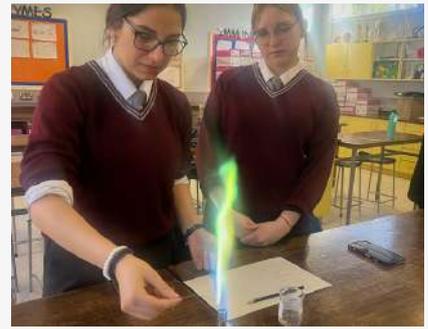




**NEWRY HIGH SCHOOL**



**SIXTH FORM**



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# WELCOME

Dear Student,

This booklet is designed to help you make the right decision about the next stage of your education.

The Sixth Form is a particularly important phase of student life. For many this is a culmination of a number of years at the school – for others it is a new and exciting environment – but for all it is a time of increased freedom, greater responsibility and wider horizons. The Sixth Form is a halfway house between the structure of the GCSE programme and the world of University or Industry.



At Newry High School we provide the academic structure, but within that you will be expected to manage your own time and work independently. Both these skills are a requirement beyond school life.

We hope that after reading this booklet, you will be better equipped to make a decision about your future studies.

Yours faithfully,

A handwritten signature in black ink that reads "Sinead Young".

Mrs Sinead Young  
Head of Sixth Form  
Email: [syoung673@c2kni.net](mailto:syoung673@c2kni.net)



[www.newryhigh.com/post-16-study/](http://www.newryhigh.com/post-16-study/)

## WHY DO A LEVELS?

**A Levels will give you a chance to learn about your GCSE subjects in greater depth, or you can choose to study subjects that are only offered at A Level.**

**A Levels are good preparation, if you are thinking of going onto higher education, or if you are not sure of your career plans, as they can keep your options open.**

## OUR VISION

**'To raise the aspirations of our young adults by nurturing a passion for learning, enriching the student experience and securing outcomes which exceed their expectations.'**



# DECISIONS

Before you decide which subjects to take, stop and think about what you want to do with your life. Ask yourself the following questions;

- Which subjects do I like?
- Which subjects am I good at?
- Which subjects will I need for my chosen career?
- What is my preferred way of learning?
- What is my preferred type of assessment, i.e. exams or coursework?
- What are my hobbies and interests?
- What are my skills and abilities?
- What am I good at, i.e., good listener, good with computers, being creative?

*You can respond to these questions on the next page. This will aid our Head of Sixth Form and Head of Careers in helping decide what subjects will best match you and your future aspirations.*

Having drawn up your own personality profile, you then need to think about what type of job or career suits your personality.

## **What's right for you?**

Once you have decided on the type of job or career you want, you need to think about how to get there. For some jobs and careers, you will need the right qualifications so you will have to do some research into what admission tutors want.

If you are interested in taking a degree course, some courses will require particular subjects at A level. You may even need a combination of subjects at A level for some degree courses, especially science-based courses. Check the entrance requirements for the courses you are considering.

Once you have started your research into entry qualifications for higher education courses, you may find out that it is not just a question of picking the right subjects but also of getting the required grades. This means that you will have to work hard for at least another year or longer if you decide to take AS/A2 levels. Knowing in advance that any course you take after your GCSEs will be a big commitment should help you think about which type of course would suit you better.

# NOTES...

Which subjects do I like?

Which subjects am I good at?

Which subjects will I need for my chosen career?

What is my preferred way of learning?

What is my preferred type of assessment, i.e. exams or coursework?

What are my hobbies and interests?

What are my skills and abilities?

What am I good at, i.e., good listener, good with computers, being creative?

# SIXTH FORM STUDY

At Newry High School, all Year 13 and Year 14 students benefit from a dedicated Careers Suite and a comprehensive Careers Education Programme, which is fully integrated into the Personal and Social Education (PSE) curriculum.

Our Head of Careers and Careers Advisor meet individually with each student to explore and support their career aspirations. Throughout the year students attend a range of presentations, information seminars and career-focused events to help them make informed decisions about their future.

Students in the Sixth Form at Newry High School enjoy a vibrant and enriching experience marked by a wide range of privileges and responsibilities that help prepare them for life beyond school. They are encouraged to take on leadership roles through involvement in the Charity Committee, the Sixth Form Committee and the prestigious positions of Head Boy and Head Girl as part of the Senior Leadership Team. Academic and personal development is supported through structured study periods, a tailored PSE Programme, and access to a Sixth Form Centre. Students benefit from practical guidance on university applications through UCAS support, student finance advice and interview preparation workshops. They also have the opportunity to participate in university visits, faculty seminars and career-related events. The Careers Programme is further enhanced by peer tutoring opportunities and a work shadowing experience in Year 13. Social and extracurricular life is equally valued, with events such as the school formal and various educational trips contributing to a well-rounded Sixth Form journey.



# ENRICHMENT

At Newry High School we pride ourselves on the excellent curriculum provision and results achieved at Post 16. Our Sixth Form has established a strong reputation for getting the best out of its students. Whilst performance in the Sixth Form depends to a considerable extent on having chosen the right type of course in the first place, it also requires a high degree of personal motivation and students need to have a real interest in the subjects they will be studying in such depth for two years. We offer a broad and varied curriculum that reflects the needs and aspirations of our students, balanced with a diverse programme of social and enrichment opportunities.

Our students complement their studies by participation in a range of the following pursuits:

- Repeat either English Language or Mathematics if a Grade C has not been achieved in GCSE
- Careers Education is compulsory for one period a week, and private careers research is strongly encouraged and essential for UCAS applications and interview performance
- Study Skills Programme
- Peer Tutoring
- Assisting with school productions  
school productions
- Charity Committee
- Reading Partnership Scheme
- Tutor mentor
- Coaching programme
- Core PE
- School Magazine Committee
- Formal Committee
- First Aid Course
- Interview skills day
- Peer tutoring



# NEWRY HIGH

# SIXTH FORM

## ENRICHMENT

**PREFECT RESPONSIBILITIES**



**SUBJECT RELATED TRIPS**



**SKILLS WORKSHOPS**



**YEAR 13 FORMAL**



**FUN DAYS**



**FIRST AID TRAINING**



**FUNDRAISING FOR CHARITY**



**AND SO MUCH MORE!**

**CAREERS EVENT DAYS**



# NEWRY HIGH

# SIXTH FORM

# FORMAL



The highlight of Year 13 is the Annual Formal, which takes place early in the Autumn Term. This popular social occasion is an excellent opportunity for students and staff to let their hair down in a fancy and enjoyable way. The formal is an event which is organised and co-ordinated by the Student Formal Committee.

