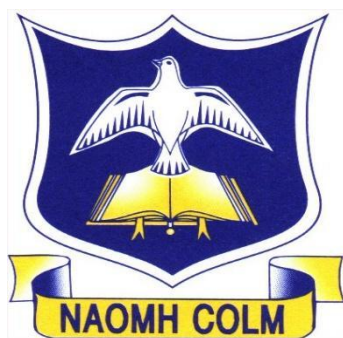




Post 16 A-Level Options Information



2026-2027

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KEY TERMS / USEFUL DEFINITIONS

- **AS:** Advanced Subsidiary
Courses usually taken in Lower Sixth
First half of an A-Level
Qualification in its own right
- **A2:** Courses taken in Upper Sixth
Second half of an A-Level
- **BTEC:** Vocational qualification
National Diploma – equivalent to 2 A-Levels
National Certificate – equivalent to 1 A-Levels
- **HND / HNC:**
Higher National Diploma / Certificate
Diploma – work related qualifications
Certificate - part-time version of HND
Can allow entry to degree level qualifications
- **Degree:**
Course usually studied over 3 or 4 years (more for Medicine, Architecture etc)
Bachelor degrees are the normal degrees
Masters degrees involve further study
Sandwich courses have a year work placement related to the degree
- **Names of degrees:**

BSc	Bachelor of Science
BEng	Bachelor of Engineering
BA	Bachelor of Arts
MSc	Masters of Science
MA	Masters of Arts
- **Modules:**
Course of study
A-Levels can consist of both coursework and examination modules – check individual subjects for more details

Grade / Points: Each grade is equivalent to a certain number of points

UCAS points are standardised throughout the UK:

A-Level GRADE	Points	AS Points
A*	56	
A	48	20
B	40	16
C	32	12
D	24	10
E	16	6

BTEC GRADE	Points
D	56
D	48
M	32
P	16

Universities in the Republic of Ireland points:

Points conversion table

Grade	Best 3 A-Levels	4 th A Level	AS Level/EPQ
A*	192	24	24
A	165	24	24
B	142	20	20
C	120	18	18
D	100	16	16
E	67	14	14

There is an extra 25 points for A Level Maths

Some Universities require specific grades in A-Levels and some require a certain number of points – always check with UCAS or the University to confirm

INTRODUCTION

Once you reach the end of Year 12 you will be faced with many choices. The decisions you make will affect the rest of your life.

Some of you may have a clear idea of your future career whereas some may have no idea.

This is the time to start thinking seriously about your career and doing some research.

- What subjects do you like?
- What subjects are you good at?
- What subjects do you need for your chosen career?
- If you are unsure about your future career – have you kept options open?
- Be realistic – both with subject choice and career choice
- What subjects are available?
- Distinguish between teacher and subject
- Consider the skills you will develop as well as the knowledge

As young adults who have freely chosen to pursue their studies to A Level, Sixth Form Pupils are invited to assume a leadership role within the school, working closely with teachers and fellow pupils in promoting a caring and vibrant learning atmosphere.

We hope that pupils will enjoy their Sixth Form years in St Colm's and avail of the opportunities which the school provides for them to achieve academic excellence, in keeping with their individual aptitudes, and to become more confident, articulate and responsible young adults.

SIXTH FORM REQUIREMENTS 2026

As young adults who have freely chosen to pursue their studies to A Level, Sixth Form Pupils are invited to assume a leadership role within the school, working closely with teachers and fellow pupils in promoting a caring and vibrant learning atmosphere.

We hope that pupils will enjoy their Sixth Form years in St Colm's and avail of the opportunities which the school provides for them to achieve academic excellence, in keeping with their individual aptitudes, and to become more confident, articulate and responsible young adults.

Sixth Form pupils are expected to take at least 3 subjects to A Level

1. To enter and remain in the Sixth Form, pupils must be able to demonstrate their ability and commitment to pursuing their studies to A Level within the supportive environment of the school. Their school record must demonstrate in particular:
 - (i) Respect for school rules and policies and full cooperation with tutors, teachers, Year Heads and school management
 - (ii) Regular and punctual attendance at tutor group, assembly, class and study periods, overall attendance should be at 100%
 - (iii) Serious commitment to study, including independent study, under the guidance of their teachers, as demonstrated by the quality of their work both in school and at home and, in particular by the submission of assignments and controlled assessment/coursework by the required dates
 - (iv) Ability to cope with at least 3 A Levels, as demonstrated by their GCSE results which must include a minimum of 5 GCSE subjects at Grades A* - C including English Language and Mathematics.

Pupils should have achieved a minimum of **10** points across **5 GCSE's**

Grade	A*	A	B	C*	C
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Points	5	4	3	2	1
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Career Plan

Your son/daughter has had the opportunity to develop a career plan which has included identifying:

- Their skills
- Their qualities
- Their learning style
- What subjects they are good at
- What subjects they enjoy
- The job family that they are suited to
- Job research – requirements for certain jobs.

The purpose of these learning opportunities help each pupil to make informed subject choices for A-Level and identify where their employability strengths lie.

To best support your son/daughter in this important transition period we recommend **that you discuss with your son/daughter their career plan and assist him/her to carryout research and make appropriate choices.**

To further assist you, we have included information on:

- Useful websites
- STEM Information
- Key School Contacts
- Controlled Assessment
- Careers Events

Key Contacts

This may be the first time that your child will have taken an important decision which will affect your future. It is important to know that you are not on your own – there a wide range of people within the school you and your child can discuss their career pathways and subject choices with.

