ST. PATRICK'S COLLEGE
MAGHERA

POST 16 PROSPECTUS
2026-2027

Principal's Welcome

Post 16 is a significant and exciting stage in your education, and our vision, **Think, Lead, Succeed**, is at the heart of everything we do.

We want all our students to **think** critically, **lead** with confidence, and courage; and to **succeed** academically, socially and emotionally, as they move towards their future career and goals.

Our Post 16 curriculum has been designed to offer you real choice, challenge, and opportunity. Through a broad and balanced range of academic and vocational pathways, strengthened by exceptional teaching and personalised careers guidance, we support every learner in making informed and meaningful decisions about what comes next. Whether your journey leads to university, apprenticeships, training, or employment, you will leave St Patrick's with strong qualifications, resilience, and confidence in your ability to succeed.

This prospectus has been produced to help you explore the many possibilities available at Post 16. As you consider your options, take time to reflect on your strengths, interests, and long-term ambitions. Speak with teachers, your family, and the Careers Team so that the pathway you choose reflects who you are, and who you aspire to become.

I wish you every happiness and success as you begin this exciting new chapter of your St Patrick's journey. Wherever your path leads, we are committed to helping you **Think, Lead, Succeed**.

Mrs Katrina Crilly (Principal)

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MODEL
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CAUTION

Head of CEIAG

Yr12, Parents and Guardians,

As we are coming to the end of your formal education it is now time to decide what pathway you wish to continue upon to reach your career goals. Here at the College, Sixth Form study is able to provide an extensive range of Level 3 courses, including A-Levels and BTECs.

Making the right choice of subjects at A Level can always be difficult and you should gather as much information as possible before you make any important decisions about where and what you wish to study. It may help you to note the following points:

• Aim to choose subjects that you enjoy and that you are good at. However, you should bear in mind the requirements for any career or further education opportunities that you think may be of interest to you. If you do not know what you want to do in the future, then it is sensible to keep as many avenues open as possible at this stage.

• Different courses demand varying skills and aptitudes. You should read carefully about each subject and if necessary, seek further advice, before filling in your option form. You must meet the required entry criteria before you will be considered for a course.

Included in this prospectus are outlines of the subjects that various departments hope to offer. It must be remembered that places on these courses cannot be guaranteed. We will always do our best to give everyone their first choice, however, it may not be possible to provide every combination of subjects. Sometimes there are too few students to run a particular course; occasionally there may even be too many students or not a sufficient number of teachers available to accommodate all requests. For these reasons it may be necessary for you to modify your choices at a later date.

It is important that you speak to the teachers of the subjects you are thinking of choosing. As well as giving you sound advice for the future, they will be able to give you some direction if, for some reason, your particular combination of subjects needs to be revised. You will also get the chance to speak to university representatives and local employers who will also help to give you advice on which subjects would suit careers paths you might be considering.

I wish you well during the rest of Year 12 and look forward to working with you in our Sixth Form next year.

Mrs Clare O'Kane

Head of Year

At St. Patrick's College, we understand the significance of selecting subjects for Years 13 and 14. As students seek a broad and balanced curriculum, they also consider their progression beyond Key Stage 5. We recognise that choosing the right educational path can be a daunting decision, but rest assured, our dedicated careers department and pastoral team are here to support you every step of the way, ensuring a smooth and confident transition into Key Stage 5.

We are excited to share the unique opportunities that await you at St. Patrick's during this pivotal stage of your educational journey. This prospectus is designed to provide you and your parent(s)/guardian(s) with a clear overview of the Key Stage 5 curriculum. Our curriculum is thoughtfully crafted to meet the individual needs and aspirations of each student, offering a bespoke educational experience that fosters both academic and personal growth.

In St. Patrick's, we are committed to nurturing student development through an engaging and dynamic curriculum, supported by a strong pastoral focus. Our outstanding academic programmes cater to a wide range of interests and abilities, offering both academic and vocational pathways to ensure that every student can thrive. The Key Stage 5 curriculum includes programmes to develop the whole child, and a wealth of extra-curricular and work-related activities, all designed to enhance student development and learning opportunities.

Our curriculum is designed to prepare you for future success and lifelong learning, whether that be in further or higher education or along progressive career pathways. Within our nurturing and inclusive school culture, you will find the support and encouragement needed to achieve your full potential.

We invite you to explore the information within this prospectus to make informed and effective decisions about your future. Should you have any questions or require further information from a pastoral perspective, please do not hesitate to reach out to us.

We look forward to helping you make the right decisions with your parent(s)/guardian(s)..

Ms Elaine McKay (Head of Year 12)

Choosing Post 16 Subjects

How do I choose my Post 16 Subjects?

Choosing A-levels can feel daunting. The following criteria are useful to apply when choosing subjects to study.

Choose subjects you like.
You will be studying a small number of subjects in considerable depth compared to GCSEs, so it is only sensible to choose subjects which you enjoy.

Choose subjects at which you are good.
You are probably aware of your best subjects. Certainly, your GCSE results will provide a good guide in August but for now use your track data to help with this decision. You are expected to have a sound grounding in a subject to be able to cope with the level of work in Sixth Form. Expected GCSE grades for entry to Post 16 subjects can be found on page 7. You may choose Post 16 subjects which you did not study at GCSE level, however you need to choose subjects which you know you can get a good grade in and will take you into your courses at Post 18.

Choose subjects which you will need for a specific career.
A few Careers / University courses demand that certain subjects have been studied. If you are determined to pursue one of these Careers / courses, then you will be required to study the specified subjects. On page 46 to 48 of this prospectus you will find a guide to entry requirements for higher education courses which you may find useful. Also, you can use Unifrog or UCAS to help to research courses and subjects they require.

If you have any questions, please call with your Careers teacher and they will help to answer any queries regarding subject choices and course requirements.

Shape your future by choosing the right subjects!

Summary of Curriculum Offer and Entrance Requirements

In order to study A Levels, pupils must gain a minimum of five GCSE passes at Grade A*-C in separate subjects, including English and Mathematics.

It is expected that most pupils will study three A Levels. In some circumstances, targeted students may be encouraged to study four A Level subjects.
In some circumstances, targeted students may be encouraged to study four A Levels if it will help secure entry to some courses eg Medicine.

Please note that the subjects offered may be subject to change. Some subjects may be withdrawn if student demand is low and the class is not viable. Class size will also be important as some will have a maximum number due to health and safety reasons and access to equipment.

All students in the Sixth Form will need to follow the Core Learning Programme consisting of General RE and Careers, in addition to the curriculum choices made. Optional Additional Learning may be chosen in September after enrolment.

Please note that certain 3rd level courses have very specific entry requirements. Choosing more than one of the courses below marked as Applied (A), particularly the BTECs, MAY limit your access to any of the Russell group Universities e.g. Queen's, Belfast, and other selective universities. Therefore, check university entry requirements carefully.

SIXTH FORM ENTRY REQUIREMENTS:

1. Pathway 1: Average GCSE Score – 7 or above
   Students will study 3 or 4 AS Levels of their choice.

2. Pathway 2: Average GCSE Score – 5.5 to 7
   Students will study one or two AS level of their choice and a combination of vocational qualifications from BTECs and Applied A Levels.

3. Pathway 3: Average GCSE Score – Below 5.5
   Pupils will follow either one agreed A Level and two vocational or a totally vocational route.

GCSE	A*	A	B	C*	C	D	E	F	G
Points	9	8	7	6	5	4	3	2	1

Subject Entry Requirement – GCSE Grades

SUBJECT	ENTRY REQUIREMENT – GCSE GRADES
Art and Design (G)	5 GCSEs to include Grade B in Art and Design
Biology (G) **Chemistry** **Physics**	(1) For DA entrants - a grade A in both written papers in the subjects you wish to study at AS/A2. (2) For TA entrants – a grade B overall in the subject you wish to study. (3) For all – minimum grade B in Maths and B in English at GCSE.
BTEC Science (A) **(Double Award)**	C*C* in DAS or a grade A/A* in Single Award TA Science.
Business Studies (G)	B in Business Studies or 5 A*-C including B in English Language and C in Maths.
Applied Business Studies (A)	5A*-C including English and Maths
Digital Technology (A)	B in Digital Technology.
BTEC ICT (A)	A minimum of a grade 'C' in Digital Technology or a minimum of a 'Merit' in BTEC Level 2 ICT. B in English Language.
English Literature (G)	B in English Language and B in English Literature OR A in English Language for students who did not study Literature.
Geography (G)	B in Geography and C in Maths and C in English Language
Health and Social Care (A) **(Single and Double Award)**	B in English Language.
History (G)	B in History and B in English Language
Irish (G)	B in Irish and B in English Language
Mathematics (G)	No further maths: A in GCSE Maths with compulsory grade A in M4 & M8 Modules. Pupils must have a UMS of 150 or above in M4. With further maths: Grade A in GCSE Maths with a min. Grade B in Further Maths OR Grade B in GCSE Maths with a min. Grade A in Further Maths
Music (G)	B in Music and C in Maths and C in English Language. Proficiency in at least one instrument to Grade 5.
Nutrition and Food Science (G)	B in Home Economics: Food and Nutrition and B English Language
Physical Education (PE) (G) **WJEC**	B in GCSE PE and B in English Language and C* in Maths. Without GCSE PE candidates may be considered with a BB or higher in DA Science
BTEC Sport (A) **(Single and Double Award)**	GCSE PE grade C and English Language to grade C. A grade C Science qualification is required at Double Award/Triple Award.
Performing Arts (A)	C in English Language Grade B in GCSE Drama or Music or equivalent qualification OR Grade 4 Speech and Drama/ Musical Theatre/Musical Instrument/ Dance or equivalent. If no formal performing arts qualification, students must have experience including a background in acting/singing/dancing which will be demonstrated through audition.
Spanish (G)	B in Spanish and B in English Language
Technology and Design (A)	B in Product Design or other related course. C in Maths and C in English Language.
BTEC Construction and the Built Environment (A)	GCSE Maths and GCSE English language at Grade B or above
BTEC Engineering (A)	5 GCSEs at GCSE to include Grade B Maths in a higher tier paper and GCSE English at a minimum of Grade B.
Religious Studies (G)	B in Religious Studies and B in English.
BTEC Travel and Tourism (A)	GCSE Maths and GCSE English Language at grade C or above

Art and Design: GCE

Awarding Body: CCEA

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Experimental Portfolio	Year 13	- Students develop, explore and record ideas. - Teachers assess students' work and Exam board moderates their marks. - Assessment Objectives 1, 2 and 3	50% of AS 20% of A level
AS 2: Personal Response	Year 13	- Students present a personal outcome in response to the theme. - Students bring this to completion during a 10 hour controlled test. - Teachers assess the controlled task and Exam board moderate their marks. - Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3.	50% of AS 20% of A level
A2 1: Personal and Critical Investigation	Year 14	- Written and practical work inform each other and are integrated, but are marked separately. - Teachers assess the practical investigation and Exam board moderates their marks. - 40% of A2 24% of A level Written investigation 1000–2000 words – externally assessed (20% of A2 12% of A level) - Assessment Objectives 1,2 and 3	60% of A2 36% of A level
A2 2: Thematic Outcome	Year 14	- Students present an outcome in response to the theme. - Students bring this to completion during a 15 hour controlled test. - Teachers assess students' work and Exam board moderate their marks. - Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3.	40% of A2 24% of A level

ENTRY REQUIREMENTS

To study Art and Design it is essential for students to not only have a foundational understanding of the key Elements and Principals of GCSE Art and Design, but also have a genuine interest and passion for the Art world. You should choose Art A-Level If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities. The skills you gain make it a great complement to other subjects. Art and Design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

CAREER PROGRESSION

Studying art and design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do later in life. The transferable skills you will gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers. Here are some of the job opportunities that studying Art can lead you to:
Fashion design, Graphic design, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, Photographer, Architecture, Product design, Textiles design, Ceramics, Advertising, Publishing, Interior design, Fashion and media journalism, Hair and make-up design, Retail design, Exhibition design, Jewellery design, Artist, Visual media, Teaching.

REQUIREMENTS FOR CHOOSING A-LEVEL ART AND DESIGN?

A Grade B or above in GCSE Art & Design.

SAMPLE PROGRESSIVE PATHWAYS FOR ART AND DESIGN

Level 4

Belfast Met: Level 4 Foundation Diploma in Art and Design BTEC

Level 5

UU: Foundation in Art and Design Ba (Hons)

Level 6

UU: Animation BDes (Hons)
UU: Digital Design BDes (Hons)
UU: Fine Art BA (Hons)
UU: Games Design BA (Hons)
UU: Graphic Design BA (Hons)
UU: Illustration BA (Hons)
UU: Photography MFA
UU: Product Design BA (Hons)
UU: Textile Art and Design Fashion BA (Hons)
UU: User Experience and Service Design MDes

MEET ONE OF OUR KEY STAGE 5 PUPILS

Emma Kerr 14C - *"I chose A Level Art as I believe it would be an excellent qualification to have as I wish to pursue a career in primary school teaching. Not only that but I also have a great love for the subject. The freedom to step away from the 'traditional' lessons of school has greatly benefited my days as I can just take my mind off them and focus on creating and experimenting. I very much enjoy this year's course, as I did my GCSE, however this year is more based on trying out new techniques and practices which I find exciting. I never dread an art lesson and appreciate the opportunity to develop skills outside of my more academic subjects."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-art-and-design-2016 or scan the QR code.