# NEWRY HIGH

# SIXTH FORM

## EXPERIENCES

### HARRY



### COMMENTS FROM OUR SIXTH FORM STUDENTS.

Our school is very culturally diverse, meaning we can meet and learn from people from all around the world. Our school is also one of the only schools in Newry that offer a Sixth Form common room.

6th form at Newry High lets you really focus on the subjects you love most with a level of independence you've never had before. While this independence can be intimidating at first, the teachers and staff are great support and encourage you to achieve the best you can.

### DANI



Although the jump from GCSE to A-level seems intimidating, sixth form has been an amazing and very fulfilling experience. The team of teachers at Newry High School do a phenomenal job at helping students get through these difficult transitions seamlessly.

### NICOLE



# NEWRY HIGH

# SIXTH FORM

## EXPERIENCES

### RUGILE



### COMMENTS FROM OUR SIXTH FORM STUDENTS.

In 6th form you get more independence and freedom which makes socialising much easier and more fun, while learning is also much more fun as you get to learn much more information about the subjects you love.

Sixth form has been a very valuable part of my education for many reasons. I have been aided with lots of support from my teachers and have gained experience through my chosen subjects that will aid me for the future ahead.

### JESSICA



The sixth-form in Newry High School is a great opportunity to study the subjects you are the most passionate about. The small class sizes allow for more one-to-one, personalised teaching and mean that everyone in the year knows each other well.

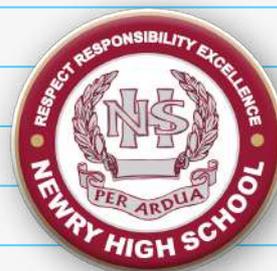
### LENA



# SIXTH FORM COURSES AT NEWRY HIGH,

## ST.PAUL'S & SRC

SUBJECT	PLACE OF STUDY
Art & Design	Newry High School
Biology	Newry High School
Business Studies	Newry High School
Geography	Newry High School
Health & Social Care	Newry High School
History	Newry High School
Life & Health Sciences	Newry High School
ICT - BTEC	Newry High School
Psychology - BTEC	Newry High School
Sport - BTEC	Newry High School
Travel & Tourism - BTEC	Newry High School
Uniformed Protective Services - BTEC	Newry High School
Chemistry	St Paul's High School
English Literature	Newry High School
French	St Paul's High School
Government & Politics	St Paul's High School
Mathematics	St Paul's High School
Music	St Paul's High School
Physics	St Paul's High School
Religious Education	St Paul's High School
Technology & Design	St Paul's High School
Construction - BTEC	Southern Regional College at St Paul's High School
Moving Image Arts	Southern Regional College



We work in partnership with a number of other schools in the Newry & Mourne area learning community. Some courses may be offered if there is a viable number wishing to take them.

# COURSE OPTIONS

## Combinations of Subjects Available

Within Newry High School pupils entering Year 13 can study the following options or a combination of these options: -

Option 1	4 AS	16 GCSE points
Option 2	3 AS	12 GCSE points
Option 3	1 x 12 unit A Level (Health & Social Care)	6 GCSE points
Option 4	2 AS	6 GCSE points

GCSE points are awarded as follows:

**A\* = 5    A = 4    B = 3    C\* = 2    C = 1**

Pupils must have at least a Grade C, but preferably an A\*, A or B in the subjects to be studied at AS level. It is desirable that GCSE grades include English language and mathematics - one at Grade C or above and the other at Grade D or above.

## Non-Academic Criteria

Acceptable **attendance**, **behavioural** and **punctuality** record.

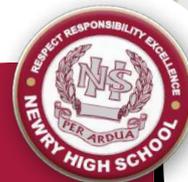
Any student who chooses to study two AS subjects only will be required to do additional work experience or voluntary work as deemed appropriate.

# CHOOSING YOUR SUBJECTS

1. Most pupils will be asked to choose three A levels. For some studying a fourth subject to at least AS level is both appropriate and beneficial.
2. Breadth in the Sixth Form curriculum is educationally desirable, and this is more readily achieved by choosing to undertake four AS levels. To ensure breadth it is recommended that you choose at least one subject in a contrasting discipline.
3. Students are recommended to take a fourth subject if they are considering applying for "high demand" courses. Some University faculties (such as Dentistry and Medicine at QUB) indeed may demand that entrants offer 21 units, i.e. 3-A levels and an AS-level. Taking an extra subject to at least AS level may give an advantage - as long as the extra grade achieved is good.
4. Undertaking four subjects greatly increases the workload for students. Only choose to start four subjects if you feel that you have the ability and aptitude to complete all four to at least AS level. Remember that if you choose four subjects then you have made a commitment to continue their study through the lower sixth year.

Remember in making your decisions you must seek the advice of **subject** and **careers teachers**.

# ART & DESIGN



<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

CCEA's Art and Design qualifications help students develop the skills and understanding to observe, interpret, respond to and shape our visual environment. They learn how to understand the contexts and conventions of art, craft and design and develop their visual language and technical skills. This helps them to communicate ideas, feelings and personal viewpoints using a wide range of traditional and contemporary disciplines and media. The study of art, craft and design encourages students to value materials, aesthetics and craftsmanship.

CCEA's Art and Design qualifications prepare students for further study and a range of careers, building dexterity and fine motor skills, understanding of employability and business models, personal confidence, and individuality, problem-solving and collaborative skills, curiosity and creativity.

## What will I study?

### AS Level

- Unit 1: Students explore through visual enquiry a broad range of contextual sources, skills, techniques and disciplines. This builds their confidence in working independently.
- Unit 2: Students should bring their exploratory work to a completed personal outcome based on their response to a broad theme that is set by CCEA.

### USEFUL LINK:

[https://www.youtube.com/watch?v=TDN3U\\_gPHJM](https://www.youtube.com/watch?v=TDN3U_gPHJM)



## A2 Level

Students who continue to A2 pursue extended development of particular themes, ideas or issues.

- Unit 1: Students undertake further theoretical research. There is an increased requirement at A2 to demonstrate understanding through integrated practical and written pieces of work, and other means of communication.
- Unit 2: The student will undertake more rigorous exploration of an interdisciplinary or multidisciplinary approach or greater specialisation in a particular medium or process. This is in response to a broad theme set by CCEA.

## Career Aspirations

The study of Art and Design has an inherent capacity to develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem solving, resourcefulness, resilience, imagination, empathy, and innovation. Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification.