- The Head of Careers
- Your Form/Class/Collect Teacher
- Your Year Head
- The Careers Adviser
- Subject Teachers

Remember the teachers are there to help. **Think, Discuss, and Decide!**

JOB SECTOR SKILL AREA	USEFUL WEBSITES	
STEM	www.sectorcareersinfo.co.uk www.careersserviceni.com www.activate.co.uk www.e4s.co.uk	www.futuremorph.org www.stemnet.org.uk www.mathscareers.org.uk www.jobs.ac.uk
Leisure	www.leisurejobs.com	www.skillsactive.com
Plumbing & Electrical	www.summitskills.org.uk www.ett-ni.org	www.pmst.co.uk www.ani.ac.uk
Business and IT	www.e-skills.com www.bringitonni.info	www.momentumni.org
Construction Industry	www.constructionskillsni.org.uk www.bconstructive.co.uk www.citbni.org.uk	www.buildingservicejobs.co.uk www.jobsinsurveying.co.uk
Creative and Cultural	www.ccskills.org.uk	www.creative-choices.co.uk
Creative Media	www.skillset.org	www.bigambition.co.uk
Energy and Utility Skills	www.euskills.co.uk	
Environment and Land-Based	www.lantra.co.uk www.afuturein.com www.animal-jobs.co.uk	www.enviromentaljobs.co.uk www.environmentjob.co.uk www.greenjobs.co.uk
Facilities Management,	www.assetsskills.org www.rics.org	www.cih.org www.bifm.org.uk
Fashion and Textiles	www.skillfast-uk.org	www.canucutit.co.uk
Financial Services	www.fssc.org.uk	
Food and Drink Manufacturing	www.improve-skills.co.uk	www.caterer.com
Health Sector	www.hscni.net www.skillsforhealth.org.uk www.dhsspsni.gov.uk	www.stepintothenhhs.nhs.uk www.jobs.nhs.uk
Hospitality, Travel and Tourism	www.people1st.co.uk	www.uksp.co.uk
Justice Sector	www.skillsforjustice.com/careers	www.irecruit.nicsrecruitment.gov.uk
Lifelong Learning	www.lluk.org	
Logistics Sector	www.skillsforlogistics.org	www.deliveringyourfuture.co.uk
Northern Ireland Civil Service	www.nicsrecruitment.gov.uk	www.direct.gov.uk
Passenger Transport	www.qoskills.org	www.careersinpassangertransport.org
Process and Manufacturing	www.proskills.co.uk	www.prospect4u.co.uk
Retail	www.skillsmartretail.com	
Science Based Industries	www.cogent-ssc.com www.semta.org.uk	www.etcni.org.uk
Social Care and Children	www.nisc.info/careers	www.egsa.org.uk
Automotive Skills	www.motor.org.uk/careers	
Further and Higher Education	www.belfastmet.ac.uk www.serc.ac.uk www.stmarys-belfast.ac.uk www.ucas.com	www.qub.ac.uk www.ulster.ac.uk www.stran.ac.uk www.direct.gov.uk/en/EducationAndLearning

STEM (Science Technology Engineering and Maths)

The future prosperity of the UK is very much dependent upon young people choosing STEM-related subjects. Such subjects will play a key role in the country's future economic and social development.

Recent research has indicated that there has been a shortfall in the number of people choosing to study STEM subjects. By 2026, it is expected that the UK will have to fill around three-quarters of a million additional jobs requiring highly numerate, analytical people with STEM skills.

Young people can cut themselves off from a whole range of careers by not continuing their STEM education.

Keeping Options Open:

The skills gained from studying STEM subjects can often open up immense opportunities, something that pupils often don't realise! Did you know?

- 75% of the fastest growing occupations rely upon important STEM skills
- Studying STEM subject frequently leads to superb job prospects, high earning potential, variety, challenges, opportunity to travel, and a chance to make a real impact upon a sustainable future.
- STEM graduates are, and more importantly, will continue to be in high demand.

STEM related subjects include:

Science	Horticulture/Agriculture	Technology & Design
ICT	Food Science	Mathematics
Psychology	Geology	Manufacturing
Engineering	Health Science	Construction
Home Economics	Environmental Science	

WHAT NEXT?

Once you get to 16, you've got some decisions to make about your future. Do you want to stay on in full-time education? Or would you prefer to start work and get training while you earn?

After Year 12, you have a lot more choice about what you want to do.

Whichever route you choose, it pays to keep learning. More and more, employers are looking for people with higher level skills and qualifications.

Although qualifications cannot guarantee you a job, people with the right skills and qualifications have a better chance of finding a job with good prospects and more money. They may also have more job security.

There are lots of different ways of gaining further qualifications, skills or work experience - and the range of options is growing.

You could:

- continue in full-time education, either at school or college
- continue your learning through work-based training

Staying in full-time education

You'll find a much wider range of subjects and qualifications than you've been able to choose from up until now.

As well as A levels, you can choose from a growing range of work-related qualifications.

Learning at work

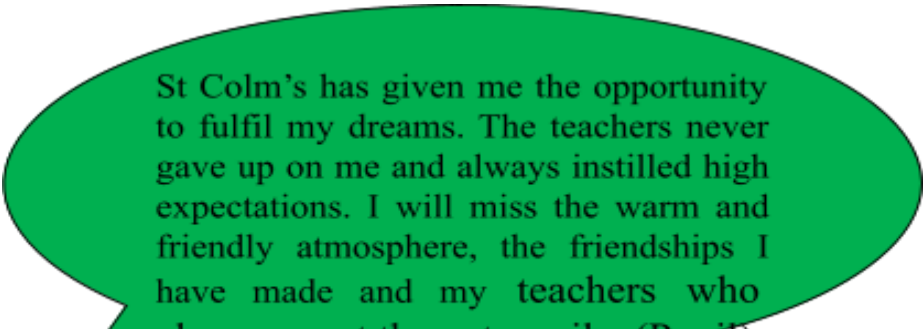
If you want to start work, it's important to pick a job that offers you planned training leading to a nationally recognised qualification.

Apprenticeships

If you've got a good idea of where you want to go with your career and like the idea of earning while you learn, an Apprenticeship could be for you. You'll get top quality training, developing skills and gaining qualifications on the job.

To give yourself the best chance of success in your career, you'll need to carry on developing your skills throughout your working life. Apprenticeships are paid jobs which give you the chance to learn - and gain nationally recognised qualifications - while getting a weekly wage.

Apprenticeships are available in more than 190 roles across a wide variety of industry sectors. These range from accountancy and business administration to construction, engineering, manufacturing - and many more.

