental results. Externally assessed (12% of A level)  
 Practical Work: A large element of both AS and A Level will be individual practical work which will be assessed at the end of each year by a Practical Paper involving compulsory practical tests and planning and design exercises.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> <li>Problem solving</li> <li>Thinking skills</li> <li>Analytical skills</li> <li>Data analysis</li> <li>Numeracy</li> <li>Practical skills</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Radiography</li> <li>Meteorologist</li> <li>Teaching</li> <li>Engineering</li> <li>Renewable energy</li> <li>Finance</li> <li>Optometry</li> <li>Computer science</li> <li>Physiotherapy</li> </ul>

### OTHER INFORMATION

- Pupils who score below a total of 111 uniform marks (less than grade B) in the Physics units of GCSE Double Award or 220 uniform marks in Triple Award GCSE Physics (less than grade B) are advised not to take AS Physics. If UMS scores are unavailable centre rank may be consulted.
- Pupils taking GCSE Physics at foundation level will not be permitted to take an AS level in the subject.
- Pupils are required to have a strong Mathematical background (at least Grade B in GCSE Mathematics)

## POLITICS

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

**Year 13: AS 1 – Government and Politics of Northern Ireland (Weighting: 40 % of AS - 16% of A2)**

**Assessment: 1 hour and 15 minute exam paper with one piece of source material and 4 questions.**

This unit will cover the arrangements for the government of Northern Ireland since 1998. Pupils will study the functions and powers of the Northern Ireland Assembly, the powers and effectiveness of the Northern Ireland Executive and the roles, strategies and electoral success of each of the Northern Ireland Political Parties. A large part of the course will focus on keeping up to date with current affairs in Northern Irish Politics on a daily basis.

**Year 13: AS 2 – The British Political Process (Weightings: 60% of AS - 24% of A2)**

**Assessment: 1 hour and 45 minute exam paper with five written questions.**

This unit will focus on how Britain is governed and on the inter-relationships of the executive, legislature and judiciary in particular. Pupils will study the powers and functions of the House of Commons and House of Lords along with an in depth look into the role of the Prime Minister, Cabinet and Civil Service in governing Great Britain. The final topic will look at the British Judicial System and how it upholds the rule of law. You will also have the opportunity to learn about topical issues such as the impact of Brexit and Covid-19 on British Politics.

**Year 14: A2 1 - A Comparative Study of the Government and politics of the Republic of Ireland and the United Kingdom (Weighting: 35% of A2)**

**Assessment: 2 hour and 15 minute exam paper with one piece of source material and six questions.**

In this unit, you will have the option to study the political system of the UK and the Republic of Ireland. This will enable you to compare the legislative and executive processes between the British Political system and the system in the Republic of Ireland.

**Year 14: A2 2 – Political Power (Weighting: 25% of A2)**

**Assessment: 1 hour and 30 minute exam paper with one piece of source material and five questions.**

In A2 2, you will study Political Power. Political Power will focus on the concepts of political power, the factors involved in exercising this power, and the basis of political authority, legitimacy and stability. This will be looked at in the context of state survival and collapse. You will then look at the political theories of Elitism, Pluralism, Marxism and Feminism, studying political systems throughout the world and the past.

### SKILLS DEVELOPED

Studying Government and Politics at A Level helps you develop as a citizen and allows you to develop a wide variety of skills such as:

- Critical thinking.
- Problem solving.
- Communication.
- Research & Analysis.
- Ability to form an argument.
- Essay writing.
- Debating.

### CAREER OPPORTUNITIES

- Transferable skills suitable to multiple occupations.
- Politician/ Politician’s Assistant/ Special Advisor.
- Policy advisor and Researcher.
- Journalism.
- Law.
- Education and Government Services.
- Lobbyist and Public Relations.
- Business and Management.

### OTHER INFORMATION

No specific subject requirements at GCSE.

Students should have a keen interest in current affairs.

CCEA specification and further information can be accessed at <https://ccea.org.uk/post-16/gce/subjects/gce-government-and-politics-2016>

