



# Dunclug College

Post 16 Options

2026

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# Post 16 Study



## The Next Stage of your Journey

This booklet has been designed to give you insight into the choices that are available to you at Post 16, and in particular those which are available at Dunclug College, as you contemplate the challenging and rewarding world of Sixth Form. We hope you will find the information informative and helpful and be inspired by the wide variety of choice which is open to you.

## The Sixth Form Experience

There are a number of exciting and varied choices at Dunclug College, tailored to suit the needs of our students. You may choose from a range of traditional A level courses or a combination of traditional and applied courses such as BTEC and CTEC. Applied courses may be combined with work placements or Transition Post 16 study.

## The Sixth Form Centre

Dunclug College has bespoke supervised 6th Form study areas for Year 13 and Year 14 complete with trolleys of laptops for student use. The Sixth Form Common Room is fitted out with relaxed comfortable seating, a quiet area, vending machines, books and magazines and a number of recreational activities. It will be for use at breaktime, lunchtime and during 'superfree' periods, encouraging friendship and community among Sixth Form students.



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## Post 16 Courses

In this booklet you will find details of all Post 16 courses on offer in Dunclug. You should read in detail what each course entails and determine the best option for you. Students who wish to go on to University should choose a minimum of three Post 16 courses, while some may choose a 4th subject for study at AS level only. There are a number of possible pathways outlined in the following pages.

## Work Related Learning

Throughout Sixth Form students are encouraged to take part in a range of work related learning experiences. This can involve workplace visits, volunteering and social action, part-time work, work shadowing, Open Days etc. We also facilitate a number of work placement opportunities. These take a number of formats as follows:

- all students will complete a one-week work placement at an employer of their choice;
- students studying certain subjects may have an industry-related placement included as part of a module—such as BTEC Childcare, CTEC Business and A-Level Health and Social Care. Several major work placements are offered throughout the year and students are encouraged to apply for those of interest. In the previous years we have had students attend specially designed placements with the Army, PSNI, Generation Innovation, Q Radio and NI Screenworks among others.
- study-time placements: perhaps a student has study time on a Wednesday afternoon, for example, then they may choose to spend this time at a local Primary School to help with an afternoon class and after-school club, or at another suitable approved work placement;
- recurring day placement—many students may find themselves with a study day on their timetable. We can facilitate a placement with an employer so that the student can attend one day a week or fortnight over a longer period of time. This could be considered as a pre-apprenticeship placement.

# Post 16 Study



## Possible Pathways

### A Levels

Students may choose up to complete up to 4 AS levels (depending on Grades at GCSE) and 3

A2 Levels.

### BTEC

BTEC qualifications are equivalent in value to A Levels (see UCAS table). Students follow an Extended Certificate (1 A Level Equivalent). Although being equivalent to A Level they are designed to provide a more vocational approach to learning and to help students develop the specialist knowledge and practical skills they need to progress along their chosen career path.

A combination of A Level and BTEC can be an excellent Pathway for many young people, affording a mix of Examination and Coursework.

### Post 16 Transition

This course is designed for those students who after wish to return to Post 16 study to complete GCSE English and GCSE Maths alongside other Level 2 and/ or a single Level 3 Qualification in Employability skills. If returning for a Transition Year, attendance at English and Maths classes is compulsory. This Pathway also includes work placement on two days per week, supported by school but organised by the student.

# Post 16 Study



## UCAS POINTS & COMBINATIONS

UCAS POINTS	BTEC		A2		AS	
	D*	56	A*	56		
	D	48	A	48	A	20
	M	32	B	40	B	16
	P	16	C	32	C	12
			D	24	D	10
			E	16	E	6

### The Student Experience

The student experience is an enriching experience as we aim to develop independence in our young people. Within a close knit and supportive environment, students will find small study groups, a Head of Year, Sixth Form Tutors, Sixth Form Supervisors, access to all of the pastoral supports available prior to Post 16 study, including Literacy and Numeracy support where necessary.

Dunclug College aims to prepare our students fully to continue their educational journey, equip students with wider transferable skills and to enable the transition to University, to Higher Level Apprenticeships and/ or their chosen career.

We trust that every child will find a pathway which is suitable and enabling for them.

### Enrichment activities

All students will be involved in a range of enrichment activities, some of which will be timetabled. These will include peer mentoring, charity committee (e.g. for those with an interest in the ASHA trip to Delhi, India) and may include other options such as Young Enterprise, Financial Management, Sign Language classes, Survival Cookery, Study Skills, Fitness Training, Peer Mentoring or Financial Management

# Post 16 Study



Subject	Entry Criteria
Art	B in GCSE
Agriculture	C in English and C in Maths Proven interest in agriculture Access to a farm essential
Biology	BB in Double Award Sci (Higher Tier)
Business CTEC	Good standard of English
Children's Play Learning and Dev	C in English and C in Maths
Construction	C in English and C in Maths
Digital Technology	C in English and C in Maths preferred
Engineering	B in Maths preferred
English Literature	B in English
Environmental Technology	C in English and C in Maths
Employability and Personal Development	This course is for Foundation year students
Government and Politics	C in English and or History or Gov and Politics
Health and Social Care	C in English and C in Maths preferred
History	C in English or History preferred
Information Technology BTEC	C in English and C in Maths preferred
Life and Health Science	Double Award Science higher tier preferred
Mathematics	Module 4 and Module 8 preferred
Performing Arts	C in Drama preferred
Professional Business Services	C in Business, Maths and English preferred
Religious Education	C in English, History or RE preferred
Sport BTEC	Double Award Science preferred
Travel and Tourism BTEC	C in English and C in Maths preferred

**Please note:**

**Queens University:**

Will not accept Biology with Life and Health Science

Will require a minimum of 2 A Level qualifications along with one BTEC/ CTEC

**University of Ulster:**

There are no restrictions here

\*You will be restricted to only one of either Professional Business Services or CTEC Business

# Post 16 Study



## Collaboration Explained

For a number of years now, schools have worked closely with each other and with the Northern Regional College to provide a rich curriculum for all the pupils in the Ballymena Area. This is what we have called, Curriculum Collaboration through Ballymena Learning Together (BLT).

In simple terms, pupils have the potential to access a wider range of subject choices for Post 16 study. A block of time is agreed between schools and the NRC and during this common time, we each select subjects to be delivered. All subjects are delivered at the same time in each school and the NRC. Students may therefore opt for one subject delivered in any of the participating schools. The schools involved are Cambridge House, Cullybackey College, Dunclug College, Slemish College, St Patrick's College and the Northern Regional College.

