

Shimna Integrated College

6th FORM CHOICES





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MAKING GOOD CHOICES AT A LEVEL

WHICH SUBJECTS TO CHOOSE?

You should of course choose A level subjects that you **enjoy** and that you will do well in. However, you will also want to take into account the views of universities, colleges and employers. If you already have a career, or career area in mind, you will want to know **what subjects are required**. You may also want to know how to keep all your **options open**.

There are *three reasons* why a person chooses a subject. Each of the three is a good reason, and each of the three has an issue for you to check out.

1. You enjoyed and were good at the subject at GCSE

BUT, some subjects can be distinctly different or more difficult at A level and you should check it out. Talk to your teacher about your target grade, and ask them which aspects of the course you need to enjoy at GCSE if you are to enjoy the A level course.

2. You need this subject to enter a specific career or course at university

BUT, you need to check your facts. There are always rumours and misconceptions about which subjects you need for certain careers or degree courses, and you need to check. You will find good links to research on our Shimna Careers Facebook page and on the 6th Form section of the Shimna website. The most direct way to check is to call and see Alicia, or email her at **arooney101@c2kni.net**. She is in charge of all our university applications, and she has the most up to date information.

3. You haven't studied the course before and you think it looks interesting and will suit your strengths

BUT, you could be taking a risk, and you need to check out what the subject will be like. Talk to the teacher who teaches the course at A level. Ask to see a textbook and some work by students who are enjoying the course this year.

HOW MANY SUBJECTS TO TAKE?

You need to think through how many A level subjects you will take. Students take either four subjects or three at A level. Students who take four subjects can either continue all four to A2 level, or may take one of the subjects at AS only and proceed to A2 in three subjects. It is **essential** you discuss with Alicia Rooney the number of subjects you will study.

A small number of university courses will ask for four subjects, or three at A2 and one at AS. The most popular courses in the Republic of Ireland are so oversubscribed that four full A levels are required if students from NI are to meet the requirements.

WHICH SUBJECTS COMBINE WELL?

If you have a completely open mind about what you might like to do eventually, it can be useful to think of subjects in *groups*. Choose two or three from the group which is most likely to provide you with a career choice, and also include one or two from another group in order to *keep your options open*.

The groups are:

SCIENCE SUBJECTS,

which include life sciences, biology and chemistry, and engineering sciences: maths and physics;

ESSAY OR HUMANITIES SUBJECTS:

history; politics; English; geography (which also overlaps with science); philosophy and ethics;

LANGUAGES:

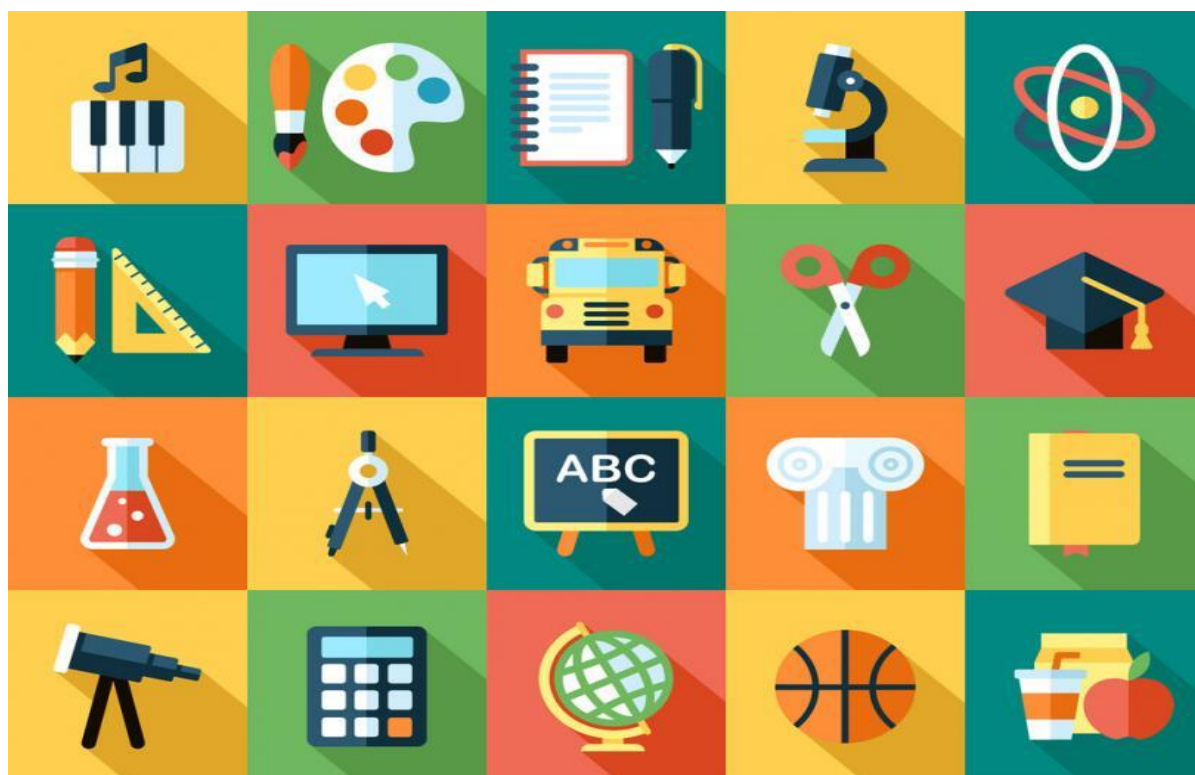
French; German; Spanish; Irish;

CREATIVE SUBJECTS:

art; performing arts; music; moving image arts;

VOCATIONAL OR APPLIED SUBJECTS:

business studies; travel and tourism; sports studies, digital technology, health and social care, software systems development.



WHICH SUBJECTS ARE WELL REGARDED?

If you already know the kinds of degree course you might like to apply for, you can check out which subjects universities prefer for that kind of course.

You will have heard that some universities, Russell Group universities, of which Queen's is one, dislike certain A level or BTEC subjects. However, what these universities mean is that they want you to study at least two subjects from their *preferred list*.

If there is a particular course at a particular university that you think you may wish to apply for, talk to Alicia for help in checking out the *preferred subjects*.

If you want to keep your options completely open, choose at least two subjects from: **biology; chemistry; English; geography; history; French; German; Spanish; Irish; maths; physics; (politics and philosophy & ethics are also strong subjects)**.

However, if you already know that you prefer applied or BTEC subjects, which include more assessment than exams and include practical work, don't be afraid to choose two or all of your subjects from the applied list. If you already know that you prefer creative subjects, don't be afraid to choose two of all or your subjects from the creative list.

It is important to note that, while the school will make every effort to meet the choices of every student, the school has to reserve the right not to run a subject if numbers or other considerations mean that the course is not feasible.

WHAT GCSE SUBJECTS ARE REQUIRED?

The grades you need for A level depend on the subjects you want to study. To study at A level, you will need at least **five passes at grade C or above, including maths and English**.

For many subjects, you will need at least a **grade B** in the subject you wish to study. If you enjoy study, but find that examinations do not show you at your best, applied courses may suit you better, which you can study if you have a **grade C**.

If you failed to achieve the grade you need in one of the GCSE subjects you wish to choose at A level, but you have otherwise excellent results, you may talk to your teacher about whether A level in that subject would be a good idea for you. *Take your teacher's advice seriously.*

A LEVEL REQUIREMENTS FOR DEGREES - A CHECKLIST

Many degrees will be open to students whatever subjects they have studied. Some popular degrees normally open to you with any A levels are: accountancy; anthropology; archaeology; business studies; history of art; law; management studies; media studies; philosophy; politics; psychology; religious studies; sociology; surveying; primary teaching.

ACCOUNTANCY (ALSO BANKING/FINANCE/INSURANCE)

Preferred A levels: none

Useful A levels: maths; business studies.

ACTUARIAL STUDIES

Essential A levels: maths

Useful A levels: business studies

AERONAUTICAL ENGINEERING

Essential A levels: maths; physics

AMERICAN STUDIES

Essential A levels: often English or history

Useful A levels: politics

ANTHROPOLOGY

No essential A level subjects

Useful A levels: a science.

ARCHAEOLOGY

No essential A level subjects

Useful A levels: history; chemistry.

ARCHITECTURE

Essential A levels: some courses will want a mix of arts and science

Useful A levels: art; maths, physics

ART AND DESIGN

Essential A levels: art and a portfolio of work.

Useful A levels: moving image arts

BIOCHEMISTRY

Essential A levels: chemistry and sometimes biology

Useful A levels: biology; physics; maths

BIOLOGY

Essential A levels: biology and chemistry

Useful A levels: maths or physics

COMPUTING

Essential A levels: Software Systems Development or digital technology and/or maths and/or a language

Useful A levels: any language

DRAMA/PERFORMING ARTS

Essential A levels: some courses, performing arts and/or English.