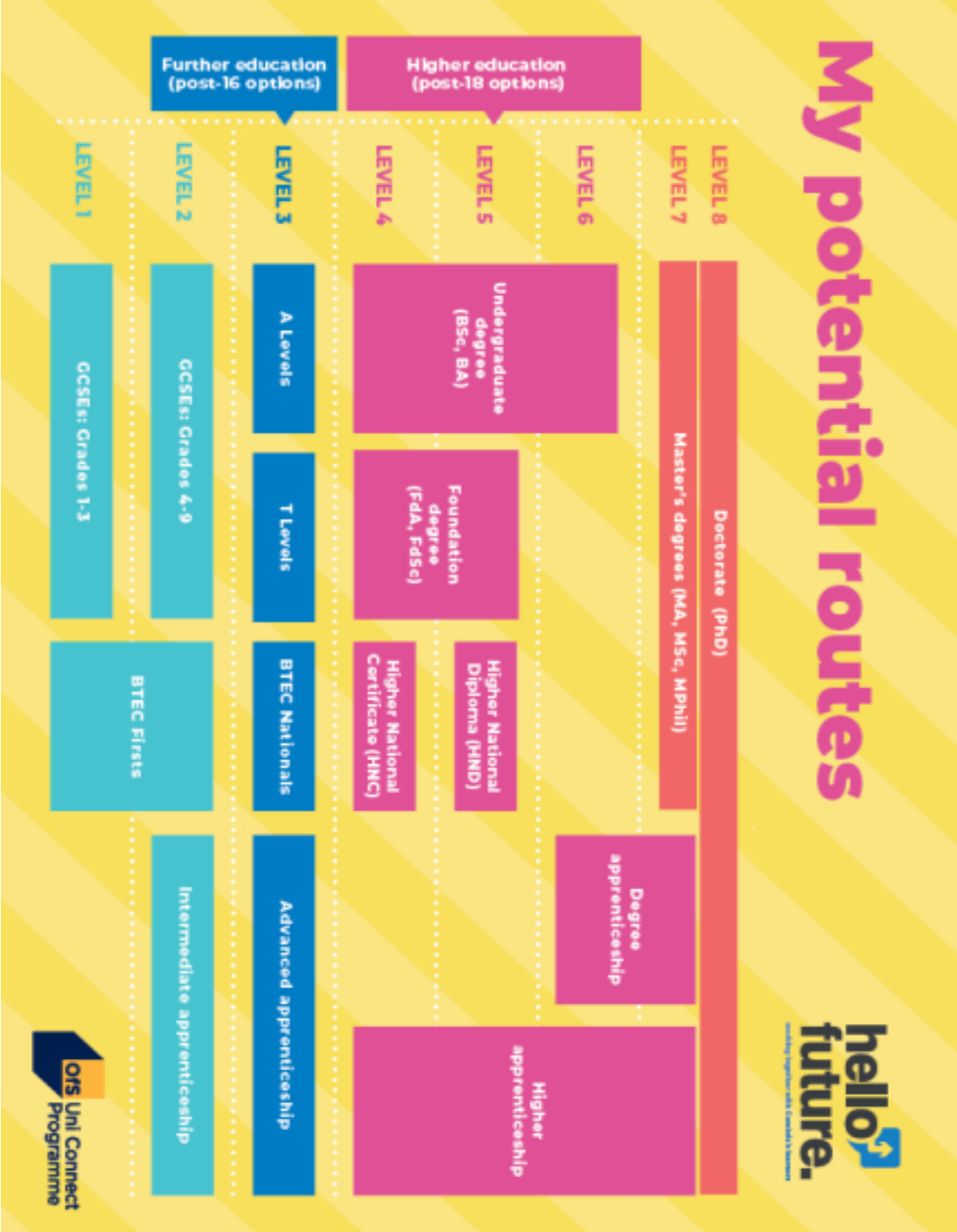


St Colm's has given me the opportunity to fulfil my dreams. The teachers never gave up on me and always instilled high expectations. I will miss the warm and friendly atmosphere, the friendships I have made and my teachers who have helped me to achieve my goals.

The wide range of subject choices on offer allowed my son to follow the career pathway he aspired to. The encouragement and support of his teachers have enabled him to fulfil his potential and he has been accepted for a place in University. (Parent)

PROGRESSION ROUTES

Many paths can be taken to get to your goal, the traditional route of GCSE's, A'levels then university is not always the best suited option.



EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Payment to help you with costs whilst you remain in education. Payment amount depends on your household income:

- up to £22,331 per year - £30 per week
- £22,332 - £27,388 per year - £20 a week
- £27,389 - £33,061 per year - £10 a week
- more than £33,061 per year - no entitlement

EMA Customer Services Team:

Tel no: 0845 601 7646

www.emani.gov.uk

Could I get EMA?

- You could get EMA if your answer is yes to **all** of the following questions:
 - Will you be 16, 17, 18 or 19 on or between 2 July 2025 and 1 July 2026?
 - Will you be studying full-time at school or a minimum of 15 hours per week at a further education college?
 - Will you be studying in Northern Ireland?
 - Is your annual household income £20,500 or less and you're the only young person in your household?
- or**
- Is your annual household income £22,500 or less, and there's at least one other young person in your household who qualifies for Child Benefit?

What could I get?

You could get £30 per week, paid directly into your bank account every 2 weeks. This is based on your attendance at school or college.

As well as your weekly EMA entitlement, you **could** also get bonus payments of £100 in January and June. This is based on your performance at school or college.

When can I apply?

Application forms will be available from spring 2026. You can get one from your school or college or download a copy from **www.nidirect.gov.uk**

Keep an eye on the website for updates about EMA and when the application forms will be available.

POST-16 COURSES

Studies are taken within St Colm's High School and also other schools / colleges within the Lisburn area, these schools include:

- Forthill College
- Laurelhill Community College
- Malone College
- Lisnagarvey
- St Patricks College
- SERC Lisburn

- ❖ Together these schools form the Lisburn Area Learning Community or LALC.
- ❖ The school has developed outstanding relationships with our partnership schools and this has been evidenced by the increased numbers of our pupils successfully embarking on courses in other schools.
- ❖ Working in partnership with other schools also allows us to offer a much wider range of qualifications which enhances both the employment and chances of progression to further education for our pupils.
- ❖ It is also a great opportunity for pupils to gain experience of working in different organisations and to meet and befriend people from other cultures.
- ❖ Pupils are bused from St Colm's to their collaboration school and return by bus to St Colm's.