These skills are particularly useful for future careers in the Art Industry and beyond. The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries.

- Animator
- Fine artist
- Fashion designer
- Graphic designer
- Illustrator
- Photographer
- Print maker
- Product designer
- Arts administrator
- Teacher
- Art/fashion critique
- Art journalist
- Museum or Gallery Curator.



SCAN ME

## STUDENT COMMENT

“The subject gives us the freedom to experiment with different materials, techniques and ideas, allowing us to create artwork that is personal and meaningful. I enjoy being able to develop my own style while also learning new skills and approaches that inspire me to improve and grow as an artist.” - Dani



# BIOLOGY



<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

Minimum Entry Requirements:

Double Award Science: Grade BB. Triple Award Science: Grade B.

The CCEA GCE Biology specification gives students a deeper knowledge of the organisms that share our planet. They learn about how organisms are built, how they function and how they interact with each other and their surroundings.

Students carry out and report on practical activities that are designed to help them understand concepts and processes and demonstrate biological phenomena.

They also appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

It is an advantage when applying for university courses to have higher grades. Some Science courses such as medicine/veterinary science will require A or A\* grades at GCSE.

## What will I study?

### AS Level

- Unit 1: Molecules and Cells.
- Unit 2: Organisms and Biodiversity.
- Unit 3: Practical Skills in AS Biology.

### A2 Level

- Unit 1: Coordination and Control Physiology and Ecosystems
- Unit 2: Biochemistry, Genetics and Evolutionary Trends
- Unit 3: Practical Skills in Biology



SCAN ME

## Career Aspirations

Students acquire and develop skills that are valued in further and higher education, as well as in the workplace. These include analysis, evaluation and research. Students also develop an ability to understand complex processes, along with practical skills such as using a microscope, carrying out fieldwork and handling apparatus.

Medical professions, Pharmacy, Physiotherapy, Biomedical engineering, Research science (life sciences), Microbiology, Marine biology, Ecology, Environmental management, Food science, Agricultural engineering, Zoology.

# BUSINESS STUDIES



Location of Study	Newry High School
Examining Board	CCEA



SCAN ME

## Aim & overview of subject

If you would like to understand more about how and why businesses operate in the way that they do, then this course will help you to achieve this. You will be able to relate what you study to everyday activities such as purchasing goods, or the services you receive as well as business news reported in the media. This course will help develop skills that you can take forward into further education or your future career.

There are no specific entry requirements, but you would benefit from having a good standard of literacy and numeracy skills, an interest in problem-solving and decision-making exercises and applying your knowledge to the different questions/scenarios presented within the areas of study. Having studied GCSE Business Studies will help but is not necessary.

## What will I study?

### AS Level

- Unit 1: Introduction to Business

In this unit you will gain an understanding of enterprise and entrepreneurship, the central purpose of business activity and the different forms of business organisations. You will study markets, productivity and quality, organisational design and human resource management.

- Unit 2 : Growing the Business

In this unit you will learn about competition, marketing and e-business. This unit will also cover the role of accounting and financial information and how this aids decision making and financial control for businesses. You will study break-even analysis, budgets, cash flow and final accounts.

### USEFUL LINK:

<https://www.youtube.com/watch?v=dV9VZ65gMFI>

### A2 Level

- Unit 1: Strategic Decision Making

In this unit you will learn about potential conflict between the objectives of different stakeholder groups and investigate ways to resolve such conflict. You will also study: the importance of business culture; business strategy and planning; decision tree analysis; and analyse why a business may encounter a crisis and develop a contingency plan.

This unit will also cover the role of accounting and financial information. You will interpret company accounts, study ratio analysis and investment appraisal.

- Unit 2: The Competitive Business Environment

In this unit you will study the macroeconomic framework within which businesses operate; the impact of government policies and how businesses are affected by globalisation. This unit will also help you increase your knowledge of business ethics and corporate social responsibility. The unit also covers the area of change – its causes and effects, resistance to change and how to manage it effectively.

## Career Aspirations

Business Studies can open up a wide range of opportunities for further and higher education or on to a rewarding career. If you wish to continue the study of Business Studies at degree level, you will need to complete the full A Level course comprising the two units at AS together with the two at A2.

Through studying this course, you will develop your knowledge and understanding of the world of business. The course will also help you acquire a range of skills such as: decision making; problem solving; interpreting and managing information; challenging assumptions; and creating solutions to problems and issues. These are all skills which are highly sought after and that can be taken forward to any future employment.

This subject can open up career choices in a wide range of jobs, for example in the commercial field such as retail, marketing, buying; human resources; public sector; professional services such as accountancy or law; banking, city markets, systems/business analyst, insurance and the media.

You may of course decide to use the knowledge and skills gained through studying this course to with a view to starting up your own business.



## STUDENT COMMENT

"I chose business studies because I had done it at GCSE and found it enjoyable. Within class there is a lot of discussion and we are all encouraged to contribute which allows for further clarification and to keep you engaged. There are also quite a few group tasks in class which breaks up the lesson." - Callum



# CHEMISTRY



<b>Location of Study</b>	St Paul's High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

To study Chemistry at A Level, it is essential to have studied at least a Double Award GCSE Science course, taken at Higher Tier, and achieved a minimum of AB grade, with at least a B grade in the Chemistry terminal paper.

The CCEA Chemistry specification encourages students not only to develop their scientific knowledge and understanding, but also to appreciate how society makes decisions about scientific issues and how chemistry contributes to the success of the economy, industry and society as a whole.

Chemistry is a subject that develops a wide range of transferable skills which are highly valued by universities and employers. Students will build on their abilities in logical thinking, analysis and data handling, and will apply strong mathematical skills to problem solving. Careful observation, precision in practical work, and the ability to interpret and communicate findings clearly are also central to success.

A strong work ethos, resilience, and good comprehension skills are essential to cope with the demands of the subject, while teamwork and effective communication will help students excel both in practical and theoretical aspects of the course.

## What will I study?

### AS Level

- Unit 1: Basic Concepts in Physical and Organic Chemistry
- Unit 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry
- Unit 3: Basic Practical Chemistry

### A2 Level

- Unit 1: Further Physical and Organic Chemistry
- Unit 2: Analytical Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
- Unit 3: Further Practical Chemistry

## Career Aspirations

Medicine, Dentistry, Radiology, Pharmacy, Veterinary, Dietics, Biochemistry, Forensics, Nursing, Environmental, Chemical Engineering.