Useful A levels: English; performing arts; moving image arts

ECONOMICS

Essential A levels: some courses require maths

Useful A levels: maths, business studies, digital technology

ELECTRICAL/ELECTRONIC ENGINEERING

Essential A levels: maths and physics

Useful A levels: digital technology; SSD

ENGINEERING (GENERAL)

Essential A levels: maths and physics

Useful A levels: digital technology; SSD

ENGLISH

Essential A levels: English literature

Useful A levels: history; philosophy and ethics; French; German; Spanish; Irish

ENVIRONMENTAL SCIENCE

Essential A levels: some courses will ask for two of: biology; chemistry; maths; physics; geography

Useful A levels: biology; chemistry; maths; physics; geography

EUROPEAN STUDIES

Essential A levels: at least one language

Useful A levels: another language; English; history; Politics; philosophy and ethics

FRENCH

Essential A levels: French

Useful A levels: another language; English; history; politics; philosophy and ethics

GEOGRAPHY

Essential A levels: most courses require geography

Useful A levels: some geography degrees prefer one from biology; chemistry; maths; physics

GEOLOGY/EARTH SCIENCES

Essential A levels: usually two from physics; chemistry; biology

Useful A levels: geography; maths

GERMAN

Essential A levels: German

Useful A levels: another language; English; history; politics; philosophy and ethics

HISTORY

Essential A levels: most degrees require history

Useful A levels: English literature; politics; philosophy and ethics

HISTORY OF ART

No essential A level subjects

Useful A levels: art; English literature; history; religious studies; French; German; Spanish; Italian; Irish

ITALIAN

Essential A levels: Italian, or another language

Useful A levels: another language; English literature; history; politics

LAW

No essential A level subjects

Useful A levels: history; politics; English; philosophy and ethics

MANAGEMENT STUDIES

No essential A level subjects

Useful A levels: business studies; maths; travel and tourism; digital technology; maths; SSD

MATERIALS SCIENCE (INCLUDING BIOMEDICAL MATERIALS SCIENCE)

Essential A levels: normally two from chemistry; maths; physics; biology

Useful A levels: digital technology; SSD

MATHS

Essential A levels: maths

Useful A levels: physics

MECHANICAL ENGINEERING

Essential A levels: maths and physics

Useful A levels: digital technology; SSD

MEDIA STUDIES (INCLUDING COMMUNICATION STUDIES)

No essential A level subjects

Useful A levels: English literature; media studies; moving image arts

MEDICINE

Essential A levels: chemistry and biology

Useful A levels: maths; physics; an ideas subject

MUSIC

Essential A levels: music and grade VII or VIII

Useful A levels: creative subjects; maths

NURSING AND MIDWIFERY

Essential A levels: some courses require biology or another science

Useful A levels: biology; chemistry; health and social care

OCCUPATIONAL THERAPY

Essential A levels: some courses require biology

Useful A levels: sports studies; another science

OPTOMETRY (OPHTHALMIC OPTICS)

Essential A levels: two from biology; chemistry; maths; physics

Useful A levels: biology; chemistry; physics; maths

PHARMACY

Essential A levels: chemistry and two from biology; maths; physics

Useful A levels: biology; maths; physics

PHILOSOPHY

No essential A level subjects

Useful A levels: philosophy and ethics; maths

PHYSICS

Essential A levels: physics and maths

Useful A levels: chemistry

PHYSIOTHERAPY

Essential A levels: biology

Useful A levels: one of chemistry; maths; physics; sports studies

POLITICS

No essential A level subjects

Useful A levels: politics; history; English literature; philosophy and ethics

PSYCHOLOGY

Essential A levels: a few courses require one of biology; chemistry; maths; physics

Useful A levels: biology; maths; philosophy and ethics

RELIGIOUS STUDIES/THEOLOGY

No essential A level subjects

Useful A levels: philosophy and ethics; English literature; history

SOCIOLOGY

No essential A level subjects

Useful A levels: philosophy and ethics

SPANISH

Essential A levels: Spanish or, for some degrees, one of French or German

Useful A levels: another language; English literature; history; politics; philosophy and ethics

SPEECH THERAPY

Essential A levels: some degrees require biology or another science

Useful A levels: French, German, Spanish, Irish; English literature

SPORTS SCIENCE

Essential A levels: sports studies; some courses require a science with sports studies

Useful A levels: sports studies; a science

SURVEYING

No essential A level subjects

Useful A levels: for estate management, any subjects; for building surveying, maths and/or physics

TEACHER TRAINING

Essential A levels: at least one academic teaching subject

Useful A levels: some from: art; biology; chemistry; performance art; English; French; geography; German; Irish; history; digital technology; maths; music; physics; sports studies; religious studies; Spanish.

VETERINARY SCIENCE

Essential A levels: chemistry and biology and one from maths or physics

DECIDING

You will also need to decide whether the mix of **freedom** and **self-discipline** of 6th form will suit you. Until you are sixteen you come to school, among other reasons, because attendance at school is a legal requirement. Once you get to 6th form, you come to school because studying for higher qualifications is what you have **chosen** to do. You will have a **6th form contract**, which is based as closely as possible on a contract of employment, and will help you recognise how to make the best of your time in 6th form.

ADDED VALUE

Your A levels are the most important element of your 6th form education. However, it is also important to take advantage of every opportunity to add to your **experience** and your **CV** and **personal statement**. Some examples of things Shimna students have successfully completed alongside their A levels:

Listening Ear is a counselling course which qualifies you to be a Listening Ear for other students under pressure.

Mock Assembly of the European Union. Three of our students take part each year, representing a different country of the EU. This year's group represented Greece.

Mock Bar Trial Competition. A team of students act as prosecuting and defence barristers, witnesses, jury, court clerk, court usher in taking part in at least three trials in front of a judge at Belfast High Court.

Attorney General's Living Law Programme. A series of visits throughout the year to learn about the NI legal system. Concludes with a mock bail hearing.

Advocacy Training for Law. A one day course in Hillsborough Castle to teach you how to put together a prosecution and a defence case ready for trial.

Academic Writing Course for 6th form to support you in making the move to higher level academic writing.

Habitat for Humanity. Our teams returning in 2016, 2018 and 2019 who travelled internationally to build houses and sanitation projects inspired our new team of 2020 Habitat fundraisers. With Covid restrictions affecting all prospects of travel, it is likely that our Habitat team will focus their energies into an extremely worthwhile local building project this year.

Shimna Stars Special Olympics Basketball Club. Our sixth form students volunteer with the club, supporting the athletes by coaching, encouraging and playing alongside.

First Mourne Brownies, Rainbows and Guides. Sixth form girls volunteer in leader roles with the First Mourne groups.

NI Assembly Youth Panel. One of our students has been selected to serve on the panel, having been successful in the day long selection process.

UK Youth Parliament. Two Shimna students have been elected to the UKYP for South Down.

Prefect System. All our students have the option to apply to be a prefect and to offer duties they will undertake to earn their badge. Duties include representing the college at P7 Day and Open Day.

Work experience. All our students undertake at least one period of work experience. Many undertake a further work experience throughout their two year course. Students have opted for European work experience in Spain, France and Germany.

Ongoing work experience. One of our students included weekly volunteering in All Children's in his timetable. Two of our students have been published regularly in the Mourne Observer. One of our students volunteered as a CA in the Irish Department, another supports individual readers in the English department.

UK Biology and Physics Olympiads and UK Mathematics Challenge. Many of our students have now achieved awards in the competitions.

Amnesty International. Sixth form students form the organising backbone of our Amnesty group and have represented Shimna at the London Conference.

Gender Sexuality Alliance. Our students play leading roles in this important support group.

Shimna Musical Collective and Drama Club. Sixth form students work in all sorts of roles in music and performance within the college.

Senior Scripture Union. Sixth form students join Senior Scripture Union and/or help run the junior branch.

Fundraising. Groups of sixth form students have raised record amounts for the NI Children's Cancer Fund for Children and for our Habitat for Humanity work.

Sports Leadership/Coaching. Help with younger students in sport is always appreciated and provides you with additional skills and them with a good role model. Students also volunteer to referee primary school tournaments.

Sixth Form Sports Squads. These student-led groups organise training and matches and have in the past found their own sponsorship for their kit.

Student Council. This opportunity is available to all students from Y8 – Y14 and involves being a spokesperson for your form class to bring important ideas and opinions to school leaders.

Duke of Edinburgh's Direct Gold Award. Students aim to complete their final expedition.

Formal Committee. This student-led group organises the formal each year.

Queen's University Senior Academy and Pathways Schemes encourage students through mentoring and inspirational visits to the university.

University Summer Schools. Many of our students have benefited from summer schools at Oxford, Cambridge, London and Liverpool Universities.

BIOLOGY

In Shimna Integrated College, we offer our students the opportunity to study **AS** and **A2** biology and use the **WJEC** exam board.

The **entry requirements** are:

- a minimum of 5 A*-C grade GCSEs
- with at least a grade B in Maths and grade B English
- and minimum of two B grades at GCSE in science subjects.

WHO TAKES THIS COURSE?

Biology is a very popular A Level subject, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

OUR CLASSES:

Even though it is popular choice for students, all classes will have less than 20 students. There is a strong emphasis on developing practical skills throughout this course. The biology lessons are exciting, relevant to life and challenging so will stimulate the enthusiasm of students from the start. The course emphasises the way in which scientists work and the contributions of science to modern society. We also track students' progress throughout the year to ensure that students achieve their target grade.

WHERE WILL SUCCESS TAKE YOU?

Biology is a great choice of subject for people who want a career in health and clinical professions such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science and many of our biology students have studied these courses at university.

AS BIOLOGY:

Unit 1: Basic Biochemistry and Cell Organisation (20% of qualification)

Unit 2: Biodiversity and Physiology of Body Systems (20% of qualification)

Both written examinations are 1 hour 30 minutes (80 marks) and include a range of short and longer structured questions and one extended response.

A2 BIOLOGY:

Unit 3: Energy, Homeostasis and the Environment (25% of qualification)

Unit 4: Variation, Inheritance and Options (25% of qualification)

Both written examinations are 2 hours (90 marks) and include a range of short and longer structured questions and one extended response.

Unit 5: Practical examination (50 marks) (10% of qualification)

This unit comprises two tasks – an experimental Task, and a practical analysis task.

To find out more, please talk to our Head of Biology, **Joanne Poland** or email jpoland485@c2kni.net

CHEMISTRY

At Shimna Integrated College we offer the students the opportunity to study AS and A2 Chemistry using the **WJEC** exam board.

The **entry requirements** are:

- A minimum of 5 A*-C grade GCSEs
- At least a grade B in Maths and B in English
- A minimum of two B grades at GCSE in science subjects

WHO TAKES THIS COURSE?

Many students take chemistry as they want to pursue careers in medicine or engineering. Lots of students proceed on to study chemistry at university. A-levels in chemistry provide opportunities to perfect mathematical skills, practical skills and allow learners to plan and carry out investigations. Overall, it provides a well-balanced education and is highly valued in many careers.