POST 16 OPTIONS FORM

Subject	School	Grades/ Criteria	Indicate Preference in order 1-4 (you must pick one from each block)
Block 1 Tues , Thurs		9.30am -12.00pm	
Art and Design	FHC	B GCSE Art	
CACHE*	STC		
Child Care	SERC		
Double Award Sports Studies*	STC		
English Literature	LCC	A GCSE Eng	
ICT	LHS		
Accounting	STC		
Law	FHC	B GCSE Eng	
Life & Health Science	STC	B GCSE Science	
Maths	LHS	A GCSE Maths	
Media Studies	SP	Access to Laptop	
Religion	LCC		
Technology & Design	FHC		
Travel & Tourism	MC		
Block 2 Mon, Wed		9.30am -12.00pm	
Medical Science	LCC	B D.A Science	
CACHE*			
Double Award Sports Studies*	STC		
Engineering	SERC	B GCSE Maths	
Government & Politics	STC		
Information Technology	SP		
History	LCC	B GCSE Eng	
Life & Health Science	LHS	B GCSE Science	
Moving Images	FHC		
Performing Arts	LCC		

Travel & Tourism	FHC		
Block 3 Tues Wed Thurs		1.30pm – 3.15pm	
Health & Social Care	STC		
Media Studies	STC		
Sports Coaching S.A	STC		

*subject is equivalent to 3 A-levels and is timetabled from Monday – Friday. Students are expected to contribute £100 to help meet the costs of the personalised training gear which retails at £200.

St Colms- STC
MC – Malone College

FHC – Forthill College
LHS – Lisnagarvey

LCC – Laurehill
S P – St Patricks Lisburn

SERC – South Eastern Regional College

A Level Accounting

Subject Title	Accounting
Awarding Body	AQA
Course code	603/0920/9
Location	St Colm's
Specific Entry Requirements	GCSE Maths (Grade B)
Course Content	Financial Accounting- Involves recording, summarising, and reporting the myriad of transactions resulting from business operations over a period of time. Management Accounting- Involves the presentation of financial information for internal purposes to be used by management in making key business decisions.
Assessment Methods	This specification is designed to be taken over two years. This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series. Paper 1: Financial Accounting Written exam: 3 Hours, 120 Marks, 50% A Level <u>Three compulsory sections:</u> • Section A has 10 multiple choice questions and several short answer questions. The section is worth 30 marks. • Section B has two structured questions each worth 20 marks. The section is worth 40 marks. • Section C has two extended answer questions each worth 25 marks. The section is worth 50 marks. Paper 2: Accounting for Analysis and Decision Making Written exam: 3 Hours, 120 Marks, 50% A Level <u>Three compulsory sections:</u> • Section A has 10 multiple choice questions and several short answer questions. The section is worth 30 marks. • Section B has two structured questions each worth 20 marks. The section is worth 40 marks.

	Section C has two extended answer questions each worth 25 marks. The section is worth 50 marks
Progression	A Level Accounting can lead to many different career paths, from becoming a Certified Public Accountant (CPA) or Financial Analyst, to going into roles such as Financial Management, Investment Banking, or Corporate Strategy.

Art & Design

Subject Title	GCE in Art and Design
Awarding Body	CCEA
Course code	Subject Code: 3510, AS Level Qan: 601/8450/4, A2 Level Qan: 601/8451/6
Location	Fort Hill College & St Colms High School
Specific Entry Requirements	The course is designed to encourage students to progress from the study of GCSE Art and Design, GCSE Contemporary Crafts or similar art and design courses or qualifications. It builds on the knowledge, understanding and skills developed in Art and Design at GCSE and Key Stage 3 levels. GCSE Art & Design preferable at A*-B. A minimum GCSE grade C in Art and Design is desirable.
Course Content	This specification aims to encourage students to develop: • intellectual, imaginative, creative and intuitive capabilities; • investigative, analytical, experimental, practical, technical and expressive skills; The specification includes the following options: • Art, Craft and Design - Combined Studies • Photography and Lens-Based Media • Three-Dimensional Design, Textiles
Assessment Methods	AS 1: Experimental Portfolio Students develop, explore and record ideas. Assessment Objectives 1, 2, and 3 only. 50% of AS, 20% of A level. AS 2: Personal Response Students present a personal outcome. This is brought to completion during a 10-hour controlled test. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3. 50% of AS, 20% of A level. A2 1: Personal and Critical Investigation written investigation 1000–3000 words (externally assessed) 20% of A2 12% of A level 40% of A2, 24% of A level Written and practical works informs each other and are integrated, but are marked separately. Assessment Objectives 1, 2 and 3 only. 60% of A2, 36% of A level. A2 2: Thematic Outcome Students present an outcome in response to the theme. This is brought to completion during a 15-hour controlled test. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3. 40% of A2, 24% of A level.
Progression	It gives students a sound basis for progression to higher education courses in art and design or study related to other areas of the creative industries. Qualifications in Art and Design can also lead to employment in many areas; the list is long and varied. Valuable preparation for careers in design, graphics, architecture, advertising, photography, fashion, publishing, teaching.

Child Care

What stands out about this course?

- Valuable work experience so that you know what it is like to work in the profession
- Highly qualified tutors in both assessing academic work and practical work placements
- Additional First Aid qualification to help with your employability
- Excellent classrooms and IT facilities
- Access to a cyber-baby for realistic practical learning

What will I study?

- The Children's Care, Learning & Development profession
- GCSEs English & Maths which will help you with your studies as well as providing the skills that employers are looking for

Units may include:

- Communication with Children & Adults
- Keeping Children Safe
- Understanding Children's Growth & Development

How is the course taught?

- Theory and practical teaching in the classroom
- Group discussion
- Practical activities
- Presentations
- Individual and group study
- Work placement

How will I be assessed?