Biology: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS Unit 1: Molecules and Cells	Year 13	External exam 1hr 30mins	37.5% of AS 15% of A Level
AS Unit 2: Organisms and Biodiversity	Year 13	External exam 1hr 30mins	37.5% of AS 15% of A Level
AS Unit 3: Practical skills in AS Biology	Year 13	External exam 1hr hour Internal practical assessment	25% of AS 10% of A Level
A2 1: Physiology, Co-ordination and Control, and Ecosystems	Year 14	External exam 2hours 15mins	24% of A Level
A2 2: Biochemistry, Genetics and Evolutionary Trends	Year 14	External exam 2hours 15mins	24% of A Level
A2 3: Practical Skills in Biology	Year 14	External exam 1 hour 15 mins Internal practical assessment	12% of A Level

ENTRY REQUIREMENTS

Minimum B in both Maths and English. DA Biology: An A grade in Unit 1 **and** Unit 2 Biology; TA Biology: Overall B grade

CAREER PROGRESSION

A-Level Biology opens numerous career pathways and provides essential skills for various professional roles. It is particularly beneficial for those aspiring to enter the world of Medicine, Dentistry, Biomedical sciences, Pharmacy, Biological sciences and Environmental management.

Below are a few examples of how A Level Biology can be useful:

- **Environmental Management:** explores the physical, social, economic and cultural aspects of environmental management. It combines aspects of science, geography and environmental planning with an environmental work placement to understand the environmental systems in which we live and work.
- **Marine biology** is the interdisciplinary study of life in the ocean. At the present time, the position of marine biology graduates has never been as critical to the functioning of our society, economy and environment. Complex issues such as overfishing, pollution and climate change are colliding to bring about extraordinary and sometimes catastrophic changes in marine systems. As a marine biologist you will apply cutting edge technologies to help tackle these issues on a scale from molecules to ecosystems.
- **Microbiology** is the study of bacteria, fungi, algae, protozoa and viruses, and is of immense importance in relation to the environment, agriculture and food, biomedical sciences and biotechnology. Graduates in microbiology are therefore highly sought after in these fields. Microbiology is very central to many aspects of the biological sciences, from pure research to diverse industrial, medical and environmental applications.
- **Biological science graduates** can be employed in organisations working within environmental monitoring and management, water quality management, animal welfare, academic research, the agri-food industries, biotechnology and pharmaceutical industries, teaching and education, and science communication.

Additionally, A-Level Biology is a requirement for certain university courses, particularly those focused on Medical, dentistry, pharmacy and Biomedical sciences, setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR BIOLOGY

Level 4

Belfast Met: Level 4 HNC in Applied Biology

Level 5

Belfast Met: Foundation Degree in Biological Sciences (Validated by QUB)
UU Derry-Londonderry: Level 5 Foundation degree in Applied and Medical Sciences
QUB: Biological Sciences BSc
QUB: Biomedical Sciences BSc
NRC: Animal Management – Level 5 Higher National Diploma

Level 6

Hartpury University: Bioveterinary Science (Top up Level 6)
Cornwall College: Applied Equitation Science (Level 6)
QUB: Dentistry BDS
QUB: Marine Biology with Professional Studies MSci
QUB: Environmental Management

MEET ONE OF OUR KEY STAGE 5 PUPILS

Emily Ellwood 14B - *"Studying A Level Biology has been both enjoyable and rewarding. It's helped me understand how life works—from tiny organelles to whole ecosystems - and strengthened my analytical and practical skills. It has made real-life topics like health, genetics, and the environment much clearer, and opens doors to careers such as medicine, dentistry, and scientific research. I'm glad I chose Biology, as it has supported me in working towards my dream career in optometry.."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-biology-2016 or scan the QR code.

Business Studies: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Introduction to Business	Year 13	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
AS 2: Growing the Business	Year 13	External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks)	50% of AS 20% of A level
A2 1: Strategic Decision Making	Year 14	External written examination 2 hours Five compulsory structured data responses (90 marks)	30% of A level
A2 2: The Competitive Business Environment	Year 14	External written examination 2 hours Six compulsory structured data responses (90 marks)	30% of A level

ENTRY REQUIREMENTS

5 A*-C including B in Business Studies and English Language and C in Maths

CAREER PROGRESSION

A-level Business Studies opens up many options for students at university, and there are many courses available with permutations of Business/Management/Administration/ Accounting and Finance. Some of our students will also progress onto Apprenticeships with Deloitte, PwC and local businesses.
Business and Management graduates typically progress to careers in areas such as business development, marketing, recruitment and banking, although plenty of other options are available.

SAMPLE PROGRESSIVE PATHWAYS FOR BUSINESS STUDIES

Level 4

NRC: Business - Level 4 Higher National Certificate (Pearson)

Level 5

NRC: Business Management - Foundation Degree
NRC: Business Management - Higher Level Apprenticeship (HLA)
Belfast Met: Level 5 HND Business

Level 6

UU: BSc Hons Business Studies
UU: BSc Communication Advertising and Marketing
UU: BSc Hons Marketing
UU: BSc Hons Management
UU: BSc Accounting with Pathways
QUB: BSc Hons Actuarial Science and Risk Management
QUB: BSc Advanced Accounting with Placement
QUB: BSc Hons Business Management
UU: HLA with PwC/Deloitte – BSc Business Analyst

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016 or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Niall McNicholl 14E - *"Taking A Level Business in sixth form strengthened my interest in the business world and added real value to my UCAS applications. The subject is practical and highly relevant, offering clear insight into important everyday topics such as taxation and how the economy functions. Although studying Business at GCSE helped me begin with confidence and passion for the subject, it isn't essential — A-Level Business is approachable, engaging, and equips students with versatile skills that benefit any future pathway."*

Awarding Body: WJEC

Applied Business Studies - Single Award: AGCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1 Business skills and functions • **Marketing** • **Finance** • **Human Resources**	Year 13	Written external examination - 1 hour 40 mins	40% of AS 20% of A Level
Unit 2 Business Creation • **Business proposal**	Year 13	Controlled assessment - 12 hours	60% of AS 30% of A Level
Unit 3 Business Strategy • **Business strategies** • **Technology** • **External environment**	Year 13	Written external examination - 1 hour 40 mins	20% of A Level
Unit 4 Business Investigation • **Business Investigation**	Year 14	Controlled assessment - 12 hours	30% of A Level

ENTRY REQUIREMENTS

5 A*-C including English and Maths

CAREER PROGRESSION

A-Level Applied Business Studies opens numerous career pathways and provides essential skills for various professional roles. It is particularly beneficial for those aspiring to enter the world of business and management. Here's how it can be useful:

• **Entrepreneurship**: Equips students with the knowledge to start and manage their own businesses.

• **Management Roles**: Offers foundational insights into organisational behaviour, finance and strategic planning, essential for managerial positions.

• **Marketing and Sales:** Prepares individuals for roles in marketing strategy and sales management by understanding consumer behaviour and market dynamics.

• **Finance and Accounting:** Provides a stepping stone for careers in financial analysis, accounting and investment banking, as it covers fundamental economic principles and financial management.

Additionally, A-Level Applied Business Studies is a requirement for certain university courses, particularly those focused on business, economics and finance, setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR BUSINESS

Level 4

NRC: Business - Level 4 Higher National Certificate (Pearson)

Level 5

NRC: Business Management - Foundation Degree
NRC: Business Management - Higher Level Apprenticeship (HLA)
Belfast Met: Level 5 HND Business

Level 6

UU: BSc Hons Business Studies
UU: BSc Hons Marketing
UU: BSc Hons Management
QUB: BSc Advanced Accounting with Placement
QUB: BSc Hons Business Management

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016 or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Kate Mallon 14C - *"I chose to study A Level Applied Business because I wanted to understand how companies operate and gain practical skills for my future career. I wanted to learn how companies like Apple or Amazon work and why some succeed while others don't. This subject teaches me how to solve problems, manage money, and even how to start my own business one day. Studying Business gives me a clear understanding of the real-world business environment and valuable tools for making smart business decisions."*

Chemistry: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Basic Concepts in Physical and Inorganic Chemistry	Year 13	External written examination 1 hour 30 mins	40% of AS 16% of A level
AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	Year 13	External written examination 1 hour 30 mins	40% of AS 16% of A level
AS 3: Basic Practical Chemistry	Year 13	A: Internal practical examination 1 hour 15 min B: External written examination 1 hour 15 mins	20% of AS 8% of A level
A2 1: Further Physical and Organic Chemistry	Year 14	External written examination 1 hour 30 mins	40% of AS 24% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	Year 14	External written examination 1 hour 30 mins	40% of AS 24% of A level
A2 3: Further Practical Chemistry	Year 14	A: Internal practical examination 1 hour 15 min B: External written examination 1 hour 15 mins	20% of AS 12% of A level

ENTRY REQUIREMENTS

Minimum B in both Maths and English. DA Chemistry: An A grade in Unit 1 **and** Unit 2 Biology; TA Chemistry: Overall B grade.

CAREER PROGRESSION

Pharmacology - Pharmacology is a highly interesting field of work; investigating how drugs affect the body and interact with other medicines.
Materials scientist - A **materials scientist** studies and evaluates products that exist naturally and the ones created by humans.
Toxicologist - Toxicologists study these affects to discover the potential risks or hazards.
Chemical engineer - works principally in the chemical industry to convert basic raw materials into a variety of products and deals with the design and operation of plants and equipment.
Chemist - Chemists study the composition of matter and its properties.
Forensic scientist - As a **forensic scientist**, you're not just unraveling chemical mysteries; you're decoding the secrets hidden within substances to aid investigations.
Chemistry teacher – Chemistry teachers share their knowledge with the people who may go on to commit to any of these scientific careers.
Research Scientist - Research scientists are often the people behind the scenes, conducting experiments that advance industries' capabilities – analysing their findings and presenting them in journals or at conferences.
Biochemist - Biochemists study these compounds to understand the chemical processes and substances within living organisms.
Environmental scientist - By monitoring air, water, and soil, environmental scientists seek to understand the effect humans have on the environment.

SAMPLE PROGRESSIVE PATHWAYS FOR CHEMISTRY

Level 4

Belfast Met: Level 4 HNC in Computing

Level 5

HND Chemistry/ Applied Chemistry

Level 6

QUB: BSc Chemistry
QUB: BSc Chemical Engineering
QUB: BSc Biochemistry
QUB: BSc Medicinal Chemistry
QUB: BSc Pharmaceutical Biotechnology
QUB: BSc Pharmaceutical Science
QUB: Medicine
QUB: Dentistry
QUB: Pharmacy
UU: BSc Biomedical Science
UU: BSc Applied Biomedical Science
UU: Pharmacy
UCD: Veterinary Medicine

MEET SOME OF OUR KEY STAGE 5 PUPILS

Malachy Corr 14A - *"I chose Chemistry at A Level because I've always been fascinated by how the world works on a molecular level. I love discovering the reasons behind everyday phenomena such as what reactions happen and how materials are created. Chemistry challenges me to think critically and solve problems, which I really enjoy. It's exciting to know that what I'm learning can lead to real-world applications in medicine, technology, and environmental science."*
Taylor Crilly 14A - *"A Level Chemistry helps you understand the world at its most fundamental level, from everyday reactions to the materials driving modern technology. It has helped me develop strong problem-solving skills, logical thinking, and confidence in analysing and interpreting data — abilities valued across all scientific fields and by universities. I really enjoy studying Chemistry, and it keeps countless pathways open, including medicine, engineering, biomedical sciences, and pharmacy."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016
or scan the QR code.

Digital Technology: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Approaches to System Development	Year 13	External Written Exam - 1 hour 30 mins	50% of AS 20% of A Level
AS 2: Fundamentals of Digital Technology	Year 13	External Written Exam - 1 hour 30 mins	50% of AS 20% of A Level
A2 1: Information Systems	Year 14	External Written Exam - 2 hours 30 mins	40% of A Level
A2 2: Application Development	Year 14	Coursework	20% of A Level

ENTRY REQUIREMENTS

B in Digital Technology

CAREER PROGRESSION

A-Level Digital Technology opens up a wide range of career opportunities and equips students with essential technical skills for the rapidly evolving digital landscape. It is particularly beneficial for those looking to pursue roles in IT software development, and digital innovation. Some areas that Digital Technology are useful for or required included:

- **Software Development:** Provides the foundational knowledge of programming, algorithms and application design necessary for a career in software engineering.
- **Cybersecurity:** Prepares students for roles in protecting systems and networks from cyber threats by understanding digital security protocols and risk management.
- **Data Science and Analytics:** Introduces the tools and techniques for analysing large data sets, opening doors to careers in data analysis, machine learning and artificial intelligence.
- **Digital Project Management:** Equips students with the skills needed to manage technology-driven projects, including understanding the software development lifecycle and agile methodologies.
- **Systems Analysis and Design:** Prepares students for roles that involve designing, developing and improving computer systems to meet business needs.

Additionally, A-Level Digital Technology is a prerequisite for university courses in computer science, IT and engineering, laying the foundation for further academic and professional development in the ever-expanding digital sector.