*What subjects may be delivered at the NRC?*

Subjects traditionally delivered in the Northern Regional College are A Level Environmental Technology and Engineering. If you choose one of these subjects you must go to the NRC to study. It will not be delivered on the Dunclug College site. You will have opportunity to visit for a taster session before finalising your decision.

*What subjects may be included in school to school collaboration?*

Subjects which may be shared between schools could be A Level Government and Politics, Media, Spanish, Maths, Physics and BTEC Level 3 in Sport to name but a few. Many of these will be delivered in Dunclug College and attract students from other schools, while a small number of these subjects may be delivered in other schools.

*How will I be able to get to and from another school or college?*

Free transport is provided between schools and to and from the NRC when necessary. The BLT Block will be scheduled either at the beginning or end of the school day to minimise the time required to transfer between schools. On such occasions, students go directly to and directly home from the host school.

*Other information*

When the Options are made available to you and you see that a subject is delivered through collaboration with another school or the NRC, then you will need to be familiar with this information. If you opt for a subject delivered through collaboration you need to be a highly motivated student. All teaching will take place at the host school. You will be in a class with other students from that school (in some cases other students will attend class in our school). The teacher from the other school will write your report and you may also attend a parent consultation in the host school.

# Agriculture (BTEC Extended Certificate)



**Entry Requirements:** A good standard of Maths and English. Proven interest in Agriculture. Direct access to a farm.

## You will learn to:

This qualification will prepare learners for direct employment in the agriculture and land-based sector or progression to a higher level of study. The course requires applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

## COURSE CONTENT

- Professional Working Responsibilities (External assessment)
- Work Experience in the Land-based Sector (Internally assessment)
- Applied Agricultural Farming Practice (Internal assessment)
- Estate Skills (Internal assessment—access to a farm essential)

Northern Ireland has a strong rural tradition. Almost 75% of land here is used for agricultural purposes.

The agri-food industry contributes hugely to the local economy, representing employment for around 50,000 people in farms and factories and the agri-food sector. There are a vast number of opportunities within agriculture and land based careers working with Crops, Livestock, Aquaculture, Viticulture, Land Based Engineering, Forestry ; Environment. Horticulture, Landscaping and Country Sports

## Assessment

External assessment: - 33%

A task set and marked by Pearson (awarding body) and completed under supervised conditions. The supervised assessment is 3 hours in a specified session timetabled by Pearson. Written submission of evidence.

Internal Assessment: - 67% Written assignments - An assignment is a distinct activity completed independently by learners that is separate from teaching activities that learners complete with direction from, and formative assessment by, teachers. It is not possible to be awarded an AS Grade at the end of Year 13 in this subject.

Exam Board Pearson

HOD Mrs Hall

# Art and Design GCE



## Entry Requirements: B in GCSE Art

GCE Art and Design allows students the opportunity to experiment with various individual themes, techniques and materials. Students are encouraged to work independently to develop the skills required to be successful in the field of Art and Design.

### You will learn to:

- think independently and conceptually;
- gain knowledge of the wider context of Art and Design, both Historical and Contemporary;
- refine skills in all areas of Art and Design, experimenting with ideas, processes and media;
- write critically about both your own work and the work of relevant Artists/Designers.

GCE Art requires the candidate to develop in depth knowledge and understanding of Art and Design through practical and research activities, intellectual capabilities and independent approaches to learning. This takes the form of both written and practical investigations.

## Progression and career opportunities

GCE Art and Design provides an excellent grounding for those seeking Higher Education or employment in a wide variety of settings including Fashion, Textile, Interior, Set Design, Advertising, Graphic Design, Fine Art, Photography. The list goes on...

## Assessment

The course is divided into two units each year:

**AS Unit 1** Experimental Portfolio- This unit is worth 50% of AS and 20% of A Level.

**AS Unit 2** Personal Response- This unit is worth 50% of AS and 20% of A level.

**A2 Unit 1** Personal and Critical Investigation (Includes a written element—Personal Inquiry) - This unit is worth 60% of A2 and 36% of A level.

**A2 Unit 2:** Thematic Outcome— This unit is worth 40% of A2 and 24% of A level.

**Exam Board: CCEA**

**HOD: Mrs Simpson**

# Biology GCE



**Entry Requirement: Double Award Science Grade BB minimum**

## **Unit AS 1—Molecules and Cells**

Learn about the structure and function of molecules within the body such as enzymes, viruses, cells and tissues. You will also discuss and develop understanding of specialized cells in organs, such as the small intestine.

## **Unit AS 2—Organisms and Biodiversity**

Covers transport and exchange mechanisms in plants and mammals, including the circulatory system, as well as learning how organisms are adapted for survival. You will also gain a greater depth of knowledge of Ecology and in particular, learn about the biodiversity in local habitats.

## **Unit AS 3—Practical Skills in AS Biology**

A series of required practical assessments and a 1 hour written exam assessing practical skills. Students will complete at least seven of the outlined practical tasks and record evidence of their completion. The written exam will assess practical skills developed throughout the AS course.

## **Unit A2 1—Physiology, Co-ordination and Control and Ecosystems**

Develop your knowledge of homeostasis including the kidney and excretion, immunity, co-ordination and control in plants, animals and ecosystems.

## **Unit A2 2—Biochemistry, Genetics and Evolutionary Trends**

Gain knowledge of the biochemical processes of photosynthesis and respiration. Students will also learn about DNA as the Genetic Code and DNA Technology in the production of Genetically Modified organisms.

## **Unit A2 3—Practical Skills in Biology**

This unit includes a series of required practical assessments and a 1 hour 15 min exam assessing practical skills. Students will complete at least five of the outlined practical tasks and keep a record of their completion. The written exam will assess practical skills developed throughout A2.

## **Assessment**

This course is 100% examination. Units studied are examined in the summer of the respective year.

## **Progression and career opportunities**

A-Level Biology is a requirement for many science-related degrees including pharmacy, forensic science and biomedical sciences.

While it is not a requirement for nursing, if you study A Level Biology the grades required in A level will reduce from BBC to BCC

**Exam Board: CCEA**

**HOD: Mrs Harding**

# CTEC Level 3 in Business



## Entrance Requirements: C in Maths and English Preferred

The Cambridge Technical Level 3 Business course consists of 5 units and is 50% examination and 50% portfolio— the units are specifically chosen so that it gives the best opportunity to further a career in any of the areas of Business.

The course suits all learning styles. The units include a hands-on practical experience based upon real life scenarios. This then enables the scenarios to be applied and discussed in areas of the portfolios.