- Assessments include individual and group presentations
- Work based assignments
- Assessment within an early years setting
- Case Studies

Career Progression

- Employment in Children's Care Setting, Degree in Childrens Care, Learning & Development

61039664

Pearson Level 3 Alternative Academic Qualification BTEC National in Early

Childhood Development (Extended Certificate

CACHE Extended Diploma

Qualification title	NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland)
Qualification number (QN)	603/7477/9
Purpose	This qualification is designed to provide learners with the underpinning knowledge and skills needed when working with children. It covers a diverse range of job roles and occupational areas in children's settings, including early years. The qualification then builds on this knowledge and provides extended knowledge and skills to further learners' understanding and provide a stepping stone to higher education. The Level 3 Diploma for Children's Care, Learning and Development sits within this qualification. Successful achievement of the diploma units will confirm competence in these areas and serve as the required qualification for all new practitioners for registration and regulatory requirements in Northern Ireland.
Aims and objectives	The qualification aims to: • Focus on the study of children's care, learning and development in Northern Ireland • Offer breadth and depth of study, incorporating a key core of knowledge. • Provide opportunities to acquire a number of practical and technical skills. The objectives of this qualification are to: • Build knowledge and skills needed to work with children in Northern Ireland. • Provide learners with extended knowledge and skills to allow progression into higher education.
Rules of combination	To achieve this qualification learners are required to successfully complete 136 credits over the two years: 56 credits from the 8 diploma mandatory units 14 credits from the diploma optional units 66 credits from the 7 extended diploma graded mandatory units 1 external assessment
Grading	The extended mandatory units are graded A* - D The external assessment is graded A* - D
Assessment method	Internally assessed and externally quality assured portfolio of evidence and externally set and externally assessed extended assessment.
Progression	Learners who achieve this qualification could progress to higher education and/or a wide range of job roles with children's care, learning and development. This qualification has been allocated UCAS points.

Double Award Sports

Subject Title	BTEC Level 3 Extended National Diploma in Sport (2 A-Level Equivalent / 168 UCAS Points)
Awarding Body	Pearson
QAN Code	500/6764/3
Location	St Colm's High School
Entry Requirements	A passion for Sport / Coaching / Football
Course Content	The Coaching Academy at Post 16 is a unique and innovative work based learning programme of study that will enhance the student's opportunities to progress to Further Education and prepare them for employment in the Sports/ Football Industry. The vocational programme contains a mix of both theoretical and practical knowledge with students also getting the opportunity to avail of work based learning in local schools, football academies and potential employers. Students will also get the opportunity to gain industry recognised qualifications such as the Irish FA Introductory Coaching Award, Child Protection and First Aid Qualifications which will aid their transition into employment.
Assessment Methods	100% coursework / practical assessment Work based learning opportunities at local schools, sports/football academies
Progression	Students will attain the necessary qualifications to gain entry to all of the major Northern Ireland and UK Universities. It would hope that graduating students would progress to the many Football based University Degree Courses now available at University of Ulster or at UCFB based at Wembley, Eithad Campus or Burnley This course will provide the students with a range of Football coaching qualifications. Students will also be provided with the opportunity to avail of life changing work placements in the U.S.A.

English Literature

Subject Title	English Literature 'A' Level
Awarding Body	CCEA
Course code	Course Code 5110
Location	Laurelhill CC
Specific Entry Requirements	Essential: English Language, grade C and above. Desirable: English Literature, grade C and above.
Course Content	AS Part 1: The Study of Poetry 1900 – Present and Drama 1900 - Present • Students explore and respond to a range of poetry by two poets (Robert Frost and Seamus Heaney) they have studied. Students learn to analyse, evaluate and compare and contrast; • Students communicate their knowledge and understanding of a play (Brian Friel Translations) by a modern dramatist • External written examination 2hrs; AS Part 2: The Study of Prose Pre-1900 • Students communicate their knowledge and understanding of a novel (Mary Shelly's Frankenstein) • External written examination 1hr. A2 Part 1: Shakespearean Genres • Students analyse a single play from a chosen Shakespearean genre – Tragedy, Comedy, Problem Plays or Last Plays (Othello); Each question offers an extract as a basis for answering the question on the play; • External written examination 1hr 30mins. A2 Part 2: The study of Poetry Pre-1900 and Unseen Poetry • Students explore and respond to a range of poetry by a poet (John Donne) they have studied. They draw on the skills developed in their AS study of Poetry; • Students analyse poetic methods to determine how poets shape meaning; • External written examination 2hrs.
Assessment Methods	80% Examination 20% coursework
Progression	The course affords opportunities to explore and develop literary interests and promotes an awareness of the socio-economic, political, historical and cultural contexts which influence literature. All career paths which rely upon good communication, interpersonal and analytical skills can be enhanced by a study of English Literature. Many of our students may aspire to study English or Arts/Humanities based degrees at University. A number of former students have pursued courses in English Literature opening up numerous career opportunities.

Engineering

Subject Title	BTEC Level 3 Subsidiary Diploma in Engineering
Awarding Body	BTEC
Course Code	500/7841/0
Location	SERC, Lisburn
Specific Entry Requirements	GCSE Maths grade C essential.
Course Content	Subjects studied include: Mechanical Principles / Mathematics/ CAD Electronics / Fabrication Processes
Assessment Methods	Continual assessment
Progression	Why study Engineering? Engineering is a fun, interactive subject that combines a broad base of technical skills and knowledge that will enable progression to Higher Education and ultimately provide opportunities for employment in Northern Ireland's vibrant manufacturing industry. What types of career are available to Engineering students? Careers in Engineering can be found in a wide range of sectors such as Manufacturing, Aerospace, Biomedical & Renewables. Have a look at the following site for some examples http://www.prospects.ac.uk/types_of_jobs_engineering.htm Progression to Higher Education (Foundation Degree, Degree) Employment or Training

Government & Politics

Subject Title	Government and Politics A' Level
Awarding Body	CEA
Course code	QAN 601/8374/3 QAN 601/8375/5
Location	St Colm's
Specific Entry Requirements	Students should have achieved at least grade C in GCSE English and History
Course Content	There are two units at AS and two units at A2 AS 1 The Government and Politics of Northern Ireland [16% of A Level course] AS 2 The British Political Process [24% of A Level course] A2 1 Comparative Government: Britain and the United States of America [35% of A Level course] A2 2 Political Power [25% of A Level course]
Assessment Methods	100% Examination
Progression	There are many challenging and interesting careers followed by students of Government and Politics – media, journalism, public relations, advertising, civil service, law, lecturing and teaching. Many with a strong interest in the subject go on to careers in politics itself or as political researchers. Government and Politics offers the opportunity to study a wide range of courses in further and higher education and the prospect of interesting and rewarding careers. Employers value the range of skills that are developed in studying this subject. Through studying Government and Politics, you will have the opportunity to increase your self-confidence and develop the skills necessary to locate information, to evaluate evidence, to present your point of view both clearly and coherently both orally and in written form. These skills are readily transferable and will serve you well both in further education and in future employment.

