



# PORTADOWN COLLEGE PROSPECTUS 2019/20



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Senior Prefects 2018 - 2019



# Welcome

Portadown College is a very special place which we affectionately refer to as “PC”. Since 1924, we have enjoyed a reputation for our academic excellence, caring ethos and supportive learning environment.



Prefects 2018 - 2019





Whether you are currently studying in one of our local schools, or if you are new to the area, we are committed to offering you a relevant, challenging and rewarding College experience through which you can develop as an individual and achieve your long term goals. Strong academic and pastoral support, complemented by extensive extra curricular opportunities, will all enrich your time with us.

Through our Prospectus for the forthcoming year, we are proud to give you a real flavour of the experiences and opportunities which await you as you set out to fulfil your potential during these vital years in your education at “PC”.

**Mr R.S. Harper,**  
**Principal**

# Portadown College Ethos

Portadown College has a long and proud history; founded in 1924, the College is a selective, academic, post-14 school with an excellent reputation, friendly atmosphere, sense of community and very good relations between our staff, students and parents.

## Our College motto:

*Fortiter et Humaniter*

(With Courage and Courtesy)

## Our Core Values

Nurturing the individual

Respecting ourselves and others

Serving our local and global community

Encouraging lifelong learning



Students know they are cared for as individuals and are expected to work hard and achieve high standards in everything they do in preparation for their role as responsible, independent, confident and thoughtful adults. Whilst providing students with the courses they need to gain qualifications for higher or further education and the world of work, we aim to do so in a unique environment specialising in this stage of education. We are cognisant of the need to provide our students with opportunities to be increasingly responsible for their personal learning, managing their own time and making informed decisions about their futures. However, we also recognise the need for high quality structured teaching, specialist careers guidance and pastoral support so as to help each young person reach his or her potential.

Our students have a reputation for academic success, extra-curricular participation and charitable giving. We want students to enjoy their time with us at "PC".

In addition to the broad range of GCSE and A Level subjects on offer, students are encouraged to take advantage of the vast array of other qualifications, clubs, societies, educational visits and performances and get involved in wider College life. We nurture all learning, not just examination results.

Portadown College is more than a school; it is a College community. We value and celebrate the individual whilst recognising our interdependence. It is this distinctive ethos which unites us in collegial pride and the pursuit of excellence.



## Our Aims

Our aims flow from our ethos and core values:

### Academic and Personal

- To ensure that all students strive to achieve their full academic, personal, moral, spiritual and social potential.
- To provide each student with access to, and the necessary individual support for, a range of studies in order to acquire the relevant qualifications for Further and Higher Education and the world of work.
- To facilitate the continuing professional development of all our staff.
- To encourage a culture celebrating success in all we do.

### Extra-Curricular

- To enthuse our students to get involved in a very wide range of activities promoting the qualities of self-discipline, integrity, competitiveness, initiative, courtesy, independence and self-confidence.
- To encourage each individual in our College community to take responsibility for his/her role as a citizen by seeking to improve the lives of others.

### Partnership

- To maintain and develop the key relationship between home and school to ensure the very highest standards of support and achievement for all our students.

## College Houses

The College Houses are Seale, Shillington and MacCallum, which are represented on the College badge by the colours green, red and yellow respectively. The house structure provides the basis for a very wide range of inter-house competitions, including sports, music and debating.

## College Uniform

The complete College uniform must be worn, not only in school hours, but on the journey to and from school and when students are representing the College as team members or at special functions. Circulars about uniforms for boys and girls setting out the requirements in full detail are sent to parents annually. We ask for the total co-operation of all parents in ensuring that the guidance about uniform and general appearance is followed. The College seeks to follow the advice of the Consumer Council's report on school uniform by keeping requirements to a minimum in order to reduce expenditure for parents.

## PC Student Forum

### Giving the students a voice

The Portadown College Student Forum took its first steps in 2010. This Forum is vital as the student voice can be heard by those who run the school and it provides the opportunity for students to have a say in important decision-making processes.

# Pastoral Support

## Pastoral Care

Portadown College strives to create a caring, supportive and purposeful atmosphere which ensures that each student will feel that he/she has a unique and valued contribution to make to College life. Our pastoral care therefore promotes students' personal and social development, as well as fostering positive attitudes to learning through the quality of teaching and the good relationships amongst students, teachers and the wider College community.

The arrangements for monitoring students' overall progress (academic, personal and social) are a vital element of our pastoral care provision. Staff contribute formally and informally to caring for students through contact in registration periods, classes and extra-curricular activities. All staff take responsibility for monitoring students' progress and share with the student in the review and support system. Administrative staff support the teaching staff in monitoring attendance records and other issues of a pastoral or medical nature.