All core business functions are covered - Business Planning, HR, Production, Finance, Marketing, Recruitment & Selection and Project Management.

## You will learn to:

- Apply the skills that you have been taught by completing each of the units;
- Take each of the opportunities to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication.

## Progression and career opportunities

The qualification is designed to enable learners to either progression to higher education or to enter employment, and undertake other related occupational qualifications. Eg Business, Marketing, Project Management, Event Management, Finance, Leadership and Management

## Assessment

**Unit 1:** The Business Environment—

Assessment— 2 Hour External Examination

**Unit 2:** Working in Business

Assessment— 1 Hour 30 Minute Examination

**Unit 3:** Customers and Communication

Assessment— 100% Portfolio

**Unit 4:** Marketing and Market Research

Assessment— 100% Portfolio

**Unit 20:** Event Management

Assessment— 100% Portfolio

**There is no option to gain an AS grade—two years must be completed**

**Exam Board: OCR**

**HOD: Miss Graffin**

# Children's Play, Learning and Development BTEC



**Entry requirement:** GCSE English and Maths at Grade C or above

This course allows students to benefit from studying units based on children's play, learning and development. Students also have an opportunity to attend work experiences with children of different ages and needs. This course focuses on children from birth up to seven years eleven months.

**You will have:**

- an understanding of children's developmental progress from birth up to 7 years 11months;
- an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development;
- an understanding of the benefits of play, the influence of theories and approaches to play, and learning activities for children;
- an understanding of how to provide and support purposeful play and learning activities for children;
- an understanding of the responsibilities of a professional to promote and maintain health and safety, and what to do in an emergency or when there are concerns about a child's welfare.

## Assessment

All units must be completed in order to be successful. The course has two external exam units and two internal assignments to complete. Marks are awarded at a pass, merit or distinction level. Throughout the course in year 13 and 14 you are required to complete four mandatory units and acquire hours within placement settings.

- Children's Development—external exam
- Development of Children's Communication, Literacy and Numeracy skills— external exam
- Keeping children safe—internal assignments
- Play and Learning— internal assignments

## Progression and career opportunities

BTEC courses mean you can progress straight into employment, if successful. There are a variety of careers that you can explore, where you would receive further training whilst working in an environment supporting children. The BTEC National Extended Certificate in Children's Play, Learning and Development has the equivalence of one GCE A Level, and it is possible for you to progress further into higher education, both in Northern Ireland or further a field.

**Exam Board: Pearson**

**HOD: Mrs Hall**

# Construction and the Built Environment BTEC



**Entry Requirements: 4 GCSE's at grade C or above, including Mathematics and English or equivalent.**

This course gives you the chance to learn the key skills and knowledge needed to understand how the construction industry works and how buildings are designed and built. You'll also get to hear from industry professionals, giving you real-world insight into the sector .

You will learn about:

- the basics of construction, including maths, science, and materials, to help you prepare for further study or a job in the industry;
- how to design and plan buildings, including learning about the structures and technology used in construction;
- the importance of health and safety on construction sites and how to manage risks and follow legal requirements;
- using 3D CAD design tools to create digital models of buildings, perfect for students who enjoy IT and design.

This course is equal to one A Level and is a great stepping stone to university, further training, or a career in construction and building design.

## Progression and career opportunities

This qualification is aimed at learners who wish to progress to university to study degrees in construction related disciplines such as architecture, civil engineering, building, surveying, quantity surveying, planning and property investment.

## Assessment

**Mandatory units** There are four mandatory units, two internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units.

**Mandatory**

- 1 Construction Principles (External)
- 2 Construction Design (External )
- 3 Construction Technology (Internal )
- 4 Health and Safety in Construction (Internal )

**Exam Board: Pearson**

**Contact:**

**Mr R Reid**

**Subject Lead**

# Digital Technology GCE



## Entry Requirements: C in Maths and English preferred

Our GCE in Digital Technology is for students interested in current and emerging technologies, for example Artificial Intelligence, Virtual Reality, the impact they have and how to use them effectively. This qualification is likely to appeal to all, but it might particularly interest those who enjoyed studying Digital Technology, Mathematics, Sciences or Technology and Design at GCSE level.

Students will study Innovation in Digital Technology, Creative Digital Practices, Connected Systems and Digital Solutions. These two units are coursework based where students investigate, plan, design, create, test and review a game and a transactional website linked to a server data Base.

The skills acquired studying this course are highly valued in Higher Education and in the growing computer industry in Northern Ireland. Students will also develop other valuable transferable skills such as research, working with others and problem solving.

## Progression and career opportunities

The GCE in Digital Technology students a wide choice of progression options into further study, training or relevant employment. Some careers include 3D Printing technician, App developer, AI Engineer, Business Analyst, Cyber Intelligence Officer

## Assessment

**Unit AS 1: Innovation in Digital Technology—2 hour exam**

**Unit AS 2: Creative Digital Practices**—non exam assessment of approximately 45 hours, worth 20% of qualification—Creating a Game

**A2 Unit 3: Connected systems**—2hour 30 minute exam worth 30% of overall mark

**A2 Unit 4: Digital Systems**—non exam assessment approx. 45 hours—worth 30% of final exam—Creating an transactional Website

**Exam Board: WJEC**

**HOD: Miss Mettleton**

# Engineering BTEC



## Entry Requirements: GCSE Maths at C\* or above and Double Award Science preferred

BTEC Engineering will give you an understanding of the practical skills and mathematical and scientific knowledge needed to begin professional work in the Engineering Industry or move on to further study.

This qualification allows you to explore the world of engineering. The structure of the course allows you to focus on your interests or introduce yourself to new areas such as interpreting engineering drawing, material or mechanical systems.

In this course you will examine common engineering processes, including health and safety legislation, regulations that apply to these processes and how individual and team performance can be affected by human factors. You will learn the principles of another important process, engineering drawing, and develop two-dimensional (2D) computer-aided drawing skills while producing orthographic projections and circuit diagrams. Finally, you will work as a team member and team leader to apply a range of practical engineering processes to manufacture a batch of an engineered product or to safely deliver a batch of an engineering service.

## Progression and career opportunities

This qualification provides a broad basis of study for the engineering sector. It provides an excellent grounding for those seeking employment in an Engineering industry, both mechanical or electrical. In addition it is possible to progress into further study at either BTEC National or Degree level.

