

Wellington College Belfast

Una Discamus – “We learn together”



**6th Form Options
Entry – September 2026**

Contents

Welcome from the Principal & Head of Sixth Form Message.....	
Life in Sixth Form.....	
Introduction to the 6 th Form Subject Choices and Key Dates.....	
Sixth Form Admission.....	
Sixth Form Curriculum Subjects.....	
Careers Guidance.....	
Art & Design.....	
Biology.....	
Business Studies.....	
Chemistry.....	
Design and Technology.....	
Engineering.....	
English Literature.....	
French	
Geography	
Government and Politics.....	
Health & Social Care.....	
History.....	
BTEC Subsidiary Diploma in IT.....	
Mathematics.....	
Further Mathematics.....	
Music.....	
Nutrition and Food Science.....	
Physics.....	
Psychology.....	
Religious Studies.....	
Sociology	
Spanish.....	
National Extended Certificate in Sport.....	
National Extended Certificate in Uniformed Protective Services	
National Extended Certificate in Travel & Tourism.....	
Appendix 1 - Summary of Subject Entry Criteria.....	
Appendix 2 - NI Skills Barometer.....	
Appendix 3 – Foundation Degrees.....	
Appendix 4 - Higher Level Apprenticeships.....	
Appendix 5 – Example subjects required for Degree Courses.....	

Welcome from the Principal



Welcome to the Wellington College Sixth Form experience, which presents each one of our students with challenge and opportunity. Sixth Form at Wellington embraces learning, life and leadership, and our balanced and exciting enrichment offer allows each individual to engage with College life, while working towards excellent outcomes in exams. Our students go on to study at top universities, gain higher apprenticeships with leading companies, and excel in leadership and enterprise opportunities.

In designing our Sixth Form curriculum we listen to employers, and work closely with universities, to ensure the subject combinations we provide allow access to competitive jobs and higher education pathways. In a fast-changing world, we want all students to study subjects they will enjoy, excel at, and which will give them the skills needed to succeed in life beyond school. Our life skills programme supports the personal development of every pupil and provides a supportive environment in which to study and perform to the best of your ability.

Each year we welcome new pupils, from a range of local schools. At Wellington we find that each individual quickly becomes part of our school family, and through our leadership and community service programmes are able to build their profile and form firm friendships. We are proud that new students often represent the College in sports, music and community events, and have the opportunity to become prefects in recognition of their success.

Wellington College Sixth Form is an excellent environment in which to engage, grow and excel in the final years of your school life. You will be supported to succeed and develop both as a learner and a leader while preparing for the next steps in life.

Mr David Castles
Principal

Head of Sixth Form's Message

Wellington College Sixth Form will provide students with the curriculum, skills, and opportunities to thrive in school life and beyond. The dedicated Head of Years 13 and 14 plus the Head of Sixth Form offer guidance, advice, and reassurance to all pupils.

Furthermore, all Sixth Form pupils complete the Wellington+ programme. This ensures students complete a community volunteering programme, work placement and develop leadership skills through enrichment programmes such as SOAR, Young Enterprise and Barclays LifeSkills.

Wellington College has developed working partnerships with a wide range of companies such as PwC, Kainos and McAvoy Group. We also have a business partnership with Ernst & Young.

Sixth Form students will have the opportunity to visit QUB, Ulster University and Belfast Metropolitan College. Wellington College is also an Admission Assessment Centre for Oxford and Cambridge entrance exams. Students will receive termly presentations from Corpus Christi College, Cambridge and can apply for the Cambridge and Oxford HE+ programmes, Pelican Programme and subject Masterclasses. Our goal is that every student leaves Wellington College with a clear progression route and the skills and qualifications to succeed.

Mr Patrick English
Head of Sixth Form



LIFE IN SIXTH FORM



Senior Prefect Leadership



Strong Teaching & Learning Opportunities



Yr14 Talks Programme



Charity Work



Strong Careers Programme



Academic Success



School Trips



Learning Activities- Mole Day



University Experiences



Community Programmes



Leadership Programmes



Wellington+

Introduction to Sixth Form Subject Choices

At Wellington, we have designed the curriculum to meet the needs of all our students. With opportunities to study three or four traditional A Levels, follow a more vocational route by choosing BTEC qualifications, or decide on a combination of the two pathways. It is our job to ensure that we offer a programme of study that will best allow you to succeed.

It must be appreciated that work at A Level is extremely demanding. You need to be self-motivated and realise that much will be expected of you in the two years of the Sixth Form. You will be supported by your teachers at every stage, but you will also have to take responsibility for your own progress and show initiative in planning work to ensure you meet deadlines.



The majority of students will study three subjects in Year 13. Students with a high GCSE score above 24 points may consider studying 4 AS subjects. Students studying 4 AS subjects may choose to continue with all four subjects into A2 or drop to 3 subjects in Year 14.

Following the GCSE results in August, students will be given a further opportunity to discuss their AS subject choices. Classes will run subject to availability and demand. You will find more information about Sixth Form Admissions on page 4 of this booklet.

We hope that you find the subject information in this booklet useful. If you feel that it would help you to know more about any of the subjects on offer, please consult the Head of the Department, or a member of the Careers staff.

Mr Simon Lemon
Vice Principal

Key Dates (2026)

Options book issued	Monday 2nd March
Careers Week	2nd to 6th March
Subject Choice Interviews	Beginning Tuesday 10th March
Return of Survey	Friday 13th March

Course options in 6th Form

As you start researching courses you will notice there are options to study A Levels and BTEC courses. A Levels are much more classroom-based and tend to be assessed largely via final exams. These are often more traditional subjects that you will have studied since Year 8 such as History, Geography and English. For university entry, A Levels tend to be the best at keeping doors open to studying a range of different subjects at degree level.

BTEC stands for 'Business and Technology Education Council'. BTECs are vocational qualifications, rather than traditional academic courses. This means that studying BTEC courses will develop the skills you require for work. BTEC courses include subjects like Sports Studies, Travel and Tourism and Uniformed Protective Services. The BTEC courses will have work-based scenarios based on careers in this subject. The BTEC Level 3 courses are a mix of coursework and exams. BTEC qualifications start to prepare you for a specific career, whereas A Levels aim to give you a solid academic grounding in each subject.

One of the main differences between BTECs and A Levels is the way both courses are assessed. A-Levels mainly involve two years of study geared towards exams at the end of Years 13 and 14. BTEC courses are primarily assessed via coursework and practical projects. However, many BTEC courses now have an exam at the end of Years 13 and 14.

Many universities are happy to accept BTEC Level 3 qualifications for entry onto undergraduate courses (degrees for those going to university for the first time). However, for courses that are academically focused and/or place a lot of weight on exams, BTECs may not be regarded as the best preparation. For example, Queen's University will only accept one BTEC in your Level 3 portfolio. If you chose BTEC Sport, BTEC Uniformed Protective Services and an A Level you could not apply for courses at Queen's University.

Queen's University Belfast views BTEC equivalents differently to many other universities. The BTEC and A Level equivalent at Queen's University are listed below:

Distinction* is equivalent at a Grade 'A' at A Level
Distinction is equivalent to a Grade 'B' at A Level
Merit is equivalent to a Grade 'C' at A Level

If you're ready to decide your career direction, prefer practical learning to lots of theory and do better in continual assessment than exams, then a BTEC could be a good fit for you. However, if you want to keep your options for careers and/or university study as open as possible, A Levels may be the best option.

Sixth Form Admission

The Board of Governors of the College recognises the demands of Sixth Form study and will consider applications from those pupils who have achieved an academic profile that adequately equips them for A level study and will make a positive contribution to the life of Wellington College

Year 13 entry

1 Academic Profile:

The essential minimum criteria for entry to Year 13 are as follows:

- 1.1 A minimum of 7 GCSEs at Grade C or higher to include Maths and English and a minimum of twelve points, in which case the marks attained will be decisive. For the purpose of calculating an applicant's score, grade A*= 4points, A= 3points, B= 2points, C*= 1.5points, C= 1point. For a short course at GCSE the points in that subject are halved.
- 1.2 In the event of a class being oversubscribed, priority will be given to those pupils who have taken the subject to GCSE level and the mark attained. In the case of a subject which is not offered at GCSE, the mark in an allied subject will be the determining factor.
- 1.3 Students with a GCSE score of 24+ points may consider studying 4 AS subjects.
- 1.4 Note subject – specific criteria as outlined in this booklet.
- 1.5 If an OCN subject is used in the calculation of twelve points, it is expected a BTEC qualification Will be chosen as one of the three subjects.

The above criteria may be enhanced.

2 General School Record:

Applicants must demonstrate their ability to make a positive contribution to the College by satisfying the following criteria:

- 2.1 Attendance: At least 95% attendance in Years 11 and 12 (in normal circumstances) up to start of Study Leave in Year 12.
- 2.2 Behaviour: No suspensions in Year 12.

3 External applicants:

External applicants are welcomed, with admissions dependent on the number of existing pupils progressing to the Sixth Form (Years 13 and 14). The following admissions criteria will apply:

- 3.1 Academic Profile: External applicants will be required to meet the minimum criteria for internal applicants as outlined above, or an equivalent academic level in the case of overseas applicants. Original examination certificates are required.
- 3.2 General School Record: A general report or reference will be required to satisfy criteria 2.1- 2.2 above. The report must include a general summary of the pupils' academic and attendance records as well as commenting upon their general behaviour.
- 3.3 Only one OCN subject will be accepted towards overall points. If an OCN qualification is used to gain admission, it is expected a BTEC subject will be chosen as one the three subjects.

4 Special Consideration:

Special consideration will be given to applicants in cases where a medical or other problem is shown to have impacted their performance. Applications for Special Consideration should be supported by documentary evidence, detailing how circumstances have resulted in performance which is below expectations.

Consideration may also be given to underperformance in a specific subject area, with evidence provided in line with above.

Sixth Form Curriculum Subjects

All students must follow a programme of a minimum of 3 AS levels (*or their equivalents* - BTECs) in Year 13. The following subjects are on offer, subject to the efficient use of resources and demand. Note that all courses carry equal weight, however some degree courses specify particular choices.

APPLIED COURSES:

- ART & DESIGN
- DESIGN & TECHNOLOGY
- HEALTH & SOCIAL CARE
- NUTRITION & FOOD SCIENCE

BTEC COURSES:

- SPORT
- IT
- TRAVEL AND TOURISM
- ENGINEERING
- UNIFORMED PROTECTIVE SERVICES

GENERAL COURSES:

- BIOLOGY
- BUSINESS STUDIES
- CHEMISTRY
- ENGLISH LITERATURE
- FRENCH
- MATHEMATICS
- FURTHER MATHEMATICS
- GEOGRAPHY
- GOVERNMENT & POLITICS
- HISTORY
- PSYCHOLOGY
- PHYSICS
- RELIGIOUS STUDIES
- SOCIOLOGY
- SPANISH



Careers Guidance

Choice of A Level Subjects

You should as far as possible:

- Choose subjects you are good at.
- Choose subjects needed for your career.
- Choose subjects you enjoy.
- Choose subjects that suit your learning style.