The Pastoral Team has specific responsibility for student induction and welfare; it forms a vital link in the well-being and academic progress of students by liaising closely with Group Tutors, subject teachers, Heads of Department and parents. Parental Induction and parent/teacher meetings also provide opportunities for good home/school liaison and partnership.

Two Year Heads oversee the work of each year group, seeking to support students, identify problems early and communicate effectively with parents. Each student has a Group Tutor with whom they can develop a close relationship in the registration, administration and pastoral session each morning.

The Pastoral Team also co-ordinates the delivery of Personal Development (PD), incorporating age appropriate information and guidance on a range of personal, social and emotional issues. As part of our duty of care and in accordance with Department of Education regulations, this Personal Development programme complements the College's policies on Sexuality and Relationship Education and Drug Education, both of which are available on request.

## Counselling & Mentoring

A Counsellor is available for consultation by students on a strictly confidential basis. Students can also access a mentoring service run by REACH, a local registered charity with the vision to help young people fulfil their potential.

## Child Protection

The principles and philosophy which underpin our work with children are those set out in the UN Convention on the Rights of the Child (UK Agreement in 1991) and enshrined in the Children (NI) Order 1995 (effective from November 1996). In particular the principle we support is that every young person has the fundamental right to be safe from harm and that those looking after them should give proper care to their physical, emotional and spiritual well being. The young person's welfare must always be paramount and Portadown College, having the best interests of the young people at heart, is committed to offering a protective, supportive and safe environment. Guidelines for Child Protection are clearly set down by the Education Authority and the Department of Education and form the basis of our School Policy and Procedures. Parents may access this information at any time and a summary is provided within the Parental Information Booklet distributed at the start of the academic year.

The purpose of the guidelines on Child Protection is to protect our students by ensuring that everyone who works in our College, teachers, non-teaching staff and volunteers, are provided with clear guidance on the action which is required where abuse or neglect of one of our students is suspected. Our overriding concern as caring adults must be the welfare and safety of all of our young people.

## Attendance

Very regular attendance at school is regarded as essential for satisfactory academic progress. Attendance and punctuality are recorded electronically and closely monitored. Attendance figures and reasons for absence are recorded in detail for each student. Poor attendance is invariably linked with under-achievement at school and parents should always try to plan family holidays during school holidays. Sixth Form students may apply for Educational Maintenance Allowances. These allowances are only paid if attendance, progress in sixth form study and conduct are satisfactory.



Average College attendance: 93.7%.

## Behaviour Management

There are statutory and legal obligations on school authorities to ensure the health and safety of every person learning or working within the College. The College has a written policy on Behaviour Management and a copy of the Code of Conduct is given to every student. This Code of Conduct in essence contains straightforward advice to students to be sensible, considerate and courteous. We stress that such instructions are for the safety of all and the efficient organisation of the College. Behaviour Management operates at a positive level and mutual

trust is encouraged between students and staff; appropriate sanctions are available and used when required. We believe that the best discipline is self-discipline and we expect the full co-operation of parents in supporting the school in maintaining high standards of behaviour within school and also when students are travelling to and from school.

As a College Community we regard bullying as totally unacceptable. The College Anti-bullying Policy provides details of the preventive measures in place and procedures in place for responding to incidents of bullying behaviour.

# Curricular Support

## Subject Teachers

- Give specific advice in class on how to approach learning in their subjects.
- Provide additional advice and support as required by individuals.
- Are subject experts, highly qualified graduates and 'A' Level teaching specialists.

## Homework

Students are given homework so that work done in school can be consolidated, thereby enhancing skills and knowledge. An integral part of the learning process, homework helps students to acquire study and examination skills, enabling them to demonstrate their level of interest and motivation.

Students are given guidance on the amount, frequency, types of homework set and the expected time commitment appropriate to the Year Group. Advice on study skills at Key Stages 4 and 5 is provided by both external agencies and subject specialists in College. Each student is provided with a personal homework diary which should be used as an aid to the organisation of homework, private study and revision.

## Reporting and Support

The progress of students is carefully and consistently monitored through regular observation, assessment and testing. In addition to the term and trial examinations, an ongoing review and support programme identifies students who are having difficulties or who seem to be making insufficient progress. This programme involves students, staff and parents and assists students in reflecting on their progress, achievements and areas for personal improvement. Formal reports are issued twice yearly. Parents are expected to give their full support to actions deemed

necessary by the College to enhance their child's progress. The Parents' Evenings coincide with the issue of reports.

## Careers Guidance

Guiding students towards appropriate careers is a central function of our College. Supported by other members of staff, specialist Careers teachers:

- Ensure the Careers Library is well stocked and reference materials are contemporary.
- Guide students to useful sources of information.
- Organise university visits.
- Arrange and undertake careers interviews.
- Prepare students for UCAS entry and other university entry systems.
- Organise careers events in the College to help inform students' pathways.
- Support students when examination results are published.