OUR CLASSES:

Chemistry is a very popular A-level at Shimna. Students are taught in a student friendly environment, with access to all the required laboratory apparatus. Our modern labs provide a pleasant learning environment. Students complete a minimum of twelve practicals each year, with many other investigations built into the learning process. Students are regularly assessed and feedback and support provided when necessary.

WHERE WILL SUCCESS TAKE YOU?

Chemistry is a required subject for medicine, dentistry, veterinary studies, engineering and pharmacy. Many other careers require advanced level chemistry. Areas of further study include nanotechnology, biochemistry, forensic sciences, polymer engineering, electrochemistry, mineral engineering and Earth sciences.

AS CHEMISTRY:

Unit 1: The Language of Chemistry, Structure of Matter, and Simple Reactions (20% of qualification)

Unit 2: Energy, Rate and Chemistry of Carbon Compounds (20% of qualification)

Both written examinations are 1 hour 30 minutes.

A2 CHEMISTRY:

Unit 3: Physical and Inorganic Chemistry (25% of qualification)

Unit 4: Organic Chemistry and Analysis (25% of qualification)

Both written examinations are 1 hour 45mins.

Unit 5: Practical examination. (10% of qualification)

This unit comprises two tasks - experimental Task (30 marks) and practical methods and task analysis (30marks)

To find out more about this course, please talk to the Head of Chemistry, **Alan McDonnell** or email amcdonnell873@c2kni.net

PHYSICS

In Shimna Integrated College, we offer students AS and A2 physics and take **CCEA** exams.

Entry requirements

- Minimum 5 A* - C grade GCSEs with at least grade B in Maths and English
- Minimum two B grades in GCSE science subjects.

WHY SHOULD I TAKE PHYSICS?

Physics describes and explain how our world works, from the tiniest objects like atoms, to the whole Universe. The laws of physics underpin all of science and all of our technologies. In our advanced level courses you will study familiar topics such as energy, electricity and waves. You also meet quantum mechanics, gravitational fields, nuclear and particle physics. Many students go on to study physics related subjects at university such as engineering, computing, music technology, or medicine. One or two have even taken physics. You will develop skills valued by all employers; the ability to grasp concepts quickly, a determination to find answers, along with problem-solving, analytical, mathematical and IT skills. The skills you develop by studying physics will help whichever career you choose.

HOW WILL I LEARN?

We believe in learning by doing, so there is demonstration, discussion and practical investigation. This is supported by academically rigorous treatment of the theories. It does help to study maths alongside physics, but a good grasp of GCSE maths is all that you need, and students typically take a variety of other subjects. Classes are exciting, challenging and take examples from our daily world, so students can link their learning to their interests. Students learn to think and work like professional scientists, and the application of science to modern society is highlighted. We track progress throughout the course, to support students in achieving their target grade.

WHERE WILL SUCCESS TAKE ME?

Physics is a good choice if you want a career in science, engineering or almost any other field. Shimna physicists have taken degrees in mechanical, civil, aeronautical, electrical and electronic, nuclear and software engineering, also chemistry, biochemistry, environmental science, veterinary science, physiotherapy, music technology, computer games development, physics and astrophysics.

AS PHYSICS

Unit 1: Forces, Energy and Electricity (16%)

Unit 2: Waves, Photons and Astronomy (16%)

Unit 3: Practical Techniques (8%)

Units 1 and 2 have 1 hour 45 min written exams with structured questions.

Unit 3 is a practical exam of 2 x 1h components consisting of short experiments and a separate paper requiring analysis of experimental results.

A2 PHYSICS

Unit 4: Deformation of solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics (24%)

Unit 5: Fields, Capacitors and Particle Physics (24%)

Unit 6: Practical Techniques (12%)

Units 4 and 5 have 1 hour 45 min written exams with structured questions. Unit 6 is a practical exam of 2 x 1 hour components consisting of longer experiments and a separate paper requiring the analysis of experimental results.

To find out more, contact Head of Physics, **Alasdair Spence** at aspence621@c2kni.net

MATHEMATICS

The main reason for studying Mathematics is that it is interesting and enjoyable. People like its challenge, its clarity and the fact that you know when you are right. The solution to a problem carries excitement and satisfaction. You will find all these aspects in A Level maths!

Davis Willetts MP, when speaking as the Secretary of State for Business, Innovation and Skills said recently, *"In terms of future jobs and career opportunities, A-Level maths scores more highly than just about anything else."*

AIMS OF THE COURSE

The course aims to develop students' understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment and provides a strong foundation for progress to further study. It will help to develop an understanding of coherence and progression in mathematics. Above all students should enjoy the challenge that problems will present and be willing to persist at a problem to obtain the correct solution. Pure Mathematics with its emphasis on algebra is the foundation of all other forms of Mathematics. Mechanics is the study of forces and their effect on stationary and moving bodies. Statistics will teach you how to present and manipulate numerical information. You will study the underlying physical principles involved and learn how to translate practical problems into a mathematical language.

COURSE OUTLINE

The A Level Mathematics is a modular course:

Year 13 AS Modules: AS 1 Pure Mathematics and AS 2 Applied Mathematics

Year 14 A2 Modules: A2 1 Pure Mathematics and A2 2 Applied Mathematics

ASSESSMENT

AS 1 Pure Mathematics and AS 2 Applied Mathematics assessment – summer term of Year 13.

A2 1 Pure Mathematics and A2 2 Applied Mathematics assessment – summer term of Year 14.

CAREER PROSPECTS

- Finance – Actuarial Work, Accountancy, Financial Modelling, Investment Banking
- Computing – Games Design, Internet Security, Telecommunications
- Mathematical Biology – Population Modelling, Epidemics and Vaccination
- Engineering – Aircraft Modelling, Fluid Flows, Acoustic Engineering, Quantity Surveyor, Planner
- Teaching and Lecturing
- Statistics – Medical Statistics, Market Research, Government Statistics
- Business – Logistics, Traffic Planning, Project Management, Business Consultancy

Entry Requirements: Grade A in GCSE mathematics and/or at least grade C in further mathematics.

To find out more about this course, please talk to [Samara Kelly](#), [Jaqueline Jones](#), [Irene Mathieu](#) or [Bronagh Quinn](#), or email skelly740@c2kni.net, jjones381@c2kni.net, bquinn504@c2kni.net or imathieu872@c2kni.net

FURTHER MATHS

GCE Further Mathematics was introduced for the first time in Shimna Integrated College in September 2017. It is a challenging qualification, which both extends and deepens your knowledge and understanding beyond the standard of A level Mathematics. It is an enjoyable, rewarding, stimulating and empowering experience and for someone who enjoys mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts. Further mathematics also makes the transition from sixth form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar. If you are planning to take a degree in engineering, the sciences, computing, finance/economics, etc., or perhaps mathematics itself, you will benefit enormously from taking further mathematics. Students who have studied further mathematics find the transition to such degrees far more straightforward and some prestigious university courses require you to have a further mathematics qualification and others may adjust their grade requirements more favourably for students with further mathematics.

AIMS OF THE COURSE

The aim of further mathematics is to develop your understanding and extend your range of mathematical skills and techniques, the course will introduce you to new and exciting areas of mathematics not studied in A level Mathematics. In pure maths you will learn about complex numbers and advanced computations with matrices and vectors, in addition to progressive calculus techniques and the introduction of hyperbolic trigonometric functions. In applied mathematics you will extend your knowledge of mechanics and statistics, learning about elasticity, oscillations, circular motion and more complex probability distributions, sampling and significance testing. All of which have significant real world applications in a variety of fields such as; the defence industry, navigation, electric circuit boards, environmental modelling, animations and many more. This knowledge provides a solid foundation for future study, an important aim of the course.

COURSE OUTLINE

The A Level Further Mathematics is a modular course.

AS Modules: AS 1 Pure Mathematics and AS 2 Applied Mathematics

A2 Modules: A2 1 Pure Mathematics and A2 2 Applied Mathematics

ASSESSMENT

AS 1 Pure Mathematics is worth 50% of AS and 20% of A2.

AS 2 Applied Mathematics is worth 50% of AS and 20% of A2.

Both modules are assessed in the summer term of year 13.

A2 1 Pure Mathematics is worth 30% of A2.

A2 2 Applied Mathematics is worth 30% of A2.

Both modules are assessed in the summer term of year 14

CAREER PROSPECTS

Career prospects follow the same routes as A level Mathematics with the added advantage of going to higher education a step ahead with your knowledge and understanding. Further maths is a well-recognised qualification amongst universities and industry.

- Finance- actuarial work, accountancy, financial modelling, investment banking
- Computing- games design, internet Security, telecommunications
- Mathematical Biology- population modelling, epidemics and vaccination
- Engineering- aircraft modelling, fluid flows, acoustic engineering, quantity surveyor, planner
- Teaching and lecturing
- Business- logistics, traffic planning, project management, business consultancy
- Statistics- medical statistics, market research, government statistics

Entry Requirements: Grade A* in GCSE Mathematics and at least a grade A in GCSE Further Mathematics. In addition, A level Further Mathematics can only be taken as a fourth A-level choice.

To find out more about this course, please talk to [Irene Mathieu](#) or email imathieu872@c2kni.net

ENGLISH LITERATURE

There's more to the study of English Literature than simply reading books. Delving into the heart of a great work unlocks a world of human experiences and insights. Learning how to unravel great texts enables you to develop your critical thinking, writing and analytical skills. These are skills that are highly prized by employers, whatever your eventual career path.

Entry Requirements

A student wishing to study AS/A Level English Literature should have achieved a grade B in GCSE English Literature/ Language.

COURSE OUTLINE

We follow the **CCEA** AS/A Level syllabus. The GCE English Literature specification is made up of two parts: **AS** and **A2**. Students may take the AS as a 'stand alone' qualification without progression to A2. However, to gain the full GCE, students need to complete both the AS and the A2 courses.