Choose subjects you are good at:

Your GCSE results and your performance in the subjects from Years 8 - 12 are a good indication of your potential for 'A' level. This should be taken into consideration when choosing the number and range of subjects for your Sixth Form curriculum. Aside from specific professions (related to medicine and sciences) your 'A' level / BTEC choices should be subjects you can do well in, that you are interested in, and that form a meaningful combination.

Choose subjects needed for your career:

If you have a clear idea about your future career, check with your Careers Teacher and online resources such as Unifrog and UCAS. In the case of scientific and mathematical careers, specific Science and Mathematical subject combinations are usually required - certain GCSE subjects may also be necessary. In contrast, for most non-scientific careers, there are no specific subject requirements. These include Accountancy, Law, Teaching, Journalism, Banking, Civil Service, Social Work and Business. However, certain A-Levels may be more relevant than others for these careers.

In general terms of job opportunities, Mathematics and Science subjects provide many openings but it would be foolish to choose science subjects if your strengths lie in the humanities. You should also consider the opportunities and skills which applied subjects provide. If you have not yet decided on a particular career, you should try to keep your options open. Consider carefully the careers which your choice of subjects may exclude and seek advice from your careers teacher.

If you have over 24 points at GCSE, choosing a fourth AS subject allows more time for further career planning and eventual decision making. Many pupils are surprised to find that at the end of Year 13 the subjects they prefer are not always the same as their preference a year earlier.

Choose subjects you like:

You will be studying a small number of subjects in considerable depth, so it is only sensible to choose subjects which you will enjoy. You may find a conflict between subjects you like and subjects you need for your career. This conflict needs to be resolved in the interests of your future career, by discussion with your careers teacher, subject teacher and parents.

Choose subjects that suit your learning style:

As subjects are studied in greater depth at 'A' level and generally require a wider range of skills than those demanded at GCSE, you should find out from the Head of Department or a subject teacher what the course involves. This is particularly important if you decide to choose a subject which is new to you. Details about each subject are included in this booklet.

Useful questions when researching courses and making final decisions:

- What kind of skills does each subject demand?
- How much factual learning is needed?
- Is there a coursework element?
- Is wider reading necessary for success?
- Will there be practical work in the examination?
- Do the subjects form a sensible pattern for career purposes?

Then, when you have answered those questions, ask yourself,

“Do these subjects suit my strengths as a student?”

Education beyond A Level

The world of work is changing and you can access careers through University, College or Higher Level Apprenticeships. When choosing A Level subjects remember that the university entrance requirements of various degree courses should be taken into account. These, however, can vary considerably. For example, courses at Oxford or Cambridge will often require at least 3 A's at 'A' Level while similar courses at a lower university could ask for 3 C's.

Further Education courses and Higher Level Apprenticeships will be more vocational courses with a greater emphasis on work placements.



All Higher Education Institutes (Colleges and Universities) insist that a 'general requirement' is satisfied, usually a minimum of 2 subjects at A Level and grade A, B or C in three other subjects at GCSE. GCSE English and GCSE Mathematics are normally specified. Some Universities also specify a science subject and a modern language. To fulfil the entrance requirements at Trinity College, Dublin students must have at least a grade C in a language other than English. For entry to all B.Ed. teaching courses in the UK students must have a minimum of a Grade C in GCSE English, Mathematics and Science.

In addition, the specific 'course requirement' must be satisfied. This not only varies from one higher education institute to another but can even vary within a university, depending on the level of entry (Level 0 for a Foundation Degree and Level 1 for an Undergraduate Degree).

Examples of typical subject combinations required for Year 1 entry at university (i.e. the usual undergraduate entry) are listed in this booklet. **This is only a brief general survey to offer some guidelines mostly based on 2026 entry courses at QUB and University of Ulster.** Universities are

constantly reviewing entry criteria and this information is constantly being updated. At present, most universities will continue to look at subject combinations in terms of 3 A levels.

For high demand courses, such as medicine and dentistry, an additional AS level is now taken into account within the conditional offer. Some Universities have adopted the new UCAS Tariff and will therefore specify the minimum number of points required for a course. For others we will advise 3 subjects to be taken in both years of their AS and A2 course.



However, it will be essential for pupils to check entrance requirements carefully. They should refer to the individual university prospectuses, university websites or contact the university directly. A very useful reference is the UCAS website, www.ucas.co.uk.

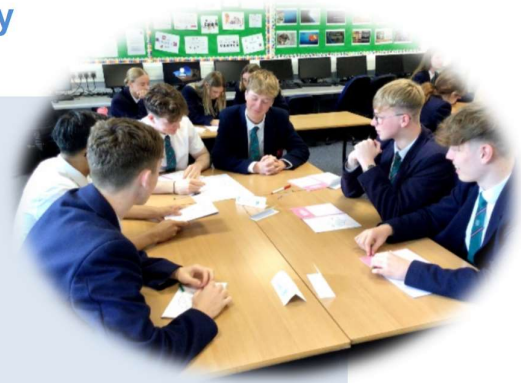
Some important changes regarding entry to Higher Education

Queen's University – School of Nursing

GCE 'A' Level is being offered B/C/C – where a science subject is being offered
B/B/C – where NO science subject is being offered

Advanced Level in Biology would be the most desirable of the sciences, as it would prepare all the nursing students for their first year of study.

Many healthcare courses at QUB and UU require online or in-person interviews.



Useful Websites

Further information on all courses may be found on the following websites:

- CCEA www.rewardinglearning.org.uk
- OCR www.ocr.org.uk
- AQA www.aqa.org.uk
- EDEXCEL www.edexcel.com

For further Careers information see Appendix 2-6

- The Northern Ireland Skills Barometer
- Level 4 and 5 courses
- Higher Level Apprenticeships
- Undergraduate Degree Courses



Course Description



Throughout the A level course in Art and Design students can research artists, designers and craftworkers to help them produce work within a range of disciplines including fine art, textiles, ceramics and digital media. Students are expected to produce work which has personal significance, however, they should also consider how art and design exists within real life contexts. Students considering A level art and design should demonstrate the ability to work independently and are encouraged to visit galleries and attend external workshops. A genuine love of the subject is also needed to ensure an appropriate level of commitment.

Assessment Format:

Art and Design is a two-year course leading to a full A level qualification. There is no AS option.

Component 1:	Personal investigation	60% of qualification
Component 2:	Externally Set Assignment	40% of qualification

Subject Entry Criteria

Essential Criteria:	B or above in GCSE Art + Design
Alternative Criteria:	None
Desirable criteria:	None

BIOLOGY

Examination Board CCEA



Course Description

This subject builds upon the knowledge and understanding of Biology achieved in GCSE Biology or GCSE Double Award Science.

Biology is a fascinating science which is relevant to a wide variety of areas of further study including, Medicine, Veterinary Science, Biochemistry, Biological Sciences, Genetics and Microbiology.

At AS Level, pupils will gain further knowledge and understanding of the fundamental science that governs life on earth. At A2 Level, this is built on with knowledge of complex concepts such as Immunity, Gene Technology and Genetics.

Assessment Format: AS

AS1	Molecules and Cells 1 hour 30 mins written examination	15% of A2
AS2	Organisms and Biodiversity 1 hour 30 mins written examination	15% of A2
AS3	Practical Skills in AS Biology 1 hour external written examination and Internal Practical Assessment	10% of A2

Assessment Format: A2

A2 1	Physiology, Co-ordination and Control and Ecosystems 2 hour 15 mins written examination	24% of A2
A2 2	Biochemistry Genetics and Evolutionary trends 2 hour 15 mins written examination	24% of A2
A2 3	Practical Skills in Biology 1 hour 15 mins external written examination and Internal Practical Assessment	12% of A2

In both AS and A2 the written papers are made up of structured questions and one essay question.

During the course practical work includes microscopy, food tests, use of potometers and colorimeters, chromatography, measuring population growth, observation and drawing of tissues and fieldwork.

Subject Entry Criteria

Essential Criteria: Grade A in GCSE Biology
Alternative Criteria: Grade A in the Biology module of Double Award Science
Desirable Criteria: Grade B in GCSE Mathematics and have a minimum of a Grade B in GCSE Chemistry or the Chemistry module of Double Award Science.

BUSINESS STUDIES

Examination Board CCEA

Course Description



Business Studies gives students an invaluable insight into how organisations meet the discerning needs of stakeholders in a constantly changing environment. Students discover how businesses operate and engage in the decision-making and risk-taking processes at all levels in the organisation. Students develop a greater awareness of the ethical dilemmas and responsibilities that organisations and individuals face as they conduct their business. They also have the opportunity to develop valuable transferable skills that will help them to access further education courses or become a valued employee.

This course offers an excellent foundation for a career in marketing, finance, accountancy, management, human resource management or self-employment.

Assessment Format: AS

AS 1: Introduction to Business	External written examination 1 hour 30 minutes Two compulsory structured data responses (80 marks)	20% of A2
AS 2: Growing the Business	External written examination 1 hour 30 minutes Two compulsory structured data responses (80 marks)	20% of A2

Assessment Format: A2

A2 1: Strategic Decision Making	External written examination 2 hours Five compulsory structured data responses (90marks)	30% of A2
A2 2: The Competitive Business Environment	External written examination 2 hours Six compulsory structured data responses(90marks)	30% of A2

Subject Entry Criteria

Essential Criteria: It is preferred but not essential to have studied GCSE Business Studies and/or Economics.

- If a student **has studied** GCSE Business Studies and/or GCSE Economics, it is recommended that they attain a grade 'B' in either of the subjects and a grade 'B' in GCSE English and Maths. If a student does not attain a grade 'B' in GCSE Business Studies and/or Economics, they must attain a grade 'B' in GCSE Maths and English.
- If a student **has not studied** GCSE Business Studies and/or GCSE Economics, they must attain a grade 'B' in GCSE Maths and English.

Desirable Criteria: an interest in current affairs and willingness to read economic and business related materials.

CHEMISTRY

Examination Board CCEA



Course Description

The subject specification builds upon the knowledge and understanding of Chemistry presented in GCSE Science: Chemistry or GCSE Science: Double Award.

Chemistry is a versatile science most often required by universities for students to embark on careers in medicine, dentistry, pharmacology, forensic and veterinary science, and chemical engineering.