History

Subject Title	GCE History AS/A2														
Awarding Body	CCEA														
Course code	100/4401/2 100/4402/4														
Location	Laurelhill & St Colm's High School														
Specific Entry Requirements	N.A														
Course Content	AS Level AS 1: Historical Investigations and Interpretations AS 2: Historical Conflict and Change A2 Level A2 1: Change Over Time A2 2: Historical Investigations and Interpretations														
Assessment Methods	<table><tr><td>AS 1: Historical Investigations and Interpretations</td><td>External written examination 1 hour 30 mins Students answer a short response question and a two-part source question.</td><td>50% of AS</td></tr><tr><td>AS 2: Historical Conflict and Change</td><td>External written examination 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.</td><td>50% of AS</td></tr><tr><td>A2 1: Change Over Time</td><td>External written examination 1 hour 15 minutes Students answer a synoptic essay question.</td><td>20% of A level</td></tr><tr><td>A2 2: Historical Investigations and Interpretations</td><td>External written examination 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.</td><td>40% of A level</td></tr></table>			AS 1: Historical Investigations and Interpretations	External written examination 1 hour 30 mins Students answer a short response question and a two-part source question.	50% of AS	AS 2: Historical Conflict and Change	External written examination 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS	A2 1: Change Over Time	External written examination 1 hour 15 minutes Students answer a synoptic essay question.	20% of A level	A2 2: Historical Investigations and Interpretations	External written examination 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.	40% of A level
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Progression	A-Level in History will help you attain the UCAS points needed for entry into university. There are a range of degree's a History A-Level can allow you onto including Law, Politics, Public sector, Business and many more. This course is perfect if you want to kick-start your career as an archaeologist, lawyer or teacher.														

GCE Health & Social Care

Subject Title	Applied Health and Social Care AS/A2
Awarding Body	CCEA
Course code	100/4401/2 100/4402/4
Location	St. Colm's High School
Specific Entry Requirements	Students should be enthusiastic about the area of health and wellbeing and human behaviour.
Course Content	There are three units at AS level and a further three units at A2 level. AS 1: Promoting Positive Care: Examines how legislation impacts upon the rights and responsibilities of service users and carers. The unit provides the opportunity for students to evaluate the practices of a health and social care setting. AS 2: Communication in Care Settings: Investigates the importance of communication in health and social care setting. Students will have the opportunity to explore two communication methods in a care setting. AS 3: Health and Well Being Students will learn about health and well-being and the factors that can affect it. Study a range of organisations that are responsible for the provision of health and well-being strategies. A2 2: Body systems and Physiological Disorders Students will learn and produce a report about the structure, function, and control mechanisms of two major body systems, A2 3: Providing Services Students will learn how health and social care and early years' services are organised. Also explore how these organisations meet the needs of service users. A2 5: Supporting the family. Students produce a report on changing and evolving family structure in today's society.
Assessment Methods	AS 1: Internal assignment AS 2: Internal Assignment AS 3: External examination 2 hours A2 2 : Internal assignment A2 3: External examination 2 hours A2 5 : Internal assignment
Progression	Many students with a qualification in GCE Health and Social Care go on to degree-level study in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing and/or social work. Some students go straight into employment in the fields of health and social care.

ICT

Subject Title	BTEC Applied ICT
Awarding Body	Pearson
Course Code	
Location	Lisnagarvey & St Patricks Lisburn
Course Content	Course Content Mandatory Units: • Information Technology Systems • Creating Systems to Manage Information • Using Social Media in Business Optional Units One unit is selected from the following options: • Data Modelling • Website Development
Assessment Methods	This qualification is assessed through two externally assessed units and two internally assessed units.
Progression	The qualification, when studied with other level 3 qualifications, is aimed at progression to higher education. However, it also enables students to develop the knowledge and skills needed for entry level roles related to IT, including vocational apprenticeship roles and trainee/entry level roles such as a social media specialist, content developer, web developer or business analyst. When studied at further or higher education, careers in the IT industry include; IT Helpdesk/Support, Business Analyst, Web Developer, Web Designer, Games Developer/Tester, Computer Network Specialist, Database Administrator, Software Developer, App Developer, Computer Hardware Engineer, Computer Systems Analyst, Information Security Analyst, IT Project Manager, Information Systems Management, Cloud Computing Engineer and Telecommunications Specialist.

Law

Subject Title	BTEC Applied Law
Awarding Body	Pearson
Course Code	601/9043/7
Location	Fort Hill College
Course Content	<u>UNIT 1: Dispute solving in Civil Law</u> <u>External Assessment:</u> We all need to be aware of how civil disputes are settled and where to seek advice when things go wrong. This unit uses the law of negligence and the way in which claims, such as damage or losses resulting from a car crash or causing injury to another person, are dealt with in English law. <u>UNIT 2 :Investigating aspects of criminal law and the legal system</u> <u>Internal assessment:</u> Everyone must live and operate within the law; punishments can be imposed for breach of the laws, and where advice on those laws can be obtained. In this unit, you will develop the skills to investigate and research how different laws are made both inside and outside Parliament and then interpreted in courts. You will use these research skills to investigate the way in which the law is developed and applied. Unit 3 <u>External assessment:</u> Crime has an enormous impact on society and particularly on those directly involved in a case. In this unit, you will be encouraged to consider the impact and consequences of crime. You will examine homicide offences, including murder, voluntary manslaughter and involuntary manslaughter. You will examine crimes against property such as theft, robbery and burglary. <u>Internal assessment:</u> Contract law is an important part of our legal system. It governs all the purchases and sales that we make and the conditions under which we work. This unit will help you to understand how contracts are formed and why they are so vital.
Assessment Methods	Both internal and external assessment
Progression	In addition, the specification provides a worthwhile course for candidates of various ages and from diverse backgrounds, in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue a business career. Study at level 3 provides a useful background for the further study of law either as a main subject or subsidiary part of a degree or for the many professional qualifications which have a law component.