Through attendance at careers conventions, open days at universities/teacher training institutions, by listening to invited speakers from industry, institutions of higher education and the Careers Advisory Service and personal interviews, students are fully supported to make appropriate decisions about their future education and careers. Portadown College has established excellent relationships with all major universities and higher education institutes throughout the UK and Ireland.

In addition, all Year Heads and subject teachers take a special interest in the personal and social education of their students and the development of career knowledge. Personal career plans contribute to this development.



### **Special Educational Needs Co-ordinator**

Portadown College promotes an inclusive ethos. The College is committed to removing barriers to learning for all students with a learning difficulty and/or disability. Students, parents and the SENCo work closely together to ensure that all reasonable adjustments are made so that no student is disadvantaged. If a young person has a specific disability our co-ordinator will work with the family to build an understanding of how we can support the young person in College.

### **College Library**

The College Library serves as an important learning hub for all year groups, supporting study, research and recreational reading. Located at the

entrance to the Sixth Form Centre, the Library is used throughout the day by Sixth Form students during their study periods. Additionally, it is available to all students before school starts, during break/ lunch times and after school.

The College Library houses an up-to-date and relevant stock to support all areas of the curriculum at PC, including the latest textbooks, study guides, subject magazines, newspapers and an extensive DVD collection. There is an impressive fiction collection including titles from all the popular authors to encourage reading for pleasure. Students are welcome to suggest titles for purchase and the College Librarian can recommend books to suit all reading tastes and abilities.



While the College Library is important at all stages of learning, its role is critical in Sixth Form, when the focus changes from guided to more independent learning. Recognising the value of a library and the librarian's unique skills will help to lay a strong foundation for university, when students will be expected to work independently and develop the research skills necessary to be successful at degree level.

Portadown College has a qualified librarian on our staff to assist students with their information needs, for example suggesting titles for wider reading and recommending appropriate websites to improve coursework. Upon student request, the librarian also provides tailored sessions for all subjects to help develop library research skills, which

are useful at GCSE level, but even more important at A Level.

### ICT Facilities

The College recognises the contribution ICT can make to enhancing students' learning experiences. We operate two networks of computers (PCs and MACs), including four classrooms dedicated to Digital Technology and Computing. In addition, students can avail of a computer suite adjacent to the Sixth Form Centre. The vast majority of classrooms have access to Apple TV and/or interactive whiteboards. We seek to embrace opportunities to develop our students' ICT skills and digital literacy to prepare learners for the world beyond College.

# Year 11 Induction

As part of the induction process at Portadown College, various events are organised to enable students to become familiar with their new learning environment. The key events are outlined below:

## June

Year 10 students transferring to the College are invited for their first induction day (9:30am – 2:30pm) when they have the opportunity to meet their Group Tutor, Year Head and Senior Staff. Students participate in a range of group activities with their registration group and receive information to help them prepare for the start of the new term.

## August

New Year 11 students attend a half day (9:00am – 1:05pm) at the College, when they will have time with their registration group, hear about the extra-curricular activities available at the College and experience their first timetabled classes.

## September

An Activity Day is organised during the first month of the term to promote and develop a range of skills and personal qualities including problem solving, teamwork, leadership and resilience. Students undertake a wide range of outdoor activities with qualified instructors and are accompanied by their Group Tutor.

## October

To provide support for students as they begin their GCSE courses, study skills workshops are organised which allow students to reflect on how they learn and what changes may be required in order to fulfil their potential at GCSE level.







*"I have settled into Portadown College very easily. After one week here it felt normal. The teachers are very friendly, positive and supportive. It's a great place to be!" - Dylan Martin*

*"On my first day at PC I was really nervous because it was a big change from my last school but I settled in quite quickly and knew my way around by the end of the week." - Hannah Armstrong*

*"At first I was nervous about having to settle into PC and managing the workload at the same time, but teachers were so encouraging and helpful, making the induction process very smooth." - Abby Mardell*

*"I was worried about fitting in with older pupils but they are very welcoming, especially within school activities, such as hockey." - Dani Blevins.*

Parents of Year 11 students are invited to attend a Parents' Information Evening in September, when relevant issues regarding the transition to College are highlighted and information is provided about the support available to students and parents. This is also a valuable opportunity for parents to speak to staff if they have any questions following their son's or daughter's first few weeks at the College.