Success at this level is most likely to be achieved by students who have attained good AS grades (A-C). Students who continue to A2 will explore new topics such as fuel cells and lithium ion batteries together with chemistry in medicine.

Assessment Format: AS

AS 1: Basic concepts in physical and inorganic chemistry 1 hour 30 min written examination	16% of A2
AS 2: Further physical and inorganic chemistry and introduction to organic chemistry 1 hour 30 min written examination	16% of A2
AS 3: Basic practical chemistry. 1 hour 15 min practical examination 1 hour 15 min written examination	8% of A2

Assessment Format: A2

A2 1: Further physical and organic chemistry. 2 hour written examination	24% of A2
A2 2: Analytical, transition metals, electrochemistry and organic nitrogen chemistry. 2 hour written examination	24% of A2
A2 3: Further practical chemistry. 1 hour 15 min practical examination 1 hour 15 min written examination	12% of A2

Subject Entry Criteria

Essential Criteria: Grade A GCSE Chemistry (Exam Modules)

Alternative Criteria: Grade A in Chemistry module of GCSE Double Award Science.

Desirable Criteria: Grade B or above in GCSE Further Maths and Grade A or above in GCSE Mathematics

DESIGN AND TECHNOLOGY (PRODUCT DESIGN)

Examination Board EDUQAS

Course Description



Design and Technology is an inspiring, rigorous and practical subject. It encourages students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs.

Design and Technology enables students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.

Design and Technology A Level builds on the theoretical and coursework elements from GCSE. Students considering this course should demonstrate the ability to work independently to design and manufacture a product for a user taking into consideration additional knowledge of the design process whilst showing creativity and innovation.

Assessment Format

There is no AS option available for study, Design and Technology is a two-year course leading to a full A level qualification.

Theoretical unit:

Design and Technology in the 21st Century

3 hour written examination worth **50% of the qualification**

The examination includes a mix of structured and extended writing questions assessing a student's understanding of technical, designing and making principles. Students will also analyse and evaluate design decisions and wider issues in design and technology.

Units of study include:

- designing and innovation
- materials and components
- processes
- industrial and commercial practice
- product analysis and systems
- human responsibility
- public interaction – marketing and research.

Coursework unit:

Design and make project

Completed across year 13 and 14 worth **50% of the qualification**

A sustained design and make project, based on a brief developed by the student, assessing their ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others

The project requires students to demonstrate the integration of designing and making skills and knowledge and understanding. Internally Marked, Externally Moderated

Subject Entry Criteria

Essential Criteria: Grade B or above at GCSE Technology and Design (Product Design)

A high level of hand and CAD graphics skills

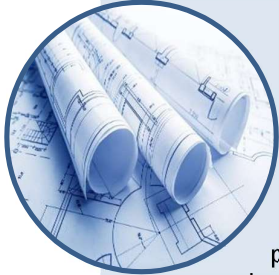
Desirable Criteria: Grade B in GCSE Mathematics

Alternative Criteria: None

BTEC National Extended Certificate in ENGINEERING LEVEL 3

Examination Board EDEXCEL

Course Description



This two year course will focus on a range of engineering aspects and is classified as a National Extended Certificate. Year 14 pupils will therefore have the opportunity to attain the equivalent of 1 GCE A level.

The BTEC qualifications will give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide career development opportunities for progression to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

This course is an excellent taster into Engineering but must be carried with Maths and Physics A Level to meet university requirements.

Assessment Format

Over the two year course, the completion of the following units of work

Unit 1- Engineering Principles - 33.3% (externally assessed)

Unit 1 will develop your mathematical and physical scientific knowledge and understanding to enable you to solve problems set in an engineering context. You will explore and apply the algebraic & trigonometric methods required to solve engineering problems. The mechanical problems you will encounter cover static, dynamic and fluid systems. The electrical and electronic problems you will encounter cover static and direct current electricity, DC circuit theory and networks, magnetism, and single-phase alternating current theory.

Unit 2 - Delivery of Engineering Processes Safely as a Team -16.7%

In unit 2, you will examine common engineering processes, including health and safety legislation, regulations that apply to these processes and how individual and team performance can be affected by human factors.

Unit 3 - Engineering Product Design and Manufacture -33.3% (externally assessed)

In unit 3, you will examine what triggers changes in the design of engineering products and the typical challenges that engineers face, such as designing out safety risks. You will learn how material properties and manufacturing processes impact on the design of an engineering product.

Unit 10 -Computer Aided Design in Engineering -16.7%

During unit 10 you will use CAD software and hardware to produce 2D and 3D drawings. You will acquire the skills to produce models of products, editing and modifying these, and exploring materials and their properties.

The qualification consists of material which is both internally (33%) and externally (67%) assessed. The external assessment consists of a written exam component and an eight hour engineering design exam which are both marked by Pearson. The internal assessment consists of coursework submissions completed throughout Years 13 and 14.

Subject Entry Criteria

Essential Criteria: Grade A or above in GCSE Mathematics and Grade B or above in GCSE Physics or a B grade in all Physics modules of Double Award Science.

Desirable Criteria: Grade B or above in GCSE Technology and Design



Course Description

This qualification is for students who have an interest in reading and derive pleasure from it. It is likely to appeal to anyone who enjoyed studying English Literature at GCSE. Through the study of English Literature students will acquire skills that are valued in further and higher education, as well as in the workplace. These include analysis, independent research, higher order thinking skills and the advanced study skills which will help prepare students for third level education.

This course aims to encourage students to:

- read widely and independently both set texts and others they have selected for themselves;
- engage creatively with a substantial body of texts and ways of responding to them;
- develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing;
- explore the contexts of the texts they are reading and others' interpretations of them;
- deepen their understanding of the changing traditions of literature in English;
- develop a lifelong interest in English Literature;
- carry out independent research and present personal responses in the form and language appropriate to literary study;
- develop advanced study skills that help them prepare for third level education;
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts

Assessment Format: AS

AS1: The Study of Poetry 1900-present and Drama 1900 -present	External exam; 2 hours; 2 questions. Open Book and closed book	24% of A2
AS2: The Study of Pre 1900 Prose	External exam; 1 hour; 1 question. Closed book	16% of A2

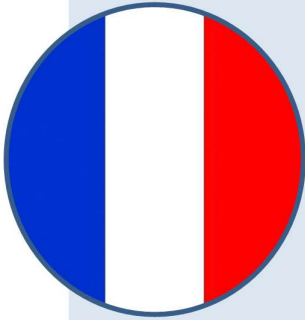
Assessment Format: A2

A2 1: Shakespearean Genres	External exam; 1 hour, 30 mins; 1 question. Closed book	20% of A2
A2 2: The Study of Poetry Pre-1900 and Unseen Poetry	External exam; 2 hours; 2 questions Closed book	20% of A2
A2 3: Twentieth and twenty first century Novel comparison	Internal Assessment (coursework) / 2 500 word essay	20% of A2

Subject Entry Criteria

Essential Criteria:	Grade B or above in GCSE English Literature or grade A in English Language .
Desirable Criteria:	Grade A or above in both English Language and English Literature.

Course Description



This course builds on GCSE Higher Level (i.e. reading, writing, speaking, and listening.) It aims to develop students' enthusiasm for and understanding of the language and culture in a variety of contexts. The knowledge and advanced skills that students acquire will help them progress to further study, higher education or employment and take their place in a multilingual, global society.

This course requires students to:

- show an interest in the contemporary society and cultural background of French speaking countries
- improve their written and oral skills through both guided tasks and independent study
- attend and fully participate in conversation classes with a native speaker

At AS, students will explore the topics/issues of 'Relationships' and 'Culture and Lifestyle'. In addition to this, students will be required to study a film.

At A2, students will explore the topics/issues of 'Young People in Society' and 'Our Place in a Changing World'. In addition to this, students will be required to study a literary text.

Assessment Format: AS

- **AS 1: Speaking** (approximately 11 minutes with a visiting examiner)
This unit consists of two elements:
 1. A prepared presentation of 3 minutes (topic based on an element of life and culture in a French speaking country)
 2. A general conversation of 8 minutes
- **AS 2: Listening, Reading and Use of Language** (2 hours)
This unit consists of three sections:
 - Section A:** Listening with answers in French and English
 - Section B:** Reading with answers in French and a translation from French into English
 - Section C:** Grammatical exercises and translation of sentences from English to French
- **AS3: Extended Writing** (1 hour)
This unit consists of one written essay response based on the film 'Manon des Sources'

Assessment Format: A2

- **A2 1: Speaking** (approximately 15 minutes with a visiting examiner)
This unit consists of two elements:
 1. An introduction and discussion (based on an individual research project)
 2. A general conversation of 9 minutes
- **AS 2: Listening and Reading** (2 hours 45 minutes)
This unit consists of two sections:
 - Section A:** Listening with answers in French and English
 - Section B:** A gap-filling exercise, a reading comprehension with answers in French, a summary task and a translation from English into French
- **AS3: Extended Writing** (1 hour)
This unit consists of one written essay response based on the text 'Thérèse Desqueyroux'

Subject Entry Criteria

Essential Criteria: Grade B or above in all four skill areas at GCSE (Higher tier)

Alternative Criteria: None

Desirable Criteria: None

Course Description



To study Geography is to explore the world around us and how we interact with it. At A Level, pupils will have the opportunity to learn how people are affected by natural phenomena such as rivers, ecosystems, weather and natural hazards. They will also look at how human activity has shaped the world through the study of population, tourism, settlement and development studies. Students will also have the opportunity to carry out their own fieldwork investigation during a 3 day residential to Magilligan Field Centre where they will develop key geographical and statistical skills including report writing, analysis and interpretation and justifying complex decisions. These are skills which are valued in further and higher education, as well as in the workplace.

Students will explore key themes within Geography, including

Assessment Format: AS

AS1: Physical Geography	Students will study human interaction in fluvial environments, human impact on ecosystems, and weather and climate including global weather issues such as El Niño and hurricanes. External written exam 1hr15mins 16% A2
AS2: Human Geography	Students will study aspects of natural population change including the need for fertility policies, planning in rural areas, and the challenges posed in urban areas both in MEDCs and LEDCs. External written exam 1hr15mins 16% A2
AS3: Fieldwork Skills and techniques	Students will take part in a primary data collection relevant to a chosen geographical issue. From this study, students will produce a table of data which will be submitted in their external examination. External written exam 1hr 8% A2

Assessment Format: A2

A21: Physical processes, landforms and management.	Students will explore key themes within Geography, including the challenges posed by earthquakes and volcanoes and the processes responsible for shaping our coastlines. External written exam 1hr30mins 24% A2
A22: Processes and Issues in Human Geography	Students will have the opportunity to study contemporary issues such as ethnic diversity and the need for sustainability in tourism. External written exam 1hr30mins 24% A2
A23: Decision Making in Geography	Students will investigate real-life issues in a decision-making exercise. External Written Exam 1hr30mins 12% A2

Subject Entry Criteria

- Essential Criteria:** Grade B or above in Geography GCSE.
- Desirable Criteria:** Skills in handling data, graphs and maps
- Alternative Criteria:** None

GOVERNMENT & POLITICS

Examination Board CCEA



Course Description

The study of Government and Politics encourages young people to develop knowledge and understanding of the political systems in which they live. It encourages students to develop critical thinking and other essential academic skills. Study of A-Level Government and Politics helps to prepare young people for careers in many areas including law, business, journalism, finance, government services and, of course, politics itself.