The units are as follows:

AS

- **Unit AS 1:** The Study of Poetry 1900–Present and Drama 1900–Present
- **Unit AS 2:** The Study of Prose Pre 1900

A2

- **Unit A2 1:** Shakespearean Genres
- **Unit A2 2:** The Study of Poetry Pre 1900 and Unseen Poetry
- **Unit A2 3:** Internal Assessment

ASSESSMENT

Each module will require a close study of selected texts. Essay writing and set questions will be given on key aspects of the texts. Internal assessment will be closely monitored by the class teacher. Timed class tests will ensure that you are prepared for the discipline of answering in detail within the timed exam conditions.

CAREER PROSPECTS

An AS/A Level in English Literature will provide a wide range of career opportunities. It is a particularly good choice as a fourth AS subject for those wishing to specialize in Science or Medicine as it portrays the student as having a range of interests and excellent communication skills. Obviously it is an essential subject choice for the student who wants to complete a degree course in English Literature.

These graduates are well suited to a career in any one of the following;

Writing, Literary Criticism, Teaching, Journalism, Law, Theatre, Television, Film Production, Screenplay Writing, Multi-media, Computer software Production, librarianship, Administration, Personnel Management, Social Work, Local Government, Health Service Management and Business Management.

To find out more about this course, please talk to **Noreen Doran**, **Mari McCurdy** or **Amy Martin**, or email mmccurdy531@c2kni.net ndoran419@c2kni.net amartin783@c2kni.net

GEOGRAPHY

Geography graduates have one of the highest rates of graduate employment <https://www.rgs.org/geography/news/geographers-remain-among-the-most-employable-unive/>

Geography is a broad based academic degree which is well respected by employers. If you enjoy studying geography and are good at it – carry on studying it! You are more likely to obtain your best results in a subject you enjoy and are good at. The transferable skills in geography are an asset in the complex world of employment today. Studying geography provides you with valuable skills and a firm base for life-long learning.

Year 13: AS level Papers 1 and 2 are worth 40% of AS, Paper 3 20%. AS makes up 40% of A Level.

Paper 1 – Physical Geography, 75 minute examination
Topics: fluvial environments; eco-systems; atmospheric processes.
Paper 2 – Human Geography, 75 minute examination
Topics: population; settlement, development.
Paper 3 – Fieldwork skills and techniques, 1 hour examination.

Year 14: A2 level Papers 1 and 2 are worth 24% of A Level, Paper 3 is worth 12% of A level.

Paper 1 – Physical Geography, 90 minute examination
Topics: dynamic coastal environments and plate tectonics.
Paper 2 – Human Geography & Global Issues, 90 minute examination
Topics: tourism and planning for sustainable settlements.
Paper 3 – Decision Making in Geography, 90 minute examination

Geographers can analyse material; manage themselves; think independently; make decisions about an issue.

Geographers are good communicators; spatially aware; socially and environmentally aware; problem solvers; good team players; computer literate; well rounded, flexible thinkers.

GEOGRAPHY FOR YOUR FUTURE:

Travel and Tourism

Leisure and culture; expedition leader; travel agent; exhibitions coordinator; leisure centre manager; heritage site manager; eco tour guide; tourist information; civil servant for the Department of Culture, Media and Sport; travel writer; TV researcher; holiday representative; cultural arts officer.

Development & Global Issues

Aid worker; charity fundraiser; armed forces; HIV educator; human rights officer; international charity worker; refugee and asylum adviser; economic analyst; UN terrorism prevention officer; diplomat; British Council cultural exchange manager; voluntary service overseas.

Business

Financial risk assessor; banker; accountant; insurance industry; transport and logistics manager; retail manager; management consultant; commercial sales manager; lawyer; buyer; location analyst.

Society

Teacher; social worker; youth and community worker; emergency services manager; FE or university lecturer; museum guide; exhibition designer and curator; health education campaigner; advertising executive; human resources manager; market research analyst; public policy research; marketing; public relations officer.

Geographical Techniques

GIS specialist; census data specialist; location analyst; cartographer; surveyor; military GIS specialist; remote sensing analyst; geomatics software designer; CAD technician; aerial surveyor.

Physical Systems

Coastal engineer; soil conservation; hydrologist; earth scientist; weather forecaster; hazard prediction and management; flood protection manager; pollution analyst; risk assessor; weather presenter; water supply coordinator.

Settlement

Planner; housing manager; surveyor; urban regeneration officer; local government services; estate agent; transport officer; environmental engineer; construction; property lawyer; environmental consultant; conservation officer.

Entry requirements: at least a grade C in geography at GCSE.

To find out more about this course, please talk to **Joanne Anderson** or **Stuart Scott** or email janderson636@c2kni.net or sscott725@c2kni.net

HISTORY

The History A-level course studied at Shimna College is the new **CCEA** specification and we cover the following components:

YEAR 13 (September to December)

AS 1: Historical Investigations and Interpretations – Germany 1919-45

This option allows students to examine the history of Germany from 1919-45. The first part covers the Weimar Republic from its emergence after World War One, to its decline. In 1933. Students examine the Weimar's strengths and weaknesses and how these led to the rise of the Nazi Party. The second part focuses on the Nazi Party's consolidation of power in 1933. The third section covers the political, economic and social developments in Nazi Germany up to 1939. In the final section, students focus on the political, economic and social impact of the Nazi regime on the people in both Germany and the occupied Eastern European territories up to 1945.

Exam: AS 1 is sat at the end of year 13, the value is 20% of the whole A' level. The form is a 1 hour 30 minute exam with a short question and two extended source questions.

YEAR 13 (January to April)

AS 2: Historical Conflicts and Change – Russia 1914-41

For this option, students focus on the causes of the Russian Revolutions of 1917. Students analyse the reasons why the Tsarist regime collapsed and why the Bolsheviks were able to seize power. The focus then looks at the civil war and the consolidation of Bolshevik power afterwards. Students evaluate the aims and consequences of Lenin's economic policies from 1917-24. Finally, the option ends with an analysis of Stalin's Russia, including his rise to power, his economic aims and consequences and the most important features of Stalin's dictatorship.

Exam: AS 2 is sat at the end of year 13, the value is 20% of the whole A' level. The form is a 1 hour 30 minute exam with 2 short questions and 2 extended essay questions.

YEAR 14

A2 1: Change Over Time – The American Presidency 1901-2000

In this option, students explore the changing nature of the American Presidency during the 20th Century. They cover the role of the presidents involved in key domestic events such as the Great Depression and the Watergate scandal and world events such as the World Wars, the Cold War and the Vietnamese war. Each president is evaluated to cover the extent of their influence and impact.

Exam: A2 1 is sat at the end of year 14, the value is 20% of the whole A' level. The form is a 1 hour exam with 2 short questions and 2 extended essay questions.

A2 2: Historical Investigations and Interpretations – England 1558-1603

This final option covers the reign of Elizabeth I from her accession in 1558 to her death in 1603. Students will investigate the political, both domestic and foreign policy, religious, economic and social developments in England over Elizabeth's 45 year reign. Students will analyse the relationships Elizabeth had with Parliament, the Privy Council, her ministers, her nobility, her subjects and other foreign nations. Students will develop their source skills and their

understanding of different historical interpretations during the process of developing an understanding of Elizabeth's rule.

Exam: A2 2 is sat at the end of year 14, the value is 40% of the whole A' level. The form is a 2 hours 30minute exam with three questions in the form of 2 source based questions and 1 essay.

VALUE FOR THE FUTURE

Students who choose history A level do so because they enjoy learning in depth about the personalities and processes involved in the subject. At this level, the work is more intense and there is more in-depth analysis, presentation work and essay writing. However, it is an interesting and enjoyable experience for both teacher and students, developing invaluable skills for any career choice.

To find out more about this course, please get in contact with **Jo Rodgers** by emailing jrogers515@c2kni.net

PHILOSOPHY & ETHICS

As the fastest growing AS/A2 in the UK, qualifications in Philosophy & Ethics provide suitable foundation for further study at University in a wide range of subject areas from education to law and from medicine to philosophy and theology.

In addition, our students obtain a wide range of skills such as analysis, interpretation, critical thinking as well as the ability to produce extended evaluative pieces of writing & participate in oral debate.

Former students have gone on to successful careers in journalism, law, nursing and medicine, teaching and the theatre. Students are expected to be reading widely outside class including recommended texts, current affairs, quality TV and radio programmes, podcasts and websites.

| YEAR 13 | YEAR 14 |
|--|--|
| <p>Philosophy (CCEA Unit 7)</p> <ul style="list-style-type: none">• The Existence of God• The Existence of Evil• Miracles• Religious Experience• The Afterlife <p>Religious Ethics (CCEA Unit 6)</p> <ul style="list-style-type: none">• Foundations of Christian Ethics• Ethical Theories• Bio-ethics• Sexual Ethics• Life and Death Issues | <p>Philosophy (CCEA Unit 7)</p> <ul style="list-style-type: none">• Religion and Science• Religious Language• Religion and Morality• Synoptic Assessment <p>Religious Ethics (CCEA Unit 6)</p> <ul style="list-style-type: none">• Ethical Decision Making• Human Rights• Environmental Ethics• War and Peace• Ethics of Justice and Punishment• Life and Death Issues |

TESTIMONIALS:

“I chose Philosophy and Ethics to challenge myself. It is mentally stimulating and extremely engaging, and I believe the debating skills I have gained will be very useful.”

- *Katie Haeger, former student now reading Philosophy at St Mary's University, Twickenham*

“The course exceeded my expectations greatly; it is interesting and tests your ability greatly, whilst it is enjoyable and a class you can have a laugh in. Philosophy & Ethics went from a class which I was only curious about to being my favourite class, which I ended up gaining an A* in.”