# PSYCHOLOGY

**QUALIFICATION**

AS and A LEVEL

**EXAM BOARD**

EDEXCEL

## SUBJECT CONTENT AND ASSESSMENT

AS LEVEL (One Year Course)	FULL A LEVEL (Two Year Course)
<p>The AS level is embedded in the A level: Topics 1–4 (with the exception of issues and debates) are the same for both the AS and A level specifications.</p> <p><b>Topic 1 Social Psychology</b>  <b>Topic 2 Cognitive Psychology</b>  <b>Topic 3 Biological Psychology</b>  <b>Topic 4 Learning Theories</b></p> <p>There are 2 externally assessed papers at AS level. Each paper comprises 70 marks and is 1.5 hours in duration. Both papers equate to 50% of the total AS grade.</p> <p>Pupils can continue to do the full A level in their second year of study, however, their grade from AS study will not be carried over.</p>	<p>The A level is structured into 9 topic areas; students will study 7 topic areas:</p> <p><b>Topic 1 Social Psychology</b>  <b>Topic 2 Cognitive Psychology</b>  <b>Topic 3 Biological Psychology</b>  <b>Topic 4 Learning Theories</b>  <b>Topic 5 Clinical Psychology</b>  <b>Topic 6 Child Psychology*</b>  <b>Topic 7 Psychological Skills.</b></p> <p>There are 3 externally assessed papers at A level:</p> <ul style="list-style-type: none"> <li>- <b>Paper 1</b> assesses Topics 1–4; Fundamentals of Psychology. The paper comprises 90 marks, is 2 hours in duration and worth 35% of the qualification.</li> <li>- <b>Paper 2</b> assesses Topic 5 and Child Psychology; Applications of Psychology. The paper comprises 90 marks, is 2 hours in duration and worth 35% of the qualification.</li> <li>- <b>Paper 3</b> assesses Topic 9; Psychological Skills. The paper comprises 80 marks, is 2 hours in duration and worth 30% of the qualification.</li> </ul>

### SKILLS DEVELOPED

- Research Analysis skills; reading and picking key conclusions and evaluations from core studies.
- High levels of organisation
- Writing skills; forming and organising strong balanced discussion

### CAREER OPPORTUNITIES

**DEGREE LEVEL;** Psychology, Social Sciences, Business Management, Advertising and Public Relations

**EMPLOYMENT;** Psychology related jobs- Clinical Therapist, Counselling, Sports Psychologist, Child Psychology or Criminology.

**Additional Vocations;** Advertising, Journalism Management, Human Resources and Public Relations.

### OTHER INFORMATION

Preferred subject skills acquired from relevant GCSE subjects:

- ✓ Good written skills developed in English language
- ✓ Sound grasp of basic Biological concepts
- ✓ Sound grasp of basic Mathematical concept

EDEXCEL FULL SPECIFICATION available online at: [www.qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.coursematerials.html#%2FfilterQuery=category:Pearson-](http://www.qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.coursematerials.html#%2FfilterQuery=category:Pearson-)

## RELIGIOUS STUDIES

<b>QUALIFICATION</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

#### **R.S. IS A GOOD SUBJECT FOR YOU IF...**

You have an enquiring mind.  
 You enjoy debating topical issues and exploring different viewpoints.  
 You are interested in modern ethical issues and freedom of speech.  
 It is not necessary for students to have taken GCSE Religious Studies in order to opt for A Level, but a very good level of literacy is required.

#### **WHAT IS STUDIED IN R.S AND HOW IS IT ASSESSED?**

**AS Unit 4: The Origins and Development of the Early Christian Church to AD 325 (50% of AS)**

**Assessment: 1 exam, 1 hour 20 minutes.**

**Content:** The beginning of the Christian Church, expansion and external pressures, e.g. persecution of Christians in the Early Church and today.

**AS Unit 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics (50% of AS)**

**Assessment: 1 exam, 1 hour 20 minutes.**

**Content:** Ethical Theories; Bio-Ethics e.g. Abortion, Surrogacy, IVF, Saviour Siblings, Stem Cell Research; Sexual Ethics; Life and Death Issues e.g. Euthanasia.

**A2 Unit 4: Themes in the Early Church and the Church Today (50% of A2)**

**Assessment: 1 exam, 2 hours.**

**Content:** Heresy and false teaching in the Church; How the Bible was put together; Modern day apologists e.g. C S Lewis; Secularisation; Faith, Politics and State.

**Unit 7: Global Ethics (50% of A2)**

**Assessment: 1 exam, 2 hours.**

**Content:** Freewill and Determinism; Feminism; Human Rights; Animal Rights; Sexual Ethics; Warfare; Capital Punishment.

\*There is no coursework requirement\*

SKILLS DEVELOPED	CAREER OPPORTUNITIES
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- Development of critical thinking and communication skills.
- Independent thought and the ability to justify ideas.
- Transferable skills, such as decision making and independent research.

Useful for careers in Law or the Health Care Professions. Frequently, at interview, students are required to demonstrate an informed awareness regarding the current ethical and moral issues in these fields. Stranmillis College list A Level RS as one of the A Levels acceptable for entry onto the primary teaching course. The Russell Group of top universities has made it clear that Religious Studies A Level provides suitable preparation for university. Careers followed by RS students include Social Work, Nursing, Teaching, Law, Human Resource Management, Business Management, Journalism, Public Relations and Policing.