An interest in current affairs is essential for all students of this subject. Students will need to be able to communicate their ideas clearly and fluently.

Assessment Format: AS

AS 1: The Government and Politics of Northern Ireland	16% of A2
1 hour 15-minute examination [x 1 source and 4 questions]	
AS 2: The British Political Process	24% of A2
1 hour 45-minute examination [x 5 questions]	

Assessment Format: A2

A2 1: Comparative Government	35% of A2
2 hours 15-minute examination [x 1 source and 6 questions]	
A2 2: Political Power & Political Ideas	25% of A2
1 hour 30-minute examination [x 1 source and 5 questions]	

Subject Entry Criteria

Essential Criteria: Grade B or above in GCSE English.
Alternative Criteria: Grade B or above in GCSE History.
Desirable Criteria: None

Course Description



GCE Health and Social Care is an exciting course that allows students to gain knowledge and understanding of the health, social care and early year's sectors. Students learn about health and well-being, the importance of communication in care settings and how positive care can be promoted. Through practical activities (student work placement), students apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem-solving skills.

What can students do with a qualification in Health & Social Care?

This is an ideal course for students who want a broad background in health and social care. 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, psychology, teaching, nursing and/or social work. Some students go straight into employment in the fields of health and social care.

Pupils will be expected to commit to a work placement. During this placement, students will gather evidence based on observations and then report on these for their coursework at AS.

AS Assessment Format

AS Unit 1:	Promoting Quality Care written coursework	25% AS 10% A2
AS Unit 2:	Communication in Health, Social Care and Early Years Settings written coursework	25% AS 10% A2
AS Unit 3:	Health and Well-being one 2 Hour Exam	50% AS 20% A2

A2 Assessment Format

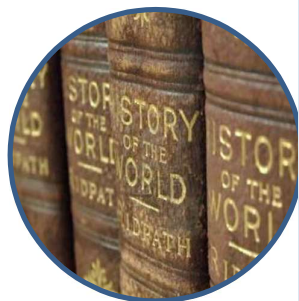
A2 Unit 3:	Providing Services one 2 Hour Exam	30% A2
A2 Unit 4:	Health Promotion written coursework	15%A2
A2 Unit 5:	Supporting the Family written coursework	15%A2

Subject Entry Criteria

Essential Criteria: Grade B or above in GCSE English
Alternative Criteria: Grade B or above in GCSE Health and Social Care
Desirable Criteria: None

HISTORY

Examination Board CCEA



Course

History tells us how the world became what it is today. As well as being an enjoyable and stimulating subject, studying History gives a far better understanding of the present. History helps us to avoid the mistakes of the past. As Edmund Burke, a well-known statesman, put it, 'those who don't know history are destined to repeat it'. History appeals to students who are interested in exploring the different reasons why particular events and phenomena take place. This qualification is for students with an interest in the past and its impact on the present. The A level course at the College has been constructed to give students a chance to explore a range of historical settings – importantly, those out of the 20th century, for a richer and more varied experience of History.

Studying History helps to equip students with many of the skills needed in further and higher education and the workplace. It develops thinking and writing skills, teaching students to construct clear, logical, concise and convincing arguments. It develops the ability to undertake independent research and promotes analytical and problem-solving skills, as well as verbal and written communication skills.

Assessment Format: AS

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

Students answer one short response question from a choice of two and two parts of a source based question, one of which focuses on historical interpretations.

1 hour 30 minute examination

20% of A2

AS2: Historical Conflict and Change: The Ascendancy of France 1649-1714

Students answer two questions from a choice of three. Each question comprises a short response question and an essay.

1 hour 30 minute examination

20% of A2

Assessment Format: A2

A2 1 Change over Time and Historical Interpretations: The American Presidency 1901-2000.

Students answer a source-based question on historical interpretations and a synoptic essay question

1 hour 15 minute examination

20% of A2

A2 2 Historical Investigations: Ireland 1685-1714

Students answer two parts of a source-based question, an interpretation based question and an essay question.

2 hour 30 minute examination

40% of A2

Subject Entry Criteria

Essential Criteria: Grade B or above in GCSE History

BTEC Level 3 Extended Certificate in Information Technology Level 3 Examination Board EDEXCEL

Course Description (Single Award)



This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

This BTEC qualification is equivalent to **one GCE A-Level, D* (Distinction*) = 56 UCAS tariff points same as A* @ A 'level.**
Scoring is Distinction* (A*), Distinction (A), Merit (C), Pass (E).

This course will allow students to progress to university or FE College. This course has two external exams, taken in year 1, and 2 continuous assessments units. It will be expected that you have 100% attendance, and you must meet all course deadlines for all BTEC coursework. Please note: Check the specific entry criteria for courses that you may be interested in going to before selecting this course. For example: This course may not be sufficient to meet the specific entry criteria to study "Computing Science" at QUB or UU but will allow entry to other IT courses like Software Engineering and other various IT combinations.

A Unit	Three mandatory units	Weighting
1	Information Technology Systems	34%
2	Creating Systems to Manage Information	25%
3	Using social media in Business	25%
A Unit	Optional Units	Weighting
6	Website Development**	16%

*** units are subject to change to best suit the learners.*

Note: To be successful, this will involve a considerable amount of time working on assessments and homework outside of class time both in study and at home. This is continuous assessment all year.

Subject Entry Criteria

Essential Criteria: At least grade B in GCSE Digital Technology (Programming)/ Computer Science/Maths & English.

For more information see: <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Information-Technology/2016/specification-and-sample-assessments/specification-pearson-btec-level-3-national-extended-certificate-in-information-technology.pdf>



Course Description

Unit 1 - This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

Unit 2 - This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Python and libraries as a programming language.

Unit 3 - This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

Unit 4 - This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.

Unit 5 - Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming). This is a substantial piece of work, undertaken over an extended period of time.

Assessment Format:

AS Unit		Weighting
1	Fundamental of Computer Science (<i>2 Hour written exam</i>)	25%
2	Practical Programming to Solve Problems (<i>2 hour on-screen examination</i>)	15%
A2 3	Programming and System Development (<i>2 hour written exam</i>)	20%
4	Computer Architecture, Data, Communication and Applications (<i>2 hour written exam</i>)	20%
5	Programmed Solution to a Problem (Project NEA)	20%

Pupils must have an interest in how computers work. **They must have enthusiasm for problem solving and show diligence in their studies.** The pupils should be comfortable with logical and computational thinking. Pupils with a passion for programming would be ideal for this course.

Subject Entry Criteria

Essential Criteria: A in GCSE Digital Technology (Programming)/Computer Science/Maths & B in English

Desirable Criteria: A in GCSE Digital technology (Programming)/Computer Science, Maths & B in English and Further Maths,

For further information see: https://www.wjec.co.uk/qualifications/computer-science-as-a-level/#tab_overview

MATHEMATICS

Examination Board CCEA



Course Description

In following a course in Mathematics, students have opportunities to:

- consolidate and extend the mathematical knowledge, skills and understanding developed in Key Stage 4
- build a suitable foundation for the study of mathematics and other subjects in further and higher education.
- prepare themselves for their economic environment and for a range of interesting careers.

The course is equally suited to students concentrating on sciences or those wishing to bridge the Science/Humanities divide. The content is like that studied in GCSE Further Mathematics.

Assessment Format: AS

AS 1: Pure Mathematics
Assessed by a 1 hr 45 minute examination. 60% of AS 24 % of A2

AS 2: Applied Mathematics (50% Mechanics, 50% Statistics)
Assessed by a 1hr 15 minute examination. 40% of AS 16% of A2

Assessment Format: A2

A2 1: Pure Mathematics
Assessed by a 2 hr 30 minute examination. 36% of A2

A2 2: Applied Mathematics (50% Mechanics, 50% Statistics)
Assessed by a 1 hr 30 minute examination. 24% of A2

Subject Entry Criteria

Essential Criteria: Grade B or above in GCSE Further Mathematics **AND** A at GCSE Mathematics

Alternative Criteria: Otherwise, pupils must have achieved a Grade A in GCSE Mathematics (with a minimum of 350 UMS points).

Desirable Criteria: None

Course Description

Further Mathematics extends the content of A level mathematics and helps to promote the development of students as more independent learners with enhanced skills of reasoning and analysis. It is particularly useful to those intending to study Mathematics, Engineering or any of the physical sciences at tertiary level.

Assessment Format: AS

AS Further Maths (studied in parallel with AS Mathematics) is made up of two modules:

AS1: Pure Mathematics 1 hour 30 mins	50% of AS: 20% of A2
AS2: Applied Mathematics (Mechanics) 1 hour 30 mins	50% of AS: 20% of A2

Assessment Format: A2

The Modules studied by those continuing into Year 14 to complete a full A level are:

A21: Pure mathematics 2 Hours 15 mins	30% of A2
A22: Applied Mathematics (Mechanics) 2 Hours 15 mins	30% of A2

Subject Entry Criteria:

Essential Criteria: A Level Further Mathematics must be chosen with A Level Mathematics and pupils must have achieved at least an A*A combination in GCSE Mathematics and Further Mathematics (in either order).

Alternative Criteria: If a pupil has an AA combination, they must speak to the HOD and should have at least 380 UMS in GCSE Mathematics and 175 UMS in GCSE Further Mathematics. In this case, Further Mathematics should be chosen in a suite of 4 A Levels.

Desirable Criteria: N/A



Course Description

Students take two teaching and learning modules for the AS course:

Assessment Format: AS

- AS 1: **Principles of Nutrition:** the study of macro and micronutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied.

20% of A2

1 hour 30 minutes written examination
- AS 2: **Diet, Lifestyle and Health:** the study of eating patterns, physical activity, energy and energy balance and diet related disorders, to include, overweight and obesity, cardiovascular disease, cancer, and type 2 diabetes

20% of A2

1 hour 30 minutes written examination

Assessment Format: A2

- A2 1: **Option 1: Food Security and Sustainability:** the study of consumer behaviour in relation to food purchasing decisions to include, food security, food poverty, food sustainability, food waste and changing consumer behaviour
OR
Option 2: Food Safety and Quality: the study of securing a safe food supply from the primary producer to the consumer to include safety through the food chain, microbiological and chemical contamination, additives, allergens, controls and legislation
Only 1 option choice with be offered

30% of A2

2 hour 30 minutes written examination
- A2 2: **Research Project:** requires the submission of a report on a research based activity which should not exceed 4,000 words. The chosen research area should come from AS 1, AS 2 or A2 1.