SCAN ME

# CONSTRUCTION

BTEC



<b>Subject</b>	AS/A2 BTEC National Diplomain Construction and the Built Environment (2 A Level Grades)
<b>Location of Study</b>	Southern Regional College at St Paul's High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

This course provides progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes.



SCAN ME

## What will I study?

**Single Award:** 4 Units (Equivalent to **one A Level.**)

4 units, of which 4 are mandatory and 2 are externally marked.  
(Mandatory content 100%. External Assessment 66%)

The four mandatory units are:

- Unit 1: Construction Principles (External written exam)
- Unit 2: Construction Design (EA)
- Unit 4: Construction Technology. (IA).
- Unit 5: Health and Safety in construction. (IA).

**Double Award: 10** Units (Equivalent to **two A Levels.**)

10 units of which 7 are mandatory, **PLUS** 3 optional units.  
(Mandatory content (75%). External assessment (33%).)

The seven mandatory units are:

- Unit 1: Construction Principles (External written exam)
- Unit 2: Construction Design (EA)
- Unit 4: Construction Technology (IA)
- Unit 5: Health and Safety in construction (IA)
- Unit 6: Surveying in construction (IA)
- Unit 7: Graphical Detailing in construction (IA)
- Unit 8: Building Regulations in construction (IA)

### KEY:

Internally assessed: (IA)  
Externally assessed (EA)

## Career Aspirations

Quantity Surveying, Property Management and Investment, Construction Engineering and Management, Building Surveying, Civil Engineering, Architecture, Architecture and Management, Urban Planning and Development, Town and Country Planning, Environmental Planning.



# ENGLISH LITERATURE

<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	CCEA



SCAN ME

## Aim & overview of subject

This course aims to give students the opportunity to study a range of literary texts which provide intellectual and emotional challenge. It is expected that students who select English Literature as an AS/A2 Level subject will have a natural inclination to enjoy reading and will be prepared to read widely and independently during the course.

One of the great strengths of English Literature is that it encourages and requires the development of individuality through studies that are stimulating, challenging and enjoyable. The "enjoyment" factor should not be dismissed lightly, as those who enjoy their studies tend to be most motivated and the ones who achieve the best results.

English is rather different from other subjects in that it does not consist of a body of knowledge that you can "learn" in the conventional sense. Instead, you need to develop your own ideas and responses to the texts you study and base these responses firmly on evidence you have gathered from your reading of the texts.

## What will I study?

### AS Level

- Unit 1: The Study of Poetry (1900–present) (EA)
  - Poet Studied – Robert Frost and Seamus Heaney
  - Play Studied – 'Streetcar Named Desire' by Tennessee Williams
- Unit 2: Prose: Response to a novel written pre-1900 (EA).
  - 'Wuthering Heights' by Emily Bronte

### USEFUL LINK:

<https://vimeo.com/392914819>

### KEY:

Internally assessed: (IA)  
Externally assessed (EA)

### A2 Level

- Unit 1: Shakespeare (EA). Play studied – 'King Lear'
- Unit 2: The Study of Poetry (pre-1900) and Unseen Poetry (EA). Poet studied – Chaucer
- Unit 3: Coursework (IA). 2,500-word essay on two modern novels

## Career Aspirations

English Literature may be of particular benefit in the following career fields:

Law, Advertising, Arts Administration, Communication, Marketing, Library/Research, Interpreting, Teaching, Lecturing, Journalism, Script Writing, Publishing, Film, Television

# FRENCH



<b>Location of Study</b>	St Paul's High School
<b>Examining Board</b>	AQA

## Aim & overview of subject

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

There are many marketing and PR jobs that require applicants to be able to speak a second language, and therefore French can be a huge asset. Any career in the communications sector will see a language A-Level as a huge plus, thus French could open up career doors for jobs both at home and internationally.

## What will I study?

1. Social issues and trends
2. Political and artistic culture
3. Grammar Options
4. Works: Literary texts and films Assessments



SCAN ME

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

- Paper 1 - Listening, reading and responding (50%)
- Paper 2 - Writing (20%)
- Paper 3 - Speaking (30%)

## Career Aspirations

Language skills can be used in almost any career, and particularly in businesses that trade internationally.

Jobs directly related to languages include:

Academic researcher, Interpreter, Political risk analyst, Secondary school teacher, Translator, Broadcast journalist, Lawyer, Detective, Diplomatic service officer, Education consultant, English as a foreign language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Publishing rights manager, Sales Executive, Tour manager

# GEOGRAPHY



Location of Study	Newry High School
Examining Board	CCEA



SCAN ME

## Aim & overview of subject

Several topics covered in the course are developments of work covered at GCSE, but others are new. There will be a dominant focus on physical geography, human geography and skills application in geography throughout the course. You learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways and identifying trends and correlations.

You will attend at least three field trips / field studies as part of A-Level Geography. Furthermore, Grade C or above at GCSE Geography is a prerequisite. You will find the material and skills you have acquired at GCSE will provide a valuable foundation for further studies at A level.

## What will I study?

### AS Level

- Unit 1: Physical Geography
- Unit 2: Human Geography
- Unit 3: Fieldwork Skills and Techniques in Geography

### A2 Level

- Unit 1: Physical Processes, Landforms and Management
- Unit 2: Processes and Issues in Human Geography
- Unit 3: Decision Making in Geography



External assessments take place at the end of Year 13 and the end of Year 14 as summarised above. Formal internal assessments in school will take place three times during the year. We use an internal tracking system to set your target grades and monitor progress throughout the year.

## Career Aspirations

Geography combines well with almost all other AS and Advanced GCE subjects. Taken with sciences like mathematics, physics, chemistry or biology, geography supports applications for almost any science-based university course like engineering, psychology, medicine, environmental sciences, oceanography or geology; while taken with humanities like English, French, history or economics. Geography supports an equally wide range of university courses such as business, law, media, politics, philosophy and more.

# GOVERNMENT & POLITICS



<b>Location of Study</b>	St Paul's High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

Government and Politics is a relevant and stimulating course. It aims to develop students' skills and critical awareness of political ideas and institutions, including Northern Ireland, Britain and USA.

Studying Government and Politics can help you develop skills that can be valuable in higher education studies or in a wide range of careers.

These include:

1. Research skills: such as gathering and extracting information from a wide range of sources, for example, books, newspapers, journals and websites.
2. Analysis skills: such as evaluating events, ideas and opinions, critical thinking, developing arguments and reaching a reasoned conclusion.
3. Communication skills: such as the ability to express your opinion clearly, both verbally and in writing.