SAMPLE PROGRESSIVE PATHWAYS FOR DIGITAL TECHNOLOGY

Level 4

Belfast Met: Level 4 HNC in Computing

Level 5

NRC: Foundation Degree Cloud Computing with Cyber Security
NRC: Foundation Degree in Computing
NRC: Higher Level Apprenticeship in Computing
Belfast Met: Level 5 HND in Computing
Open University: Foundation Degree in Computing

Level 6

QUB and UU: BEng in Software Engineering
QUB and UU: BSc in Computing Science
UU: BSc in Computing Technologies
QUB: BSc in Business and Information Technology

You can read more about the subject here: : https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016 or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Fergal Kearney 14C - *"I selected Digital Technology at A Level because it provides me with the knowledge and skills needed to thrive in an increasingly digital world. The course offers a strong foundation for further study at university and enhances future employment opportunities across a wide range of sectors. Building on the engaging coursework and programming experiences from GCSE, I have developed deeper technical understanding and practical competence. With digital skills becoming ever more essential, A-Level Digital Technology equips me with valuable expertise that will benefit me in education, work, and everyday life."*

Awarding Body: Pearson

BTEC National Extended Certificate in Information Technology

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1: Information Technology Systems	Year 14	External written examination 2 hours	33%
Unit 2: Creating Systems to Manage Information	Year 13	External online examination 5 hours (over two days)	25%
Unit 3: Using Social Media in Business	Year 14	Coursework	25%
Unit 6: Website Development	Year 14	Coursework	17%

ENTRY REQUIREMENTS

A minimum of a grade 'C' in Digital Technology **or** a minimum of a 'Merit' in BTEC Level 2 ICT.

CAREER PROGRESSION

The BTEC Level 3 Extended Certificate in Information Technology opens up a wide range of career opportunities and provides students with practical, hands-on skills essential for working in the IT and digital technology sectors. It is especially beneficial for those looking to pursue careers in areas such as IT support, network administration and digital development. It can be required or useful for a range of careers including:

- **IT Support and Technical Assistance:** Equips students with the skills to troubleshoot and resolve technical issues, making them valuable in roles providing support for businesses and individuals.
- **Systems Analysis and Design:** Provides the knowledge needed to design and improve IT systems that meet specific business needs, a key skill in many technical roles.
- **Web Development:** Introduces students to the basics of web design and development, preparing them for careers in creating and maintaining websites and web applications.
- **Database Management:** Teaches how to design, implement and manage databases, which is essential for roles involving data storage, management, and analysis.
- **Cybersecurity:** Covers the fundamentals of securing networks and information systems, preparing students for roles in digital security and risk management.

Additionally, the BTEC Level 3 Extended Certificate in Information Technology is a stepping stone for students interested in further education, such as university courses in computing, digital technology and IT management, as well as vocational roles in the growing tech industry.

SAMPLE PROGRESSIVE PATHWAYS FOR INFORMATION TECHNOLOGY

Level 4

Belfast Met: Level 4 HNC in Computing

Level 5

NRC: Foundation Degree Cloud Computing with Cyber Security
NRC: Foundation Degree in Computing
NRC: Higher Level Apprenticeship in Computing
Belfast Met: Level 5 HND in Computing
Open University: Foundation Degree in Computing

Level 6

QUB and UU: BEng in Software Engineering
QUB and UU: BSc in Computing Science
UU: BSc in Computing Technologies
QUB: BSc in Business and Information Technology

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Karen Doherty - *"I decided to study BTEC Level 3 Information Technology because it provides practical skills that will be beneficial for a wide range of future careers. The course is engaging, with a well-balanced mix of coursework and exams, making the workload manageable — especially with the support offered by teachers. Overall, this course is ideal for hands-on learners who want to gain practical digital skills for a career in ICT."*

English Literature: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS Unit 1: The Study of Poetry 1900–Present and Drama 1900–Present	Year 13	External written examination You must answer 2 questions: (1) Poetry: Comparative Poetry of Robert Frost and Seamus Heaney (open book) (2) Drama: 'The Crucible' by Arthur Miller (closed book) 2 hours	60% of AS 24% of A2
AS Unit 2: The Study of Prose Pre 1900	Year 13	External written examination You must answer 1 question from a choice of two on the novel 'Frankenstein' by Mary Shelley. (closed book) 1 hour	40% of AS 16% of A2
A2 Unit 1: Shakespearean Genres	Year 14	External written examination You will study Shakespeare's classic tragedy 'King Lear'. (closed book) You must answer 1 question from a choice of two. 1 hour 30 mins	20% of A2
A2 Unit 2: The Study of Poetry Pre 1900 and Unseen Poetry	Year 14	External written examination You will answer 2 questions: Section A: Based on a collection of poems by William Blake (closed book) Section B: Responding to unseen poetry. 2 hours	20% of A2
A2 Unit 3: Internal Assessment	Year 14	Internal assessment Students complete a comparative 2500-word essay based on reading 2 novels on the same theme.	20% of A2

ENTRY REQUIREMENTS

B in English Language and B in English Literature **OR** A in English Language for students who did not study Literature.

CAREER PROGRESSION

Teaching, Journalism-Print and Broadcast, Publishing, Legal field; solicitor or barrister, Politics, Lexicographer, Copy Editor, Author, Public Relations, Marketing and Advertising, Librarian , Human Resources, Civil Service.

SAMPLE PROGRESSIVE PATHWAYS FOR ENGLISH LITERATURE

Level 4

SERC: Level 4 HNC in Performing Arts

Level 5

NRC and SERC: Level 5 Higher National Diploma in Performing Arts
Open University: Foundation Degree in Journalism and Documentary Production

Level 6

UU and QUB: BA (Honours) English
UU: BA (Honours) English with History
UU: BA (Honours) English with Education
UU: BA (Honours) Journalism with English
UU: BA (Honours) Journalism with Education
UU: BA Drama
UU: BA Film and TV Production
QUB: BA Broadcasting
Open University: BA (Honours) English Language and Literature
BA (Honours) Arts and Humanities (English Language)
BA (Honours) Arts and Humanities (Creative Writing)
BA (Honours) English Literature
BA (Honours) English Literature and Creative Writing
St Mary's University College: BEd Primary English

MEET ONE OF OUR KEY STAGE 5 PUPILS

Rachel O'Kane 14C - *"I am studying English Literature at A Level because of my passion for reading and exploring new ideas through fiction—a passion that first developed at GCSE. The subject has strengthened my analytical and critical thinking skills, encouraging me to form my own interpretations, which is both challenging and rewarding. We study a wide range of texts across poetry, prose, and drama from different eras, giving me a broader understanding of the world and the ways literature shapes our perspectives. The course also offers opportunities for debates, creative writing workshops, and educational trips, making English Literature an exciting and dynamic subject. There is never a dull moment in the classroom, and I am eager to continue my study of Literature at university level."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-english-literature-2016w or scan the QR code.

Awarding Body: Pearson

Geography: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1 – Physical Geography	Year 13	External Exam - 1hr 15 mins	40% of AS 20% of A level
Unit 2 – Human Geography	Year 13	External Exam - 1hr 15 mins	40% of AS 20% of A level
Unit 3 - Fieldwork	Year 13	External Exam – 1hr	20% of AS 8% of A level
A2 Physical Processes	Year 14	External Exam – 1hr 30mins	24% of A level
A2 Human Processes	Year 14	External Exam – 1hr 30mins	24% of A level
A2 Decision Making in Geography	Year 14	External Exam – 1hr 30mins	12% of A level

ENTRY REQUIREMENTS

At least a B grade in GCSE Geography and a C in Maths and a C in English Language

CAREER PROGRESSION

In an increasingly interconnected and environmentally conscious world, the study of Geography has gained significant relevance. A Level Geography offers students a broad understanding of the planet's physical and human systems, making it a valuable qualification for a range of exciting and diverse career opportunities. With the growing concern for environmental issues, A Level Geography equips students with a solid foundation to pursue careers in environmental conservation, sustainability and ecological management. Opportunities can be found within governmental organisations, environmental consultancies, non-profit organisations, and private sector companies. Roles such as environmental planner, sustainability analyst, climate change researcher, or conservation officer are examples of the diverse career options available.

Geographical Information Systems (GIS) have become integral to various industries, including transport, logistics, marketing, and urban management. A Level Geography offers a strong foundation in spatial data analysis, map interpretation and the use of GIS software. This skill set opens doors to careers as GIS specialists, data analysts, cartographers or remote sensing technicians, where individuals can utilise technology to analyse and visualise spatial data for decision-making processes.

The tourism and hospitality industry greatly benefits from professionals with a strong understanding of geography. A Level Geography provides insights into destination management, cultural and heritage tourism, and sustainable tourism practices. Careers within this sector include tour operators, destination marketing managers, event planners, and travel consultants, allowing individuals to explore the world while utilising their geographical knowledge to enhance the visitor experience.

Other careers include teaching, farming, countryside ranger, land surveyor, hydrologist.

SAMPLE PROGRESSIVE PATHWAYS FOR GEOGRAPHY

Level 4

Open University: Geography certificate - Certificate of Higher Education in Environment

Level 5

NRC: Hospitality and Tourism management – higher level apprenticeship
NRC: Hospitality and Tourism management with specialism – foundation degree
Open University: Geography Diplomas
- Higher education in Geography
- Higher education in environmental sciences
- Higher education in environmental studies
- Higher education in Geology

Level 6

UU: BSc Environmental science with education
UU: BSc Geography
UU: BSc Geography with Education
QUB: BSc in Geography
QUB: BSc in Archaeology, Palaeoecology and Geography
QUB: BSc Geography with a language
Open University: BA (honours) Geography
- BA (honours) Geology
- BA (honours) in Environmental Sciences

MEET ONE OF OUR KEY STAGE 5 PUPILS

Niamh Higgins 14B - *"The importance of Geography is clear. It is not just an academic subject; it is a way of understanding the world around us. By studying Geography, I hope to gain a deeper insight into my environment as I plan a pathway for my future career."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-geography-2018 or scan the QR code.

Awarding Body: CCEA

Health and Social Care - Single Award: AGCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Promoting Quality Care	Year 13	Internal assessment - Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEAmoderate the results.	25% of AS 10% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Year 13	Internal assessment - Students produce a written report on communication in a health, social care or early years setting. Teachers mark the tasks and CCEA moderate the results.	25% of AS 10% of A level
AS 3: Health and Well-Being	Year 13	External written examination 2 hours - Students answer three compulsory questions.	50% of AS 20% of A level
A2 3: Providing Services	Year 14	External written examination based on pre-release material 2 hours. Students answer three compulsory questions.	30% of A level
A2 4: Public Health and Health Promotion	Year 14	Internal assessment - Students produce a report on public health issues and how they are being addressed in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	15% of A level
A2 5: Supporting the Family	Year 14	Internal assessment - Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	15% of A level

ENTRY REQUIREMENTS

B in English Language

This course will appeal to students who:

- Are interested in a career in the caring field.
- Have an interest in people of different ages – children through to the elderly.
- Are reasonably competent in Biology.

The following are some of the areas covered:

- Dealing with aspects of individual and community health
- Factors that affect human growth and development
- Equal opportunities and client's rights
- Communicating in Health and Social Care

CAREER PROGRESSION

Studying health and social care will enable you to gain skills that are valued in further and higher education as well as in the workplace.

Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers.

A wide range of courses including degree courses are available at colleges and universities. You may, however, use this qualification to gain access to a course which is not related to health, social care or early years.

Whilst GCE Health and Social Care is an applied subject it has the same currency in UCAS points as other GCE subjects. Alternatively, you may progress to employment or undertake further training to enhance your career prospects.

SAMPLE PROGRESSIVE PATHWAYS FOR SA HEALTH AND SOCIAL CARE

Level 4

HNC Level 4 in Health Practice at **Belfast Met** and **SERC**
BTEC level4 in Social and Community Work in **Belfast Met.**

Level 5

Foundation Degree in Health and Social Care in **UU**
Higher Level Apprenticeship in Health and Social Care

Level 6

BSc in all types of Nursing at **QUB** and **UU**
All Allied Health courses at Ulster Universities – e.g. Occupational Therapy
BSc in Social Work at **QUB, UU and Belfast Met**

MEET ONE OF OUR KEY STAGE 5 PUPILS

Cristin McConnell 13C - *"I chose to study Single Award Health and Social Care because my interest in health and wellbeing first developed through studying Food and Nutrition at GCSE. This course has deepened my understanding of how health and social care services support individuals in a wide range of situations. The balance of coursework and exams has helped me build valuable skills such as research, communication, and time management. Overall, studying Single Award Health and Social Care has been a rewarding experience and has strengthened my ambition to pursue a future in a health related field."*

You can read more about the subject here:
here https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016
or scan the QR code.