### OTHER INFORMATION

Further information about the A Level course can be found at: <https://ceea.org.uk/post-16/gce/subjects/gce-religious-studies-2016>

Useful apps include BBC NEWS to keep abreast of developments in Ethics.

## SPANISH

<b>QUALIFICATI</b>	A LEVEL	<b>EXAM BOARD</b>	CCEA
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### SUBJECT CONTENT AND ASSESSMENT

**AS LEVEL**

**Unit 1 SPEAKING (30%):** 11 mins. 1. Presentation – 3 mins 2. Conversation – 8 mins **12% of A Level**

**Unit 2 LISTENING, READING, USE OF LANGUAGE (40%):** 2 hours **16% of A Level**

Section A Listening: 40 mins 1. Answers in Spanish 2. Answers in English

Section B Reading: 50 mins 1. Reading comprehension 2. Translation from target language into English

Section C Use of Language: 30 mins Q1-4: Series of short grammatical and lexical exercises  
Q5: Translation of short sentences from English into Target language

**Unit 3 EXTENDED WRITING (30%):** 1 hour. **40% of A level**

One essay in the target language in response to a set film or literary text.

**AS TOPICS: Relationships:** different family structures, roles and challenges within families, intergenerational issues, influences on young people (peers, family, friends)

**Culture and Lifestyle:** physical wellbeing, risk-taking behaviour, dealing with stress, hobbies and interests, arts, film, fashion and design, social media and new technology, holidays, festivals and tourism.

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**A2 LEVEL**

**Unit 1 SPEAKING (18%):** 15 mins 1. Discussion of research project (based on a cultural aspect, historical period or region of the target language country): 6 mins 2. Conversation: 9 mins

**Unit 2 LISTENING, READING AND WRITING (24%)** 2 hours 45.

Section A: Listening 45 minutes 1. Questions in Spanish. 2. Questions in English.

Section B: Reading 2 hours 1. Gap-filling exercise. 2. Answer questions in target language on one text. 3. Read a passage in target language and summarise in English. 4. Translate a passage from English into the target language.

**Unit 3: EXTENDED WRITING (18%)** 1 hour. One essay in Spanish in response to a set literary text.

**A2 TOPICS: Young people in society:** part-time jobs, education and employment, career planning, young people and democracy, European citizenship, societal attitudes.

**Our place in a changing world:** Equality/inequality and discrimination/prejudice, poverty at home and abroad, immigration and emigration, multicultural society and cultural identity, causes, consequences and resolution of conflict, sustainable living and environmental issues.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> <li><b>Understanding</b> of the language and cultures of Target Language countries</li> <li>Confident, effective <b>communication</b> in TL</li> <li><b>Knowledge of societal, political and cultural issues</b> in the target language countries,</li> <li><b>Higher order thinking and advanced study skills</b> through independent learning and research, helping students prepare for third level education.</li> <li><b>Critical engagement</b> with film, literature, music from the TL</li> </ul>	<p>International Business, Journalism, Translation, Interpretation, Teaching, European Law, UNESCO, United Nations, Foreign Embassies, Government Intelligence, Human Relations, Armed Forces, Tourism Industry.</p>

### OTHER INFORMATION

- It is recommended that students achieve a good GCSE standard before studying AS/A2 languages.
- In addition to timetabled classes, students participate in two conversation classes per week with the Foreign Language Assistant to develop fluency and confidence.
- Work Experience in target language country may be offered.



## TECHNOLOGY AND DESIGN

**QUALIFICATION**

**A LEVEL**

**EXAM BOARD**

**CCEA**

### SUBJECT CONTENT AND ASSESSMENT

At Post 16 level, the Technology and Design Department offers Product Design at AS & A2 level. AS level Product Design is delivered over eight periods per week and the A2 level Product Design is delivered over nine periods per week.

#### **AS TECHNOLOGY AND DESIGN – Year 13**

##### **Unit AS1: Product Design**

This unit is a study of **product design, including materials and their processing**. Product Design includes **safety, designing, product analysis and improvement and intellectual property rights**. Assessment of this unit will take place at the end of Year 13.

**Assessment method:** External written examination (2 hours)

**Weighting:** 25% of A level (50% of AS level)



##### **Unit AS2: Product Development – Controlled Assessment**

The emphasis in this unit is on the **analysis and development of an existing product** with a view to re-design either the product or an aspect of it. Pupils will produce a **3-Dimensional prototype** which represents the practical outcome of the product analysis and development. A **portfolio** should accompany the practical component and will consist of **ten A3 pages**. This unit is assessed in the form of Controlled Assessment. Pupils will have **45 hours** to complete the assessment for this unit. Assessment of this unit will take place at the end of AS.