- *Kenzi Dickinson, former student now reading Biomedical Sciences at University of Dublin*

If you would like more information about the course, please see [John McCloskey](#) or [Roseanna McGill](#) in the Croi, or email jmccloskey442@c2kni.net or rmcgill298@c2kni.net

POLITICS

POLITICS A-LEVEL – THE FUTURE IS IN YOUR HANDS

In these uncertain times, it is more important than ever to keep track of the shifting political landscape in order to learn what's happening, why it's happening and how it affects you. If network and cable news just aren't enough then you've come to the right place.

QUALIFICATIONS

No qualifications or previous experience is required but a general interest in current affairs and the world around you would be valuable.

Have you an interest in:

- **US politics** – Some are arguing we have left crazy town and arrived at dullsville in 2021 with the change in the U.S top spot. If you want to know more sign up.
- **U.K politics** – A turbulent few years brought about Brexit, now we are dealing with the consequences. The effects of covid are going to be long lasting on politics/economics/employment and the future for young people, watch this space and keep ahead of the curve.
- **NI politics** – The pandemic is dominating politics at the minute, but the effects of Brexit and the Irish sea border is a growing concern. Add that to the normal day to day issues over power sharing and it's going to be an interesting ride
- **Who has real power in the world today?** The people, the government or big business and bankers. What is the role of feminism in the 2020s?
- **Coercion, instability in States around the world** – Egypt, North Korea, Syria, Nigeria and China, to mention only a few.

If so, **A level politics** is an option for you. You will study:

- **British politics:** the role of: cabinet; prime ministers; the House of Commons and the Lords;
- **US politics:** powers of presidents; US constitution; US supreme court; US elections;
- **Those who control power:** elites – big business; oil companies; the military; · Alternatives to our structures: Marxism; feminism; anarchy; NI politics: political parties; the assembly; elections.

TRIPS

Meet Stormont MLAs; three day trip to London to see MPs in action, West End show, Cinema, Camden market, sightseeing; lectures at Queen's University.

SOME OCCUPATIONS WHERE THE STUDY OF POLITICS IS RELEVANT:

Politics – MPs, MEPs, MLAs, councillors, Management, Banking, Civil Service, Media/publishing/journalism/Research for TV and radio, Pressure groups/ lobbying, Political consultancy, Parliamentary offices, Charities, Law, Social work, Nursing, Education, US President (if you have US citizenship – Obama has a degree in politics).

Students who have studied A level politics have gone on to study a wide range of subjects including: politics; history; law; languages, and some have used a good result in politics to enter courses in social work, medicine, drama etc.

To find out more about this course, please talk to **Paddy McClean** or email pmcclean619@c2kni.net

FRENCH

Did you know that French is a **facilitating subject**? Facilitating subjects are those most commonly required or preferred by universities to get on to a range of degree courses. Many of the top universities will ask you to have at least one A-level in a facilitating subject when you apply. This makes French a great choice in keeping your options open and helping you to get where you want to go!

It is now generally accepted that fluency in at least one foreign language is an **essential asset** in many areas of working life. In many job sectors, the mastery of a foreign language is a key component. We are satisfied that this course will not only provide future language specialists with a good foundation but will also enable students of a wide range of disciplines, from the creative arts to science and technology, to develop a useful auxiliary skill.

This two year course aims to develop the students' speaking, listening, reading and writing skills to the same high standard, leading to the examination offered by the CCEA Board. We aim to build upon the oral strengths of GCSE in order to provide students with the means to **express their ideas** through the language.

Our ultimate objective is to convey to students the joy of working with words and language as well as preparing them for particular examination requirements. Both the AS and A Level course will provide students with the necessary confidence to tackle the wide range of university courses with a foreign language element. During the A2 year in particular, students continue to study further topics which bring a deeper understanding of the rich culture of l'Héxagone.

AS OUTLINE

AS is taught through the themes of "**Relationships**" and "**Culture & Lifestyle**". You will also study a literary text and the grammar of the language to help you to understand more complicated structures and develop translation skills. AS French students are encouraged to take part in the French exchange and/or to opt for a French work shadowing placement.

A2 OUTLINE

A2 is taught through the themes of "**Young people in society**" and "**Our place in a changing world**". There is very little new grammar this year as it is a consolidation year where you will be expected to develop your fluency and accuracy and build on translation skills. You will also study your second literary text this year.

ASSESSMENT

AS speaking 12%, AS listening, reading & writing including translation & grammar 16%, AS Extended writing on set literary topic or film 12% (40% of A-Level).

A2 speaking 18%, A2 listening, reading, writing including translation and a summary exercise 24%, A2 extended writing on set literary topic 18% (60% of A-Level).

CAREER PROGRESSION

A French AS/A Level with Physics, Chemistry and Maths could well lead to an Engineering course which frequently involves a language element because of the international nature of the work

A French AS/A Level with English or History might lead to an International Law degree. A modern foreign language at A level is a sought-after qualification for a degree in computer science.

Nearly all U.K Universities offer first degree courses in the language, and under the ERASMUS scheme more and more students of any discipline are encouraged to spend some time studying at other European universities.

THE FRENCH WORK PLACEMENT/ EXCHANGE PROGRAMME

Our work placement /exchange programme has been highly successful since we started it in 2007. Students visit France, where they stay with a host family, visit local cultural or historical sites and spend time in a French School. Most types of placement can be found providing students give us enough notice of their requirement.

STUDENT DESTINATIONS

Oxford University (French), Queens' University (French, Forensic Science), University of Ulster (Modern languages), Newcastle Upon Tyne (Medicine), Goldsmiths College London (Music), Durham University (Engineering), Chester University (French).

Entry Requirements: Grade B at GCSE

To find out more about this course, please talk to **Anne Clarke** or **Janet Mayer** or email aclarke112@c2kni.net or jmayers180@c2kni.net

GERMAN

If you are inspired by language and culture and want to get ahead in an international world, this course is for you. German has more native speakers than any other language in Europe and Germany has Europe's leading economy, so an advanced qualification in German can open many doors.

Students who choose A-Level German build upon the knowledge and skills already acquired at GCSE. They gain a useful insight into another culture and reflect on various aspects of contemporary society. They also enhance their employment prospects, facilitate foreign travel, and experience the enjoyment and motivation of improving their linguistic level. German A-Level also looks impressive on university and career applications.

COURSE OUTLINE

The first year of the course develops the topics you have already studied at GCSE, and the full course broadens out to include other topics relevant to contemporary politics, science and business. In the first year we typically consider the media, popular culture, and relationships; in the second year we consider issues like the environment, immigration, poverty and the impact of technology. Literary and cultural studies are important in both years and in recent years we have studied the films *Die Welle* or *Das Leben der Anderen*, and the novel *Der Vorleser*; other options are available and we can usually cater to the interests of students (ask Ian McMillan if you would like to see next year's options in advance). Alongside your main lessons you will have sessions with the language assistant.

ASSESSMENT

There are three separate modules:

1. **Speaking** – including a conversation based on an independent research project which you will complete yourself
2. **Listening and reading** – including translation
3. **Writing** – an essay on a literary or cultural topic

CAREER PROGRESSION

Universities and employers recognise German as a demanding and prestigious course that develops thinking and communicative skills. Students who choose German have a competitive edge on the job market. Knowledge of German is highly valuable for careers in science, finance, economics, government, foreign trade, and international law. This makes German a great choice for enriching your studies at A-Level. Due to the heavy emphasis on technology and engineering in the German economy, German will be of particular benefit to those who wish to combine a language with STEM subjects, or for scientists who wish to add a relevant unique selling point to their C.V. Our role as a PASCH-Schule ensures that there will be opportunities for students to apply for placements (e.g. work experience) and courses in Germany - we have already had several students who have won such places.

Students who are successful at A Level are also well placed to apply to universities in Germany or Austria, where tuition fees are much lower or completely free.

COMPLEMENTARY SUBJECTS

Due to the breadth of topics studied in the course and the contribution of the German speaking world to the arts, sciences and business/economics, German A-Level complements all subjects.

ENTRY REQUIREMENTS

To undertake the A-Level course you will need a good grade in GCSE German and a keen interest in developing your linguistic skills. An interest in current affairs is an advantage.

To find out more about this course, please talk to **Ian McMillan** or **Grace Susay**, or email imcmillan399@c2kni.net or gsusay356@c2kni.net

IRISH

The aim of AS/A2 Irish is to enable students to build on everything they have learnt to date. Students will have the opportunity to continue with their studies and develop a greater understanding of the language and the culture and traditions that surround the language.

ATTRactions OF STUDYING IRISH

- You can now study Irish as a joint degree along with many subjects such as Business Studies, Management Studies, Sociology, Psychology, Computing, International Politics, Marketing, Advertising, Law, Drama, Design, Music, Dance, History, Media and many more, giving you the opportunity to let your studies in Irish take you practically wherever you wish.
- Irish is an advantage in careers such as tourism, the media, teaching, research, the world of finance and in the administration of the arts. Even Oxford and Cambridge acknowledge Irish at A-level as an accepted entry subject. There are Irish language departments in universities all over the world, Spain, America, Australia and Japan to name a few. These offer not only employment opportunities, but social avenues as well, with many Irish speakers visiting the above places for festivals etc.
- Irish is spoken increasingly throughout the whole of Ireland and beyond, with new books, newspapers, magazines, radio and television programmes, internet sites appearing all the time.
- Irish is recognised as an official language of the European Union and the parliamentary house in Brussels. This means there is constant demand for translators with Irish and an- other EU language.
- The Irish language sector continues to grow throughout the country and beyond with jobs in the media, TV, ICT, marketing, publishing, teaching, translating, to name but a few.
- Studying and speaking Irish is an easy way to make valuable contacts locally, nationally and beyond, which as anyone will tell you can sometimes make the difference between getting where you want to go or not.

CONTENT

During the two years of the course students will have the opportunity to study a wide range of topics including, myself, family, school and university life, hobbies and interests, young people's issues, the media, technology, and many more. Students will have the opportunity: to work with computers creating leaflets, short films and presentations on certain topics; to debate certain topical issues with their classmates and students from different schools; to study independently; express their own opinions and reach their own conclusions on all issues.