Health and Social Care - Double Award: AGCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Promoting Quality Care	Year 13	Internal assessment - Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 2: Communication in Health, Social Care and Early Years Settings	Year 13	Internal assessment - Students produce a written report on communication in a health, social care or early years setting. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
AS 3: Health and Well-Being	Year 13	External written examination 2 hours - Students answer three compulsory questions.	25% of AS 10% of A level
AS 4: Safeguarding Children	Year 13	Internal assessment - Students produce a written report and an information resource for staff working in an early years setting. Teachers mark the tasks and moderate the results.	12.5% of AS 5% of A level
AS 5: Adult Service Users	Year 13	External written examination 2 hours - Students answer three compulsory questions.	25% of AS 10% of A level
AS 6: Holistic Therapies	Year 13	Internal assessment - Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings. Teachers mark the tasks and CCEA moderate the results.	12.5% of AS 5% of A level
A2 1: Applied Research	Year 14	Internal assessment - Students produce a research report on a health and social care or early years topic of their own choosing. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 2: Body Systems and Physiological Disorders	Year 14	Internal assessment - Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 3: Providing Services	Year 14	External written examination based on pre-release material 2 hours. Students answer three compulsory questions.	15% of A level
A2 4: Public Health and Health Promotion	Year 14	Internal assessment - Students produce a report on public health issues and how they are being addressed in Northern Ireland, undertake a health promotion activity and report their findings. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 5: Supporting the Family	Year 14	Internal assessment - Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues. Teachers mark the tasks and CCEA moderate the results.	7.5% of A level
A2 7: Human Nutrition and Health	Year 14	External written examination 2 hours - Students answer three compulsory questions	15% of A level

ENTRY REQUIREMENTS	CAREER PROGRESSION
B in English Language ***This course will appeal to students who:*** • Are interested in a career in the caring field. • Have an interest in people of different ages – children through to the elderly. • Are reasonably competent in Biology. ***The following are some of the areas covered:*** • Dealing with aspects of individual and community health • Factors that affect human growth and development • Equal opportunities and client's rights • Communicating in Health and Social Care	Studying Health and Social care will enable you to gain skills that are valued in further and higher education as well as in the workplace. Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses including degree courses are available at colleges and universities. You may, however, use this qualification to gain access to a course which is not related to health, social care or early years. Whilst GCE Health and Social Care is an applied subject it has the same currency in UCAS points as other GCE subjects. Alternatively, you may progress to employment or undertake further training to enhance your career prospects.

Awarding Body: CCEA

Health and Social Care - Double Award: AGCE

SAMPLE PROGRESSIVE PATHWAYS FOR SA HEALTH AND SOCIAL CARE
Level 4
HNC Level 4 in Health Practice at **Belfast Met** and **SERC** BTEC level4 in Social and Community Work in **Belfast Met.**
Level 5
Foundation Degree in Health and Social Care in **UU** Higher Level Apprenticeship in Health and Social Care
Level 6
BSc in all types of Nursing at **QUB** and **UU** All Allied Health courses at Ulster Universities – e.g. Occupational Therapy BSc in Social Work at **QUB, UU and Belfast Met**

MEET ONE OF OUR KEY STAGE 5 PUPILS

Ciara Dillon - *"I chose to study Double Award Health and Social Care because I am passionate about pursuing a career in education. This subject helps me develop a strong understanding of care, communication, and the importance of supporting others — all essential skills for working with young people. I enjoy the balance of coursework and exams, as it provides a structured and varied approach to learning, making the course both manageable and rewarding. Studying Double Award Health and Social Care has strengthened my commitment to a future career centred on helping and supporting others."*

You can read more about the subject here: here https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016
or scan the QR code.

History: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Historical Investigations and Interpretations **Germany 1918-1945**	Year 13	External written examination 1 hour 30 mins Students answer a short response question and a two-part source question.	50% of AS 20% of A2
AS 2: Historical Conflict and Change **Russia 1914-1941**	Year 13	External written examination 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS 20% of A2
A2 1: Change Over Time **Clash of Ideology 1900-2000**	Year 14	External written examination 1 hour 15 minutes Students answer a synoptic essay question.	20% of A2
A2 2: Historical Investigations and Interpretations **Partition Of Ireland 1900-1925**	Year 14	External written examination 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.	40% of A2

ENTRY REQUIREMENTS

B in History and a B English Language

CAREER PROGRESSION

The study of history at A Level should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions, and develop perspective and judgement. All of this can be extremely beneficial in various career paths. Here are some areas where A Level History is particularly useful or even required:

- **Teacher** - A prerequisite for those aspiring to teach History at advanced levels.
- **Actuary** - A desirable qualification to help make critical decisions in Business or Government Agencies to minimise risk.
- **Solicitor** - A very desirable qualification to have for Law where critical thinking, asking why, analysing information and presenting arguments are necessary.
- **Social Worker** - An ability to understand historical context on any issues that arise through this kind of work.
- **Archaeology** - Intrinsically linked areas of study, History is a prerequisite for the study of Archaeology.
- **Political work** - This is intertwined with the discipline of History as you need the ability to make connections between the past and present, which informs decision-making.
- **Broadcasting** - The skills developed in the study of History in particular research and communication can offer a range of roles, for example reporters, editors and producers.
- **Architecture** - A desirable qualification which the study of History can inform people of ideas which are important to and shaped as societies.
- **Publisher** - Skills developed in History will allow you to be informed in critical thinking skills and the ability to communicate which are essential in this field.

Additionally, these careers benefit from the analytical, research, and critical thinking skills developed through studying the discipline of A Level History setting the stage for further academic and professional advancement in these fields.

SAMPLE PROGRESSIVE PATHWAYS FOR HISTORY

Level 5

Open University:
Diploma of Higher Education in History and Politics
Diploma of Higher Education in History and Languages (French)

Level 6

QUB, UU, Open University, St. Mary's Belfast
Law (LLB)
Law with Politics (LLB)
Primary Education History (BA Hons)
Broadcast Production (BA Hons)
History (BA Hons)
History with Journalism (BA Hons)
History with Sociology (BSC Hons)
History with Education (BA Hons)
History with Politics (BA Hons)
History with Education (BA Hons)
History and International Relations (BA Hons)
History and Anthropology (BA Hons)
History with Spanish (BA Hons)

MEET ONE OF OUR KEY STAGE 5 PUPILS

Annie Ward 13F - *"CCEA GCE History is a rewarding subject because it explains how the world has developed and encourages you to think critically about events, viewpoints and evidence. The wide range of topics—from global events to key moments in British and Irish history—means there is always something engaging to study. The course also builds valuable skills such as analysing sources, writing clearly and forming strong arguments, all of which are useful for university and careers in areas like law, politics, teaching, journalism and business. Overall, it's a challenging but enjoyable subject that helps you see the past—and the world—more clearly."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-history-2019
or scan the QR code.

Irish: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit AS 1:Speaking	Year 13	Question 1: students give a presentation based on an AS level theme related to an aspect of an Irish-speaking country or community. (approximately 3 mins) Question 2: conversation (approximately 8 mins) **Total time: 11 mins**	30% of AS level 12% of A level
Unit AS 2: Listening, reading and use of language.	Year 13	**AS 2: Section A** – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Irish. Recording 2: students answer in English. (40 mins) **AS 2: Section B** – Reading Question 1: students answer one set of questions in Irish based on one passage. Question 2: students translate a passage from Irish into English. (50 mins) **Section C** – Use of Language Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into Irish. (30 mins) **Total time: 2 hours**	40% of AS level 16% of A level
Unit AS 3: Extended writing	Year 13	Students write one essay in Irish in response to a set film or literary text. **Total time: 1 hour**	30% of AS level 12% of A level **AS: 40% of A level**
Unit A2 1: Speaking	Year 14	A2 1: Speaking Question 1: students introduce and discuss one individual research project based on either: • a cultural aspect of an Irish-speaking country or community; • a historical period from the twentieth century of an Irish-speaking country or community; or a region of an Irish-speaking country or community. (approximately 6 mins) Question 2: conversation (approximately 9 mins) **Total time: 15 mins**	18% of A level
Unit A2 2: Listening and reading	Year 14	**A2 2: Section A** – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Irish. Recording 2: students answer in English. (45 mins) **A2 2: Section B** – Reading Students answer two sets of questions and complete one summary exercise and one translation exercise. Question 1: students complete a gap-filling exercise in Irish. Question 2: students answer a set of questions in Irish based on one passage. Question 3: students read a passage in Irish and summarise it in English. Question 4: students translate a passage from English into Irish. (2 hours) **Total time: 2 hours 45 mins**	24% of A level
Unit A2 3: Extended Writing	Year 14	A2 3: Extended Writing Students write one essay in Irish in response to a set literary text. **Total time: 1 hour**	18% of A level **A2: 60% of A level**

ENTRY REQUIREMENTS

Minimum grade 'B' in GCSE Irish and in GCSE English Language.

CAREER PROGRESSION

At University you can combine Irish with other languages or with a range of other subjects, including American Studies, Computing, Design, Drama, International Politics, Irish History, Management, Law, Drama, Business, Marketing and Music.

There are many different types of jobs you can do also: Genealogist, Interpreter, Library Assistant/ Manager, Translator, Teacher, Lecturer, Civil Servant, Diplomat, Journalist, Lawyer, Solicitor, Nurse, Social Worker, Secretary, Radio DJ, TV Presenter, Researcher, Jobs in Gaeltacht, Jobs in Irish Culture and Irish Language Organisations.

Irish: GCE

SAMPLE PROGRESSIVE PATHWAYS FOR IRISH

Level 6

QUB: BA (Hons) Irish
QUB: BA (Hons) English and Irish
QUB: BA (Hons) French and Irish
QUB: BA (Hons) History and Irish
QUB: BA (Hons) Irish and Politics
QUB: BA(Hons) Irish and Spanish
University of Liverpool: BA(Hons) Irish studies
UU: BA (Hons) Irish with education
St.Mary's University: BEd Primary Irish
St.Mary's University: BA Hons Liberal Arts Irish
UCC : Law and Irish BCL (Hons)
Trinity College, Dublin: Irish BA (Hons)
There are many more courses available in the South of Ireland.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Shauna McMullan - *"I chose A Level Irish because it opens so many exciting opportunities for my future. I genuinely enjoy using the Irish language both inside and outside of school, and studying it at a higher level allows me to strengthen and refine my skills. Irish is a subject that connects me to culture, community, and identity, and I would encourage anyone to consider it for A Level. It is not only enjoyable but also incredibly valuable, offering benefits that extend far beyond the classroom."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-irish-2016 or scan the QR code.

Mathematics: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS1	Year 13	External written - 1 hour 45 minutes	60% of AS 24% of A level
AS2	Year 13	External written - 1 hour 15 minutes	40% of AS level 16% of A level
A21	Year 14	External written - 2 hour 30 minutes	36% of A level
A22	Year 14	External written - 1 hour 30 minutes	24% of A level

ENTRY REQUIREMENTS

No further maths: A in GCSE Maths with compulsory grade A in M4 & M8 Modules. Pupils must have a UMS of 150 or above in M4.
With further maths: Grade A in GCSE Maths with a min. Grade B in Further Maths OR Grade B in GCSE Maths with a min. Grade A in Further Maths

CAREER PROGRESSION

Engineering, Medical Careers, Banking and Finance, Accountancy, Insurance and Actuarial, Statistician, Teaching, Computers and ICT.

SAMPLE PROGRESSIVE PATHWAYS FOR MATHEMATICS

Level 4

Ballymena/Magherafelt/Coleraine: Level 4 certificate: Accountancy (Accounting Technicians Ireland-AT1)
Ballymena: Business Level 4 HNC
Newtownabbey: Computing Level 4 HNC

Level 5

NRC Ballymena:
Computing foundation degree
Engineering-Electrical and electronic engineering foundation degree [Ulster University]

Level 6

QUB:
BSc Mathematics
BSc Engineering
PhD Accounting
Msc Actuarial Science
Ulster University:
BEng Mechanical and Manufacturing Engineering
MSc Advanced Accounting
BSc Accounting and Law

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018 or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Maeve Laverty 14C - *"I have always enjoyed mathematics because it combines logic, creativity, and challenge in a way that is both demanding and rewarding. A Level Maths pushes me to think more deeply, approach problems from different perspectives, and persevere even when solutions aren't immediately obvious. The sense of achievement that comes from finally understanding a difficult concept is incredibly motivating. Studying in a small class with two excellent teachers has made the subject even more enjoyable; their support, enthusiasm, and clarity have helped me develop real confidence in my abilities. I would strongly encourage anyone considering their next steps to choose A-Level Mathematics. The skills you gain—problem-solving, analytical thinking, resilience—are useful in every area of life, and Maths opens up a wide range of respected and exciting future pathways."*

Awarding Body: CCEA

Music: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Performing	Year 13	Solo performance at a level equivalent to least Grade 5 standard of 5 to 7 minutes. Viva Voce assessed discussion with a visiting examiner.	32.5% of AS 13% of A level
AS 2: Composing	Year 13	Internally assessed composition task of 1.5 to 2.5 minutes duration accompanied by a written commentary of no more than 1000 words.	32.5% of AS 13% of A level
AS 3: Responding to Music	Year 13	Two external written examinations: Test of aural perception - 1 hour Written examination - 2 hours	35% of AS 14% of A level
A2 1: Performing	Year 14	Solo performance at a level equivalent to least Grade 5 standard of 8 to 10 minutes. Viva Voce assessed discussion with a visiting examiner.	19.5% of A level
A2 2: Composing	Year 14	Internally assessed composition task of 2 to 3 minutes duration accompanied by a written commentary of no more than 1200 words.	19.5% of A level
A2 3: Responding to Music	Year 14	Two external written examinations: Test of aural perception - 1 hour 15 mins Written examination - 2 hours	21% of A level

ENTRY REQUIREMENTS

B in Music and C in Maths and C in English Language.
Proficiency in at least one instrument to Grade 5.