**Assessment method:** The portfolio and final product will be internally assessed and externally moderated

**Weighting:** 25% of A level (50% of AS level)

#### **A2 TECHNOLOGY AND DESIGN – Year 14**

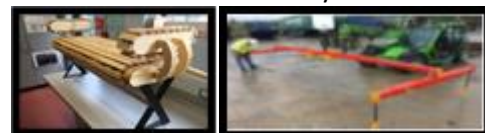
##### **Unit A2 1: Product Design**

This unit involves pupils in an in-depth study of Product Design and Practice including environmental issues, marketing, selling products, design and ICT in manufacture and the work of product designers.

This unit is assessed in the form of a written examination. Pupils will have **2 hours** to complete the assessment for this unit. Assessment of this unit will take place at the end of Year 13. Pupils' work in this unit will be externally assessed.

**Assessment method:** External written examination (2 hours)

**Weighting:** 25% of A level (50% of A2 level)



##### **Unit A2 2 : System, Design and Manufacture – Controlled Assessment**

In this unit, pupils are required to design and manufacture a technological product. Students must identify a problem or need and ensure it provides enough scope to meet the assessment criteria. A technological product must have an energy source to make it function and include a control system comprising input, process and output. A portfolio should accompany the practical component. This unit is assessed in the form of Controlled Assessment. Pupils will have 60 hours to complete the assessment for this unit. Assessment of this unit will take place at the end of Year 14.

**Assessment method:** The portfolio and final product will be internally assessed and externally moderated

**Weighting:** 25% of A level (50% of A2 level)

### SKILLS DEVELOPED

- Identify needs, produce creative solutions and provide material and construction details.
- Present ideas using sketches and ICT (CAD) to produce working drawings.
- Manufacture products in a safe and correct manner, also develop the skills to select the most appropriate materials. Time management of project work.
- To be able to identify the most appropriate system to control a product and work independently.
- Provide detailed evaluations and modifications.

### CAREER OPPORTUNITIES

The Technology and Design A-level is fully accepted by universities.

It is particularly useful for pupils wishing to study or follow a career in Aeronautical Engineering, Civil Engineering, Mechanical Engineering, Designer (Product), Architecture and Electrical/ Electronic Engineering, Technology and Design Teaching and many more.

### OTHER INFORMATION

For further information: Please contact Mrs Sinead Keown (HOD) or Paddy Crozier (Teacher of Technology and Design)



# SUBJECTS OFFERED AT THE SOUTH WEST COLLEGE

<b>APPLIED SCIENCE</b>			
<b>QUALIFICATION TYPE</b>	<b>BTEC LEVEL 3 NAT EXTENDED CERT</b>	<b>EXAM BOARD</b>	<b>PEARSON</b>
<b>SUBJECT CONTENT AND ASSESSMENT</b>			
<p>A BTEC Level 3 Extended Certificate in Applied Science is the equivalent of one A Level.                      The course is modular, with students taking three subjects over two years;</p> <ul style="list-style-type: none"> <li>• Principles and Applications of Science*</li> <li>• Practical Scientific Procedures and Techniques*</li> <li>• Science Investigation Skills</li> </ul> <p>*Completion of the first two modules will confer a Certificate in Applied Science, which is the equivalent of one AS Level.</p> <p>The BTEC Nationals in Applied Science have been developed in the science sector to:</p> <ul style="list-style-type: none"> <li>• give learners the opportunity to acquire technical and employability skills, knowledge and understanding which are transferable</li> <li>• give learners the opportunity to enter employment in the science sector or to progress to vocational qualifications such as Applied Biology, Applied Chemistry or health-related or other science-related qualifications</li> <li>• increasing understanding of the role of the science technician or assistant practitioner, their relationship with the scientific community and their responsibilities towards the community and the environment</li> <li>• give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.</li> </ul>			
<b>SKILLS DEVELOPED</b>		<b>CAREER OPPORTUNITIES</b>	
<ul style="list-style-type: none"> <li>• acquire technical and employability skills,</li> <li>• personal skills and attributes essential for working life.</li> </ul>		<ul style="list-style-type: none"> <li>• Science industry as a quality control technician/analyst, research and development of new drugs</li> <li>• Chemistry industry – forensic scientist, developing fertilisers and other plant feeds, testing chemical materials</li> <li>• Biotechnology lab work carrying out fermentation and purification processes.</li> </ul>	
<b>OTHER INFORMATION</b>			
<p><b><u>Entry Requirements</u></b></p> <ul style="list-style-type: none"> <li>• Minimum 4 GCSEs (grade C or above – to include Maths and English and Science)</li> </ul>			

## CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

QUALIFICATION TYPE

BTEC LEVEL 3 NAT. EXTENDED CERTIFICATE

EXAM BOARD

PEARSON

### SUBJECT CONTENT AND ASSESSMENT

#### Course Description:

The Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development gives an introduction to study of the sector. It is intended as an Applied General qualification, and is equivalent in size to one A Level. It supports access to a range of higher education courses, possibly but not exclusively in the early years sector, if taken alongside further Level 3 qualifications. No prior study of the sector is needed to undertake this course.