## Assessment

### Areas of Study:

- **Unit 1** Engineering Principles ( External)
- **Unit 2** Delivery of Engineering Processes Safely as a Team (Internal)
- **Unit 3** Engineering Product Design and Manufacture (External)
- **Unit 10** Computer Aided Design in Engineering (Internal - Option)

*Equivalent in size to one A Level.*

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

**Exam Board: CCEA**

**HOD: Mr Simpson**

# English Literature GCE



## Entry Requirements: Grade B in GCSE English Literature preferred

GCE English Literature allows pupils the opportunity to develop their interest and enjoyment in literature through reading widely, independently and critically. Pupils will study prose, poetry and drama texts from different periods and cultures.

### You will learn how to:

- build on the skills learnt and practised at GCSE level;
- write creatively to an advanced level;
- develop a critical awareness and understanding of individual works of literature;
- explore the contexts of texts and others' interpretations of them;
- develop an understanding of relationships between texts.

## Progression and career opportunities

A Level English Literature provides an excellent grounding for those seeking employment in: law, teaching, publishing, advertising and PR, journalism, HR, TV and radio.

## Assessment

### Year 13 Study:

#### AS 1: Examination

The Study of Poetry 1900-Present (*Frost & Heaney*)

The Study of Drama 1900-Present (*A Streetcar Named Desire*)

#### AS 2: Examination

The Study of Prose Pre 1900 (*Wuthering Heights*)

#### A2 1: Examination

Shakespearean Genres (*Othello*)

#### A2 2: Examination

The Study of Poetry Pre 1900 and Unseen Poetry (*John Donne*)

#### A2 3: Timed-Study on the theme 'Dystopia'

Internal assessment on 'The Handmaid's Tale' - Margaret Atwood and 'The Road' - Cormac McCarthy

**Exam Board: CCEA**

**HOD: Mr Burnett**

# Environmental Technology GCE



## Entry Requirements: 4 GCSEs including Maths and English

This course *may* be delivered in collaboration with the NRC. Your classes would be entirely on the NRC Campus at Farmlodge.

This Science-based A Level subject focuses on technological solutions to the energy and environmental problems facing the world today. The Environmental Technology specification highlights the need to manage our planet's resources more effectively. Students explore how our society will move towards to a more sustainable way of living.

This qualification will allow learners to:

- Research the need to manage our planet's resources more effectively and explore how our society will make the transition to a more sustainable way of living;
- Appreciate how Science and Technology can contribute towards a sustainable economy and society.

In the AS units, students explore in detail the use of wind, solar and biomass technologies to generate power. Students who continue to A2 investigate the theory and practice behind enhancing the environmental performance of buildings. They also produce a technical report based on the nine elements of the Code for Sustainable Homes.

## Assessment

Units include:

Year 1 Unit 1 (AS) The Earth's Capacity to Support Human Activity (Coursework)

Unit 2 (AS) Renewable Energy Technologies (Exam)

Year 2

Unit 1 (A2) Building and Managing a Sustainable Future (Exam)

Unit 2 (A2) Environmental Building Performance and Measurement (Coursework)

## Entry Requirements

Learners must have at least 4 GCSE's at grade C or above or relevant qualifications. GCSE's must include Mathematics and one Science subject.

## Progression and career opportunities

Progress to university to study degree in renewable energy related disciplines such as Environmental Science, Architectural Engineering, Energy, Energy Management, Clean Technology and Renewable Energy Engineering.

Exam Board: CCEA

Contact: Mrs Alexander

# Employability and Personal Development



**Entry Requirements: none specific as this is a Foundation Year course for one year only**

The OCN NI Level 3 Certificate in Employability and Professional Development Skills qualification is recognised by UCAS, with 16 points allocated. The aim of this qualification is to provide learners with a range of employability and professional skills, which promote self-confidence, self-esteem and motivation. The objective of this qualification is to assist learners in acquiring the skills, attributes, behaviours and values that are needed to enter and succeed in the world of work. This course will be completed in one year and will be assessed by a written portfolio consisting of a variety of evidence sources such as presentations and demonstrations. Grading for this qualification will be pass/fail.



## Progression and career opportunities

The OCN NI Level 3 Certificate in Employability and Professional Development Skills allows for progression to further learning in this area and/or into employment. This is an ideal course for those who wish to work in Social care and/ or charity work

## Assessment

Units include:

Anti-Bullying Awareness, Application and Interview Processes, Developing Effective Time Management Skills, Mental Health, Well-being and Building Resilience, Innovation and Enterprise, Using Social Media in Business and Developing a Personal Statement

## Entry Requirements

There are no specific entry requirements for this course. It is ideally suited to those who have already completed OCN Employability but is open to all students. It is an ideal option for those who are considering a transition year and can be done alongside Resit Maths and English

**Exam Board: OCN**

**Contact: Miss Graffin**

# Government and Politics GCE



## Entry Requirements: C in History or Government and Politics

You will learn to:

- develop a lifelong interest in government and politics;
- develop higher order thinking skills, for example creative thinking and problem-solving;
- carry out research;
- think critically about the political systems in which you live and how you may participate in those systems;
- develop advanced study skills that help you prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate, through external assessments, that you are able to understand key concepts and can think and write critically.

## Assessment

The course is divided into four units:

### Unit 1 Government and Politics of Northern Ireland

This unit is worth 16% of the final mark and it is assessed externally through a written examination (1hr 15 mins) taken in Year 13.

### Unit 2 The British Political Process

This unit is worth 24% of the final mark and it is assessed externally through a written examination taken in Year 13 ( 1hr and 45 mins).

### Unit 3 A Comparative study of the Government and Politics of the United States of America and the United Kingdom

This unit is worth 35 % of the final mark. It is assessed externally through a written exam taken in Year 14 ( 2hr 15mins).

### Unit 4 Political Power

This unit is worth 25% of the final mark and it is assessed externally through a written exam taken in Year 14 (1 hr 30).

## Progression and career opportunities

This course opens the door to many careers including Law, Politics, Teaching, work for Local Government and International Relations

Furthermore, it is an excellent general A Level to supplement two other A Levels

**Exam Board: CCEA**

**HOD: Mrs Alexander**

# Health and Social Care GCE



## Entry Requirements: C in Maths and English preferred

You have opportunity to develop skills, knowledge and understanding that provide a basis for entering into employment or higher education within the health and social care sector.

### You will learn to:

- promote positive care in a variety of settings;
- understand the importance of communication in care settings;
- identify the importance of Health & Well Being;
- consider the variety of services provided within the community and the impact on service users;
- design and present a health promotion campaign, evaluating success and suggesting improvements;
- identify needs that families may have and how to support the family.

Year 13 also requires a placement experience in a care setting .

## Assessment

### Year 13

\* Unit 1 Promoting Positive Care

\* Unit 2 Communication in Health and Social Care and Early Years

These units are assessed internally through coursework and together comprise 50% of your grade.