CAREER PROGRESSION

A-Level Music opens numerous career pathways and provides essential skills for various professional roles. Here's how it can be useful:
Performing Musicians: Soloist, large ensemble, Freeland musician, Accompanist
Creators: Composer, Music Critic, Online Content Creator, Instrument Maker
Educators: Music Teacher, Professor, Private Teacher, Community School Teacher
Administrators and Business Owners: Management, Accounting, Music Publicist, Repair Technician
Music and Medicine: Music Therapy, Medical Researcher
Technology: Producer/Arranger, Sound Engineer, DJ, Technician

SAMPLE PROGRESSIVE PATHWAYS FOR MUSIC

Level 4

NWRC: Music (session musician pathway)
NWRC: Music (production pathway)

Level 5

SRC: Creative Music and Audio Production
SERC: Pearson BTEC HND in Music

Level 6

SRC: Creative Music and Audio Production BA (Hons) Degree
QUB: Music BMus
QUB: Music Performance BA
QUB: Audio Engineering BSc
UU: Music BMus (Hons)
UU: Creative Audio BSc (Hons)

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-music-2016
or scan the QR code.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Nicole McKendry 13D
"We chose Music A Level because it gives me the chance to explore my love of music in far greater depth, studying complex and inspiring pieces that challenge and excite me. The course allows me to experience music both aurally and through detailed score analysis, helping me to strengthen my theory knowledge and develop my own voice as a composer. With smaller class sizes, there is a real sense of community — you get to know your teachers and classmates well, creating a supportive space where ideas can be shared freely and questions feel encouraged. Music is a subject that constantly inspires me; it is creative, demanding, and incredibly rewarding, and I look forward to every lesson."


BE KIND
BE HAPPY
BE YOU

Awarding Body: CCEA

Nutrition and Food Science: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: Principles of Nutrition	Year 13	External written examination 1 hour 30 mins Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS 20% of A level
AS 2: Diet, Lifestyle and Health	Year 13	External written examination 1 hour 30 mins Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS 20% of A level
A2 1: Option A: Food Security and Sustainability or Option B: Food Safety and Quality	Year 14	External written examination 2 hours 30 mins Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
A2 2: Research Project	Year 14	Internal assessment Students complete a 4000 word research-based project. Teachers mark the projects, and CCEA moderate the results	30% of A level

ENTRY REQUIREMENTS

B Grade in GCSE Food and Nutrition
B Grade in English Language

CAREER PROGRESSION

GCE A level in Nutrition and Food Science opens up a variety of career paths:
Higher Education: Many students pursue further studies in fields such as nutrition, dietetics, food science, food technology, biochemistry, and public health.
Healthcare Careers: Opportunities in areas like dietetics, nutrition counselling, health promotion and public health roles.
Food Industry: Roles include food quality assurance, food product development, food safety, and food marketing.
Research and Development: Conducting research in both academic and commercial settings to develop new food products or nutritional guidelines.
Teaching: Teaching roles, especially in health and nutrition education at various levels.
Government and Policy: Working on community nutrition programs or in regulatory roles ensuring food safety standards.
Writing and Media: Getting involved in food journalism, writing for health and nutrition blogs, or creating content for media outlets.

SAMPLE PROGRESSIVE PATHWAYS FOR NUTRITION AND FOOD SCIENCE

Level 4

First-Year Undergraduate / HNC/HND E.g. CAFRE/UU/QUB
Foundation Skills: Study core principles of nutrition, dietary requirements, food safety, and food product development.
Career Pathways: Assistant positions in dietetics, nutrition counselling, and food safety inspection.

Level 5

Second-Year Undergraduate / HND/FdSc E.g.CAFRE/UU/QUB
Advanced Knowledge: Focus on more specialized topics like food microbiology, advanced nutritional sciences, and food policy.
Career Pathways: Career avenues can expand to roles such as food technologists, nutritionists, or research assistants in food science. Opportunities to work in food production and quality assurance may become available.

Level 6

Final-Year Undergraduate / BSc Degree E.g.CAFRE/UU/QUB
Professional Competence: Conduct independent research, critically evaluate current nutritional issues, and develop comprehensive diet plans for various demographics.
Career Pathways: Graduates can pursue roles such as dietitians, public health nutritionists, food scientists, and Environmental Health Practitioner. Possibilities for further academic study at the master's level or in specialised certifications increase.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Eva Begley 12P - *"I think the CCEA GCE Nutrition and Food Science course is a brilliant subject to study because it feels so relevant to everyday life. Learning how food affects our bodies, health, energy levels and wellbeing has made me much more aware of the choices I make. The course doesn't just focus on theory—it also gives opportunities to carry out practical investigations, which I really enjoy because it helps me understand how the science works in real situations.*
Studying Nutrition and Food Science has also made me think more seriously about careers. There are so many options connected to this subject—like dietetics, teaching, health promotion, sports nutrition, food product development and even roles in environmental health. Knowing that the course links well to real jobs motivates me even more.
Overall, I find the CCEA GCE course enjoyable, relevant and rewarding, and it has definitely strengthened my interest in health, science and the food we eat."

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016 or scan the QR code.

Performing Arts: GCE

Awarding Body: CCEA

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: Developing Skills and Repertoire	Year 13	**September - January** Internally assessed Externally moderated A portfolio, including a summary of research, skills audit, record of work, risk assessment and evaluation. Pathway can either be live performance or production and presentation.	60% of AS 24% of A level
AS 2: Planning and Realising a Performing Arts Event	Year 13	**February - May** Externally set pre-release stimulus material. Externally assessed. Supporting document in three sections produced under controlled conditions. Live performance and/or presentation	40% of AS level 16% of A level
A2 1: Planning for employment	Year 14	**September - January** Internally assessed Externally moderated. A record of work, including a written report in three sections, promotional portfolio and evaluation	60% of A2 36% of A Level
A2 2: Performing to a Commission Brief	Year 14	**February - May** Externally set pre-release stimulus material. Externally assessed. A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation The evaluation is to be produced under controlled conditions.	40% of A2 24% of A Level

ENTRY REQUIREMENTS

C in English Language
Grade B in GCSE Drama or Music or equivalent qualification OR Grade 4 Speech and Drama/ Musical Theatre/Musical Instrument/ Dance or equivalent. If no formal performing arts qualification, students must have experience including a background in acting/ singing/dancing which will be demonstrated through audition.

CAREER PROGRESSION

Further Education:
Performing Arts Degrees: Many students go on to study degrees in acting, musical theatre, dance or technical theatre at universities or conservatoires.
Specialised Diplomas or Certificates: Courses in stage management, sound design, costume design and more can lead to technical or creative roles in the industry.
Drama Schools: Intensive training in acting, directing or production is available at renowned institutions like RADA or LAMDA.

Career Options in the Performing Arts:
Actor: Opportunities in theatre, film, TV or radio.
Musical Theatre Performer: Combining acting, singing and dancing in stage productions.
Director: Leading creative direction for theatre, film or live performances.
Choreographer: Designing and teaching movement or dance routines for productions.
Playwright or Screenwriter: Writing scripts for theatre or film.
Stage Manager: Coordinating backstage elements of live performances.
Theatre Designer: Specialising in set, costume, lighting or sound design.
Casting Director: Matching actors with roles for theatre, film or TV.

Creative Industry Careers:
Producer: Overseeing all aspects of production in theatre, film or television.
Talent Agent: Representing actors, musicians or performers and managing their careers.
Event Manager: Planning and coordinating live events or festivals.
Drama Therapist: Using drama techniques in therapeutic or educational settings.
Arts Administrator: Managing the operations of theatre companies, arts organisations or galleries.

Transferable Skills:
A-Level Performing Arts also cultivates key skills such as communication, leadership, project management and creative thinking. These skills are useful in sectors like:

Education: Teaching performing arts or becoming a lecturer.

Marketing and Public Relations: Managing campaigns for arts organisations or performers.
Media and Broadcasting: Presenting, writing or producing content for TV, radio or online platforms.
This qualification opens many doors, both in performing arts and beyond.

Awarding Body: CCEA

Performing Arts: GCE

SAMPLE PROGRESSIVE PATHWAYS FOR DRAMA
Level 4
SERC: Level 4 HNC in Performing Arts **SERC:** Pearson BTEC HNC in Performing Arts – Level 4 **NWRC:** Performing Arts HNC (Acting Pathway) Level 4
Level 5
NRC and SERC: Level 5 Higher National Diploma in Performing Arts **Belfast Met:** Foundation Degree in Journalism and Documentary Production **SERC:** Pearson BTEC HND in Performing Arts – Level 5 **NRC and NWRC:** Performing Arts HND (Acting Pathway) Level 5 **Belfast Met:** Screen Acting and Producing (Foundation Degree)
Level 6
UU: BA Drama **UU:** BA Film and TV Production **UU and QUB:** BA English **QUB:** BA Broadcasting

MEET ONE OF OUR KEY STAGE 5 PUPILS

Caitriona McCloskey 14D - *"Choosing A Level Performing Arts has been both enjoyable and highly rewarding. It has equipped me with a wide range of skills that are valuable both on stage and in the professional world. Through this subject, I have developed strong communication, leadership, and teamwork abilities, which are essential for success at university and in future careers. Performing Arts has helped me discover my potential, boosted my confidence, and provided countless opportunities to grow. It has encouraged creativity and allowed me to explore diverse genres within drama, broadening my knowledge and understanding."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-performing-arts-2016 or scan the QR code.

Physical Education: GCE

Awarding Body: WJEC

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS Unit 1: Exploring physical education To assess all AS subject content Question types: Contextualised questions to include multiple choice, data response, short and extended answers	Year 13	Written examination: 1¾ hours	24% of qualification
AS Unit 2: Improving personal performance in physical education To assess • practical performance in one activity as a player/performer • practical performance as a coach or official • Personal Performance Profile	Year 13	Non-exam assessment	16% of qualification
A2 Unit 3: Evaluating physical education To assess all A level subject content Question types A range of questions to include data response, short and extended answers	Year 14	Written examination: 2 hours	36% of qualification
A2 Unit 4: Refining personal performance in physical education To assess • practical performance in one activity as a player/performer, coach or official • Investigative Research	Year 14	Non-exam assessment	24% of qualification

ENTRY REQUIREMENTS

B in GCSE PE and B in English Language and C* in Maths.
Without GCSE PE candidates may be considered with a BB or higher in DA Science
The specification builds on the knowledge, understanding and skills established at GCSE. Some learners may have already gained knowledge, understanding and skills through their study of Physical Education at GCSE.

CAREER PROGRESSION

Physiotherapy	Teaching	Occupational therapists
Sports Science	Biomedical Engineering	Quantity surveying
Performance Analysis	Radiotherapy	Mechanical/Civil Engineering
Sports Psychology	Business and Finance	Nursing
Sports Nutrition	Medicine	Construction
Event Management	Paramedics	Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR A-LEVEL PHYSICAL EDUCATION

Level 4

NRC: Sport and Exercise Sciences
NRC: Sports Coaching and Development
NRC: National Extended Diploma n Physical Activity, Fitness and Exercise Science
NRC: Personal Training

Level 5

NRC Sports Science, Coaching and Fitness Foundation Degree
Bangor - Foundation Degree in Sports, Coaching and Fitness

Level 6

UU: Outdoor Adventure – BSc (Hons) Degree
UU: Sports Studies – BSc (Hons) Degree
UU: Sport and Exercise Nutrition – BSc (Hons) Degree
UU: Sport and Exercise Sciences – BSc (Hons) Degree
UU: Sport, Physical Activity and health – BSc (Hons) Degree
UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Padraig O'Kane 14F - *"A Level PE has really deepened my understanding of how the body and mind work in sport. I enjoy combining practical performance with theory, and it has helped me think about future careers in sports science and coaching."*

You can read more about the subject here: https://www.wjec.co.uk/qualifications/physical-education-asa-level/#tab_keydocuments or scan the QR code.

Awarding Body: Pearson

BTEC National Extended Certificate in Sport

COURSE OUTLINE - SINGLE AWARD Equivalent in size to **ONE** A Level. 4 units of which 3 are mandatory and 2 are external			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
EXTERNAL UNITS **Unit 1** **Anatomy and Physiology**	Year 13	**Unit 1:** Written examination set and marked by Pearson. 1.5 hours	External assessment (34%)
Unit 2 **Fitness Training and Programming for Health, Sport and Well-being**	Year 13	**Unit 2** A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	External assessment (34%)
INTERNAL UNITS **Unit 3** **Professional Development in the Sports Industry**	Year 13	**Unit 3:** Internally assessed Written coursework	Mandatory content (16%).
Unit 4 **Sports Leadership**	Year 13	**Unit 4:** Internally assessed Written Coursework	Mandatory content (16%).

ENTRY REQUIREMENTS

GCSE PE grade C and English Language to grade C. A GCSE Science qualification is required at Double Award/Triple Award.