30% of A2

Subject Entry Criteria

Essential Criteria: B in Food and Nutrition
Alternative Criteria: B in any Science
Desirable Criteria: None

PSYCHOLOGY

Examination Board AQA



Course Description

Why do some people have a phobias of flying but others love the experience? Can you really identify if a person is predisposed to committing a crime?

Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from things like psychological treatments such as cognitive behavioural therapy (CBT) to social change.

Today psychology is seen as a science subject, and studying psychology will give you a real understanding of how to think scientifically; to be able to analyse and solve problems, and to interpret data. It will also help you to put across your point of view fluently and to refine your essay writing skills.

Psychology is a varied and exciting subject. You will be learning how to apply your knowledge of psychology to what's happening around you and it is hoped that studying it will give you a much better understanding of yourself and other people.

Assessment Format: A

The course specification taught is AQA www.aqa.org.uk. It is a two-year linear course.

AS Year 1

Component 1: Introduction to psychology: Social influence (conformity, obedience & social change), Memory and Attachment

Component 2: Psychology in context: Approaches in Psychology including Biopsychology, Psychopathology (phobias, depression and OCD) & Research Methods

A2 Year 1

Component areas 1 & 2 as above plus:

Component 3: Issues and Debates in Psychology

Option 1: – Relationships or Gender or Cognition and development

Option 2: – Schizophrenia or Eating Behaviours or Stress

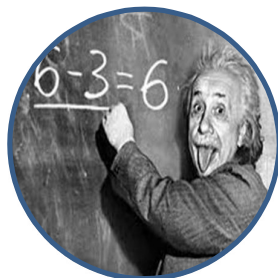
Option 3: – Aggression or Forensic Psychology or Addiction

Subject Entry Criteria

Essential Criteria: Grade B in English Language, Science and Mathematics

PHYSICS

Examination Board CCEA



Course Description

This subject builds upon the knowledge and understanding gained in GCSE Physics or Science Double Award.

Study of this subject is relevant to a wide range of careers, including all branches of engineering, medicine, architecture, environmental sciences, archaeology, computing, geophysics and legal and business-related careers.

The specification has a modular structure and students are required to study three modules at each level. The modules are listed below and are all compulsory.

In the final year, mechanics are developed further with the introduction of fields and the study of atomic and nuclear physics. This leads to studying topics at the frontier of modern physics while continuing to develop experimental and practical skills.

Assessment Format: AS

40% A2

AS 1: Forces, Energy and Electricity

1hr 45 min written Exam

AS 2: Waves, Photons and Medical Physics

1hr 45 min written Exam

AS 3: Practical Techniques

1hr practical exam 1hr written paper

Assessment Format: A2

A2 1: Definition of solids, Thermal Physics, Circular Motion,

Oscillations and Atomic and Nuclear Physics

2hr written Exam

24% A2

A2 2: Fields, Capacitors and Particle Physics

2hr written Exam

24% A2

A2 3: Practical Techniques

1hr practical exam 1hr written paper

12% A2

Subject Entry Criteria

Essential Criteria: Grade A in Physics (Exam Modules)

Alternative Criteria: Grade A or above in Physics module of Double Award Science.

Desirable Criteria: Grade B GCSE Further Mathematics and Grade A or above in GCSE Mathematics

Course Description



During Year 13 students will take **two** modules **AS2** and **AS7**

Assessment Format: AS

- **AS2: An Introduction to the Acts of the Apostles**

This unit explores the beginnings of the Church of the New Testament, tracing the journey of the Gospel, from Jerusalem to Judea and Samaria and into the Gentile world of the first century. There is a particular focus on Peter, Stephen and Philip. Paul's work as a missionary and evangelist is studied through his missionary journeys and speeches. In addition, at AS level candidates are required to explore the relationship of this unit with other aspects of human experience.

20% of A2

1 hour 20-minute written examination

- **AS7:**

Foundations of Ethics with special reference to issues in Medical Ethics

This unit explores a number of themes and principles that are foundational to religious ethics: the role of Christian scripture in informing Christian ethics and Ethical theories. These ethical approaches are then applied to key issues in medical ethics, such as human infertility, surrogacy and embryo research. A study of life and death issues focuses on the moral debates surrounding abortion and the ethics of assisted suicide and euthanasia. In addition, at AS level candidates are required to explore the relationship of this unit with other aspects of human experience.

20% of A2

1 hour 20-minute written examination

Assessment Format: A2

- **A22:**

Themes in Pauline Theology with reference to selected Letters.

Candidates are given the opportunity to engage in detailed study of three New Testament texts, involving a critical assessment of the importance of Paul's teaching for early Christian communities and the Church today. The final theme on Controversy, Division and Resolution examines the problem of controversy within religion, highlighting some potential areas of conflict. In addition, candidates are expected to explore connections in this with another area of study and other aspects of human experience.

30% of A2

2 hour written examination

- **A27:**

Global Ethics

This unit focuses on a range of moral theories and how these underpin the study of global ethics. The study of global rights involves the historical development of Christian and secular perspectives on human rights, with a focus on sexual identity and gender related issues. The nature and purpose of justice and punishment and the problems presented by contemporary warfare are examined as global ethical issues. The final theme on Conscience, Freedom and Tolerance considers the notion of moral duty and the link between religion and morality. In addition, candidates are expected to explore connections in this unit with another area of study and other aspects of human experience.

30% of A2

2 hour written examination

Subject Entry Criteria

Essential Criteria: Grade B or above in GCSE Religious Studies.

Alternative Criteria: Grade B or above in GCSE English or History

Desirable Criteria: None

SOCIOLOGY

Examination Board WJEC



Course Description

The study of Sociology focuses on modern society and provides an awareness of the importance of social structure in explaining social issues. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary world. The specification is designed to encourage students to acquire an understanding of social change; understand the research process within Sociology; and to develop a lifelong interest in social issues.

Assessment Format: AS and A2

Structure of the Course and Scheme of Assessment (WJEC)

This specification is divided into a total of 4 units, 2 AS unit and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS = 40% of qualification overall

A2 = 60% of qualification overall

	Unit weighting	AO1	AO2	A03
AS Unit 1	15% (37.5%)	8% (20%)	4% (10%)	3% (7.5%)
AS Unit 2	25% (62.5%)	13% (33%)	7% (17%)	5% (12.5%)
A2 Unit 3	25%	11%	9%	5%
A2 Unit 4	35%	12%	13%	10%
Total	100%	44%	33%	12%

Topic Overview

As Unit 1

Acquiring culture and Families and Households

As Unit 2

Understanding Society and the Methods of Sociological Enquiry and Education

A2 Unit 3

Power and Control: Crime

A2 Unit 4

Social Inequality and Applied Methods of Sociological Enquiry.

Subject Entry Criteria

Essential Criteria:	Grade B or above in GCSE English
Alternative Criteria:	Grade B or above in GCSE Maths
Desirable Criteria:	An interest in current affairs

Course Description



This course builds on GCSE Higher Level (i.e. reading, writing, speaking, and listening.) It aims to develop students' enthusiasm for and understanding of the language and culture in a variety of contexts. The knowledge and advanced skills that students acquire will help them progress to further study, higher education or employment and take their place in a multilingual, global society.

This course requires students to:

- show an interest in the contemporary society and cultural background of Spanish speaking countries
- improve their written and oral skills through both guided tasks and independent study
- attend and fully participate in conversation classes with a native speaker

At AS, students will explore the topics/issues of 'Relationships' and 'Culture and Lifestyle'. In addition to this, students will be required to study a film.

At A2, students will explore the topics/issues of 'Young People in Society' and 'Our Place in a Changing World'. In addition to this, students will be required to study a literary text.

Assessment Format: AS

- **AS 1: Speaking** (approximately 11 minutes with a visiting examiner)
This unit consists of two elements:
 1. A prepared presentation of 3 minutes (topic based on an element of life and culture in a Spanish speaking country)
 2. A general conversation of 8 minutes
- **AS 2: Listening, Reading and Use of Language** (2 hours)
This unit consists of three sections:
 - Section A:** Listening with answers in Spanish and English
 - Section B:** Reading with answers in Spanish and a translation from Spanish into English
 - Section C:** Grammatical exercises and translation of sentences from English to Spanish
- **AS3: Extended Writing** (1 hour)
This unit consists of one written essay response based on the film 'Solas'

Assessment Format: A2

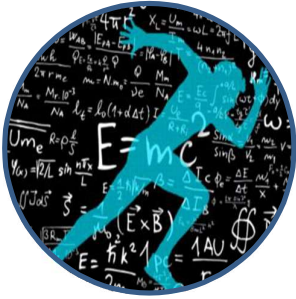
- **A2 1: Speaking** (approximately 15 minutes with a visiting examiner)
This unit consists of two elements:
 1. An introduction and discussion (based on an individual research project)
 2. A general conversation of 9 minutes
- **AS 2: Listening and Reading** (2 hours 45 minutes)
This unit consists of two sections:
 - Section A:** Listening with answers in Spanish and English
 - Section B:** A gap-filling exercise, a reading comprehension with answers in Spanish, a summary task and a translation from English into Spanish
- **AS3: Extended Writing** (1 hour)
This unit consists of one written essay response based on the text 'La Casa de Bernarda Alba'

Subject Entry Criteria

- Essential Criteria:** Grade B or above in all four skill areas at GCSE (Higher tier)
- Alternative Criteria:** None

BTEC National Extended Certificate in Sport LEVEL 3

Examination Board EDEXCEL



Course Description

This qualification is equivalent to one GCE A-Level.

The BTEC Nationals in Sport have been designed to build on learning from Key Stage 4, for those students who may wish to explore a vocational route at Level 3. They provide a suitable foundation for further study within the sector through to progression on to qualifications such as Higher Nationals in Sport or Degree level.

The BTEC Level 3 National Extended certificate in Sport consists of 4 units with 3 of them being mandatory plus one optional.

Assessment Format: AS

Unit Mandatory units

- 1 Anatomy and Physiology – Externally assessed through an exam
- 2 Fitness Training and Programming for Health, Sport and Well-being – externally assessed through controlled assessment tasks after pre-released material is available.

Assessment Format: A2

Unit

- 3 Professional Development in the Sports Industry – Internally Assessed

Optional Unit

One more optional unit will be selected from Sports Leadership, Fitness Testing, Sports Psychology or Practical Sports Performance.