\* Unit 3 Health and Well Being

This unit is assessed through a 2 hour written exam (50% of AS Grade)

All three units are compulsory **Year 14**

\* Unit 3 Providing Services (2 hour exam 50%)

\* Unit 4 Public Health and Health Promotion

\* Unit 5 Supporting the Family

Assessed internally through coursework completed in Year 14 (50%)

Six units are compulsory units and must be completed to gain an A level in Health and Social Care.

## Progression and career opportunities

GCE Health & Social Care enables progression to further education such as degree in Social Work, Early Years Provision and Nursing. Indeed some universities are stating Health and Social Care as an essential subject for A level.

It also provides a basis for those seeking employment in a wide range of careers within education and the health and social services such as care assistant or nursing assistants.

**Exam Board: CCEA**

**HOD: Mrs Hall**

# History GCE



**Entry Requirements: C in GCSE English plus one of History, RE or Politics**

**You will learn to:**

- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European history;
- improve as an effective and independent learner, and as critical and reflective thinker with a curious and enquiring mind;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- make links and draw comparisons across different periods and aspects of the past; and organise and communicate your historical knowledge and understanding in different ways, arguing a case and reaching judgements.

**Progression and career opportunities**

GCE History enables progression to further historical study or a range of degree courses such as business, law, management, teaching and IT. It provides an excellent grounding for those seeking employment in a wide variety of settings including various roles within the media, law, business, police force, teaching and the armed forces.

## Assessment

### Unit 1 Germany 1919-1945.

This unit is worth 20% of the final mark and it is assessed externally through a written examination (1hr 30 mins) taken in Year 13.

### Unit 2 Russia 1914-41

This unit is worth 20% of the final mark and it is assessed externally through a written examination taken in Year 13 (1hr and 30 mins).

### Unit 3 Ireland Under the Union 1800-1900

This unit is worth 20% of the final mark. It is assessed externally through a written exam taken in Year 14 (1hr 15mins).

### Unit 4 Partition of Ireland 1900-1925

This unit is worth 40% of the final mark and it is assessed externally through a written exam taken in Year 14 (2 hrs).

**Exam Board: CCEA**

**HOD: Miss McErlean**

# Information Technology BTEC Single Award



## Entry Requirements: C in Maths and English preferred. Interest in IT

Interested in IT? Interested in how businesses use IT? Want to find out about how businesses make use of social media? Then this exciting new BTEC could be the choice for you!

Information technology (IT) systems have a vital role in the world around us and play a part in almost everything we do. Having a sound understanding of how to effectively select and then use appropriate IT systems will benefit students in their personal and professional life. Students will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that they have on organisations and individuals.

In other units students will examine how an efficient data design follows through to an effective, usable database by developing design solutions. Students will evaluate each stage of the development process and the effectiveness of their database solution.

Social media and its usefulness is also investigated. Students will be familiar with how social media can be used personally but they will learn how it can be effectively used in the business context.

## Progression and career opportunities

When completed alongside two other level 3 courses BTEC IT can allow access into many careers such as IT, web development and/or university courses such as those shown below:

- HND in Business
- BA (Hons) in Computer Arts
- BSc (Hons) in Software Development
- BA (Hons) in Accounting and Finance.

## Assessment

### Compulsory Units

Information Technology Systems (External)

Creating Systems to Manage Information (External)

Using Social Media in Business (Internal)

### Optional Units

Data Modelling (Internal)

Exam Board: CCEA

HOD: Miss Mettleton

# Life and Health Science GCE



## Entry Criteria: Double Award Science

Students will develop an interest in and enthusiasm for science, including developing an interest in further study and careers in research science.

## Unit AS 1—Experimental Techniques

In this unit students develop skills in a range of experimental techniques useful in Biology, Chemistry and Physics. Students develop scientific skills students by completing an investigation, and present each investigation as a report.

## Unit AS 2—Human Body Systems

Learn how human body systems work and how they support good health. Key concepts such as energy, nutritional and physical requirements for good health are all studied.

## Unit AS 3—Aspects of Physical Chemistry in Industrial Processes

Develop skills in performing calculations in chemistry. Students also apply their knowledge of energetics, kinetics and equilibrium in the industrial manufacture of chemicals.

## Unit A2 1 —Scientific Method, Investigation, Analysis and Evaluation

Demonstrate an understanding of what makes an investigation scientific. A scientific topic is chosen to investigate

## Unit A2 2 —Organic Chemistry

Focus on basic reactions within organic chemistry, within three distinct areas. Nomenclature, structure and isomerism within organic compounds; uses of alkanes, alkenes and alcohols in industry; and common polymers, their uses and safe disposal.

## Unit A2 3—Medical Physics

Students appreciate the physical principles used in healthcare applications for medical monitoring, diagnosis and treatment. Includes physiological measurement, invasive and non-invasive imaging techniques and the medical use of radioactive isotopes.

## Progression and career opportunities

The specification allows students to develop their subject knowledge, understanding and skills, while also providing a firm grounding for students wishing to progress to higher education in life and health sciences or related subjects.

Possible careers are dietician. Registered nurse, dental hygienist, lab technician, pharmacy technician, midwife, clinical psychologist, paramedic

## Assessment

Units studied are examined by external assessment in the summer of the respective year.

**Exam Board: CCEA**

**HOD: Mrs Harding**

# Mathematics GCE



**Entry Requirements: B in GCSE Maths. Module 4 and Module 8 preferred**

GCE Mathematics gives pupils the opportunity to consolidate and extend the knowledge, skills and understanding developed during Key Stage 4. The qualification will provide a suitable foundation for the study of mathematics and other subjects in further and higher education and for a range of interesting careers.

**You will learn to:**

- develop your understanding of mathematics in a way that promotes confidence and fosters enjoyment;
- extend your range of mathematical skills and techniques, and use them in more difficult problems;
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.

**Entry Requirements:**

Grade **A** in GCSE Maths, Further Maths preferred

The course is divided into four modules, two will be completed at AS-Level, and the other two at A2. The content is summarized below:

## Assessment

**Unit AS 1**—Pure Mathematics: Algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

**Unit AS 2**—Applied Mathematics: Quantities and units, kinematics, forces and Newton's laws, statistical sampling, data presentation and interpretation, probability and statistical distributions.

**Unit A2 1**—Pure Mathematics: Content as per AS1 (with relevant topics studied in further detail) plus numerical methods.