#### Content:

Over the 2 years of this qualification, you will study a total of 4 units which cover the following topics:

- Children's development
- Communication and numeracy
- Play and learning
- Keeping children safe

You will also be required to complete 50 hours' work experience in the sector with children aged from birth to 7 years 11 months. This will be arranged with the help of your school. Your school will also require you to complete an Access NI check before you can go on work placement.

#### Assessment Methods:

This qualification is assessed using a combination of methods which are:

- 1 *Internal Assessment* (assignments)
- 2 *External Assessment* (exams or set tasks)
- 3 *Synoptic Assessment* (vocational task)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only.

#### SKILLS DEVELOPED

- Working with others
- Communication
- encouraging good behaviour and helping children with their speech, reading and writing.

#### CAREER OPPORTUNITIES

##### Progression:

Students completing this qualification can use it to progress to higher education, possibly but not exclusively in the early years sector, if taken alongside further Level 3 qualifications. This course attracts UCAS points. Please refer to the UCAS website for full details of the points allocated.

#### OTHER INFORMATION

##### Entry Requirements:

All students wanting to complete this BTEC qualification must possess 4 GCSEs (Grade C and above) which **must** include English. A waiting list may be applied, subject to demand. Attendance and full commitment is a crucial part of this course. Students must successfully complete Year 13 to allow progression to Year 14.

## CONSTRUCTION AND THE BUILT ENVIRONMENT

**QUALIFICATION TYPE**

**BTEC LEVEL 3 NAT. EXTENDED CERTIFICATE**

**EXAM BOARD**

**PEARSON**

### SUBJECT CONTENT AND ASSESSMENT

**Description:**

This BTEC qualification is a practical work related course, working with cutting edge technologies and equipment.

**Course Structure:**

The course is made up of 4 mandatory units:

	Unit number	Unit title	Unit size (GLH)	Assessment
Year 1	1	Construction Principles	120	External
	4	Construction Technology	60	Internal
Year 2	2	Construction Design	120	External
	5	Health and Safety in Construction	60	Internal

**N.B - A recognised qualification can only be attained after successful completion of both years of the programme.**

#### SKILLS DEVELOPED

- Understanding of technical skills required by industry.
- Communication, reading, writing and employability skills to match the requirements demanded by the industry.

#### CAREER OPPORTUNITIES

This course supports applications for third level courses in Architecture, Building Services, Civil Engineering, Construction and Quantity Surveying. These could be degree courses, Foundation Degrees or Higher National Diploma courses.

It is also an employment qualification in its own right supporting applications for jobs in Architectural Design, Construction, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying and Town Planning.

#### OTHER INFORMATION

**Entry Requirements:**

Minimum 4 GCSEs (grade C or above)

A waiting list may be applied, subject to demand.

## CREATIVE MEDIA PRACTICE (GAMES)

**QUALIFICATION TYPE**

**BTEC LEVEL 3 NATIONAL DIPLOMA**

**EXAM BOARD**

**PEARSON**

### SUBJECT CONTENT AND ASSESSMENT

**Description:**

This qualification has been designed to provide learners with the skills, knowledge and understanding necessary to progress to further education, higher education and training or employment in the Games Design industry.

The assessment enables learners to demonstrate valuable skills such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes. Core technical skills development that covers all practices has been embedded throughout the programme.

**Course Content:**

. The five content areas are:

- informing ideas
- problem solving
- technical skills
- professional practice
- communication

Learners taking this qualification will study one mandatory learning and teaching module:

- Exploring and Developing Creative Media Skills

Skills are developed through teaching and learning modules and synthesised through projects, producing outcomes for assessment.

**Assessment Methods:**

There is one learning and teaching module in the 540 Diploma - Exploring and Developing Creative Media Skills, allowing learners to develop and advance their skills iteratively. Each learning and teaching module has two units- Skills Development and Creative Project.

As all units are internally assessed, they allow learners use large-scale projects, workshops and completing assignments, as the basis for generating evidence for assessment. Learners must complete all two assessment units and achieve a Pass grade or above in each assessment criterion. The Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice (Games) is graded using an overall qualification grading of P to D\*, attracting UCAS points in the same way as A Level grades.