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Life & Health Sciences

Subject Title	GCE Life & Health Sciences																											
Awarding Body	CCEA																											
Course code	Subject Code: 0008, AS Level Qan: 603/0500/9, A2 Level Qan: 603/0499/6																											
Location	St Colm’s High School and Lisnagarvey High School																											
Specific Entry Requirements	Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland. It builds on the knowledge, understanding and skills developed in KS3 Science and Double Award Science. A minimum GCSE grade in Double Award Science is desirable.																											
Course Content	The course is divided into 16 units: 6 units are available at AS level and 10 units at A2 level. Compulsory Units include: AS 1: Experimental Techniques AS2: Human Body Systems AS3: Aspects of Physical Chemistry in Industrial Processes A2 1: Scientific Method, Investigation, Analysis and Evaluation A2 2: Organic Chemistry																											
Assessment Methods	<table><tr><th>Content</th><th>Assessment</th><th>Weighting</th><th></th></tr><tr><td>Unit AS 1: Experimental Techniques</td><td>Internal assessment Core unit</td><td>33.34% of AS 13.34% of A leve</td><td></td></tr><tr><td>Unit AS 2: Human Body Systems</td><td>External written examination Core unit 1 hour 30 mins</td><td>33.33% of AS 13.33% of A level</td><td></td></tr><tr><td>Unit AS 3: Aspects of Physical Chemistry in Industrial Processes</td><td>External written examination Core unit 1 hour 30 mins</td><td>33.33% of AS 13.33% of A level</td><td></td></tr><tr><td>Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation</td><td>Internal assessment Core unit</td><td>20% of A level</td><td></td></tr><tr><td>Unit A2 2: Organic Chemistry</td><td>External written examination 1 hour 45 mins Core unit</td><td>20% of A level</td><td></td></tr></table>				Content	Assessment	Weighting		Unit AS 1: Experimental Techniques	Internal assessment Core unit	33.34% of AS 13.34% of A leve		Unit AS 2: Human Body Systems	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level		Unit AS 3: Aspects of Physical Chemistry in Industrial Processes	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level		Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation	Internal assessment Core unit	20% of A level		Unit A2 2: Organic Chemistry	External written examination 1 hour 45 mins Core unit	20% of A level	
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Progression	It gives students a sound basis for progression to higher education courses in Life and health science related industries. These make up over 25% of Northern Ireland’s total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.																											

Maths

Subject Title	Maths		
Awarding Body	CCEA		
Course code	A2211		
Location	Lisnagarvey High School		
Specific Entry Requirements	GCSE Mathematics Grade A or above.		
Course Content	In Year 13 (AS Level Mathematics) pupils will study the following 3 modules. C1 + C2 Content Includes; • Algebra and functions • Sequences and Series • Coordinate geometry • Trigonometry • Calculus • Exponential and logarithms M1 Content Includes • Kinematics of a particle moving in a straight line. • Basic statics: - moments, equilibrium, friction. • Basic Dynamics: - Newton's Laws, • Impulse, momentum. The AS constitutes the first half of the A Level course. In Year 14 (A2 Level Mathematics) pupils study the following 3 modules. C3 + C4 Content Includes • Algebra and Functions • Trigonometry • Numerical Methods • Integration • Differentiation • Vectors S1 Content Includes • Mathematics of Uncertainty. • Discrete Random Variables and Probability Distributions. • Continuous Random Variables and Probability Distributions.		
Assessment Methods	A2 Level	Time	Weighting
	6 Written papers	1 hour 30 minutes each	Each paper is 16 2/3 % of the total mark.

Progression	Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Information and communication technology, Computing
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Media Studies

Subject Title	A Level Media Studies
Awarding Body	WJEC
Course code	603/1149/6
Location	St. Patrick's Academy & St Colm's High School
Specific Entry Requirements	5 GCSEs – Grade C or above. English is essential.
Course Content	Media Studies is a popular and well-established subject in which you study a variety of media forms, including television, film, print and online media. Media is primarily an academic course with a strong emphasis on research. However, unlike other A-levels, media has a strong practical element that will enable you to develop your creative and technical skills through filming, editing, photography, print and web design.
Assessment Methods	<u>Component 1: Media Products, Industries and Audiences</u> (Written Exam 2 hours 15 minutes) [35% of qualification] Section A: Analysing Media Language and Representation Section B: Understanding Media Industries and Audiences <u>Component 2: Media Forms and Products in Depth</u> (Written Exam – 2 hours 30 minutes) [35% of qualification] Section A: Television in the Global Age Section B: Magazines: Mainstream and Alternative Media Section C: Media in the Online Age <u>Component 3: Cross-Media Production</u> (Internally Assessed) [30% of qualification] An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.
Progression	The course should give you an excellent introduction to the most important aspects of the media and the various career opportunities in this and related fields. If you want to continue with Media Studies in higher education, you will find a great number of degree and other courses offered such as Advertising (BSc), Communications, Advertising & Marketing (BSc Hons), Film Studies (BA Hons).

Medical science

Subject Title	Medical Science
Awarding Body	BTEC National Extended Certificate (Pearson)
Course code	QAN 61039585
Location	Laurelhill
Specific Entry Requirements	• Minimum Grade C in English, Maths and C* in Science GCSE • Desirable (and advisable): Grade CC minimum in Double Award Science and/or having taken Higher tier Biology at GCSE
Course Content	Mandatory units: Unit 1 Anatomy, physiology & pathology Externally assessed 25% Unit 2 Health and scientific reporting Externally assessed 33% Unit 3 Microbiology & Infectious diseases Internally assessed 25% Unit 4 Diseases, treatments & therapies Internally assessed 17%
Assessment Methods	This is a 2 year course consisting of four units, 2 of which are exam based and 2 coursework.
Progression	With the focus on human physiology, health and disease, this course prepares students for work and/or further study in the health and social care sector. When combined with other qualifications within a two-year study programme, such as AS/A Levels or a BTEC National Foundation Diploma or a BTEC National Diploma in a complementary sector, learners can progress into higher education, such as: • BSc (Hons) in Occupational Health if taken alongside Health and Social Care • BSc in Nursing or Midwifery if taken if taken alongside Health and Social Care • BSc (Hons) in Sport Science if taken alongside, for example, a Pearson BTEC Level 3 in Sport • BSc (Hons) in Nursing if taken alongside A Levels in Psychology and Health & Social Care

Moving Images

Subject Title	Moving Image Arts
Awarding Body	CCEA
Course code	60184668
Location	Lisnagarvey High School
Specific Entry Requirements	5 GCSEs – Grade C or above.
Course Content	This qualification aims to provide students with an in depth understanding of film, television, radio and media production. The skills developed are very relevant to contemporary employment. Students have to apply their knowledge using IT skills, they have to plan, organize, and execute complicated ideas and they have to work in teams to achieve their objectives. This course will give students an excellent understanding of film production. The course is based on academic achievement, practical content and real experiences of working with others. Topics Covered: Film language and conventions. Camera and sound production. Performance skills. Digital recording and post-production. Self-evaluation. Mandatory Units Critical understanding of creative and technical production. Management and industry context. Comparative analysis.
Assessment Methods	AS 1: Moving Image Arts Creative Production: Foundation Portfolio. AS 2: Moving Image Art Critical Response. AS 1 will be assessed internally through a teacher-assessed e-portfolio AS 2 will be assessed externally in an on-line exam. A satisfactory standard must be achieved in year 13 before acceptance to year 14.
Progression	The course is appropriate either as further vocational/academic study in Moving Image Arts or as an A Level for students taking two other A level subjects. This course has been designed to provide a pathway into film and television and to help develop a broad educational and experience basis for employment.