## What will I study?

### AS Level

- Unit 1: Government and Politics of N. Ireland.
- Unit 2: The British Political Process

### A2 Level

- Unit 1: A Comparative Study of the Government and Politics of the UK and USA
- Unit 2: Political Power and Political Ideas

Assessment will take place in Summer of Year 13 and 14.

It comprises a variety of assessment methods, including short questions based on sources, structured questions and extended essay questions.

## Career Aspirations

Not everyone who studies politics goes on to have a political career. There is a range of careers - in central and local government, business, industry, law and in the voluntary sector, for example - for which the study of Government and Politics could give you a useful background.

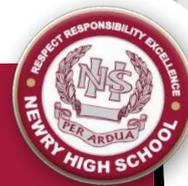
Some of these careers include:

Administrative Officer, Civil Service, Diplomatic Service Officer, Fast Stream Civil Servant, Journalist, Local Government Administrator, Political Researcher, Politician, Social Researcher, Town Planner, Trade Union Officer.



SCAN ME

# HEALTH & SOCIAL CARE



Location of Study	Newry High School
Examining Board	CCEA



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## Aim & overview of subject

The CCEA GCE Health and Social Care specification appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology, and develop skills including research, investigation, and analysis.

Throughout the course students will have an opportunity to take part in:

1. Practical activities and social interaction in a variety of health care situations
2. Health promotion activities to specific groups of people
3. Research and discuss a variety of topics.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

There are 4 external exam assessed units and 8 internal coursework assessed units. The exam units externally assessed are worth 50% of the AS or A level and the 2 coursework internally assessed units are worth 50% altogether.

## What will I study?

### AS Level

**Single Award:** 3 Units

- Unit 1: Promoting Quality Care (IA)
- Unit 2: Communication in Care Setting (IA)
- Unit 3: Health and Well-being (EA)

**Double Award:** 6 Units

- Units 1-3 plus:
- Unit 4: Safeguarding Children (IA)
- Unit 5: Adult Service Users (EA)
- Unit 6: Holistic Therapies (IA)

### KEY:

**Internally assessed: (IA)**

**Externally assessed (EA)**

## A2 Level

### **Single Award:** 3 Units

- Unit 1: Applied Research (IA)
- Unit 2: Body Systems and Physiological Disorders (IA)
- Unit 3: Providing Services (EA)

### **Double Award:** 6 Units

- Units 1-3 plus:
- Unit 4: Public Health and Health Promotion (IA)
- Unit 5: Supporting the family (IA)
- Unit 7: Human Nutrition & Health (EA)

## Career Aspirations

- Social work
- Welfare officer
- Teaching
- Special Educational Needs
- Nursing
- Midwifery
- Medical (doctor, dentist, pharmacy etc.)
- Carers (childcare, elderly etc.)
- Health promotion
- Support workers
- Psychology

### **USEFUL LINK:**

<https://www.healthcareers.nhs.uk/working-health/working-social-care/working-social-care>



## STUDENT COMMENT

Health and Social Care has provided me with a strong foundation of knowledge, understanding and experience that will go towards my future in the Health and Social Care sector. It is a great subject to pick as it allows opportunities for real life experience through placement. This can be done in an early years setting, care home, SPiM classrooms etc... at the start of Year 13. - Jessica



# HISTORY



Location of Study	Newry High School
Examining Board	CCEA



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## Aim & overview of subject

Studying GCE History will give you the opportunity to explore key political, economic and social events which have shaped our present. It will build upon your understanding of the past and ability to make links and draw comparisons between historical periods and to identify significant turning points. You will develop critical thinking skills which will enable you to evaluate a range of evidence and appreciate different interpretations of the past. You will acquire a better understanding of the reasons for significant historical actions and be better informed about current affairs, and you will have the ability to place what is reported in the news about local, national and international events in its historical context.

## What will I study?

### AS Level

Two papers each 1hr 30 mins.

- Unit 1: Germany 1919-1945. (Worth 50% of AS and 25% of A level)
- Unit 2: Revolutionary Change in Russia 1914-1941. (Worth 50% of AS and 25% of A level).

### A2 Level

Unit 1 - 1hr 15 mins and Unit 2 – 2hr 30mins.

- Unit 1: The Clash of Ideologies 1900-2000. (Worth 20% of A2 level)
- Unit 2: The Partition of Ireland 1900-1925. (Worth 30% of A2 level).

### USEFUL LINK:

<https://newryhigh.com/wp-content/uploads/2021/04/History-A-Level-Video.mp4>

## Career Aspirations

History can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. If you wish to continue with your study of history at degree level, you will need to complete the full AS and A level course. Through following this course, you will have the opportunity to develop skills that are transferable and are highly sought after by employers.

Accountant, Administrative Manager, Barrister, Human Resource Manager, Civil Servant, Journalist, Teacher, Museum Curator, Librarian, Banking, Law, Police, Art Critic, Archivist, Foreign Affairs Officer, Criminologist, Film & Television Producer, Architecture.

## STUDENT COMMENT

If you are fascinated by how past events impact on our world today, history is the perfect subject for you. In my experience, the history teachers at Newry High School really encourage you to think critically and help you acquire excellent judgment, communication and analysis skills. - Lena



# ICT



## BTEC

<b>Subject</b>	BTEC Level 3 National Extended Certificate in Information Technology
<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	Edexcel

### Aim & overview of subject

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

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

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

### What will I study?

4 units, of which 3 are mandatory and 2 are external.

Mandatory content (83%)

External assessment (58%)

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable learners to progress to further study in the IT sector or other sectors.

Learners will study three mandatory units:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information
- Unit 3: Using Social Media in Business



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This qualification includes a choice of optional units, including:

- Unit 5: Data Modelling
- Unit 6: Website Development.

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

### Career Aspirations

- Software engineering
- Web and Multimedia production
- Programming
- Systems analysis
- Hardware and Software support
- Network engineering
- Computer Games development

### USEFUL LINK:

<https://qualifications.pearson.com/content/dam/pdf/Subject%20Pages/it/where-can-BTEC-IT-take-me.pdf>

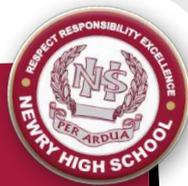


### STUDENT COMMENT

"ICT is a subject that offers you a wide array of unique and interesting skills, and it was something that I had a big passion for doing in GCSE. Being able to take ICT as an A-Level subject has not only let me further my own skills, but also has granted me job opportunities that I otherwise wouldn't have." - Nikita



# LIFE & HEALTH SCIENCES



Location of Study	Newry High School
Examining Board	CCEA



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## Aim & overview of subject

In 2015 there were 37,500 people employed in the Professional Scientific and Technical sector. This has been forecast to rise by over 15000 in the next 10 years, the highest of all sectors. Currently there are 130000 people employed in the health sector. This has also been forecast to rise over the next 10 years.