**Equivalency** – this qualification is equivalent to 1.5 A-level

#### SKILLS DEVELOPED

This qualification has been designed to enable and encourage integration of all the relevant skills that learners want to develop. Technical skills have been expressed through the following categories to allow for development and integration of skills across practices, including across games design practice:

- Moving image
- Character environment
- Experience
- Sound
- Text

#### CAREER OPPORTUNITIES

**Progression Routes:**

This qualification supports progression to higher education. It also supports progression to an apprenticeship in the games design sector.

#### OTHER INFORMATION

**Entry Requirements**

Minimum 4 GCSEs (grade C or above – desirable to include Maths, English and a Creative subject)

## CREATIVE MEDIA PRACTICE (TV/FILM)

BTEC LEVEL 3 NATIONAL DIPLOMA (540)

EXAM BOARD

PEARSON

### SUBJECT CONTENT AND ASSESSMENT

#### Description:

This qualification has been designed to provide learners with the skills, knowledge and understanding necessary to progress to further education, higher education and training or employment in the Creative Media industries including film/TV production, animation, visual effects and sound design. The assessment enables learners to demonstrate valuable skills such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes. Core technical skills development that covers all practices has been embedded throughout the programme.

#### Course Content:

There are five mandatory areas of content, which are common to both modules and which are developed to give learners valuable transferable skills. The five content areas are:

- informing ideas
- problem solving
- technical skills
- professional practice
- communication

Learners taking this qualification will study one mandatory learning and teaching module:

- Exploring and Developing Creative Media Skills

Technical skills have been expressed through the following categories to allow for development and integration of skills across practices, including skills used across media practices:

- Moving image (film/TV/video) production
- Cinematography
- Motion graphics and animation
- Sound design
- Graphic and lens (photography)
- Text

#### Assessment Methods:

There is one learning and teaching module in the Diploma - Exploring and Developing Creative Media Skills, allowing learners to develop and advance their skills. Each module has two units- Skills Development and Creative Project. As all units are internally assessed, they allow learners use large-scale projects, workshops and completing assignments, as the basis for generating evidence for assessment. Learners must complete all two assessment units and achieve a Pass grade or above in each assessment criterion. The Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice is graded using an overall qualification grading of P to D\*, attracting UCAS points in the same way as A Level grades.

#### SKILLS DEVELOPED

Skills are developed through teaching and learning modules and synthesised through projects, producing outcomes for assessment.

#### CAREER OPPORTUNITIES

##### Progression Routes:

This qualification supports progression to higher education. It also supports progression to an apprenticeship in the creative media sector.

#### OTHER INFORMATION

**Entry Requirements** Minimum 4 GCSEs (grade C or above – desirable to include Maths, English and a Creative subject)

**Equivalency** – this qualification is equivalent to 1.5 A-level **For further information contact:**

Caroline Bradley Kelly [caroline.brdaley@swc.ac.uk](mailto:caroline.brdaley@swc.ac.uk)

## ENGINEERING

<b>QUALIFICATION TYPE</b>	<b>BTEC LEVEL 3 NAT. EXTENDED CERTIFICATE</b>	<b>EXAM BOARD</b>	<b>PEARSON</b>
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### SUBJECT CONTENT AND ASSESSMENT

The Pearson BTEC Level 3 National Extended Certificate in Engineering is designed for learners who are interested in a career in the engineering sector and want to progress to further study in the sector. Learners will take a practical, applied engineering course as part of their Level 3 study programme, which gives them an introduction to the sector.

This qualification has a focus on a broad range of engineering specialist areas. Learners taking this qualification will study mandatory content covering: • engineering principles and mathematics • health and safety, team work and interpreting and creating computer-aided engineering • drawings • design and manufacture of products.

#### Units are:

Extended Certificate (360 GLH)	601/7584/9
<b>Year 13</b>	<b>Assessment</b>
1 Engineering Principles (120)	<b>Mandatory &amp; External (June)</b>
10 Computer Aided Design in Engineering	Internally Assessed

Extended Certificate (360 GLH)	601/7584/9
<b>Year 14</b>	<b>Assessment</b>
2 Delivery of Engineering Processes Safely as a Team	<b>Mandatory Internally Assessed</b>
3 Engineering Product Design and Manufacture (120)	<b>Mandatory &amp; External (May)</b>

Year 13 classes will continue until early June 2023 (to facilitate exam)

Year 14 classes will continue until end of May 2024 (to facilitate external assessment)

### SKILLS DEVELOPED

This qualification brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis.

### CAREER OPPORTUNITIES

The Pearson BTEC Level 3 National Extended Certificate in Engineering is designed for learners who are interested in a career in the engineering sector and want to progress to further study in the sector.

### OTHER INFORMATION

#### Entry Requirements:

Minimum 4 GCSEs at grade C or above which must include Maths and Double Award Science (both higher tier)

**OR** Minimum 4 GCSEs at grade C which must include Maths minimum grade B and Single Award Science minimum grade B

If the course is oversubscribed additional entry criteria may be applied.