**Unit A2 2**— Applied Mathematics

## Progression and career opportunities

A Level Maths teaches you to think in a logical way, and is held in high regard by employers and universities alike. Maths has a number of transferable skills including logical skills, problem solving and analytical skills. Some of the most interesting, high-profile and well-paid careers revolve around Maths. Careers in finance, engineering, computing and business are all crying out for people with Maths qualifications.

**Exam Board: CCEA**

**HOD: Mr Crooks/ Mrs Cupples**

# Performing Arts GCE



**Entry Requirements:** GCSE English at c or above. Drama an advantage.

Participating in Performing Arts will develop your self-confidence, self-awareness, personal discipline and creativity. Performing Arts is a collaborative discipline involving teamwork and self-management. Employers look for these qualities in prospective employees.

**This qualification will give you opportunities to:**

- research and gain insight into the industry;
- engage with effective practice; and
- prepare for employment, further training and/or study.

## Assessment

The course is divided into four units:

### AS - Unit 1 - Developing Skills and Repertoire

You will explore two contrasting acting styles through research and practical work.

### AS - Unit 2 - A Performing Arts Event

As a member of a group, you will respond to a given stimulus to create a performing arts event that will be performed to an examiner.

### A2 - Unit 1 - Planning for Employment

You will learn about the employment opportunities available in the Performing Arts industry. You will develop materials such as a CV, show reel and a promotional portfolio. You will also participate in an audition and interview.

### A2 - Unit 2 - Performing to a Commission Brief

You and your fellow students will form a production company and realize a performing arts event. As well as participating in the actual performance, each member of the group will also have an administrative role to play.

There is no written exam in this subject. Written coursework is marked by the teacher and externally moderated. The practical work is marked by a visiting examiner.

## Progression and career opportunities

Performing Arts is a growing industry in Northern Ireland. This course provides a solid foundation for progression to further study, training or employment in the performing arts industry. Qualifications in performing arts can lead to employment in areas such as dance, drama, theatre, film and television. The course will also provide you with creative skills valued by many employers.

**Exam Board: CCEA**

**HOD: Mrs Nevin**

# Professional Business Services GCE



## **Entry Requirements: GCSE Maths and English at C or above. GCSE Business Studies an advantage**

Professional Business Services provides students with a better understanding of business services through active participation in the business environment. The specification builds on the foundation laid by the GCSE Business Studies and GCSE Business Communication Systems specifications currently offered in school.

The course is an industry-endorsed specification, appropriate for students seeking a bespoke business training program or apprenticeships as well as those seeking progression to relevant Higher and Further Education programs or Higher Level Apprenticeships.

These can be linked as part of the overall business course or as a foundation for; Business Professional Services, Project Management, Leadership and Management, Marketing, Accountancy, ICT, Customer Service and Human Resources to name but a few.

## **Progression and career opportunities**

This course offers an excellent foundation for a career in;

Business Service, Professional Finance, Accountancy, Technology in Business, Project Management, Management and Leadership, Human resource management, Customer service, Self-employment, Higher Level Apprenticeships, Degree Level qualifications.

## **Assessment**

The course is divided into 6 units: 2 portfolio units and 4 examinations (2 each year)

**Unit 1 (AS):** Introduction to Professional Business Services – (Exam) 1 hour 30 mins

**Unit 2 (AS):** Human Resource Services -this is 100% portfolio based on a pre-released case study and is externally moderated.

**Unit 3 (AS):** Financial Decision Making—(Exam)

1 Hour 30 Minutes Exam

**Unit 4 (A2):** Technology in Business—(Exam)

2 Hours

**Unit 5 (A2):** Leadership and Management – (Exam)

2 Hours

**Unit 6 (A2):** Project Management skills and Processes – 100% portfolio based and is externally moderated.

**Exam Board: CCEA**

**HOD: Miss Graffin**

# Religious Education GCE



## Entry Requirement: C in English, History or RE

GCE Religious Studies gives students a chance to develop an interest in and enthusiasm for Religious Studies. They will adopt an enquiring, critical and reflective approach to the study of religion, as well as to cultural and current issues in society today. Religious Studies prompts challenging questions about the meaning of life, beliefs about God, the self, right and wrong, and what it means to be human. It develops knowledge and understanding of Christianity and other principal religions, religious traditions and worldviews that offer answers to these questions. It provides opportunities for personal reflection and spiritual development.

## Religious Studies gives students opportunities to:

- develop understanding of how beliefs, values and traditions influence individuals, communities, societies and cultures;
- make reasoned and informed judgements about religious and moral issues, referring to the principal religions' teachings and developing confidence in their own beliefs and values; and

## Progression and career opportunities

GCE Religious Studies provides a good background for any career where understanding about people is an asset, including teaching, social work, youth work, journalism, the police, broadcasting, the medical and caring professions and human resource management.

## Assessment

The full Advanced GCE award is based on student's marks for the AS (40 %) and the A2 (60 %).

For both AS level and A2, students complete two units of study:

### Unit 1: An introduction to the Gospel of Luke

This unit is worth 50% of the final mark and it is assessed externally through written examinations in Year 13 and 14.

### Unit 2: The Origins and Development of the Early Church

This unit is worth 50% of the final mark and it is also assessed externally through written examinations in Year 13 and 14.

**Exam Board: CCE**

**HOD: Mrs McKillop**

# Sport BTEC



The course specification has been structured to provide learners with a wide-ranging knowledge base, comprising of both mandatory units of study and an optional unit within the course:

**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**

**Unit 5: Application of Fitness Testing**

**You will learn to:**

- identify the structure and function of different body systems and interrelationships between them for sports performance;
- interpret lifestyle factors and health screening data in order to develop and justify a fitness training programme and nutritional advice;
- explore the knowledge and skills required for different career pathways in the sports industry;
- Understand the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

## Assessment

**Unit 1:** 1.5 hour exam with a mixture of short and long answer questions (**Externally marked—33.3%**)

**Unit 2:** A written task with pre-released information to be completed within 2 hours supervised assessment time (**Externally assessed—33.3%**)

**Unit 3:** Internally assessed assignments (16.7%)

**Unit 5:** Internally assessed assignments (16.7%)

A grading scale of **Entry requirements:**

There is a high level of science involved in the examined unit, therefore it would highly desirable for pupils to have achieved a minimum of a **Grade B** in GCSE Single Award Science. **A background in YMCA Level 2 Community Sport is not suitable preparation for this course.** Successful students will be self-motivated, capable of working independently and able to consistently meet deadlines.