The life and health sciences sector is one of Northern Ireland's most important sectors. The sector combines all elements of Science and Technology that contribute to the discovery and development of products for the healthcare and wellbeing of humans and animals. Key fields in the life and health sciences sector include biology, biomedical, pharmacy, audiology and optometry.

Grades required are Double Award Science – C\*C\*, Single Award Science B, Chemistry or Biology C. A satisfactory standard must be reached at in Year 13 before entrance into Year 14.

## What will I study?

### AS Level

- Unit 1: Experimental Techniques
- Unit 2: Human Body Systems and
- Unit 3: Aspects of Physical Chemistry

### USEFUL LINK:

[https://www.youtube.com/watch?v=pC\\_HPRSid6Y](https://www.youtube.com/watch?v=pC_HPRSid6Y)

### A2 Level

- Unit 1: Scientific Method, Investigation, Analysis and Evaluation
- Unit 2: Organic Chemistry
- PLUS one other optional unit: >>
  - Unit 3: Medical Physics
  - Unit 4: Sound and Light
  - Unit 5: Genetics, Stem Cell Research and Cloning

## Career Aspirations

Nursing, Engineering, Laboratory technician, Forensic Scientist, Drug Researcher.

Students should be eligible for courses at university that require one Science A Level.

## STUDENT COMMENT

If you enjoyed science at GCSE, life and health science would be a stepping stone in expanding what you may already know while also allowing you to embrace new knowledge about human biology, physical chemistry, medical physics and developing your skills in scientific investigations. - Stacey



# MATHEMATICS



<b>Location of Study</b>	St Paul's High School
<b>Examining Board</b>	CCEA



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## Aim & overview of subject

Students can take the AS course as a final qualification; or the AS units plus the A2 units for a full GCE A-Level qualification. The full Advanced GCE award is based on students' marks from the AS units (worth 40%) and the A2 units (worth 60%). It is recommended that students have a Grade A in GCSE Mathematics following the M4 and M8 GCSE route.

GCSE Further Mathematics is not required to study A-Level Mathematics. A-level Mathematics aims to encourage students to; understand mathematics and mathematical processes to provide a strong foundation for progress to further study, extend their range of mathematical skills and knowledge, apply mathematics in other fields of study, reason logically, use their mathematical skills to solve challenging problems and to communicate mathematically. The course also provides opportunities for developing and generating evidence of the key skills of communications, application of number, working with others, improving your own learning and problem solving.

## What will I study?

### AS Level

- Unit 1: Pure Mathematics (60% of AS; 24% of A-Level)
- Unit 2: Applied Mathematics - Mechanics and Statistics (40% of AS; 16% of A-Level)

### A2 Level

- Unit 1 : Pure Mathematics (36% of A-Level)
- Unit 2: Applied Mathematics - Mechanics and Statistics (24% of A-Level)

## Career Aspirations

Mathematics, Economics, Medicine, Architecture, Engineering, Business and Finance, Accountancy, Computer Science, Natural Science, Education.

### USEFUL LINK:

<https://vimeo.com/392481993>



# MOVING IMAGE ARTS

<b>Location of Study</b>	Southern Regional College
<b>Examining Board</b>	CCEA

## Aim & overview of subject

GCE Moving Images is designed to enable candidates to develop their creative and critical abilities through hands-on learning in the Craft and Moving Image Arts. Moving Images acts as a medium of passing on information and knowledge, accessed through Cinema, Television, DVD and Internet. Candidates will create their own moving image art works centering on Film and Animation. It will introduce candidates to a rich variety of moving image practices, processes, conventions, styles and techniques.

GCE Moving Images, will require candidates to spend considerable time outside of normal teaching time completing portfolio work.

## What will I study?

### AS Level

- Unit 1: Creative Production (70% of 'AS' Grade 35% of 'A' Level Grade)

Students will create a complete moving image artwork of their own, either film or animation lasting between 3 – 5 minutes. Their piece of work will be supported with written evidence including an evaluation of their work.

- Unit 2: Critical Response (30% of 'AS' Grade 15% of 'A' Level Grade)

This consists of an online examination where students will answer questions relating to moving image clips, both film and animation.

### A2 Level

- Unit 3: Creative Production and Research (35% of 'A' Level Grade)

Students will produce an illustrated research essay, two production exercises outlining the processes completed, and a complete moving image artwork, either Film or Animation.

- Unit 4: Critical Response and Specialisation (15% of 'A' Grade)

This consists of an online examination, where students will respond to a range of moving image clips both film and animation.

## Career Aspirations

Advertising and Public Relations, Media, Craft Ireland, Travel & Tourism, Health & Beauty, Fashion, Retail, Teaching.



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# MUSIC



<b>Location of Study</b>	St Paul's High School
<b>Examining Board</b>	CCEA

## Aim & overview of subject

You should possess GCSE music and the ability to play grade 3 or above on a musical instrument. Exceptions may be made if students have achieved grade 6 practical and grade 5 theory.

The CCEA GCE Music specification allows students to create and perform music which expresses their own interests and style.

In the AS units, the student will study music from the Renaissance, Baroque, Classical and Romantic periods, right through to popular musicals and sacred vocal styles. Students who continue to A2 will get to explore, in greater depth, the orchestral music of the twentieth century alongside secular and sacred vocal music spanning over 400 years.

## What will I study?

### AS Level

- Unit 1: Performance

Externally assessed - 32.5% of AS, 13% of A level.

- Unit 2: Composition

Internally assessed, externally moderated - 32.5 % of AS, 13% of A level.

- Unit 3: Responding to Music

Two external listening and written papers - 35% of AS, 14% of A level.

### A2 Level

- Unit 1: Performance

Externally assessed - 19.5% of A level.

- Unit 2: Composition

Internally assessed, externally moderated - 19.5 % of A level.

- Unit 3: Responding to Music

Two external listening and written papers - 21 % of A level.

## Career Aspirations

Music therapist, Musician, Private music teacher, Teacher, Sound technician - broadcasting/film/video, Arts administrator, Broadcast engineer, Community arts worker, Event organiser, Radio broadcast assistant, Radio producer, Theatre stage manager, DJ, Piano Tuner.