## SPORT AND EXERCISE SCIENCE

<b>QUALIFICATION TYPE</b>	<b>BTEC LEVEL 3 NAT. EXTENDED CERTIFICATE</b>	<b>EXAM BOARD</b>	<b>PEARSON</b>
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### SUBJECT CONTENT AND ASSESSMENT

The purpose of this course is to give students a broad scope of study in the sport and exercise science sector. A BTEC Level 3 Extended Certificate in Sport and Exercise Science is the equivalent of one A Level. The course is modular, with students taking 4 modules over two years with a mixture of both external (exam) and internal assessment (coursework).

#### Course Description

Students will be given a full insight into the sports industry through academic and practical work-based assignments, which have been designed in conjunction with local sport and recreation providers. This course is designed to provide a broad understanding of the area of sport, exercise and fitness. All students are expected to participate in a range of theory and practical activities during their time on the course and will also be provided with the opportunity to deliver sports coaching sessions. These sessions allow the students to enhance their communication and organisational skills, as well as provide them with the opportunity to build their confidence.

#### Course Content

An Extended Certificate is a practical, work-related course. Students learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. Students are required to complete 4 units over the 2 years:

- Functional Anatomy (Externally Assessed)
- Applied Sport and Exercise Psychology (Externally Assessed)
- Coaching for Performance and Fitness (Internally Assessed)
- Physical Activity for Individual and Group-based Exercise (Internally Assessed)

#### Assessment Methods

A variety of assessment methods will be used, including exams, written documents, practical assessments, presentations, logbooks, use of video evidence etc.

### SKILLS DEVELOPED

Communication, teamwork, research and analysis, practical skills.

### CAREER OPPORTUNITIES

Possible pathways include Sport and Exercise Science, Physiotherapy (in conjunction with other suitable A-level subjects), Sports Nutrition, Sports Coaching, Personal Training, Leisure Management, Leisure and Events Management, Sports Therapy, Teaching or Fitness Instructing.

**Students need to check that the course meets entry requirements for any intended university.**

### OTHER INFORMATION

**Entry Requirements:** Minimum of 4 GCSEs at C or above which must include GCSE Science (Single or Double) or GCSE PE. If course is oversubscribed additional entry criteria may be applied.

#### Delivery

The course is delivered in the Omagh Campus on Tuesday 1.30–5.00 and Friday 1.30–3.00

# TOURISM

<b>QUALIFICATION TYPE</b>	<b>BTEC LEVEL 3 NATIONAL EXTENDED CERT</b>	<b>EXAM BOARD</b>	<b>PEARSON</b>
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## SUBJECT CONTENT AND ASSESSMENT

**Why Tourism?**  
 The Travel and Tourism sector is incredibly diverse offering many opportunities at all entry points. The sector is of major importance to the local and regional economy and has enjoyed rapid growth and success whilst offering exciting and sustainable career opportunities.  
 While tourism is the core business, opportunities also exist in other business functions such as events, HR, Marketing, Information Technology, Content Creation and Sales. This sector also provides substantial employment in the public and private sector and is certainly not confined to the airline business. Gaining the right qualifications and training will enhance employment and Higher Education opportunities as well as helping with the ‘softer skills’ of customer care, communication, creativity and acumen – those skills which are much sought after by employers. It is a global industry with easy transfer of knowledge and skills, providing fabulous travel and experiential tourism opportunities.

**The Qualification**  
 The Edexcel BTEC Level 3 National Extended Certificate in Travel and Tourism consists of **three** mandatory units **plus** an optional unit over the course of two years.

- **The World of Travel and Tourism**
- **Global Destinations**
- **Principles of Marketing in Travel and Tourism**
- **Visitor Attractions**

**Assessment** – Blend of externally examined assessment and internally assessed assignments.

**Why a National Extended Certificate in Travel and Tourism?**  
 A National Extended Certificate in Travel and Tourism offers active learning in a vocational context and builds student confidence, competence and motivation. In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. This qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas and will help prepare learners for further study.  
 The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of learning.