	Employment opportunities include film production, television product, radio production, performance arts and game development.
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Performing Arts

Subject Title	Performing Arts (Acting) Level 3 Subsidiary Diploma
Awarding Body	BTEC
Course code	Course code LL 637
Location	Laurelhill CC
Specific Entry Requirements	5+ A-C GCSE to include English
Course Content	The BTEC in Performing Arts (Acting) consists of two core units: Performing to an audience Principles of Acting Four specialist units will also be studied over the two-year course. There is a wide variety of specialist units, egg: Contemporary Theatre Performance Devising Plays Applying Acting Styles Drama Improvisation Musical Theatre Performance Mime
Assessment Methods	100% performance – internally assessed
Progression	Related Career Path Successful students may wish to pursue a career in the world of theatre, film, television, radio and entertainment. Employment opportunities also exist in arts administration, teaching, marketing and arts therapy. Further Education Many students may wish to progress to professional training in their specialised area or to study Performing Arts at degree level in University

Religion

Subject Title	Religious Studies A Level
Awarding Body	CCEA
Course Code	AS1 AAR11 / AS6 AAR16 A21 AR261 / A21 AR211
Location	Laurelhill
Specific Entry Requirements	5 GCSE'S at C or above
Course Content	Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies, students get a broad look at how religion and spirituality form the basis of our culture. The following two modules are offered An Introduction to the gospel of Luke This unit explores the content of the Gospel of Luke beginning with the background to the Gospel and tracing the ministry and journey of Jesus and its main characters through selective narratives and the words and deeds of Jesus Ethics and society This unit explores a number of themes and principles that are foundational to religious ethics: foundations, natural law, situation ethics, bioethics, sexuality and life and death issues
Assessment Methods	100 % Examination 50% Year 13 50% Year 14
Progression	These skills gained in this course are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

Sports Coaching (Single Award)

Subject Title	Level 3 Extended Certificate in Sports Coaching
Awarding Body	BTEC
Course code	603/4930/x
Location	St Colms High School
Specific Entry Requirements	5+ A-C GCSE to include English
Course Content	This qualification is intended for post-16 learners wanting to progress directly to employment in the coaching and development sector as an assistant coach. When studied alongside other Level 3 qualifications as part of the study programme, it also supports progression to a wide range of higher education courses. Units: 1. Careers in the Sport and Active Leisure Industry 2. Health, Wellbeing and Sport 3. Developing Coaching Skills
Assessment Methods	Most units in the sector are internally assessed and subject to external standards verification.
Progression	The Pearson BTEC Level 3 Extended Certificate in Sports Coaching has a primary focus on progressing to employment as an assistant coach but it might also be taken alongside other vocational qualifications or A Levels. Complementary qualifications to support career progression are Pearson BTEC Level 3 National Diplomas in Children's Play, Learning and Development, Travel and Tourism and Business. The qualification attracts UCAS Tariff points and is recognised by higher-education providers as contributing to entry requirements for many related courses. When combined in a two-year, full-time study programme with other qualifications, such as A Levels or a relevant Pearson BTEC Level 3 National Diploma, learners can progress to higher-education degree programmes, such as a BA (Hons) in Sports Coaching and Development and a BA (Hons) in Sports Management. Learners should check entry requirements for degree programmes with providers.

Technology & Design

Subject Title	Level 3 Subsidiary Diploma
Awarding Body	BTEC
Course code	
Location	Laurelhill CC
Specific Entry Requirements	5+ A-C GCSE to include English
Course Content	The AS units include a common core of Design and Materials and a specialized study of Systems and Control (either electronic and microelectronic systems or mechanical and pneumatic systems); or Product Design. The A2 units explore Systems and Control (either electronic and microelectronic systems or mechanical and pneumatic systems) or Product Design in greater detail than at AS level. The A2 course includes an internally assessed 'design-and-make' task.
Assessment Methods	In Year 13 there is a 2-hour exam worth 20% of the A-Level course and a design and make project which includes a ten-page A3 portfolio, also worth 20% of the course. In Year 14 there is a 2-hour exam worth 30% of the A-Level course and a design and make project which includes a twenty-page A3 portfolio, also worth 30% of the course.
Progression	Technology & Design can be used along with a combination of other subjects to lead into many different higher education courses or career paths such as: • Engineering • Product Design • Graphical Design • Fashion Design • Architecture

Travel & Tourism

Subject Title	Travel & Tourism BTEC Level 3 Subsidiary Diploma
Awarding Body	Edexcel
QAN Code	500/9863/9
Location	Laurelhill / Malone College
Entry Requirements	
Course Content	The qualification consists of 6 units. Three units are delivered in Yr13 in St Colm's. These are Unit 2: The Business of Travel and Tourism This unit provides you with an introduction to the business world that will be invaluable to your understanding of how business operate, particularly in the travel and tourism sector. Unit 4: Customer Service in Travel and Tourism Providing excellent customer service is essential to remain competitive in any business. In Travel and Tourism, it is paramount. Products and services are often intangible and it is the quality of the customer service that helps the customer choose the right product for their needs. Unit 6: Preparing for employment in Travel and Tourism This Unit gives you the opportunity to prepare for working in the travel and tourism sector. You will already have observed some career opportunities and job roles in travel and tourism when you have been on holiday or visited tourist attractions. In this unit, you will investigate those roles, but will also be introduced to other 'behind-the-scenes' opportunities.
Assessment Methods	All six units are assessed internally through the production of coursework assignments, which are then reviewed by external verifiers.
Progression	There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in an area of work