ASSESSMENT / EXAMS

Both AS and A2 are split into 3 modules, the first being the **speaking** module which is worth 30% of your total mark. Module 2 consists of **reading, listening and translating**. The written piece at AS will be based on a short film of our choice, while at A2 students have the option to study a drama, a novel, poetry or some very funny short stories. The course offers a chance for those with genuine work ethic, the opportunity to achieve the highest grades.

GAELTACHT

The Irish department runs a yearly weekend visit to Donegal for all AS/A2 students and encourages trips to the Gaeltacht Colleges during the Summer. Students will benefit immensely from their experiences not only as regards the learning of the language but also personally as well. There is also the very realistic opportunity to return after A- Level study as a 'ceannaire' and get paid for it!

Entry requirements: at least a grade B in GCSE Irish.

To find out more about this course, please talk to **Robbie Keenan** or email rkeenanan823@c2kni.net

SPANISH

If you are inspired by language and culture and want to get ahead in an international world, this course is for you! Spanish is one of the world's major languages with as many first language speakers as English. It is also a language which is growing – that means there has never been a better time to learn Spanish. By 2050 the number of Spanish speakers is expected to increase to 530 million, with the Spanish speaking population of the USA alone currently increasing at more than 1 million a year.

Students who choose A-Level Spanish develop the knowledge and skills acquired at GCSE. Speaking Spanish can open a door to a whole new world. Whether on holiday, meeting people at work, socialising or enjoying cultural life your Spanish language skills will widen your horizons, create new opportunities and increase your appreciation of what's out there. With so many Spanish speaking countries in the world there are constant opportunities for your Spanish skills to pay dividends at work or elsewhere.

AS SPANISH

Subject content deals with social issues and trends and includes the following aspects of Hispanic society – modern and traditional values and relationships, cyberspace and equal rights. Students will study topics such as family and relationships, highlights of Hispanic artistic culture, including a focus on Spanish regional identity and cultural heritage of past civilisations. Students will also study grammar and a written or film text.

WORK EXPERIENCE IN SPAIN

You will have the opportunity to complete your work experience in Spain in a Spanish school.

A2 SPANISH

Students will study the following themes in relation to a Spanish speaking country:

Multiculturalism: immigration; racism; integration; our changing world

Artistic Culture: modern day idols; cultural landscapes

Aspects of political life in the Hispanic world: young people; governments; popular movements.

Students will also study grammar and a written or film text.

Assessment includes: **listening, speaking, reading** and **writing**.

CAREER PROGRESSION

Universities and employers recognise Spanish as a demanding and prestigious course that develops thinking and communicative skills. Students who choose Spanish have a competitive edge on the job market. A knowledge of Spanish is invaluable for careers in Journalism, Law, Marketing, Translating, Accounting, Media, Healthcare, Social work. The IT sector has a huge shortage of workers who can speak more than one language and there are lots of opportunities in sales, accounting and marketing where you can use your Spanish.

COMPLEMENTARY SUBJECTS

Using your languages at work doesn't mean being just a teacher, translator or interpreter (although these jobs make for an extremely interesting career). It can mean working in one of **many industries**, in which your languages, **combined with expertise in another field**, can really help you to get on. At university you can combine Spanish with other subjects and sometimes do your work placement in a Spanish-speaking country. E.g. Engineering with Spanish, Biological Sciences with Spanish, Management Studies with Spanish, Computing with Spanish, Sports Studies with Spanish, Law with Spanish, English with Spanish, Theatre Studies with Spanish etc.

Entry requirements: To undertake the A-Level course you will need a good grade in GCSE Spanish and a keen interest in developing your linguistic skills.

To find out more about this course, please talk to **Grace Susay, Ian McMillan, Erin Hardy** or **Janet Mayers**, or mail gsusay356@c2kni.net or imcmillan399@c2kni.net

ART & DESIGN

Examination board – **CCEA**. This specification has been revised for first teaching from September 2016 for AS and September 2017 for A2. For full details of the new specifications, please visit

http://www.rewardinglearning.org.uk/microsites/artanddesign/revised_gce/index.asp

AS and A2 Art and Design provide an opportunity for you to build on the knowledge and skills you have acquired at GCSE Level and to develop your creative thinking and practical expertise.

AS LEVEL ART AND DESIGN is a one-year course consisting of two units of work: unit one is an Experimental Portfolio and unit two is a Personal Response.

EXPERIMENTAL PORTFOLIO

This unit will be based around personal ideas developed from a set theme decided by CCEA. The portfolio will allow students to; explore, experiment and demonstrate their creativity and personal skills in Art and Design. Most of all the portfolio should reflect enjoyment and a personal learning experience at AS Level. The portfolio should consist of work in a wide range of media which may be in 2D and/or 3D form. The Experimental Portfolio represents 50% of AS Level marks.

PERSONAL RESPONSE

This unit requires a personal response to an examination paper based on the set theme decided by CCEA. The paper will be issued in February. The response requires preparatory work, research and a final outcome in either 2D or 3D form. The final outcome will be completed within a 10 hour supervised period, over two days, in an art room. The Personal Response represents 50% of the AS Level marks.

This course offers each student an opportunity to complete a portfolio of art work which represents their interests and demonstrates their potential in art and design. The portfolio can be used for; progression to A2, interviews at art colleges, future employment or careers in the creative industries.

A2 LEVEL ART AND DESIGN is a one-year course consisting of two units of work: unit one is a Personal and Critical Investigation and unit two is a Thematic Outcome.

PERSONAL AND CRITICAL INVESTIGATION

This unit will be based around personal ideas developed from a set theme decided by CCEA. It will allow students to demonstrate and communicate their creativity and strengths in Art and Design. This unit also includes a written element consisting of 1000 - 2000 words which should investigate a credible artist/craftsperson/designer or movement and relate to the students own practical work. The Personal and Critical Investigation represents 60% of A2 Level and 20% of this is awarded for the Written Investigation.

THEMATIC OUTCOME

This unit requires a personal response to an examination paper based on the set theme decided by CCEA. The paper will be issued in February. The response requires preparatory work, research and a final outcome in either 2D or 3D form. The final outcome will be completed in a 15 hour supervised period, over three days, in an art room. The Thematic Outcome represents 40% of the A2 Level.

This course offers an opportunity for each student to complete a portfolio of art work which represents their potential in art and design. The portfolio can be used at interviews for entry

to art colleges, future employment or a career in the creative industries. AS and A2 Level Art require commitment and hard work but above all students should enjoy the course. Art provides an opportunity to develop skills and techniques in new materials and a wide variety of medias well as developing problem solving and creative thinking skills which are applicable in all areas of life and work. Art and Design explores the manipulation and imaginative use of materials and techniques which can be exciting, challenging and satisfying. Time is limited on the course so in order to be successful students must invest a considerable amount of time each week continuing their work at home.

A LEVEL ART AND DESIGN MAY BE USEFUL FOR SOME OF THE FOLLOWING CREATIVE CAREERS:

Architect, Art Curator, Ceramicist, Fashion Designer, Film Producer, Fine Artist, Graphic Designer, Illustrator, Interior Designer, Jewellery Designer, Photographer, Product Designer, Shoe Designer, Stage Designer, Teacher of Art & Design and Textile Designer, to name just a few.

To find out more about this course, please talk to **Melanie Skelcher** or **Laura Walsh** or email: mskelcher030@c2kni.net or lwalsh829@c2kni.net

MOVING IMAGE ARTS

Do you have a passion for film? Have you ever had a desire to make your own but wouldn't know where to start? Or have you ever wondered how films get from a raw idea to a finished, polished production. If the answer to any of these is 'yes' then Moving Image Arts could well be the subject for you!

Moving Image Arts is **the dedicated study of the film industry**. A student embarking on a study of Moving Image Arts will learn about the earliest examples of humans creating moving images and the technological advancements that a little over 100 years ago laid the foundations of modern cinema. Students will explore the influence of painting on film and learn about the various styles within film making. They will develop an understanding of film language and the manner in which audiences are manipulated by the film makers. In addition to this, students will learn about other cultures through the study of foreign cinema. Finally, students will study the various stages of the production process and putting all of this new knowledge into practice they will create their own film.

Not only is Moving Image Arts a highly enjoyable course of study it is also an excellent addition to any combination of subjects furnishing students with an excellent skill set through both the practical element and the theory.

AS OUTLINE - At AS students study;

- Film language.
- **Alfred Hitchcock and the Classical Hollywood Style**
- **Formalism – Early European Cinema and American Expressionism**
- Foundation Portfolio

A2 OUTLINE - At A2 students study;

- **Realism – Narrative and Visual Style**
- **Creative Exercise**
- **Comparative analysis**
- Advanced Portfolio

ASSESSMENT

AS and A2 have two units each.

Unit 1 – Critical response. This is assessed through an online exam worth 40%

Unit 2 – Film production and planning. This is assessed through practical coursework worth 60%.

CAREER PROGRESSION

Universities recognise MIA as a demanding academic course that develops a wide range of essential skills. Skills such as organisation, planning, time management, communication, team work, leadership as well as thinking and problem solving skills; but most importantly MIA develops confidence. These skills are valuable in a range of career pathways and help to give MIA students a competitive edge. Northern Ireland is also a hot property in cinema today with many productions being shot locally.

COMPLEMENTARY STUDIES

Due to the range of skills acquired in film making MIA A level combines well with all subjects but particularly, English, art and ICT.

Entry requirements: this course is open to any student who has a good GCSE profile and enthusiasm for film. Good grades in any of English, moving image arts, ICT or art may be helpful.

To find out more about this course, please speak to **Noreen Doran**, **Melanie Skelcher** or **Stacey Wilkinson** or email ndoran247@c2kni.net, mkskelcher030@c2kni.net or swilkinson190@c2kni.net

MUSIC

CCEA GCE Specification in Music

If you enjoy studying music and are good at it, then you should consider continuing your study into A level. The course gives you the power to engage with music more deeply as a performer, composer and listener. It broadens your experience, develops imagination, fosters creativity and promotes social and personal development.