CAREER PROGRESSION

Physiotherapy	Teaching	Occupational therapists
Sports Science	Biomedical Engineering	Quantity surveying
Performance Analysis	Radiotherapy	Mechanical/Civil Engineering
Sports Psychology	Business and Finance	Nursing
Sports Nutrition	Medicine	Construction
Event Management	Paramedics	Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC SPORT

Level 4

SPC: A-Level PE
SPC: A-Level 3 National extended Certificate in BTEC SPORT
SPC: A-Level 3 National Diploma in BTEC SPORT
NRC: Sport and Exercise Sciences - Level 3 National Extended Diploma
NRC: Sports Coaching and Development - Level 3 National Extended Diploma
NRC: National Extended Diploma in Physical Activity, Fitness and Exercise Science - Level 3 Diploma (Active IQ)
NRC: Personal Training - Level 3 Diploma (Active IQ)

Level 5

NRC Sports Science, Coaching and Fitness Foundation Degree
Bangor - Foundation Degree in Sports, Coaching and Fitness

Level 6

UU: Outdoor Adventure – BSc (Hons) Degree
UU: Sports Studies – BSc (Hons) Degree
UU: Sport and Exercise Nutrition – BSc (Hons) Degree
UU: Sport and Exercise Sciences – BSc (Hons) Degree
UU: Sport, Physical Activity and health – BSc (Hons) Degree
UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Charlie Heaney - *"I like the practical, hands-on approach of the BTEC Sport Single Award. The course has helped me build confidence in fitness training and leadership, and I feel much more prepared for working in the sports industry."*

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html or scan the QR code.

BTEC National Diploma in Sport

Awarding Body: Pearson

COURSE OUTLINE - DOUBLE AWARD Equivalent in size to **TWO** A Levels. 9 units of which 6 are mandatory and 3 are external			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
EXTERNAL UNITS **Unit 1** **Anatomy and Physiology**	Year 13	**Unit 1:** Written examination set and marked by Pearson. 1.5 hours	120 marks External assessment (18%)
Unit 2 **Fitness Training and Programming for Health, Sport and Well-being**	Year 13	**Unit 2** A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	120 marks External assessment (18%)
Unit 22 **Investigating Business in Sport and the Active Leisure Industry**	Year 14	**Unit 22** A task set and marked by Pearson and completed under supervised conditions. • In Part A, learners will be given a case study one week before a supervised assessment period to carry out preparation. • In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson. • Written submission.	90 marks External assessment (14%)
INTERNAL UNITS **Unit 3** **Professional Development in the Sports Industry**	Year 13	**Unit 3:** Internally assessed Written coursework	60 marks Mandatory content (9%).
Unit 4 **Sports Leadership**	Year 13	**Unit 4:** Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 5 **Application of Fitness testing**	Year 14	**Unit 4:** Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 7 **Practical Sports performance**	Year 14	**Unit 4:** Internally assessed Written Coursework	60 marks Mandatory content (9%)
Unit 23 **Skill Acquisition in Sport**	Year 14	**Unit 4:** Internally assessed Written Coursework	90 marks Mandatory content (14%)

Awarding Body: Pearson

BTEC National Diploma in Sport

ENTRY REQUIREMENTS

GCSE PE grade C and English Language to grade C. A grade C Science qualification is required at Double Award/Triple Award.

CAREER PROGRESSION

Physiotherapy	Teaching	Occupational therapists
Sports Science	Biomedical Engineering	Quantity surveying
Performance Analysis	Radiotherapy	Mechanical/Civil Engineering
Sports Psychology	Business and Finance	Nursing
Sports Nutrition	Medicine	Construction
Event Management	Paramedics	Dietician

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC SPORT

Level 4

NRC: Sports Coaching and Development
NRC: Physical Activity, Fitness and Exercise
NRC: Personal Training

Level 5

NRC Sports Science, Coaching and Fitness Foundation Degree
Bangor - Foundation Degree in Sports, Coaching and Fitness

Level 6

UU: Outdoor Adventure – BSc (Hons) Degree
UU: Sports Studies – BSc (Hons) Degree
UU: Sport and Exercise Nutrition – BSc (Hons) Degree
UU: Sport and Exercise Sciences – BSc (Hons) Degree
UU: Sport, Physical Activity and health – BSc (Hons) Degree
UU: Sports Coaching

MEET ONE OF OUR KEY STAGE 5 PUPILS

Daithi McCloskey 14D - *"Studying the Double Award BTEC Sport has given me a wide range of experience in areas like coaching, psychology, and performance analysis. It's a great choice if you're passionate about sport and want a strong pathway into apprenticeships or university."*

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html
or scan the QR code.


Dmitri Mendeleev
The Periodic

Physics: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit AS 1: Forces, Energy and Electricity	Year 13	Examination 1 hour 45 mins	40% of AS 16% of A level
Unit AS 2: Waves, Photons and Astronomy	Year 13	Examination 1 hour 45 mins	40% of AS 16% of A level
AS 3: Practical Techniques and Data Analysis	Year 13	Externally assessed 2 (1 hour) components	20% of AS 8% of A level
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Year 14	Examination 2 hour	24% of A level
A2 2: Fields, Capacitors and Particle Physics	Year 14	Examination 2 hour	24% of A level
A2 3: Practical Techniques and Data Analysis	Year 14	Externally assessed 2 (1 hour) components	12% of A level

ENTRY REQUIREMENTS

(1) For DA entrants - a grade A in both written papers in the Physics papers.
(2) For TA entrants – a grade B overall in Physics.
(3) For all – minimum grade B in Maths and B in English at GCSE.

CAREER PROGRESSION

Physics is renowned for its problem-solving nature, and A Level Physics takes this aspect to a higher level. This subject challenges you to think critically, analyse complex scenarios, and develop innovative solutions. It is a 'facilitating subject' which means it is highly regarded whatever degree or career path you choose.

- **Entrepreneurship:** Equips students with the foundations needed to be a creative thinker in terms of business and products.
- **Management Roles:** As a 'facilitating subject', physics is regarded by major employers as having the key components necessary to create problem solvers and lead to roles in management and finance.
- **Engineering and manufacturing:** With a physics A-Level, you can apply your knowledge to solve real-world problems, design innovative solutions, and contribute to technological advancements. The engineering sector offers diverse opportunities, ranging from manufacturing and renewable energy to telecommunications and robotics.
- **Finance and Accounting:** A physics degree is a great starting point for a career in scientific research, as well as in a range of careers in the business, finance, IT and engineering.

Additionally, A-Level physics relevant careers include anything to do with building or developing new technology including architecture, engineering, astronomy, space exploration, games development and modelling the climate!

SAMPLE PROGRESSIVE PATHWAYS FOR PHYSICS

Level 4

NRC: Higher Level Apprenticeships and Foundation degrees
Construction and Engineering Level 4 and level 5 courses. (2 or 3 year in duration
Construction Engineering with Surveying

Level 5

NRC/SRC: Range of Higher Level Apprenticeships in construction and engineering courses.

Level 6

QUB: Physics, Applied Maths and Physics, Physics and Astrophysics, Physics and Medical Physics, Physics with French/Spanish and is a preferred subject for a range of finance and engineering courses.
UU: A preferred subject for a range of finance and engineering courses. Also, Renewable Energy and Waste Management

MEET ONE OF OUR KEY STAGE 5 PUPILS

Oran Downey 14B - *""If you're even slightly curious about how the world works, A Level Physics is an excellent choice. It's challenging and very rewarding. Physics teaches you to think logically, handle unfamiliar problems and stay calm when the answer isn't obvious—skills that stay with you for life. The teachers make a huge difference. They explain ideas clearly, work through problems step by step and always offer extra help, so you never feel like you're tackling difficult topics alone. The content is both fascinating and relevant. You learn how everyday technology works, why the universe behaves as it does, and how Physics links to careers in engineering, medicine, computing, economics and more. Universities and employers value the subject because it shows resilience, determination and strong problem solving ability. Looking back in Year 14, choosing A Level Physics is something I'm genuinely proud of. It's demanding, but with engaging lessons, supportive teachers and the satisfaction of real progress, it truly pays off if you're willing to rise to the challenge."*

You can read more about the subject here:
https://ccea.org.uk/post-16/gce/subjects/gce-physics-2016
or scan the QR code.

Religious Studies: GCE

Awarding Body: CCEA

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS 1: An Introduction to the Gospel of Luke	Year 13	Externally assessed written paper 1 year	50% AS 20% A level
AS 4: The Origins and Development of the Early Christian Church to AD 325	Year 13	Externally assessed written paper 1 year	50% AS 20% A level
A2 1: Themes in the Synoptic Gospels	Year 14	Externally assessed written paper 1 year	50% A2 30% A level
A2 4: Themes in the Early Church and the Church today	Year 14	Externally assessed written paper 1 year	50% A2 30% A level

ENTRY REQUIREMENTS

'B' in GCSE Religious Studies and 'B' in GCSE English Language

CAREER PROGRESSION

Teaching, Law, Medicine, Nursing, Charity Fundraising, Community Development, Social Work, Communication and Marketing, Journalism, Theology and many more.

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-religious-studies-2016 or scan the QR code.

SAMPLE PROGRESSIVE PATHWAYS FOR RELIGIOUS STUDIES
Level 4
Belfast Met: Pearson BTEC Level 4 Higher National Certificate in Social and Community Work (Social and Community Work Practice)
Level 5
Open University: Level 5 Diploma of Higher Education in Religion, Philosophy and Ethics
Level 6
St Mary's University College, Belfast Level 6: Religious Studies with Education (BEd. Hons)

MEET ONE OF OUR KEY STAGE 5 PUPILS

Ronan O'Neill 14F – *"RE is a great subject to study at A Level for a multitude of reasons. I enjoy it because it brings me closer to my faith through an in-depth study of the Synoptic Gospels and other biblical material. A Level RE is also valuable for those who enjoy history and historical analysis. It also appeals to those interested in history, exploring the development of the Early Church, its expansion across the Roman Empire, and how it overcame persecution, heresy, and internal division. Students also study the Gospel of Luke at AS Level and compare the three Synoptic Gospels at A2, focusing on Jesus' teachings, identity, and the Passion Narrative. A Level RE also provides an opportunity to develop various useful skills applicable to both university and working life. Critical thinking is fostered through discussions and essays, allowing students to formulate arguments based on their own conclusions. Independent research, selecting appropriate evidence, and handling controversial issues and ethical debates with care and respect are all universal skills that support academic and cognitive growth in higher education and future employment."*

Awarding Body: CCEA

Spanish: GCE

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
AS Unit 1: Speaking	Year 13	External exam in April/May. 11 mins	30% of AS 12% of A Level
AS Unit 2: Listening, Reading and Use of Language	Year 13	External exam in May/June. 2 hours	40% of AS 16% of A Level
AS Unit 3: Extended writing	Year 13	External exam in May/June. 1 hour	30% of AS 12% of A Level **AS – 40%**
A2 Unit 1: Speaking	Year 14	External exam in April/May. 15 mins	18% of A level
A2 Unit 2: Listening and Reading	Year 14	External exam in May/June. 2hrs 45 mins	24% of A level
A2 Unit 3: Extended writing	Year 14	External exam in May/June. 1 hour	18% of A level **A2 – 60%**

ENTRY REQUIREMENTS

A minimum of a Grade B in GCSE Spanish.

CAREER PROGRESSION

Spanish opens many pathways for future employment directly using the language or the communication, problem-solving skills developed through learning the language.

- Specialist language occupations - interpreting, translation and language teaching
- Travel and Tourism
- Law, Missionary Work
- Industries which need people with language skills: Hair and Beauty, Business, Administration and Finance, ICT, Business, Environmental and Land-based, Construction, Hospitality and Catering, Medicine, Engineering, Creative & Media, Manufacturing.

SAMPLE PROGRESSIVE PATHWAYS FOR SPANISH

Level 5

Open University:
Diploma of Higher Education in Language studies / Arts and Humanities / Business Management and Spanish / History and Spanish / Law and Spanish.
Certificate of Higher Education in Language studies / Arts and Humanities / Business Management and Spanish / History and Spanish / Law and Spanish.

Level 6

Open University:
BA Hons Language Studies with English and Spanish / Business Management and Spanish / Arts and Humanities (Spanish) / History and Spanish / Law and Spanish.

QUB:
BSc Accounting with Spanish
BA Anthropology with Spanish
BA Archaeology with Spanish
BSc Economics with Spanish
BA English and Spanish
BA French and Spanish
BA History and Spanish
BSc International business with Spanish
BA International relations and Spanish
BA Irish and Spanish
LLB Law with Spanish
BSc Maths with Spanish
BSc Physics with Spanish
MPhys Physics with Spanish
BA Politics with Spanish
BA Spanish
BA Spanish and Portuguese

MEET ONE OF OUR KEY STAGE 5 PUPILS

Kealan McAtamney 12P - *"Studying GCE Spanish is a brilliant choice because it opens up so many opportunities, both in school and far beyond it. Learning the language helps you explore Spanish-speaking cultures, travel more confidently and connect with people from all over the world. I hope to follow a professional career in sport and Spanish will open up so many opportunities. The course builds communication skills and boosts your confidence, especially through speaking and listening work, and it also strengthens your grammar and writing. What I really like is that Spanish can lead to an amazing range of university courses—like Business with Spanish, Law with Spanish, International Relations with Spanish, and even Science degrees that include a year abroad. It also looks great on a CV because employers value people who can communicate in another language and adapt to different cultures. Overall, choosing Spanish feels like choosing a subject that will stay useful for life and open doors to new experiences."*

You can read more about the subject here:
https://ccea.org.uk/post-16/gce/subjects/gce-spanish-2016
or scan the QR code.