## Progression and career opportunities

The BTEC National Extended Certificate in Sport is recognised and valued by Universities and allows students to progress to a HNC/HND or Honours Degree programme. It is also a very worthwhile and suitable qualification for anyone wishing to pursue a career path in the health or sports industries. These areas may include careers in exercise and fitness, coaching, sports development and the outdoors.

**Exam Board: Pearson**

**HOD: Mr Reid**

# Travel and Tourism BTEC



The BTEC Travel and Tourism Level 3 course consists of four units and is 50% examination and 50% portfolio. This course aims to encourage the students to develop broad skills, knowledge and understanding of the travel and tourism industry and should prepare students for further study or training in travel and tourism related occupations

## You will complete the following:

Unit 1: The World of Travel and Tourism—explore key components and the scale of the industry, using trends and their impact

Unit 2: Global Destinations –Investigate and analyse information regarding the features and appeal of global destination, travel planning and the factors and trends affecting the changing popularity of global destinations

Unit 3: Principles of Marketing in Travel and Tourism—use of marketing by tourism organisations. How to meet customer expectation in order to inform a promotional campaign

Unit 9: Visitor Attractions—Develop analytical skills as you investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to the diverse visitor needs and the importance of delivering a memorable experience

## Progression and career opportunities

BTEC Travel and tourism enables progression to obtain further study at many universities. It provides excellent grounding for those seeking employment in a wide variety of settings including various roles within the business and travel industry.

Tourism is one of Northern Ireland's most Economic sectors supporting around 71,000 jobs across the region

## Assessment

**2 examinations and 2 coursework units.**

The course is divided into four units:

Unit 1—**The World of Travel and Tourism** written exam

Unit 2— **Global Destinations** - written exam

Unit 3—**Principles of Marketing in Travel and Tourism—internally assessed portfolio**

Unit 9 — **Visitor Attractions** - internally assessed portfolio

**Exam Board: Pearson**

**HOD: Miss Graffin**

# Post 16 Study



In this section, you can learn more about our local Universities and in addition you will find many links to support your decisions regarding subject choice and forward pathways.

## Ulster University

Ulster University is one university with four distinct campuses across Northern Ireland—Belfast, Coleraine, Jand Magee.

While each campus differs in size and has its own distinctive atmosphere, wherever you choose to study, you will receive the same first class teaching and supportive learning environment, and experience the unique character that makes Ulster one of the most popular universities in the UK.



## Entry Requirements

### General Entry Requirements

If you are thinking about applying for Ulster University you need to see the specific entry criteria outlined in the Prospectus.

General entry requirements say that—depending on the course—they may accept students with two a-levels if they have a good profile of GCSE results. However, the vast majority of courses will require you to complete three A-levels.

The majority of courses will accept A-Level equivalents such as BTEC Subsidiary Diplomas and CTEC Introductory Diplomas but it is vital you check the specific course information as the requirements can change—especially for high demand courses.



### Course Specific Requirements

If you satisfy the general entry requirements it is VITAL that you also check the Course Specific requirements—they will usually need you to have certain grades in specific subjects.

The course offer may be made including a combination of tariff points, A-level grades and specific subjects. For example Technology with Design entry criteria is “*BBB to include one grade B from A-*

*Level Mathematics, Physics, Chemistry, Technology and Design, Design and Technology, Engineering or Double Award Science. Applicants presenting A-Level Mathematics or Physics will receive a two grade reduction at the time of offer.”*

They may change from year-to-year so make sure you carefully read the current prospectus or check on-line via UU Course Finder—<http://www.ulster.ac.uk/courses/course-finder>

### Belfast

Cathedral Quarter is the artistic and cultural center of the city. Although traditionally associated with art, the campus spans a range of subjects including architecture, business, hospitality, Irish language, event management, photography and digital animation.

### Coleraine

A wide range of subjects are available at Coleraine which makes for an interesting mixture of students and staff. Subject areas include biomedical sciences, environmental science and geography, the humanities and languages, media and journalism, travel and tourism and computing.

### Magee

The friendly village atmosphere in Magee is synonymous with creativity; it is home to the School of Creative Arts and Technologies. Teaching strengths include business, creative arts, creative technologies, computing, engineering, nursing, social sciences, law and psychology.



# Post 16 Study



The information below gives you some insight to Queen's university, Belfast, however, for further information you should look directly at their website and course directory

## Queen's University of Belfast

Queen's University, Belfast is a member of the Russell Group of 24 leading UK research-intensive universities, providing world-class research. QUB is among the top 1% of global universities and is a UK top ten research-intensive university.

With more than 17,000 students and 3,700 staff, it is a dynamic and diverse institution, a magnet for inward investment, a patron of the arts and a global player in areas ranging from cancer studies to sustainability, and from pharmaceuticals to creative writing.

## Entry Requirements

### General Entry Requirements

If you are thinking about applying for Queen's University, you need to see the specific entry criteria outlined in the Prospectus.

However, for all courses at QUB you must ensure you study only one Single Award A-Level equivalent qualification (such as BTEC National Extended Diploma, Cambridge Technical Introductory Diploma etc.) as part of your Level 3 qualifications (except Dentistry, Medicine or Pharmacy where only A-Level are acceptable).

#### ACCEPTABLE

- 3 A-Levels
- 2 A-Levels and 1 Single Award
- 1 A-Level and 1 Double Award
- 1 Single Award and 1 Double Award

#### NOT ACCEPTABLE

- 3 Single Awards
- 1 A-Levels and 2 Single Awards



You will also require 5 GCSE grade A-C including English and Maths.

### Course Specific Requirements

If you satisfy the general entry requirements it is VITAL that you also check the Course Specific requirements—they will usually need you to have certain grades in specific subjects.

They may change from year-to-year so make sure you carefully

read the current prospectus or check on-line via QUB [www.qub.ac.uk/study/undergraduate](http://www.qub.ac.uk/study/undergraduate)

The course offer may be made including a combination of tariff points, A-level grades and specific subjects. For example Product Design Engineering entry criteria is "ABB including Mathematics and at least one from Physics (preferred), Biology, Chemistry, Further Mathematics, Technology and Design or Double Award Life and Health Sciences."

## What else to Queen's look for?

Good grades are obviously the key element to being accepted at university, QUB also look for those added extras that potential students can bring.

Extra-curricular activities or hobbies related to the course you are applying for can be a boost to your application, as can positions of responsibility, such as being a prefect or team captain.

Be on the look out for degree-related volunteering opportunities or work experience. These will not only make your application stand out, but will also ensure that you are choosing the right degree for your and your future.

Put simply, QUB look for enthusiastic, motivated and bright students who show a passion for their chosen subject!