AS LEVEL (YEAR 13)

Performing: 32.5% (13% of A Level) – 5-7 minute performance and viva voce

Composition: 32.5% (13% of A Level) – 1.5-2.5 minutes plus 1000 word written commentary

Responding to Music: 35% (14% of A Level) – 1 hour listening paper, 2 hour written paper

| LISTENING PAPER (70 MARKS) | WRITTEN PAPER (70 MARKS) |
|---|---|
| <ul style="list-style-type: none"> • 3 questions from Areas of Study • 2 questions from unfamiliar music <p>AREAS OF STUDY</p> <ul style="list-style-type: none"> • Music for Orchestra 1700 -1900 • Sacred Vocal Music, Anthems • Secular Vocal Music, Musicals <p>UNFAMILIAR MUSIC</p> <p>Critical Judgements on musical elements, structure, resources, styles & genres, periods.</p> | <p>Question 1 – 20 marks Short answer questions on an extract from 1 set work from Music for Orchestra 1700 – 1900.</p> <p>Question 2 – 20 marks Short answer questions on an extract from an unfamiliar score.</p> <p>Question 3 – 15 marks Extended writing question on Sacred Vocal Music - Anthems</p> <p>Question 4 – 15 marks Extended writing question on Secular Vocal Music - Musicals</p> |

A2 (YEAR 14)

Performing: 19.5% of A Level – 8-10 minute performance and viva voce

Composition: 19.5% of A Level – 2-3 minutes plus 1200 word written commentary

Responding to Music: 21% of A Level – 75 minute listening paper and 2 hour written paper

| LISTENING PAPER (70 MARKS) | WRITTEN PAPER (70 MARKS) |
|--|--|
| <ul style="list-style-type: none"> • 3 questions from areas of study • 2 questions of unfamiliar music • 1 contextual question on unfamiliar music <p>AREAS OF STUDY</p> <ul style="list-style-type: none"> • Music for Orchestra in the 20th Century • Sacred Vocal Music • Secular Vocal Music 1600 to present day <p>UNFAMILIAR MUSIC</p> <p>Critical Judgements on musical elements, structure, resources, styles & genres, periods</p> | <p>Question 1 – 20 marks Short answer questions on an extract from 1 set work from Music for Orchestra in the 20th Century.</p> <p>Question 2 – 20 marks Short answer questions on an extract from an unfamiliar score</p> <p>Question 3 – 15 marks Extended writing question on Sacred Vocal Music</p> <p>Question 4 – 15 marks Extended writing question on Secular Vocal Music</p> |

WHERE WILL SUCCESS TAKE ME?

A level music gives you a strong foundation for higher education in a career in any of the following: music industry, TV, radio, film companies, teaching, event management and tourism, music therapy. Music is a universal language, so your career could take you anywhere.

SHIMNA SUCCESSES

Lee graduated from LIPA with a degree in sound technology. He is currently touring the world as an engineer and studio manager. Niomi graduated with BMus (hons) from Goldsmiths University College, London, and is now a teacher. Ruairi recently graduated from BIMM, and Daniel and Hannah are both in the final year of their respective music degrees.

To find out more about this course, please talk to **Orla Fitzpatrick** or email ofitzpatrick063@c2kni.net

PERFORMING ARTS

CCEA GCE Specification in Performing Arts

Performing Arts is a growth industry in Northern Ireland. The GCE course gives students the opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study. If you have experience in and/or a keen interest in any aspect of performance or production, then this could be the course for you. The course encourages students to develop knowledge and understanding of:

- The techniques and approaches required in one or more performing arts areas of study
- Working methods linked to industry practice
- How their own skills and aptitudes could be best employed within related sectors, through exploring its products and processes

KEY FEATURES

- There are 4 assessments units (outlined below)
- Students develop specialist knowledge, understanding and skills in one discipline within either performance or production (outlined below)

PRIOR ATTAINMENT

There is no particular level of attainment required to study this specification. However, it builds on knowledge, understanding and skills developed in any GCSE creative and expressive arts subjects, for example, Drama or Music.

YEAR 13: AS LEVEL

AS 1: Developing skills and Repertoire – students are given the opportunity to develop one discipline, and apply it in a performance context. Students will hand in a portfolio of work, including a summary of research, skills audit, record of work and evaluation.

AS 2: Planning and realising a Performing Arts Event – students will respond to a pre-release stimulus material which will be concept, theme or issue based. Students will interpret this to create a performing arts event. This will be presented to a target audience and an external examiner will assess.

YEAR 14: A LEVEL

A2 1: Planning for employment – students are given the opportunity to develop their understanding of how to find work in their chosen discipline. You will individually explore the range and scope of employment opportunities in the industry. You must produce a record of work, including a written report and evaluation.

A2 2: Performing to a Commission Brief – students are given the opportunity to form a production company to realise a performing arts event from an externally set Commission Brief. Students will research, promote, plan and perform the event.

DISCIPLINES AVAILABLE

Performance – Music, Dance, Drama

Production – Choreography, Design (costume or set), **Direction, Musical Direction, Stage management, Technical** (lighting or sound)

| | | | |
|--|----------------------------------|--|----------------------------------|
| AS 1 60% AS Level 24% A Level | Written = 83% Practical = 17% | A2 1 60% AS Level 36% A Level | Written = 83% Practical = 17% |
| AS 2 40% AS Level 16% A Level | Written = 60% Practical = 40% | A2 2 40% AS Level 24% A Level | Written = 60% Practical = 40% |

To find out more about this course, please talk to **Orla Fitzpatrick** ofitzpatrick063@c2kni.net or **Ciaran Milligan** email cmilligan256@c2kni.net

BUSINESS STUDIES

The Applied General Business qualification encourages candidates to develop skills, knowledge and understanding of realistic business contexts through a variety of approaches from the theoretical to those with clear practical emphasis. The qualification is accredited by the **AQA exam board**.

LEVEL 3 CERTIFICATE

The Certificate is equivalent to the Applied Business **A/S level**. Units 2 and 3 are assignment based and Unit 1 is assessed by an end of unit examination.

Learners cover topics including:

- the role of finance in planning an enterprise, analysing and making financial decisions
- how organisations use human, physical and financial resources to achieve goals
- analysing entrepreneurial opportunities and setting up your own business.

EXTENDED LEVEL 3 CERTIFICATE

The Extended Certificate is equivalent to **A2** and follows the same structure as the Certificate, in that it consists of two assignment units and one exam unit.

Learners cover topics such as:

- How managers organise, motivate and lead employees through change to achieve business objectives
- skills and processes required to develop, present and evaluate a business proposal
- skills and processes required to develop an e-business proposal for a new business
- the planning, coordination and management of a one-off event to support a business proposal
- the development of a marketing communications mix for a business proposal

CAREER PROGRESSION

The Applied General Business qualification provides you with skills and knowledge relevant to a wide range of university courses. It certainly gives an excellent foundation for the study of any business-related degree course and many past students have followed this path. It is also useful if you are looking to go into employment after school and it will give you the grounding you need if you are thinking of going into business for yourself.

Entry requirements: it is not necessary to have studied GCSE Business Studies. A good GCSE profile and enthusiasm for the subject are essential.

To find out more about this course, please talk to **Pat Lenny** or email plenny509@c2kni.net

Check out the **Business Department** section on the Shimna website and the **Business Studies Facebook page**.

DIGITAL TECHNOLOGY

At Shimna Integrated College students will study the **CCEA** A Level Digital Technology.

COURSE AIMS:

- develop a genuine interest in digital technology;
- gain an understanding of the systems development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- participate in developing an application while adhering to the systems development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- apply their skills to relevant work-related scenarios;
- carry out research and development, and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- demonstrate that they understand and can apply key concepts through internal and external assessments.

THE FOLLOWING ARE IMPORTANT FEATURES OF THIS SPECIFICATION:

- It includes four assessment units: three are externally assessed and one is internally assessed.
- It gives students opportunities to progress to career paths leading to professional IT management.
- It offers advanced study of modern technology-based systems.
- It provides stretch and challenge for A2 students.
- It allows students to develop advanced skills in a range of development environments using a mixture of examination formats and question types.

COMMITMENT NECESSARY

Students should be interested in computers, how they work and how they can be used effectively. Students should be prepared to complete assignments in year 14 and ensure that they are handed in on time.

CAREER OPPORTUNITIES

On completion of this course there are a number of exciting career opportunities in the ICT sector including:

- Web designer
- Programmer
- Games designer
- Software designer
- Graphics designer
- ICT engineer/Network manager

Entry requirements: It is necessary to have studied Digital Technology at GCSE. A good overall GCSE programme and enthusiasm for Digital Technology are necessary.

To find out more about this course, please talk to [Irene Mathieu](#) or [Sarah Samuel](#) or email imathieu872@c2kni.net or ssamuel278@c2kni.net

HEALTH & SOCIAL CARE

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE

COURSE INFORMATION

This qualification is a practical, work related course which involves learning through the completion of projects and assignments that are based on realistic workplace situations, activities and demands, as well as working towards externally assessed exams. This course is excellent preparation for working with people in any workplace situation but particularly for working with individuals who have care and support needs.

This **level 3 BTEC** course is widely recognised as equivalent to **1 A-level** grade A*-C.

CAREER OPPORTUNITIES

Care management; FE teaching; community development; charity officer; social work; nursing; childcare; elderly care; teaching assistant; health therapies; youth work and health administration to name a few.

YEAR 1 STUDY

The first year of the course consists of 2 units:

- **Unit 12: Supporting Individuals with Additional Needs**
Internally assessed unit which requires the learner to visit 2 additional needs care settings; one for children and one for adults. Observations at these placements along with secondary research will be used to complete 2 assignments based around diagnosis and effects of specific additional needs, as well as rights and access for those with additional needs.
- **Unit 1: Human lifespan development**
Externally assessed unit within which you will learn about physical, intellectual, emotional and social development across the human lifespan, the factors affecting development and the effects of aging.