BTEC National Diploma in Applied Science

Awarding Body: Pearson

COURSE OUTLINE - DOUBLE AWARD			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1: Principles and Applications of Science	Term 1 year 13	External examination worth 90 marks with a total time of 2 hours, undertaken in three timed sessions of 40 minutes for each of Biology, Chemistry and Physics. Learners must take all three parts of the single examination in the same series to be awarded a result.	12.5%
Unit 2: Practical Scientific Procedures and Techniques	Throughout year 13 – to be completed by end of April	**Internally assessed** Assignments	12.5%
Unit 3: Science Investigation Skills	Term 2 and 3 year 13	**External examination** a written task (Part B) worth 60 marks. The task is set and marked by Pearson. In order to complete the written task in Part B, learners will be provided with Part A. Learners will have 45 minutes to review Part A before they complete Part B. Part B will be one session lasting one hour and 30 minutes. Both Part A and B will be under supervised conditions. Part A and B are taken in a single session timetabled by Pearson.	16.7%
Unit 10: Biological Molecules and Metabolic Pathways	Throughout year 13 – to be completed by end of April	**Internally assessed** Assignments	8.3%
Unit 4: Laboratory Techniques and their Application	Throughout year 14 – to be completed by end of April	**Internally assessed** Assignments	12.5%
Unit 5: Principles and Applications of Science II	Term 1 year 14	**External examination** - 120 marks with a total time of 2.5 hours, undertaken in three timed sessions of 50 minutes for each of Biology, Chemistry and Physics. Learners must take all three parts of the single examination in the same series to be awarded a result.	16.7%
Unit 6: Investigative Project	Term 2 and 3 year 14 to be completed by end of April	**Internally assessed** Assignments	12.5%
Unit 8: Physiology of Human Body Systems	Throughout year 14 – to be completed by end of April	**Internally assessed** Assignments	8.3%

ENTRY REQUIREMENTS

To study Applied Science it's essential for students to have a foundational understanding of science concepts. Ideally, students should have demonstrated a strong academic performance in Key Stage 4 Science:
achieving A minimum of C* in each Biology, Chemistry and Physics
OR C*C* Double Award Science
OR A* in Single Award Science
Applied Science is a very popular course with high demand from students.

CAREER PROGRESSION

This course brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.
Applied Science is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. Applied Science is equivalent in size to two A Levels.
The course provides a solid foundation for students interested in pursuing careers in a wide range of science-related, healthcare fields. Students often progress to higher education, studying degrees in subjects such as biomedical science, forensic science, environmental science or health science. This course also prepares students for apprenticeships in pharmaceuticals, health care or engineering.

BTEC National Diploma in Applied Science

SAMPLE PROGRESSIVE PATHWAYS FOR APPLIED SCIENCE
Level 4
Belfast Met: Level 4 HNC Health & Social Care
Level 5
Belfast Met: Forensic Science
Level 6
UU: Diagnostic Radiography, Radiography and Oncology, Physiotherapy, Environmental Science with Education **QUB:** Biochemistry

MEET ONE OF OUR KEY STAGE 5 PUPILS

Adam Donaghy 14B - *""BTEC Science is a great choice for your A Levels. It covers all aspects of science in good detail while keeping the workload manageable. For example, instead of sitting long written exams at the end of the course, you complete practical assignments such as carrying out experiments, analysing data, and writing scientific reports. This means you can demonstrate your understanding in a more hands-on and applied way. Another advantage is the flexibility it gives you outside of school. The coursework structure allows you to balance your studies with sports or other extracurricular activities. Many students say this helps them stay involved in teams, clubs, or part-time work without feeling overwhelmed. BTEC Science is also recognised as the equivalent of two A Levels, opening doors to a wide range of university courses. Students who have taken it have gone on to study subjects such as nursing, biomedical sciences, sports science, nutrition, and even engineering-related pathways. The practical experience you gain — carrying out risk assessments, and interpreting experimental results — is highly valued by universities and employers alike. Overall, it's a rewarding course that provides strong scientific knowledge, real-world skills, and plenty of opportunities for the future, without limiting your options at university."*

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html or scan the QR code.

Technology and Design: GCE

Awarding Body: CCEA

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
AS 1: **Compulsory: Design and Materials** **Specialist area : Product Design**	Year 13	One external written examination consisting of two papers: • Paper 1: Core area of study - Students answer seven questions from a common core paper. • Paper 2: Specialist area of study Students answer two questions from the specialised area of Product Design Each paper is 1 hour long. There will be a 20 minute break between papers.	50% of AS 20% of A level
AS 2: **Coursework: Product Development**	Year 13	Internal assessment. Students complete one task, producing a practical outcome with a design folder. Teachers mark the task and CCEA moderate the results.	450% of AS 20% of A level
A2 1: **Product Design**	Year 14	External written examination. 2 hours Students answer two questions	30% of A level
A2 2: **Coursework: Product–System Design and Manufacture**	Year 14	Internal assessment. Students complete one task, producing a practical outcome with a design folder. Teachers mark the task and CCEA moderate the result.	30% of A level

ENTRY REQUIREMENTS

B in Product Design or other related course.
C in Maths and C in English Language.

To study GCE Technology and Design, it is essential for students to have not only a foundational understanding of the core element of Technology and Design but also a genuine interest in design and the manufacture of products. Ideally, students should have demonstrated a strong academic performance in Year 12 Technology and Design, showcasing their capability to analyse and develop existing products and develop practical solutions to needs, whilst using their imagination to communicate design ideas and decisions. Pupils will need to be comfortable in presenting their work to a high standard using various Microsoft packages but also in the use of CAD and hand drawing to convey their ideas and solutions. Pupils must also be able to combine a wide range of skills with knowledge and understanding in order to make quality products.

CAREER PROGRESSION

Technology and Design is a STEM subject which provides candidates with a broad range of skills that are deemed to be of high value in the career market. It is particularly beneficial for those aspiring to pursue careers in engineering, design and construction.

Here's how it can be useful:
• **Problem solving:** Equips students with the knowledge and skills required to solve a problem of technical complexity
• **Technical capability:** Pupils will develop their technical capabilities in a range of media including Computer Aided Design, Computer Aided Manufacture and hand skills to include graphical design and product manufacture.
• **Planning:** Set personal learning goals and targets to meet deadlines, including planning and design and development of a portfolio and through manufactured solutions to meet deadlines through the use of Gantt charts and flowcharts.

Additionally, A-Level Technology and Design is a requirement for certain university courses, particularly those focused on Construction and Engineering, setting the stage for further academic and professional advancement in these fields

The subject provides a pathway to a wide range of career possibilities such as the following:

Engineering
Product Designer
Technology and Design Teacher
Dental Technologist
Architecture
Design Engineer
Quantity Surveyor
Aerospace Engineer
Manufacturing Engineer
Structural engineer
Industrial Designer

Awarding Body: CCEA

Technology and Design: GCE

SAMPLE PROGRESSIVE PATHWAYS FOR TECHNOLOGY AND DESIGN
Level 4
NRC: Construction Engineering with Surveying - Higher Level Apprenticeship (HLA) Modern Methods of Construction - Higher Level Apprenticeship (HLA)
Level 5
NRC: Architectural Technology - Higher Level Apprenticeship (HLA) Advanced Manufacturing Engineering - Higher Level Apprenticeship (HLA)
Level 6
UU and QUB: Mechanical Engineering **UU and QUB:** Civil Engineering **QUB:** Chemical Engineering **QUB:** Computer Engineering **QUB:** Electrical and Electronic Engineering **UU:** Mechatronic Engineering **UU:** Aerospace Engineering **UU:** Building Surveying **UU:** Construction Engineering and Management **UU:** Biomedical Engineering **UU:** Electronic Engineering **UU:** Engineering management **UU:** Mechanical Engineering **UU:** Technology and Design

MEET ONE OF OUR PUPILS

Jindrich Filka, 13B - *"I really enjoyed the hands-on aspect of this course, especially having the opportunity to build something I had designed from scratch. It was rewarding to develop an understanding of different materials and to learn how to use the equipment confidently and safely to shape them. The balance between practical work and theory has worked well for me and has helped me achieve my target grade. This course provides a strong foundation for anyone considering university or starting an apprenticeship, offering valuable skills that can be applied in a wide range of careers."*

You can read more about the subject here: https://ccea.org.uk/post-16/gce/subjects/gce-technology-and-design-2016 or scan the QR code.

BTEC National Extended Certificate in Construction and the Built Environment

Awarding Body: Pearson BTEC

COURSE OUTLINE

Module/Unit Description	Year Studied in	Assessment Method and Duration	Weighting of Qualification
Unit 1 - Construction Principles	Year 13	Unit Externally Assessed	33% of Qualification (120 Points)
Unit 5 – Health and Safety in Construction	Year 13	Internally Assessed Assignments	16.5% of Qualification (60 Points)
Unit 2 - Construction Design	Year 14	Unit Externally Assessed	33% of Qualification (120 Points)
Unit 4 - Construction Technology	Year 14	Internally Assessed Assignments	16.5% of Qualification (60 Points)

ENTRY REQUIREMENTS

- A minimum of grade 'B' in GCSE English
- A minimum of grade 'B' in GCSE Maths
- GCSE Construction is not a requirement, but it is desirable for students interested in BTEC Level 3 Construction and the Built Environment.
- A keen sense of interest in construction, building processes and the built environment will be beneficial to prospective students.
- Pupils will be required to have a competency in Computer Aided Design software which can be achieved through GCSE Construction or GCSE Technology & Design.
- Pupils will be required to have a competency in hand drawing to enable them to fully access the Unit 2 Construction Design course.

CAREER PROGRESSION

Studying GCSE Construction provides a foundational understanding of the world of the Built Environment. Students learn to interpret drawings of domestic buildings and explore the materials and sustainable methods used in domestic and commercial construction. To enhance their practical skills, students develop their computer-aided design knowledge, producing work to a professional level of presentation using AutoCAD. Here are some areas where BTEC Construction is particularly useful or even required:

- **Architecture -** architect, architectural technologist and landscape architect.
- **Construction Management**- site manager, contracts manager, facilities manager, programmer, buyer, building information modelling (BIM) co-ordinator and health and safety officer.
- **Surveying** - building control officer, building surveyor and quantity surveyor.
- **Engineering** - civil engineer, structural engineer and building services engineer.

SAMPLE PROGRESSIVE PATHWAYS FOR LEVEL 3 CONSTRUCTION

Level 4

Belfast Met: Level 4 HNC in Construction Management
NRC: Modern Methods of Construction
Higher Level Apprenticeships with a range of employers and providers.

Level 5

Belfast Met: Foundation Degree in Property, Housing and Planning
Belfast Met: Foundation Degree in Construction, Engineering and Management.
NRC: Construction Engineering with Surveying
Higher Level Apprenticeships with a range of employers and providers.

Level 6

UU: BSc Building Surveying
UU: BSc Quantity Surveying and Commercial Management
UU: BSc Construction Engineering and Management
UU: BEng Architectural Engineering
Degree Level Apprenticeships with a range of employers and providers

MEET ONE OF OUR KEY STAGE 5 PUPILS

Lucia Doherty 14B - *"Studying Construction and using CAD has allowed me to be creative while also developing strong technical skills. I've really enjoyed the design process, especially using CAD and drawing to create building designs and realistic renderings. Learning how to use the software effectively has given me confidence and has shown me just how much CAD is used across the construction industry. Overall, Construction is a very enjoyable and engaging subject. It has helped me build valuable practical and digital skills that will support me in further education and future employment, while also giving me a clear insight into real-world industry practice."*

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/construction-and-the-built-environment-2017.html or scan the QR code.

Awarding Body: Pearson BTEC

BTEC National Extended Certificate in Engineering

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1: Engineering Principles	Year 13	Unit Externally Assessed	33% of Qualification
Units 2: Delivery of Engineering Processes Safely as a Team	Year 13	Internally Assessed Assignments	16.5% of Qualification
Units 3: Engineering Product Design and Manufacture	Year 14	Unit Externally Assessed	33% of Qualification
Units 10: Computer Aided Design in Engineering	Year 14	Internally Assessed Assignments	16.5% of Qualification

ENTRY REQUIREMENTS

5 GCSEs at GCSE to include Grade B Maths in a higher tier paper and GCSE English at a minimum of Grade B.
• This course is best suited to pupils with an inquisitive mind who have a keen interest in mechanical products and product development.
• Pupils will be required to have a competency in Computer Aided Design software which can be achieved through GCSE Construction or GCSE Technology & Design.
• Pupils will be required to have a competency in hand drawing to enable them to fully access the Units 3 Engineering Product Design and Manufacture

CAREER PROGRESSION

Studying BTEC Engineering provides a solid foundation for a wide range of Engineering and construction courses. Students develop their ability to solve problems and to become flexible thinkers who learn through research and personal evaluation of their progress. An understanding of how engineered products function is underpinned through mathematical and physical principles. Pupils learn in a supportive environment where alongside the theoretical content they experience learning through practical assignments. Students hone their skills in a variety of computer-aided design packages, producing outcomes of an industrial standard of presentation, using AutoCAD and Solidworks.