The one optional unit will be internally assessed

Subject Entry Criteria

Essential Criteria: Students must be able to demonstrate that they play sport on a regular basis for either a school or a club team.

Alternative Criteria: None

Desirable Criteria: Distinction or Merit in BTEC Level 2 Sport

BTEC National Extended Certificate in Uniformed Protective Services

LEVEL 3

Examination Board EDEXCEL



Course Description

This BTEC National Extended Certificate explores the role and work of uniformed public services such as the police service, the fire and rescue service, the armed services and the prison service.

This course is ideal for students who would like an introduction to the uniformed protective services sector, with a view to ultimately securing employment within the sector or those wishing to progress to a wide range of higher education courses.

The qualification requires students to develop the transferable and higher-order skills, such as research, presentation and communication skills, discipline and the ability to be resourceful and work collaboratively, that are highly regarded by higher education and employers.

Assessment Arrangements: UNIT	CONTENT	ASSESSMENT
Unit 2 Behaviour and Discipline in the Uniformed Protective Services	In this unit students will investigate the factors that can affect behaviour and their impact on the discipline of individuals and groups in the uniformed protective services.	External Exam
Unit 5 Teamwork, Leadership and Communication in the Uniformed Protective Services.	Students will study the dynamics of team building, team leadership, participate in team-building activities, and learn the methods of communication used by the uniformed protective services.	Internal Assessment (portfolio)
Unit 13 Introduction to Criminology	Students will explore the theories of criminology used to explain, measure and tackle crime and criminal behaviour in England and Wales, and their influence on the uniformed protective services.	Internal Assessment (portfolio)
Unit 15 or 19 Police Powers and the Law or Professional Development in the Uniformed Protective Services (Units TBC)	Police Powers - In this unit students will explore the key elements of the legal system relating to the criminal trial process. They will look at the legal personnel involved as well as investigating police powers and their limitations. Professional Development in the uniformed protective services - Students will gain the knowledge needed for different career pathways in the uniformed protective services, complete a personal skills audit, develop a career action plan and practise interview skills.	Internal Assessment (portfolio)

Subject Entry Criteria

Essential Criteria:	Grade C or above in GCSE English Language
Alternative Criteria:	None
Desirable Criteria:	None

BTEC Extended National Certificate in Travel and Tourism LEVEL 3 Examination Board EDEXCEL



Course Description

This qualification is equivalent to one GCE A-Level.

This qualification is designed to support learners who are interested about the travel and tourism industry alongside other fields of study, with a view of progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects which may include, but not limited to, Hospitality and Events Management.

It is an exciting and enjoyable subject that explores numerous elements of the tourism sector from airlines to events. It is in constant growth and requires skilled workers to meet the ever-increasing demand that it faces.

Assessment Format: Year 13 & Year 14

There are 3 mandatory units that students will complete:

Unit 1: The World of Travel & Tourism *(external assessment)*
Written examination set and marked by Pearson which is 1½ hours and worth 75 marks.

Unit 2: Global Destinations *(external assessment)*
A task set and marked by Pearson and completed under supervised conditions which is 3 hours and worth 60 marks.

Unit 3: Principles of Marketing in Travel & Tourism *(internal assessment)*
Internally assessment piece of coursework based on a given task.

There is **1 optional unit** which students complete alongside the mandatory units.

Unit 9: Visitors Attractions *(internal assessment)*
Internally assessment piece of coursework based on a given task.

Units 1 & 3 are completed in Year 13 and Units 2 & 9 are completed in Year 14.

For more information on the BTEC Level 3 Extended National Certificate in Travel & Tourism then visit the following website:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html>

Careers in Travel & Tourism

Students who study Travel and Tourism can pursue careers in the following areas (but not limited to):

Conference & Events
Tour Operations

Tourist Information Centres
Travel Agencies

Hospitality
Tourist Boards

Subject Entry Criteria

Essential Criteria: Grade C or above in GCSE English Language
Alternative Criteria: None
Desirable Criteria: Students should show a keen interest in current affairs and engage in independent research.

Appendix 1: Summary Subject Entry Criteria

	Essential minimum grades in subject or closely related subject if studied at GCSE	Essential alternative minimum grades	Recommended but non-essential criteria for entry to subject
Art & Design	B in Art & Design	None	None
Biology	A in Biology	A Grade in the Biology components of Double Award Science	B in Mathematics & English. B grade in GCSE Chemistry or Double Award Science
Business Studies	Preferred but not essential B in Business Studies OR Economics.	B in Mathematics AND English	Interest in current affairs
Chemistry	A in Chemistry	A in Chemistry module of Double Award Science	B in GCSE Additional Mathematics and grade A in GCSE Maths
Computer Science	A in GCSE Digital Technology (Programming)/Computer Science A in Maths B in English	None	Interest in prog
Design and Technology	B in Technology and Design (Product Design)	None	B in Mathematics
English Literature	B in English Literature or A in English Language	A* in English Language	Grade A and above in both English Language and English Literature
French	B in all four skill areas at GCSE (higher tier)	None	None
Geography	B in Geography	None	Skills in handling data, graphs and maps.
Government and Politics	B in English	B in History	None
Health & Social Care	B in English	B or above in GCSE Health and Social Care	None
History	B in History	None	Interest in History

Mathematics	B in GCSE Further Mathematics AND A in GCSE Maths	Otherwise, pupils must have achieved a Grade A in GCSE Mathematics (with a minimum of 350 UMS points).	None
Further Mathematics	A Level Further Mathematics must be chosen with A Level Mathematics and pupils must have achieved at least an A*A combination in GCSE Mathematics and Further Mathematics (in either order).	None	None
Music	B in Music AND grade 4 in an Instrument	None	Attend Senior Choir or for Instrumentalists – Band
Nutrition & Food Science	B in Food and Nutrition	B in any Science	None
Physics	A in Physics	A in Physics module of Double Award Science	B in GCSE Further Mathematics, A in GCSE Maths
Psychology	Grade B in English, Science and Maths	None	None
Religious Education	B in Religious Education	B in English or History	None
Sociology	B in GCSE English	B in GCSE Maths	An interest in current affairs
Spanish	Grade B in all four skills areas at GCSE (higher tier)	None	None
National Extended Certificate in Sport Level 3	Students must evidence playing sport on a regular basis for either a school or a club team.	None	Distinction or Merit in BTEC Level 2 in Sport. A or B in GCSE PE
National Extended Certificate in Travel and Tourism Level 3	Grade C or above in English Language	None	Students should have a keen interest in current affairs and be able to engage in independent research
National Extended Certificate in Engineering Level 3	Grade A or above in GCSE Maths, Grade B or above in Physics	None	Grade B in Technology
National Extended Certificate in IT Level 3	B in GCSE Business and Communication Systems/Digital Technology	None	B in GCSE Business and communication systems/Digital Technology and a B in

			English and Maths
National Extended Certificate in Uniformed Protective Services Level 3	Grade C or above in English Language	None	None

Appendix 2: NI Skills Barometer

Perhaps the simplest reason you should continue with education or training is simple- **'YOU EARN MORE MONEY'**!!! However, you will also have much wider range of jobs to apply from and better promotion opportunities. People working in higher qualified jobs usually have an increased sense of achievement and job satisfaction.

Below are the average salaries for a range of sectors in Northern Ireland for 2025:

Medicine	Average salary of £62,000
IT	Average salary of £50,900
Construction	Average salary of £45,500
Engineering	Average salary of £41,500
Law	Average salary of £41,100
Healthcare	Average salary of £39,700
Finance	Average salary of £38,900
Teaching	Average salary of £37,000
Manufacturing	Average salary of £33,100
Sales	Average salary of £31,700
Hair and beauty	Average salary of £30,500
Logistics	Average salary of £29,600
Social Care	Average salary of £27,000
Retail	Average salary of £25,800

<https://www.nijobs.com/recruiters/wp-content/uploads/2025/02/Salary-Benefits-Guide-2025.pdf>

YOUR QUALIFICATIONS MATTER!!!!

In the UK an employee with a degree will earn on average £807 a week compared to £586 for an employee with A Levels. This is £221 a week EVERY week.

The average weekly earnings in Northern Ireland differ greatly by qualification level:

Level 2 (GCSE) is £509 per week

Level 3 (A Level) is £586 per week

Level 4-5 (HNC, HND, Foundation Degree) is £673 per week

Level 6 (university graduate) is £807

The average weekly earnings throughout the UK also differ greatly by qualification level:

Level 3 (A Level) is £601 per week

Level 4-5 (HNC, HND, Foundation Degree) is £712 per week

Level 6 (university graduate) is £843

<https://app.powerbi.com/view?r=eyJrIjoiaGVhZGUyMmMlMGMtM2YxZi00Y2FhLTgyZjUtYWZkNTIwOTc2OWMwliwidCI6IjZmMGI5NDg3LTRmYTgtNDJhOC1hZWl0LWJmMmUyYzlyZDRlOCIsImMiOiJh9&pageName=ReportSectioncf5cecb060e41a7980b0>