**QUEEN'S  
UNIVERSITY  
BELFAST**

# Post 16 Study



## **Eye4Education**

[www.eye4education.co.uk](http://www.eye4education.co.uk)

Click on **Resources** then **Parent Information** and enter password: **eye4education**

Under **Subject** you will find a list of subjects. Click to see a range of subject related careers.

## **NI Careers – Careers A-Z**

[www.nidirect.gov.uk/careers](http://www.nidirect.gov.uk/careers)

Click on **Careers A-Z**. Selecting **A-Levels/GCSE** brings up a list of subjects. Clicking on each subject allows you to

## **Success at School**

<https://successatschool.org/>

A site that covers absolutely everything about careers; from job/career information to CV tips and templates to quick 60 second videos of a range of jobs.

## **General University Information**

### **UCAS**

[www.ucas.com](http://www.ucas.com)

The University and Colleges Admissions Service that co-ordinates all University applications in the UK. Includes a comprehensive Parents section where you can find advice to help you support your son or daughter throughout the UCAS application cycle, including videos and tips for getting started.

### **CAO**

[www.cao.ie](http://www.cao.ie)

The website of the Central Applications Office which is used when applying for University in the Republic of Ireland.

### **The Complete University Guide**

[www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)

An overview of all Universities in the UK, using League Tables to help you decide on the best University for you, overall and by subject.

### **The Uni Guide**

[www.theuniguide.co.uk](http://www.theuniguide.co.uk)

Part of The Student Room—loads of advice and guidance about University options and matching your subjects to related degree areas.

# Post 16 Study



## Local Universities

Browse their websites to find out information about the courses on offer:

<b>Queen's University, Belfast</b>	<a href="http://www.qub.ac.uk">www.qub.ac.uk</a>
<b>Ulster University</b>	<a href="http://www.ulster.ac.uk">www.ulster.ac.uk</a>
<b>Stranmillis College</b>	<a href="http://www.stran.ac.uk">www.stran.ac.uk</a>
<b>St Mary's College</b>	<a href="http://www.stmarys-belfast.ac.uk">www.stmarys-belfast.ac.uk</a>

## Colleges in Northern Ireland

The websites for the six individual Colleges in NI are listed below.

<b>Belfast Met</b>	<a href="http://www.belfastmet.ac.uk">www.belfastmet.ac.uk</a>
<b>College of Agriculture, Food and Rural Enterprise (CAFRE)</b>	<a href="http://www.cafre.ac.uk">www.cafre.ac.uk</a>
<b>Northern Regional College (NRC)</b>	<a href="http://www.nrc.ac.uk">www.nrc.ac.uk</a>
<b>North West Regional College (NWRC)</b>	<a href="http://www.nwrc.ac.uk">www.nwrc.ac.uk</a>
<b>South Eastern Regional College (SERC)</b>	<a href="http://www.serc.ac.uk">www.serc.ac.uk</a>
<b>Southern Regional College (SRC)</b>	<a href="http://www.src.ac.uk">www.src.ac.uk</a>
<b>South Western Regional College (SWRC)</b>	<a href="http://www.swrc.ac.uk">www.swrc.ac.uk</a>

**Apprenticeships NI**      <https://www.nidirect.gov.uk/apprenticeships>

A guide to Apprenticeship opportunities available in Northern Ireland

**Foundation Degrees**      <https://www.nidirect.gov.uk/articles/foundation-degree-courses>

Information about this higher level qualification that combines academic and work related learning, offering a route into employment or university.

## Post 16 Study



**Guides to help with career planning** <https://www.nidirect.gov.uk/publications/guides-help-career-planning>

Links to separate downloadable pdfs—one for parents and for young people. These cover all aspects of careers and employment opportunities. It also gives details about how the Careers Service can help.

**Careers Box** [www.careersbox.co.uk](http://www.careersbox.co.uk)

A range of career films on the web – a wide range of jobs, from heating engineers to apprentice jockeys! Plenty of information on employment, apprenticeships, university etc.

**NI Skills Barometer** <https://www.economy-ni.gov.uk/publications/northern-ireland-skills-barometer-2019-update>

A summary of a recent report that provides a detailed understanding of the skill requirements for the Northern Ireland economy up to 2028 with the aim of ensuring that any skills gaps are identified and addressed. The research analyses where the skills gaps are currently, where they are emerging and where they are likely to emerge over the longer term.

**Chat to a Careers Advisor** <https://www.nidirect.gov.uk/services/chat-with-a-careers-adviser>

NI Direct offer an online web chat for anyone who requires any further information, advice or guidance about their career.

**Dunclug College Careers Twitter**

Follow us [@DunclugCareers](https://twitter.com/DunclugCareers) for regular updates about the world of Careers!

# Post 16 Study



Course type	Essential Subjects/ Qualifications
Accountancy (Banking/Finance/Insurance)	Usually none, although one or two universities require Mathematics
Aeronautical Engineering	Mathematics and usually Physics
Architecture	Some courses say they want an Arts/Science mix. Some may require Art
Biomedical Sciences	Normally two from Biology, Chemistry, Mathematics and Physics
Business Studies	None
Childhood Studies	None
Civil Engineering	Maths and sometimes physics
Computer Science	Digital <u>technology and</u> sometimes Maths
Dietetics	Chemistry, Biology. (Some universities prefer one other science which may include Mathematics or Home Economics)
Drama	Some courses require English Literature
Economics	<u>Usually</u> Mathematics
Electrical/Electronic Engineering	Mathematics and usually Physics
Engineering (General)	Mathematics and Physics
Environmental Science/Studies	Many courses will ask for two from Biology, Chemistry, Mathematics, Physics and Geography
Law	Usually none, although a few universities require English.
Media Studies	A few courses ask for English or Media Studies
Nursing and Midwifery	<u>Usually</u> Biology or another Science
Optometry	Two from Biology, Chemistry, Mathematics or Physics (some courses prefer Biology as one of their choices).
Occupational Therapy	Some courses ask for Biology
Politics	Usually none
Psychology	A few courses ask for one from Biology, Chemistry, Mathematics, Physics
Theology	None
Speech Therapy	Some universities require a science such as Biology, Chemistry or Physics. Some specify Biology. Some degrees will consider candidates with <u>none</u> o
Sports Science/Physical Education	Many courses require one from Biology/Chemistry /Mathematics /Physics. Some courses will treat Physical Education as a science
Surveying	None
Teacher Training (Primary and/or Secondary)	At least one from: Art and Design, Biology, Chemistry, Technology, English, French, Geography, German, History, ICT, Mathematics, Music, Physics, Physical Education, Religious Studies, Spanish







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