<b>SKILLS DEVELOPED</b>	<b>CAREER OPPORTUNITIES</b>
<ul style="list-style-type: none"> <li>• Communication</li> <li>• Interpersonal</li> <li>• Teamwork</li> <li>• Cognitive and problem-solving skills</li> <li>• Self-management</li> <li>• Self-monitoring and development</li> </ul>	<p>Travel and Tourism can help you take your first steps towards a career in cabin crew, travel agent, holiday rep, hospitality roles and many more.</p>

## OTHER INFORMATION

**Entry Requirements**  
 Minimum 4 GCSEs (grade C or above)  
 A waiting list may be applied, subject to demand.

**Important: Please be aware that the structural nature of this programme determines that a recognised qualification can only be attained after successful completion of both years of the programme.**



# SUBJECTS OFFERED AT OMAGH HIGH SCHOOL

## LIFE AND HEALTH SCIENCES

<b>QUALIFICATION TYPE</b>	<b>A LEVEL</b>	<b>EXAM BOARD</b>	<b>CCEA</b>
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### SUBJECT CONTENT AND ASSESSMENT

Life and Health Sciences are future, high/mega growth areas of the economy - already 25% of NI economic output. The aim of this A level is to provide an innovative, cohesive Science qualification in partnership with Industry to support the future workforce need of the Life and Health Sciences Industries in Northern Ireland.

#### AS COURSE

**Unit 1: Experimental Techniques** Students develop skills in performing a range of experimental techniques useful in all fields of science, biology, chemistry and physics.

**Unit 2: Human Body Systems**

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

**Assessment:** Unit 1: Internal assessment through portfolio evidence – 33% of AS / 13% of A level

Unit 2 and 3: Externally written examinations – structured questions involving short answers, extended writing and calculations – each unit is 33% of AS / 13% of A level.

#### A2 COURSE

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

Students have the opportunity to demonstrate an understanding of what makes an investigation scientific. They carry out research and get to choose, plan and undertake a scientific investigation. They will complete a portfolio of evidence that includes an essay, plans, lab book and a report with analysis and evaluation.

**Unit 2: Organic Chemistry**

**Unit 3: Medical Physics or Sound and Light or Genetics, Stem Cell Research and cloning**

**Assessment:** Unit 1: Internal assessment through portfolio evidence – 20% of A level

Unit 2 and 3: Externally written examinations – structured questions involving short answers, extended writing and calculations – each unit is 20% of A level.

SKILLS DEVELOPED	CAREER OPPORTUNITIES
<ul style="list-style-type: none"> <li>Knowledge and understanding of how Science works,</li> <li>applying scientific principles to familiar and unfamiliar situations,</li> <li>practical skills for carrying out scientific investigations safely and in an organised way:</li> <li>skills of recording,</li> <li>communicating reliable and valid results,</li> <li>presenting and analysis,</li> <li>application and evaluation of experimental activities</li> </ul>	<p>This subject would be beneficial for various careers including Agriculture, Biochemist, Biomedical Science, Biotechnology, Nursing, Engineering, Environmental Health, Food Science, Forensic Science, Industrial Chemist, Laboratory Technician, Paramedic, Product Development, Sports Scientist and Teacher.</p>

### OTHER INFORMATION

GCE Life and Health Sciences can be taken with any other A level combination including Health and Social Care. There is a little overlap with the other sciences. It is best to check current entry requirements for the courses at the universities that the student wishes to apply to.

To study this subject at AS/A2 level, it is recommended that students must have a minimum of BC\* at GCSE Double Award Science. Also a strong GCSE Mathematical background is essential.

## SPORT

<b>QUALIFICATION TYPE</b>	BTEC LEVEL 3 NAT. EXTENDED CERTIFICATE –	<b>EXAM BOARD</b>	PEARSON
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### SUBJECT CONTENT AND ASSESSMENT

Four units to be completed over two years.

#### Year 13

1. Anatomy and Physiology (Mandatory)

*Assessment method: Written exam set and marked by Pearson*

2. Sports Leadership (Optional)

*Assessment method: Assignment set and marked internally - this unit is very practical based, and pupils will get an opportunity to participate in a coaching award and practical coaching experience.*

#### Year 14

1. Fitness Training and Programming for Health, Sport and Well-being (Mandatory)

*Assessment method: Task set and marked by Pearson*

2. Professional Development in the Sports Industry (Mandatory)

*Assessment method: Assignment set and marked internally – this unit is very career focused and pupils get to research careers in the sports industry.*

### SKILLS DEVELOPED

- ★ Communication (verbal & non-verbal)
- ★ Confidence
- ★ Organisation
- ★ Be able to work independently

### CAREER OPPORTUNITIES

PE Teacher  
 Dietician  
 Sports Psychologist  
 Personal Trainer / Fitness Instructor  
 Sports & Leisure Facility Manager  
 Sport Development  
 GP Referral Exercise Consultant  
 Sports Performance Analyst  
 Strength and Conditioning

### OTHER INFORMATION

Entry Requirements:  
 GCSE PE Grade C and above  
 Participation in school / club sport

## Next Steps

Speak to your teachers, parents/ guardians, careers advisors and use the careers resources and websites to conduct your own research. You will soon receive further information which will detail the next steps for making your subject choices.