### USEFUL LINK:

<https://vimeo.com/392687622>



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# PHYSICS



Location of Study	St Paul's High School
Examining Board	CCEA

## Aim & overview of subject

The A Level Physics course builds on the knowledge, understanding and skills developed within the Physics strand of GCSE Science courses. Both AS and A2 Physics courses encourage students to develop essential knowledge and understanding in Physics and an understanding of the link between theory and experiment. The study of Physics at A Level will allow students to appreciate how Physics has developed and is used in present-day society, and sustain and develop their enjoyment of and interest in Physics.

## What will I study?

You will complete six assessment units in GCE Physics – three at AS Level and three at A2 Level.

AS Unit 1 and 2, each consist of one written paper. A2 units have a similar structure and all A2 written papers include a synoptic element. All practical examinations are carried out in the Physics laboratory. There is no coursework requirement for any of the units.

## AS Level

- Unit 1: Forces, Energy and Electricity
- Unit 2: Waves, Photons and Astronomy
- Unit 3: Practical Techniques, Data Analysis

## A2 Level

- Unit 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics
- Unit 2: Fields, Capacitors and Particle Physics
- Unit 3: Practical Techniques, Data Analysis

## Career Aspirations

Applied Mathematics, Astronomy, Astrophysics, Engineering, Computer Science, Pharmacy, Medicine, Biochemistry, Dentistry.



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## STUDENT COMMENT

Physics is a challenging yet highly rewarding subject. It allows you to have a greater understanding of the world around you, aiding your logical thinking and problem solving skills.- Nathan



# PSYCHOLOGY

**BTEC**



<b>Subject</b>	BTEC National Extended Certificate in applied Psychology
<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	Edexcel



**SCAN ME**

## Aim & overview of subject

Psychology is the scientific study of the mind and human behaviour. As such, it is a part of our everyday lives. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

An understanding of human behaviour is fundamental to many jobs in society and the study of psychology at A level and beyond remains a very popular choice.

If you study psychology you will be able to develop your analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills.

## What will I study?

### AS Level

- Unit 1: Psychological Approaches and Applications. (EA)

In this unit you will explore four key approaches in psychology – social, cognitive, learning and biological and apply these approaches to issues relevant to contemporary society i.e. gender, aggression and consumer behaviour.

- Unit 2: Conducting Psychological Research (IA)

In this unit you will:

1. Understand research methods and their importance in psychological inquiry
2. Plan research to investigate psychological questions
3. Carry out a pilot study to explore current issues in psychology
4. Review implications of research into psychological inquiry.

### KEY:

**Internally assessed: (IA)**  
**Externally assessed (EA)**

## A2 Level

- Unit 1: Health psychology. (EA)

You will explore psychological approaches, theories and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts.

- Unit 2: Criminal and Forensic Psychology. (IA)

You will explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system.

## Career Aspirations

While psychology is beneficial for all careers, it may be of particular benefit in a range of careers.

Jobs directly related to psychology include:

- Clinical psychologist
- Counselling psychologist
- Education mental health practitioner
- Educational psychologist
- Forensic psychologist
- Further education teacher
- Health psychologist
- High intensity therapist
- Occupational psychologist
- Psychological wellbeing practitioner
- Sport and exercise psychologist

### USEFUL LINK:

<https://www.youtube.com/watch?v=PVQGAuU6sfk>



## STUDENT COMMENT

'Psychology has so many interesting topics. When studying this subject, you realise there is so much more to what we typically know about humans and their emotions. The teacher is so lovely and she really takes interest in you, making sure you understand everything before she moves on.' – Erin



# RELIGIOUS EDUCATION



Location of Study	St Paul's High School
Examining Board	CCEA

## Aim & overview of subject

Religious studies at Post 16 level examines in detail three areas of study, New Testament: Luke's Gospel in detail, Synoptic themes and Global/Medical Ethics. There is quite a lot of extra reading involved and it helps if you have a strong grasp of English.

## What will I study?

### AS Level

- Unit 1: An Introduction to the Gospel of Luke. Religion and Ethics.
- Unit 2: Foundations of Ethics with Special Reference to Issues in Medical Ethics.

### A2 Level

- Unit 1: Themes in the Synoptic Gospels. Religion and Ethics.
- Unit 2: Global Ethics.

## Career Aspirations

- Law
- Journalism
- Teaching
- Nursing

### USEFUL LINK:

<https://vimeo.com/392719733>



SCAN ME





# SPORT

**BTEC**

<b>Subject</b>	BTEC Level 3 National Extended Certificate in Sport
<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	Edexcel

## Aim & overview of subject

The BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level.

Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

They will also study:

- Unit 7: Practical Sport

### KEY:

**Internally assessed: (IA)**

**Externally assessed (EA)**

## What will I study?

### AS Level

- Unit 1: Anatomy and Physiology (EA)  
Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

The examination will be one hour and 30 minutes in length. The paper will contain a number of short- and long-answer questions that will assess learners'.

- Unit 7: Practical Sports Performance (IA)  
Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

Aims in this unit -

You will:

1. Examine National Governing Body rules/laws and regulations for selected sports competitions
2. Examine the skills, techniques and tactics required to perform in selected sports
3. Develop skills, techniques, and tactics for sporting activity in order to meet sport aims
4. Reflect on own practical performance using selected assessment methods.

Assessment: Assignments - Video analysis, reports, essays

## A2 Level

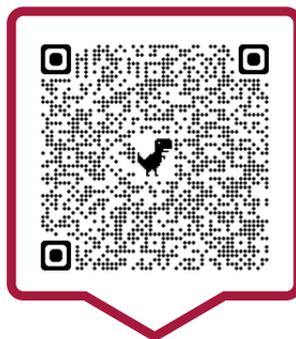
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being. (EA).  
Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.
  1. Part A assessment: Learners will be given a case study one week before a supervised assessment period to carry out preparation.
  2. Part B assessment: the supervised assessment period is 2.5 hours as timetabled by Pearson. The written submission - 60 marks.
- Unit 3: Professional Development in the Sports Industry. (IA)  
Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activity.

## Career Aspirations

- Community Coach
- Health officer
- Leisure management
- Gym Instructor/Personal Trainer
- Sport Marketing
- Sports Journalism
- Sports Development
- PE Teacher
- Primary Teacher
- Sports Science
- Specialist Coaching
- Sports Management/ Agent

### USEFUL LINK:

<https://www.youtube.com/playlist?list=PLJl5rFr3KefCCQGpnhfGD1a6bppQXrbDF>



SCAN ME



# TECHNOLOGY & DESIGN



Location of Study	St Paul's High School
Examining Board	CCEA and Edexcel



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## Aim & overview of subject

Technology is principally concerned with design and problem-solving processes involving the application of scientific principles and natural phenomena, and leading to the making, modelling and evaluating of an artefact or system. Technology is also concerned with the management of the environment, and familiarity with materials, energy and control.