Here are some areas where BTEC Engineering is particularly useful or even required:

Mechanical Engineer	Design Engineer	Manufacturing Engineer
Product Designer	Aerospace Engineer	Structural Engineer
Industrial Designer	Electrical Engineer	Aerospace Engineer

SAMPLE PROGRESSIVE PATHWAYS FOR LEVEL 3 ENGINEERING

Level 4

Belfast Met and NRC: Level 4 HNC in Engineering
Higher Level Apprenticeships with a range of employers and providers.

Level 5

Belfast Met: Foundation Degree in Mechanical Engineering
Belfast Met: Foundation Degree in Civil Engineering
NRC: Foundation Degree in Electrical and Electronic Engineering
NRC: Foundation Degree in Mechanical and Manufacturing Engineering
Higher Level Apprenticeships with a range of employers and providers.

Level 6

QUB and UU: MEng/BEng Mechanical Engineering
QUB and UU: MENg/ BEng Civil Engineering
QUB and UU: MEng/BEng Electronic Engineering
UU: BEng in Mechatronic Engineering
UU: Engineering Management
QUB: MEng/BEng Aerospace engineering
Degree Level Apprenticeships with a range of employers and providers.

MEET ONE OF OUR KEY STAGE 5 PUPILS

Rian Collins 14A - *"One of the A Levels I chose was BTEC Engineering, and it has benefited me in so many ways. Because I am interested in pursuing a pathway in the engineering sector, this subject has given me a real insight into the types of tasks involved and helped me develop essential skills such as problem-solving, mathematical reasoning, and practical application. I also had the opportunity to learn how to use AutoCAD, which is a key tool within engineering. Being able to read and create complex technical drawings is a vital skill, and gaining confidence in this area has prepared me well for further study and future career opportunities."*

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/engineering-2016.html or scan the QR code.

Awarding Body: Pearson

BTEC National Extended Certificate in Travel and Tourism

COURSE OUTLINE			
Module/Unit Description	**Year Studied in**	**Assessment Method and Duration**	**Weighting of Qualification**
Unit 1: The World of Travel and Tourism	Year 13	External Exam – 1hr 30mins	25% of BTEC
Unit 2: Global Destinations	Year 14	External Exam – supervised assessment over 3 hours	33% of BTEC
Unit 3: Principles of Marketing in Travel and Tourism	Year 13	Internal	25% of BTEC
Unit 9: Visitors Attractions	Year 14	Internal	17% of BTEC

ENTRY REQUIREMENTS

GCSE Maths and GCSE English Language at grade C or above.

CAREER PROGRESSION

Travel and Tourism covers a wide range of employment opportunities in one of the fastest growing industries in the UK. It includes jobs in airlines and hotels, with tour operators and travel agents or involving tourist attractions, conferences and events, hospitality and entertainment.
Many students choose to use their qualifications to go straight into employment; others choose to continue their studies at university. This course will equip you with the necessary skills to succeed at Higher Education.

Jobs directly related to your course include:
- Air cabin crew
- Holiday representative
- Hotel manager
- Theme Park manager
- Tour manager
- Tourism officer
- Tourist information centre manager
- Travel agency manager

Jobs where your course would be useful include:
- Conference centre manager
- Customer service manager
- Event manager
- Human resources officer
- Marketing executive
- Museum/gallery exhibitions officer
- Passenger transport manager
- Sales executive
- Outdoor activities/education manager

SAMPLE PROGRESSIVE PATHWAYS FOR BTEC TRAVEL AND TOURISM

Level 4

NRC:
• Travel and Tourism
• Travel and Tourism with aviation and cruise (extended national diploma)

Level 5

NRC:
• Hospitality and Tourism Management with specialism (foundation degree)
• Hospitality and Tourism Management with specialism (higher level apprenticeship)

Level 6

UU:
• Global Sustainable Tourism (MSC)
• International Tourism Management (hons)
• Tourism Hospitality and events management

You can read more about the subject here: https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html or scan the QR code.

MEET ONE OF OUR KEYSTAGE 5 PUPILS

Cassie O'Kaane 13E - *""I chose BTEC Level 3 Travel and Tourism because I wanted to study something practical that actually connects to real jobs. I really enjoy learning about different destinations and how the industry works, and I love that the course lets you build real skills like communication and teamwork instead of just focusing on exams. It's made me realise how many opportunities there are—whether it's working in airports, hotels, travel companies or going on to study tourism or business at university. It's a subject that feels exciting and relevant, and it's helped me grow in confidence and think about a future career I'm genuinely interested in."*

A Guide to Higher Education Course Entry Requirements

The table below gives an overview of some course requirements.

These are subject to change and university websites will always have the most up to date information on course requirements. The information below is based mainly on NI Colleges/Universities.

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Accountancy	AAB GCSE Maths B	Possibly lower entry requirements if Maths at A Level. QUB/UU
Actuarial Science	A*AA or AAA and A at AS Level.	High grades required at GCSE also. (Minimum of 6A*s) QUB
Agriculture	3 A Levels in relevant subjects. (Preferably Biology/ Chemistry)	GCSE Maths and DA Science QUB/CAFRE
Architecture	AAA/ BBC GCSE: Eng Language and Maths	Portfolio required if GCSE Art has not been studied. Check website for more information
Art and Design	3 A'Levels including Art (UU)	Foundation year in Art and Design.
Biochemistry	ABB Chemistry and another Science; Biology preferred. QUB	GCSE Maths and DA Science.
Biology	3 A Levels including Biology.	Another science preferred. GCSE Maths, English and DAS.
Biomedical Science	3 A Levels and 2 science subjects. AAB/AAB QUB/BBB UU	Biology and Chemistry preferred.
Building Surveying	BBC to include Grade B in specified subjects: UU	Maths and Science subjects preferred
Business Studies	3 A'Levels	Business Studies GCSE Grade B Mathematics
Chemical Engineering	AAB/BBB to include Maths, Chemistry, and a Science. (QUB)	GCSE Maths and DA Science
Chemistry	3 A Levels to include Chemistry and a second science	GCSE Maths and DA Science
Civil Engineering	AAB/BBB (Maths and one other from preferred list QUB and UU)	Useful Subjects: Science A Levels, ICT, Digital Technology, Geography, Software Systems Development. GCSE Maths, English and DA Science. Check website for further clarification.
Computer Science	3 A Levels at UU BBB at QUB from preferred list.	GCSE Maths and DA Science. Useful Subject examples: Mathematics/ Computing/Software Systems Development/ Chemistry/ Digital Technology/ Physics/ Technology.
Dentistry	AAA and A grade at AS Level to include Chemistry, biology and one of Physics, Maths.	UCAT Aptitude Test and Interview Excellent GCSE Profile required of As and A*s. Check the QUB admissions policy for full details. (7+A*s)
Dietetics	BBB to include **two** science subjects from specified list at UU.	Chemistry preferred Subjects: Science A Levels and Maths. GCSE: English, Maths and DA Science Entrance Test or Interview will be required (TBC)
Drama	CCC at UU BBB at QUB	No subject requirements but must show an interest in practical performance. A Level Drama or similar useful. Interview/ auditions required.
Economics	3 A'Levels	A Level Maths/Business Studies useful. GCSE Maths at high grades required.

Guide to HE Course Entry Requirements

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Electronic Engineering	AAB to include Maths and one from Science/ Technology at QUB BBC at UU to include Grade B in Maths and subjects listed above.	GCSE Maths, English & DA Science
Environmental Health	BBB to include Maths or Science subjects at UU.	Preferred Subjects: Maths, Sciences, Geography, Home Economics, Health and Social Care, Applied Science etc. GCSE: English, Maths and DA Science
Environmental Planning	BBB and GCSE Maths at QUB	
Environmental Science	3 A Levels preferably including STEM subject/ Science A'Level at UU	Possible Subjects: Geography, Sciences, Mathematics, PE, ICT, Software Systems Development, DA Applied Science etc.
Film Studies	3 A Levels	A Level English preferred for some courses
Finance	Grades range from AAA to BBB in QUB/UU	Maths and Business Studies useful subjects GCSE Maths Grade B
Food and Nutrition	3 A Levels (Grades differ between courses and UU/ QUB/CAFRE)	Two science subjects preferred.
Geography	3 A Levels (AAB/BBB) to include Geography and GCSE Maths at QUB.	Course combinations available.
History	3 A Levels ABB at QUB	Course combinations available. History useful but not required.
Hospitality Management	3 A Levels	GCSE English and Maths
Irish	ABB including Irish	
Journalism	3 A Levels (BBC at UU)	
Law	3 A Levels AAA/BBB depending on university and course.	High GCSE profile required. Some universities require and aptitude test so research this in advance. Course combinations available
Mathematics	3 A Levels with A in Mathematics (QUB)	Further Maths useful.
Mechanical Engineering	ABB including a Maths and Science (Physics preferred) at QUB BBC to include B from preferred subject list in UU.	Preferred Subjects from UU: Maths, Physics, Chemistry, Technology and Design, DA Applied Science
Medicine	AAA at A Level and A in a fourth AS. Chemistry plus one other from Maths, Biology and Physics. Biology to be studied to at least A-Level.	UCAT exam and MMI extremely important. Excellent GCSE profile of A's and A*s required. Work experience important. Check university websites for further information and guidance.
Music	3 A Levels including Music	Graded musical qualifications also important. Audition/Interview may be required.
Nursing	3 A Levels: BBC including a Science and BBC where Science is not offered (QUB).	Science subjects preferable. Interview and work experience very important. GCSE Maths and English Grade C or above and Science useful.
Occupational Therapy	BBB	Entrance test - MSAT. No specific requirement of subjects. GCSE Maths, English and DA Science useful.
Optometry	ABB with at least two science subjects from Maths, Biology, Chemistry, Physics or AB in DA Applied Science.	Module requirements with DA Applied Science so check carefully.
Paramedic Science	A level Grades BBC or equivalent	Personal statement and Interview very important
Pharmacy	AAB to include an A in Chemistry and one other from Biology, Maths or Physics at QUB.	New for 2023/24 Entry: Interview component at QUB Biology to at least AS preferred.

Guide to HE Course Entry Requirements

CAREER/COURSE	REQUIREMENTS	OTHER COMMENTS
Physics	ABB including Maths and Physics.	
Physiotherapy	BBB to include a B from Maths, Physics, Chemistry, Biology.	Entrance test - MSAT. DA Applied Science may also be accepted but check module requirements.
Podiatry	BBB to include a B from Maths, Physics, Chemistry and Biology.	Entrance test - MSAT. DA Applied Science may also be accepted but check module requirements.
Psychology	ABB/AAB/ BBB depending on subjects studied.	A Level Psychology useful but not required.
Quantity Surveying	3 A Levels to include one from Maths, Physics, Chemistry, Biology, Engineering or Construction.	ABB if including one of these preferred subjects and AAA if offering none of these subjects at UU.
Radiography	BBB to include B in one of the following: Maths, Physics, Chemistry, Biology, DA Applied Science. BB or better needed in DA Science at GCSE or in Triple Award, C in Physics module and C in either Biology or Chemistry.	Entrance test – MSAT. DA Applied Science may also be accepted but check module requirements.
Social Work	ABB/BBB	Interview Important. Work experience/Voluntary work very important.
Spanish	ABB including Spanish	Many course combinations available
Speech and Language Therapy	BBB	Entrance test - MSAT. Useful Subjects; Sciences, English, Maths, Language
Sports and Exercise Science	AAB including an A from Biology, Chemistry, PE, Physics, Maths, Sports Studies, DA Applied Science	
Sport Studies	AAB	Grade A from History, Geography, Psychology, PE, Sport Studies etc.
Teaching	Stranmillis/ St Mary's University, College. Check university websites for updated information.	Very high grades required at A' Level, particularly in specialised subject. Interview very important. Practical may be required for Music and PE. GCSE profile important and to include English, Maths and Science. Alternative routes: Study subject and then PGCE. St Mary's also offers a BA Honours Liberal Arts Degree.
Veterinary Nursing	New to Ulster Degree BCC Essential subject requirement: Biology or DA Life and Health Sciences.	Pass an interactive component; this is an interview with staff with questions based on the professional attributes of a veterinary nurse. Complete 37 hours relevant work experience with small animals in a veterinary practice or other relevant facility such as an animal charity, kennels, or cattery. This may include voluntary work and evidence will be required.
Veterinary Science	UK and UCD. Most Colleges ask for Chemistry and Biology A' Level as essential requirements. Physics and Maths are also preferred as additional subjects.	Very high academic profile required at GCSE and A Level. Check each university for individual requirements. Veterinary experience essential for application. Aptitude test required for some universities.
Youth Work: Community Youth Work at UU	A Level and GCSE profile – university website provides further information.	Work experience important.
Zoology	BBB to include Biology and one from Chemistry, Maths, Physics or Geography.	Chemistry preferred as second science GCSE: Chemistry, DA Science and Maths

Abbreviations

Belfast Met	Belfast Metropolitan College
CAFRE	College or Agriculture and Rural Enterprise
NRC	Northern Regional College
NWRC	North West Regional College
OCN	Open College Network
SERC	South Eastern Regional College
SMUCB	St. Mary's University College, Belfast
SWC	South Western College
TTS	Transport Training Services
QUB	Queen's University Belfast
UCC	University College, Cork
UU	Ulster University

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