Average weekly earnings (aged 16+) by occupation (SOC, 1-digit), NI

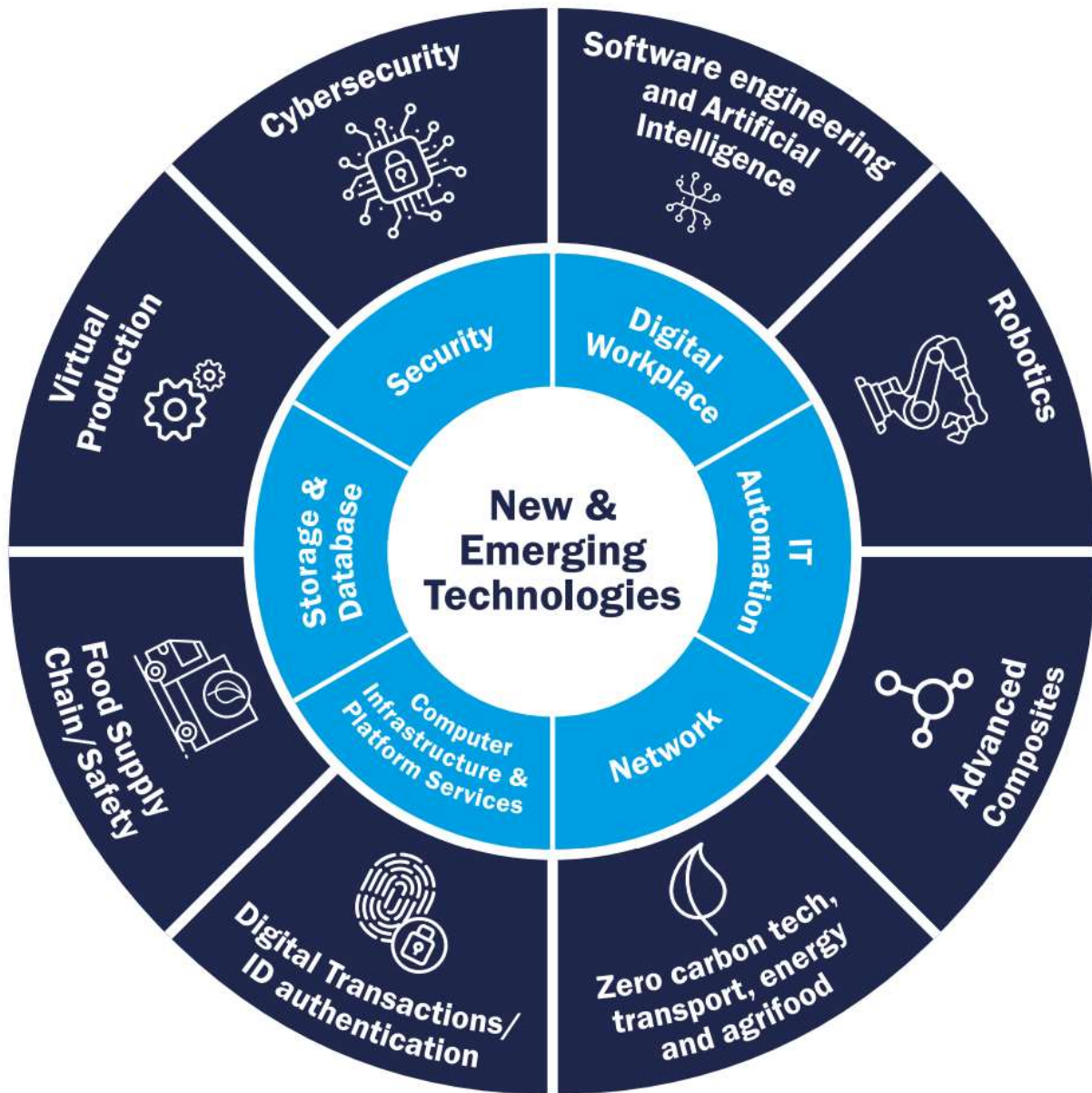
Occupation	Northern Ireland
Managers, Directors And Senior Officials	£747
Professional Occupations	£684
Associate Professional And Technical Occupations	£578
Administrative And Secretarial Occupations	£409
Skilled Trades Occupations	£446
Caring, Leisure And Other Service Occupations	£316
Sales And Customer Service Occupations	£262
Process, Plant And Machine Operatives	£459
Elementary Occupations	£288
Total	£500

Source: ONS, Labour Force Survey, UUEPC

The top paying occupations will require Level 6 qualifications (university degree level). The skilled and technical occupations will require at least a Level 4 qualification.

The lowest paying occupations require fewer qualifications. However, an average management salary is nearly **TRIPLE** the pay of a sales assistant- **EVERY WEEK OF EVERY YEAR OF YOUR WORKING LIFE!!!**

5.5. The technologies that will shape the future from Northern Ireland are:



THE FUTURE OF WORK IN NORTHERN IRELAND: THE 10X ECONOMY

Northern Ireland's Department for the Economy realises the need to look forward. They have an economic vision called the '10x Economy'.

Northern Ireland's decade of innovation will encourage greater collaboration and innovation to deliver a ten times better economy with benefits for all our people.

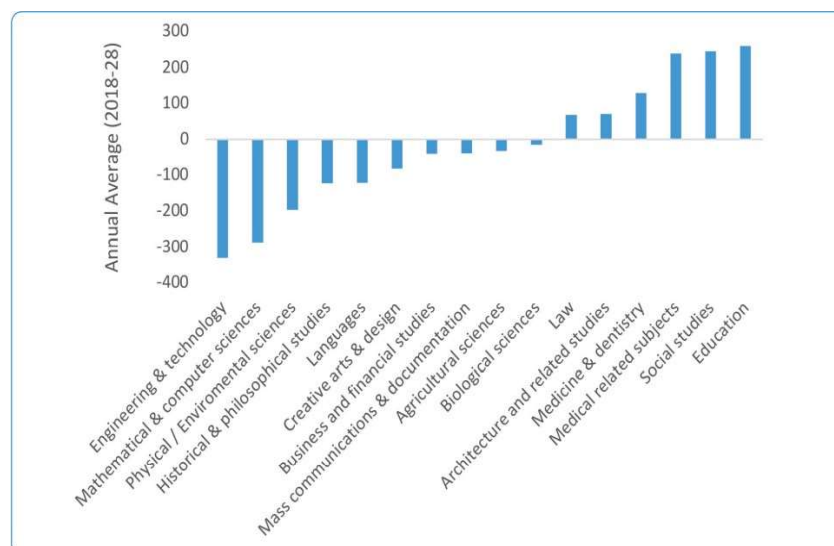
We will realise this ambition by focusing on innovation in areas where we have real strengths and making sure these gains mean something to all businesses, people and places in Northern Ireland. The 10X economy is looking to people like you to raise Northern Ireland's profile in the world economy.

<https://www.economy-ni.gov.uk/publications/10x-economy-economic-vision-decade-innovation>

The 10x Economy has emphasised the importance of STEM subjects for the future of Northern Ireland. The areas that will be the biggest employers and the highest paid will be:

- **Digital, ICT and Creative Industries (e.g. Cyber Security)**
- **Agri-Food**
- **Financial technology/Financial Services**
- **Advanced Manufacturing and Engineering (e.g. Composites)**
- **Life and Health Sciences (e.g. Digital Medicine)**

Careers in these areas will be using the most up-to-date technology and will require employees to continually upskill themselves!!



Source: Skills Barometer for Northern Ireland; NQF level 6+ subject balance by subject (1-digit JAC)

Appendix 3: Level 4 and 5 Courses



HIGHER EDUCATION COURSES

Level 4 and 5 courses are higher education qualifications mainly delivered in local colleges. However, foundation degrees are often through a university. They mix academic and work related learning and offer a route into employment or university alongside the opportunity to develop your skills through work.

How Higher Education Courses Work

A Higher Education course will give you the technical skills and academic knowledge required to progress in the workplace whilst gaining a higher education qualification.

They are designed and delivered through partnerships between employer organisations, universities and Further Education Colleges. This means that as a graduate you will be equipped with the specific skills that employers are looking for.

A Higher Education Course can be studied full-time over two years or on a part-time basis. The part-time course is flexible and can be timed to fit in with your hours of work.

Learning in the workplace is an important part of a Level 4 or 5 course. It means that you will gain relevant work skills and will have the chance to apply your learning in a real work environment.

If you successfully complete a Level 4 or 5 course you can go to university to do an Honours Degree.

Where you can study a Higher Education course

Foundation degrees are offered in all six Further Education Regional Colleges and the College of Agriculture, Food and Rural Enterprise (CAFRE). Foundation degrees can also be studied through the Open University.

Useful resources for Level 4 and 5 courses

<https://www.belfastmet.ac.uk/full-time/higher-education/>

<https://www.serc.ac.uk/courses/he>

<https://www.ucas.com/undergraduate/what-and-where-study/choosing-course/foundation-degrees>

Full-time	Accountancy	Construction	Hospitality & Catering
Further Education	Animal Management	Engineering	Journalism
Higher Education	Architectural Technology	Counselling	Music
International Students	Art & Design	Fashion	Property Planning
	Beauty, Hairdressing & Complementary Therapies	Film and TV	Sciences
	Business & Management	eSports	Sport
	Childhood Studies and Playwork	Health & Social Care & Social Work	Travel, Tourism & Aviation
	Computing, IT and Multimedia	Interactive Media/VR&AR	

Appendix 4

Higher Level Apprenticeships



Introduction to Higher Level Apprenticeships

The world of work is continuing to change and there is a need for higher skills in the NI economy. As a result, the Department has developed Higher Level Apprenticeships which give the opportunity to gain a degree whilst still in work. Since 2015, in partnership with local employers, Further Education and universities, the Department has been piloting the HLA concept with over 600 participants across 40 occupational areas including ICT, Engineering, Accounting and Digital Marketing. Current local employers offering HLAs: Kainos, NIE, Fusion, McAvoy Design, CME, and Deloitte to name a few!

Higher Level Apprenticeship qualifications

Higher Level Apprenticeships (HLAs) currently offer you qualifications from Level 4 to Level 6 (Honours degree). The majority are at Level 5 (Foundation degree), but more Level 6 Apprenticeships degrees are available than ever before.

The length of a Higher Level Apprenticeship will vary depending on the programme you chose, but will be a minimum of two years.

Benefits to apprentices

By taking part in a Higher Level Apprenticeship, you can gain the skills that employers need and that are relevant to the local economy, therefore improving your prospects of good earnings and sustained employment.

Other benefits include:

- earning while you learn
- achieving professional-level qualifications without paying higher education tuition fees
- increased opportunities for career progression
- a clear pathway to achieving ambitions in the workplace

Eligibility

Opportunities are available for you to gain qualifications from Level 4 upwards if you are a new employee or an existing employee in a new job role. Entry requirements will depend on the apprenticeship pathway.

To take part in the Higher Level Apprenticeship programme you need to:

- be employed or be about to take up paid employment as an apprentice with a Northern Ireland based company
- work a minimum of 21 hours per week (which includes time for 'off-the-job' training)
- meet the entry requirements of your chosen occupation
- be accepted on to a university course

Higher Level Apprenticeships available

Higher Level Apprenticeships are available through the colleges and universities below.