YEAR 2 STUDY

The second year of the course consists of 2 units:

- **Unit 5: Meeting Individual Care and Support Needs**
Internally assessed unit, consisting of 2 written assignments. You will learn about the principles and practicalities that underpin meeting individuals' care and support needs as well as promoting anti-discriminatory practice. You will explore values and issues that need to be considered in care, methods used by professionals across all care sectors and challenges they may face.
- **Unit 2: Working in Health and Social Care**
Externally assessed unit that will provide you with an insight into the roles and responsibilities of people who work in the health and social care sector, the roles of organisations in the health and social care sector and the working practices used when working with people with specific needs.

For more information on this course, speak to **Suzanne Mawhirt** or email smawhirt106@c2kni.net

SOFTWARE SYSTEMS DEVELOPMENT

AIMS OF THE COURSE

Software Systems Development is a relatively new course. This course was created to educate students in the latest software programmes and developments in an ever-expanding industry. The course aims to allow students to develop a genuine interest in software systems development with a focus on programming. Throughout the course students will develop an understanding of systems approaches and modelling techniques to support software development. Coursework enables students to develop software development skills that will prepare them for work in today's software industry.

Students will participate in the development of a software project using a complete software development process and will apply their skills to relevant work-related scenarios. Working in groups students will research, develop and present their findings in a variety of formats. Advanced study skills will be developed in preparation for university level education and students are given the opportunity to demonstrate their understanding and application of key concepts through challenging internal and external assessment.

COURSE OUTLINE/ASSESSMENT

The course consists of four units over the course of two years:

- **AS Level: AS 1** – Introduction to Object Orientated Development (external written exam taken in the Summer of Year 13, worth 50% of AS and 20% of A Level)
- **AS Level: AS 2** – Event Driven Programming (internal portfolio completed during Year 13 worth 50% of AS and 20% of A Level)
- **A Level – A2 1** – Systems Approaches and Database Concepts (external written exam taken in the Summer of Year 14, worth 30% of A Level)
- **A Level – A2 2** – Implementing Solutions (internal portfolio completed during Year 14, 30% of A Level)

CAREER PROSPECTS

- Software Business Analyst
- Database Administrator
- IT Consultant
- Software Engineer/Developer
- Software Trainer
- Web Developer

Entry Requirements: at least a grade B in GCSE mathematics.

COMMITMENT NECESSARY

Students should be interested in software and computer programming, how the processes work and can be used effectively. Practical work is a vital part of this course as assignments account for 50% of the A Level. Students should be prepared to complete all assignments in an allotted time and to a high standard.

To find out more about this course, please talk to [Irene Mathieu](#) or email imathieu872@c2kni.net

SPORTS STUDIES

WHO IS THIS COURSE FOR?

If you want to make a career out of your love of sport, this is the course for you. This subject will appeal to anyone interested in the theory of sport, whilst developing some of your practical interests.

WHAT WILL I GAIN FROM THIS COURSE?

The **BTEC** in Sport allows students to gather a rich and diverse appreciation of a whole range of theoretical and practical knowledge. Students can get a real-life feel of the multi-disciplinary nature of the subject area as they constantly apply their learning to both themselves, performers, and practical situations.

It is the equivalent to **one A-level**.

This **Level 3 extended certificate** offers the skills and knowledge you will need to work in sport and also gives you transferable skills that employers and universities are looking for. In completing the course, you will gain a detailed understanding of the anatomy and physiology of the human body, and how this has implications for fitness testing and training methods. Practical Sports Performance will provide you with the skills, techniques and tactics to reflect and improve performance. This in turn underpins how to professionally develop your career in sport.

WHAT WILL I STUDY?

Over the two years you will study four units:

- Anatomy and Physiology (exam)
- Fitness Training and Programming for Health, Sport and Well-being (synoptic exam)
- Professional Development in the Sports Industry (internal assessment)
- Practical Sports Performance (internal assessment)

HOW WILL I BE ASSESSED?

Assessment is rigorous and appropriate, and bench marked against national standards. We appreciate that students learn in different ways so the pattern of internal assessment is extremely varied.

There are three forms of assessment; external, internal and synoptic. *It is worth noting that this is NOT the traditional coursework based BTEC.*

One external and one synoptic exam (67%) and two internal units (33%)

Over the two years you will learn to write essays, careers audits, complete application forms, conduct interviews, critically analyse participants, prepare poster presentations, carryout fitness tests, analyse results and develop ICT skills, build on exam technique all while working as part of a team.

WHAT ARE MY CAREER PROSPECTS?

Sports Studies students are well qualified to pursue university level education, and work in the sport and leisure industry, recreation management, and community recreation. The transferable skills you acquire during your study will also make you equally attractive to non-sport employers.

Entry requirements: GCSE PE is necessary alongside an active sports profile.

To find out more about this course, please talk to Rebecca Murphy, James Magee, Barry Degan or Jacinta Doyle, or email rmurphy973@c2kni.net jmagee560@c2kni.net jdoyle479@c2kni.net bdagen319@c2kni.net

TRAVEL AND TOURISM

The **BTEC** National Applied General Travel and Tourism qualification at Shimna is the equivalent of **one A level** and encourages students to develop broad skills, knowledge and understanding of the travel and tourism industry. It prepares students for further study or training in travel and tourism related occupations. Students are encouraged to develop and sustain an interest in travel and tourism and the issues affecting the industry, as well as appreciating the positive and negative impacts travel and tourism may have on people, the environment and the economy. The qualification is accredited by the Pearson exam board.

THERE IS A COMBINATION OF ASSESSMENT STYLES ON THE COURSE:

- **Internal assignments:** Work related assignments set and marked by your teachers.
- **External tasks:** One exam and one practical work related task that are set and marked by Pearson, with the practical work related task carried out under controlled assessment conditions in College.
- **Written exams:** Written answers to practical questions set and marked by Pearson.

FOUR UNITS OF STUDY ARE COMPLETED OVER THE TWO YEARS:

Unit 1: The World of Travel and Tourism

This unit provides the foundation for learners to study other units in travel and tourism. They will explore the key components and scale of the industry, using data to analyse key trends and their impact. It is assessed by **a 1.5 hour written exam (25% of total qualification)**.

Unit 2: Global Destinations

Learners investigate and analyse information regarding the features and appeal of global destinations, travel planning, and the factors and trends affecting the changing popularity of global destinations. Students will be given a case study two weeks before the assessment period in order to carry out research for their exam.

Students will then be assessed on their ability to:

- Explain features of destinations and recommend their suitability to meet different customer needs.
- Assess travel plans and justify how they meet customer needs.
- Evaluate the appeal and popularity of destinations.

Students will complete the practical work-related task during **a 3 hour written exam session (33.3% of total qualification)**.

Unit 3: Marketing in Travel and Tourism

Learners investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of their own design. This assignment is internally assessed by your teacher **(25% of total qualification)**.

Unit 9: Visitor Attractions

Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience. This assignment is internally assessed by your teacher **(16.6% of total qualification)**.

CAREER PROGRESSION

The Applied General Travel and Tourism qualification provides you with skills and knowledge relevant to a wide range of university courses, and provides the same UCAS points as an A level. It gives an excellent foundation to the study of any travel or business related degree course. It may be particularly useful if you are looking to go into employment after A level. Many students have found that it combines well with a language or Business at level 3.

Entry requirements: it is not necessary to have studied Travel and Tourism at GCSE. A good GCSE profile and enthusiasm for the subject are essential.

To find out more about this course, please talk to **Stuart Scott** or email sscott725@c2kni.net

UNIFORMED PROTECTIVE SERVICES

(PREVIOUSLY PUBLIC SERVICES)

Equivalent in size to one A Level.

This qualification is designed to support learners who are interested in learning about the uniformed protective services sector.

The uniformed protective services sector is diverse and encompasses uniformed public services such as the police service, the fire and rescue service, the armed services, and the prison service. These public services are organised and financed by the government to benefit society. There is a wide range of occupations for graduate entry across the uniformed protective services, including roles in the police service and the armed services. This qualification focuses on, but is not limited to, the uniformed protective services such as the police service, fire and rescue service, armed services, and prison service.

WHAT WILL I STUDY?

You will study 4 units over the 2 years: One unit is exam based and the other 3 units are coursework based.

Unit 1 (Exam based): Behaviour and Discipline in the Uniformed Protective Services Learners investigate factors that can affect behaviour and their impact on the discipline of individuals and groups in the uniformed protective services.

Unit 2: Teamwork, Leadership and Communication in the Uniformed Protective Services - Learners study the dynamics of team building and team leadership, participate in team-building activities, and learn the methods of communication used by the uniformed protective services.

Unit 3: Expedition Skills -Learners develop the skills needed to plan, participate in, and reflect on outdoor expeditions.

Unit 4: Police Powers and the Law - Learners explore key elements of the legal system relating to the criminal trial process. They will look at the legal personnel involved as well as investigating police powers and their limitations.

SKILLS NEEDED FOR THIS COURSE:

- the ability to learn independently.
- the ability to research actively and methodically.
- the ability to communicate, give presentations and be active members of a group.

UNIVERSITY COURSE OPTIONS:

- BA (Hons) in Applied Psychology and Criminology, if taken alongside A Levels in Psychology and Sociology
- BA (Hons) in Social Work, if taken alongside A Levels in Sociology and Psychology
- BSc (Hons) in Fire Engineering, if taken alongside the Pearson BTEC Level 3 Diploma in Applied Science
- BSc (Hons) in Forensic Science, if taken alongside A Levels in Biology and Chemistry
- LLB (Hons) in Law, if taken alongside A Levels in History and Law.

To find out more about this course, please talk to **Joanne Mills** or email jmills287@c2ken.net