Students who have taken Technology at GCSE level should have a Grade B or better if they are to proceed to 'A' Level. It is recommended that students on a Grade B consider the Resistant Material option first.

The AS and A2 specification requires students to demonstrate the application and understanding of:

1. Materials and components
2. Industrial and commercial practice
3. Quality
4. Health and safety
5. Systems and control
6. Products/outcomes and applications.

The AS and A2 specification requires students to:

1. Communicate ideas and information
2. Evaluate
3. Design
4. Plan
5. Make

## What will I study?

### AS Level

- Unit 1: Compulsory: Design and Materials.  
Option: Systems and Control (50% of AS)  
or Product Design (20% of A level).
- Unit 2: Coursework (50% of AS Product Development - 20% of AS level).

### A2 Level

- Unit 1: Systems and Control or Product Design (30% of A level).
- Unit 2: Coursework: Product – System Design and Manufacture (30% of A level).

## Career Aspirations

Electronic Engineering, Microelectronic (Computer) Engineering, Civil Engineering, Aeronautical Engineering, Mechanical Engineering, Architecture, Quantity Surveying, Advertising, Product Design and Manufacture.

### USEFUL LINK:

<https://vimeo.com/392421799>

# TRAVEL & TOURS IM

**BTEC**



<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	Edexcel

## Aim & overview of subject

The BTEC in Travel and Tourism covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

You will experience the tourism industry through a mixture of study, case-studies and visits. There is a requirement to deliver presentations and undertake first-hand and internet-based research. You will also have access to IT facilities throughout the course and have the opportunity to participate in a number of visits. There are also useful links with other subjects such as geography, foreign languages and business studies.

## What will I study?

In the first year you will gain an overall understanding of the travel and tourism industry. You will then begin to consider marketing and customer service in travel and tourism related contexts. And then, in the second half, you will further develop your skills and investigate various travel organisations and destinations.

The BTEC qualification offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of general qualifications such as GCE AS Levels or additional specialist learning (e.g. through another BTEC qualification). These learning programmes can be developed to allow learners to study related and complementary qualifications.

## Career Aspirations

This qualification offers a world of opportunities in terms of career options in one of the world's largest and fastest growing industries. The travel and tourism industry is composed of a diverse range of sectors and employers.

National tourist organisations, Airlines, Visitor attractions- Theme/amusement parks, natural landscape sites, castles, museums, Tour operators, Event venues, Ferry/cruise companies, Airport operations and management, Teaching.

### USEFUL LINK:

<https://www.youtube.com/watch?v=LAXjoBqEmdM>



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# UNIFORMED PROTECTIVE SERVICES



**BTEC**

<b>Subject</b>	BTEC Level 3 National Extended Certificate in Uniformed Protective Services
<b>Location of Study</b>	Newry High School
<b>Examining Board</b>	Edexcel

## Aim & overview of subject

This qualification is designed to support learners who are interested in learning about the uniformed protective services sector. It gives them a broad basis of study, designed to support progression to higher education when taken as part of a program of study, that includes other appropriate BTEC Nationals or A Levels

## What will I study?

The Pearson BTEC Level 3 National Extended Certificate in Uniform Protective Services consists of two mandatory units and two optional units; equivalent in size to one A Level.

### Mandatory Units

- Unit 2: Behaviour and Discipline in the Uniformed Protective Services
- Unit 5: Teamwork, Leadership in the Uniformed Protective Services

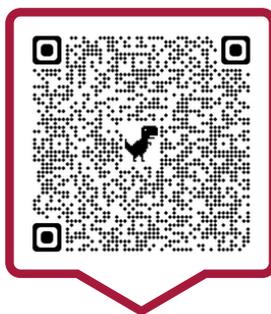
### Optional Units

- Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services
- Unit 11: Expedition Skills
- Unit 13: Introduction to Criminology
- Unit 15: Police Powers and the Law
- Unit 19: Professional Development in the Uniformed Protective Services

This qualifications is suitable for a range of general careers and would be of particular interest to those considering the Army, Police, Paramedic or Fire Service as well as anyone interested in outdoor education.

## Career Aspirations

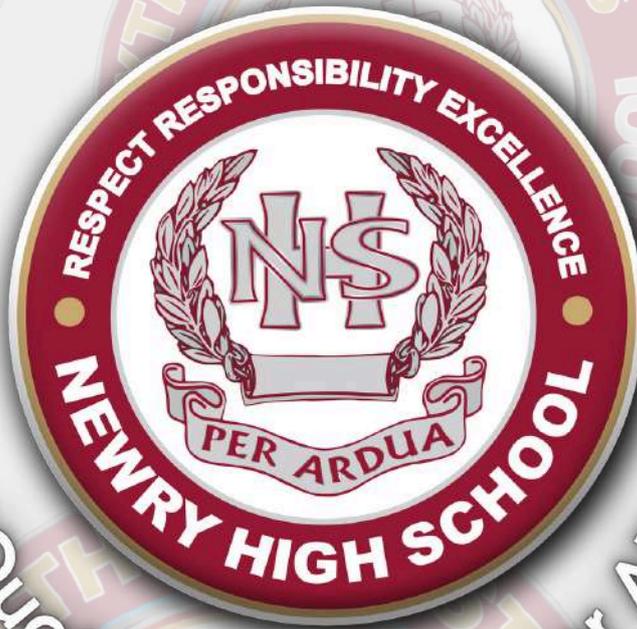
- Armed Forces
- Police
- Fire and Rescue
- Prison Services
- Paramedic
- Coastguard
- Outdoor Activities



**SCAN ME**







*'Quality Education for All'*

**23 ASHGROVE ROAD, NEWRY,  
CO.DOWN, BT34 1QN**

**TEL: 028 3026 2383**

**EMAIL:  
INFO@NEWRYHIGH.NEWRY.NI.SCH.UK**

**WWW.NEWRYHIGH.COM**



**FRIENDS OF NEWRY HIGH**



**23 ASHGROVE ROAD, NEWRY,  
CO.DOWN, BT34 1QN**

**TEL: 028 3026 2383**

**EMAIL:  
INFO@NEWRYHIGH.NEWRY.NI.SCH.UK**

**WWW.NEWRYHIGH.COM**



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