College titles and abbreviations

College	Abbreviation
Belfast Metropolitan College	BMC
College of Agriculture, Food & Rural Enterprise	CAFRE
Northern Regional College	Northern
North West Regional College	NWRC
South Eastern Regional College	SERC
Southern Regional College	SRC
South West College	SWC
Ulster University	UU
Queen's University Belfast	QUB



Currently, Higher Level Apprenticeships are available in over 20 occupational areas including ICT, Professional Services, Engineering, Life Sciences, Accountancy and Health Care. Examples of Higher Level Apprenticeships at Belfast Met are shown below:



Home > Centre for Skills & Apprenticeships

Centre for Skills & Apprenticeships

- Higher Level Apprenticeships
- Traineeships
- IT Apprenticeship

Prospectus Download

Accountancy	Customer Services	Plumbing & Heating
Beauty, Hairdressing & Complementary Therapies	Electrical	Retail
Building Services	Electrotechnical	Sales
Business	Engineering	Security
Contact Centre Operations	Health & Social Care	Software Development
Computing & IT	Higher Level Apprenticeship	Team Leading
Construction & Engineering	Hospitality	View All
	Motor Vehicle	

If you're interested in doing a Higher Level Apprenticeship use the following links:

<https://www.belfastmet.ac.uk/apprenticeships/>

<https://www.serc.ac.uk/courses/training-and-apprenticeships/how-apprenticeships>

<https://www.nidirect.gov.uk/campaigns/apprenticeships>

Appendix 5

Examples of 'A' Level Subjects required for Degree Courses (2024)

UNIVERSITY DEGREE	REQUIRED SUBJECTS	REQUIRED GRADES	FURTHER INFORMATION
ACCOUNTANCY	No specified subjects but A Level Maths can reduce grade requirements.	QUB: AAB UU: BBB (including A Level Maths) ABB (without A Level Maths) Maths: GCSE B	More information on accountancy can be found at: https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/accountancy-banking-and-finance/how-to-become-an-accountant
ACTUARIAL SCIENCE AND RISK MANAGEMENT	A Level Maths at Grade 'A'	QUB A*AA (including Maths) AAA at A Level plus a further A at AS Level (including Maths)	Actuarial Science is offered at QUB and entry is very competitive. More information can be found at https://www.actuaries.org.uk/becoming-actuary/route-becoming-actuary
ART AND ANIMATION	Students will need to have studied Art for the Fine Arts Degree or Moving Image Arts/ ICT for the Animation Degree	BBC DISTINCTION, MERIT, MERIT at BTEC	The courses are offered by University of Ulster through the Belfast School of Arts. There is also a Foundation Degree available. https://www.ulster.ac.uk/faculties/arts-humanities-and-social-sciences/art
BIOCHEMISTRY	A Level Chemistry and at least ONE of Maths OR Physics	BBB including Chemistry and Biology + GCSE Mathematics grade C/4 OR ABB including Chemistry and at least one from Mathematics or Physics	Biochemistry is a very competitive course. More information can be found at: https://www.biochemistry.org/education/careers/qualifications/

BIOLOGICAL SCIENCES	Biology and at least one from Chemistry (preferred), Geography, Maths or Physics. GCSE Double Award Science.	ABB – BBB + including Biology and EITHER Chemistry, Geography, Maths or Physics. GCSE Double Award Science CC and Maths C	https://www.qub.ac.uk/schools/SchoolofBiologicalSciences/ https://www.ulster.ac.uk/faculties/ife-and-health-sciences Information on careers and opportunities can be found at: https://www.rsb.org.uk/
BIOMEDICAL SCIENCE	2 science subjects at A Level: Biology/ Chemistry plus one other. GCSE Double Award Science.	AAB – ABB including Biology (QUB)+ GCSE Double Award Science CC and Maths C BBB (UU) + GCSE Maths, English and Double Award Science C	https://www.qub.ac.uk/schools/mdbs/Study/BiomedicalSciences/ https://www.ulster.ac.uk/faculties/ife-and-health-sciences/biomedical-sciences Information on careers and opportunities can be found at: https://www.prospects.ac.uk/job-profiles/biomedical-scientist
BUSINESS STUDIES	Not specified, but Business Studies A Level is beneficial	ABB + GCSE Maths B (QUB) AAB-BBB DISTINCTION, MERIT, MERIT at BTEC (UU)	Visit www.bized.co.uk or the website of the Institute of Management: www.inst-mgt.org.uk
COMPUTING	Some courses may require Maths or Software Systems, Development or ICT at A Level	AAB-BBB (QUB) ABB-BBB + GCSE Maths C*(UU)	Cyber Security and Software Management courses and Higher Level Apprenticeships available at Belfast Met. https://www.belfastmet.ac.uk/apprenticeships/higher-level-apprenticeships/
COMMUNICATION AND MEDIA	There are no specific courses. Moving Image Arts or ICT are useful at A Level.	BCC DISTINCTION, MERIT, MERIT at BTEC	A wide range of subjects are accepted. It is useful to have completed a media work placement.
DENTISTRY	Biology and Chemistry A-level required plus UKCAT admission test. GCSE Double Award Science.	QUB AAA including Biology	British Dental Association www.bda-dentistry.org.uk and the General Dental Council www.gdc-uk.org

EDUCATION	GCSE Maths and English A Level in your chosen subject	Stranmillis AAB St Mary's AAB	Volunteering and extra-curricular activities are essential. There will be an interview for applicants. More info can be found at: https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/teacher-training-and-education/teaching-in-northern-ireland
ENGINEERING	Maths and another science subject, e.g. Physics, Chemistry, Biology, Technology & Design, Geography	Grades vary from AAA-BBB depending on specific Engineering degree taken. Some courses may require GCSE Maths A and Double Award Science	Royal Academy of Engineering www.raeng.org.uk There are also Foundation Degrees and Higher Level Apprenticeships available through Belfast Met and SERC.
ENGLISH	AS Level English Grade A at English GCSE	ABB (at QUB) CCC (at UU)	Students can have studied AS Level (first year of A Level course) English and achieved a Grade A if they have not completed the full English A Level.
ENVIRONMENTAL HEALTH	One from Mathematics, Physics, Chemistry, Biology, Geography, Home Economics, Health and Social Care or Applied Science	ABC (UU)	Chartered Institute of Environmental Health www.cieh.org
ENVIRONMENTAL SCIENCE	2 Science subjects from Geography, Biology, Physics, Chemistry, Mathematics, Physical Education, Single Award Science, ICT, Nutrition and Food Science	BBB (at UU)	Find out more at www.environmentalscience.org
LANGUAGES	GCSE and A Level in the chosen language	ABB (at QUB)	This is a 4 year course and can include a one year placement in the country of your chosen language.
LAW	No essential A Levels but subjects that develop critical thinking and analytical skills such as English and/or History are useful	AAA (at QUB) ABB-BBB (UU)	More information is available through www.thelawyerportal.com

MATHS	A Level Maths GCSE Maths at Grade A	AAB or A*BB (QUB)	A degree in Maths can lead to a wide range of jobs. More information on Maths careers can be found at www.mathscareers.org.uk
MEDICINE	Chemistry + Biology, Maths or Physics. GCSE Double Award Science required. UKCAT admissions test	AAA at A-level + A in a 4th AS- level A*AA + AS-level Biology grade B	www.medschools.ac.uk British Medical Association www.bma.org.uk
MIDWIFERY	5 GCSEs at grade B / 6 to include Mathematics and a Science subject (i.e. Biology/Human Biology, Chemistry, Physics, Double Award Science or Single Award Science)	BCC including a relevant Science (Biology/Human Biology, Chemistry, Life & Health Sciences, Mathematics or Physics) <u>OR</u> BBC where a relevant Science subject is not offered.	Volunteering or care work is very beneficial. The NHS resource has a clear explanation of careers in midwifery. https://www.healthcareers.nhs.uk/explore-roles/midwifery
NURSING	A relevant Science is useful, but not essential. You will be required to complete a voluntary placement and interview.	BBC / BCC (QUB) BBC (UU)	NHS Careers www.nhs.uk/careers The Royal College of Nursing www.rcn.org.uk Royal College of Midwives www.rcm.org.uk
OCCUPATIONAL THERAPY	2 science subjects from Biology, Chemistry, Mathematics, Physics, Double Award (DA) Life and Health Science. (DA) Science	BBB HPAT admissions test (UU) DISTINCTION, DISTINCTION, MERIT at BTEC	The College of Occupational Therapy (www.cot.co.uk)
OPTOMETRY	2 science subjects from Biology, Chemistry, Mathematics, Physics, Double Award (DA) Life and Health Science. (DA) Science	AAB (UU)	Find out more at www.college-optometrists.org
PHARMACY	Chemistry, Biology GCSE and for A' Level Chemistry and Biology will keep the vast majority of courses open.	AAB	Find out more at www.rpsgb.org.uk

PHYSICS	Maths and Physics A Level	ABB including Maths and Physics (QUB)	The Institute of Physics https://www.iop.org/careers-physics#gref
PHYSIOTHERAPY	One from Chemistry, Biology, Mathematics, Physics or Double Award Life & Health Sciences	BBB HPAT admissions test (UU)	Chartered Society of Physiotherapy www.csp.org.uk
PSYCHOLOGY	A Science subject OR Maths, Geography, Economics	ABB with a Science OR AAB without a Science (QUB)	The British Psychological Society https://www.bps.org.uk/public/become-psychologist
QUANTITY SURVEYING	One from Maths, Physics, Chemistry, Biology, Engineering or Construction preferred.	ABB (AAA if none of the preferred A Levels offered.)	Royal Institute of Chartered Surveyors www.rics.org.uk
RADIOGRAPHY	1 Science from Maths, Physics, Chemistry, Biology or Double Award Life & Health Sciences. 2nd Science may be desirable for some courses. GCSE Double Award Science.	BBB & HPAT admissions test (UU)	Diagnostic radiographers use X-rays, ultrasound and magnetic resonance imaging to produce images of the body. Therapeutic radiographers are involved in the treatment of cancer. Contact the Society of Radiographers www.sor.org
SOCIAL WORK	Not specified (but Health and Social Care is useful)	ABB (QUB) BBB (UU)	www.niscc.info www.skillsforcare.org.uk
SPEECH AND LANGUAGE THERAPY	English, a Modern Foreign Language, Maths, Physics, Chemistry, Biology, Psychology GCSE Science	BBB HPAT Admissions test (UU)	The Royal College of Speech and Language Therapists www.rslt.org
SPORTS STUDIES	RQF Pearson BTEC Level 3 National Extended Diploma is beneficial	Grades AAB to include a grade A from one of the following: History, Geography, Psychology, PE, Politics, Sociology, Sport Studies or Sports Science & Leisure Industry.	More information on careers in sport can be found at https://careers-in-sport.co.uk/

<p>TEACHING</p>	<p>Any A Level relevant to your subject</p> <p>GCSE English, Maths and Science</p>	<p>Stranmillis AAB</p> <p>St Mary's AAB</p>	<p>Stranmillis</p> <p>www.stran.ac.uk</p> <p>St Mary's College</p> <p>www.stmarys-belfast.ac.uk</p>
<p>TOURISM AND HOSPITALITY MANAGEMENT</p>	<p>No specific courses, but Travel and Tourism or Hospitality Level 3 BTEC are useful.</p>	<p>CCC or MERIT, MERIT, MERIT at BTEC</p>	<p>Information on careers in tourism</p> <p>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/travel-and-tourism</p>
<p>VETERINARY SCIENCE</p>	<p>Chemistry, Biology and Maths/Physics</p> <p>GCSE Double Award Science</p>	<p>Veterinary Science is very competitive and grades range from</p> <p>AAA to A*A*A*</p>	<p>Information on a career as a vet can be found at</p> <p>https://www.bva.co.uk/your-career/becoming-a-vet/</p>