# Celebrating Special Achievements

## 2017-2018

Portadown College celebrated another year of outstanding results:

**At GCSE level:**

**Lucy Vallyelly achieved joined 1st in Northern Ireland GCSE English Language, with Peter Davison ranked 3rd.**

**Nathan Waugh was awarded 2nd in Northern Ireland GCSE Biology.**

**Lucy Topley was ranked joint 2nd in Northern Ireland GCSE ICT**

**At GCE A Level, Molly Gordon was ranked 1st in Northern Ireland for A Level Nutrition and Food Science.**

Many other notable successes and activities in

the past year at PC are noted in the following pages.

### **Biology**

Portadown College had great success in the 2018 British Biology Olympiad. The Olympiad is run by the institute of Biology, the professional body for Biology. This year over 7,800 top biologists throughout the UK took part in the Biology Olympiad competition. The following awards were obtained:

**Bronze** - Katie Neill, Andrew Porter, Lee-Ann Shek

**Highly commended** - Sammy Buckley, Harry Kirkwood, Luci Mullan

**Commended** - Rebecca Jones, Tim Neill





Our Year 11 biologists were very successful in the British Biology Challenge competition along with the top biologists throughout the UK. The Biology Challenge tests pupils' knowledge of Biology and stimulates their enthusiasm for the natural world. Portadown College students picked up 8 Gold awards, 7 Silver awards and 3 Bronze awards.

## History

A Level History student Molly Liggett was appointed Regional Ambassador for NI for The Holocaust Educational Trust. Following the Lessons from Auschwitz Programme and the Next Steps Programme an invitation to go to Israel with The Holocaust Educational Trust culminated in Molly's commission as Regional Ambassador for a period of three years.

## Journalism

2018 proved to be a highlight for students involved in Journalism with six students selected to broadcast live from BBC Broadcasting House for the BBC School Report Festival of News, where Lucy Quin interviewed Barra Best. A documentary produced by Year 11 boys about VAR technology ahead of the World Cup was chosen to be professionally made by the BBC, and Year 11 girls Amy Hanna and Lucy Williamson won a pitch to become music reporters at BBC Biggest weekend

music festival, where they interviewed **ASH** frontman Tim Wheeler.

## Mathematics

In November Matthew Vennard, Davan McCann, Faith Jenkinson and Katie Neill participated in the UKMT Senior Team Mathematics Challenge at Rockport School in Belfast. After an enjoyable and challenging day, competing against other schools from Northern Ireland, they were awarded a commendable 4th place.

The UKMT Mathematics Challenges are tests which pose around 25 questions requiring candidates to think 'outside the box' and apply their mathematical knowledge to a variety of problems. Our Year 13 and Year 14 students sat the Senior Challenge in November and were awarded with 52 certificates in total: 1 Gold and best in school to Robert Cornett, 15 Silver and 26 Bronze. Robert also went on to gain a merit in the Senior Kangaroo Challenge in December which can be entered by invitation only – a great achievement. In February our Year 11 and Year 12 took part in the Intermediate Challenge and were presented with 30 certificates in total: 15 Silver and 15 Bronze. Congratulations to Rebecca Humphreys and Joshua Tuxworth who were awarded joint 'Best in School'.

## Moving Image Arts

Amy Armstrong was placed in CCEA Top 3 for AS Moving Image Arts (Film).

Francesca Elliott was awarded 4th place in CCEA Moving Image Arts (Animation).

## Modern Languages

Four French students took part in an A Level French debate at Queens University. The team won their debate against St Patrick's Grammar School, Armagh, and enjoyed this seriously challenging experience.

## Music

Violinist Samuel Kane gained a place at the Royal Northern College of Music and Drama.

## Politics

PC students saw real politics in action by attending the filming of the BBC's Spotlight Programme and the Nolan Show.

Three students participated in the British Council's Mock EU Debate at Stormont, where

the team played the role of Czech diplomats.

## Public Speaking

Joanna Kerr, Christopher Thornbury, Matthew Parr and Matthew Walsh won the NI Final of the 2018 Business and Professional Woman's Public Speaking Competition.

Lily McClatchey was awarded runner-up and Emily Monroe third place in the 2017 - 18 Soroptimist Public Speaking Competition.

Joanna Kerr was awarded runner-up and Joshua Quinn third place in the 2018 Edgar Graham Memorial Public Speaking Competition.

## Sloane McClay Award

Matthew Vennard obtained 1st place in NI and was awarded the inaugural Sloane McClay Award for the highest combined results in GCSE Biology, Chemistry, Physics and Mathematics. The College was also presented with an award for excellence in teaching.







# Supporting our Students

# Celebrating

# Extra-Curricular

# Activities

Clubs and societies in Portadown College cater for a wide range of games, interests, skills and hobbies; these take place at lunch time, after school, on Saturdays, at weekends or over longer periods, at home and abroad, and in and out of term time. The College can be justly proud of its success and reputation in these activities which are an important and vital part of school life.

**The following Clubs and Activities form this important complementary provision:**

**Air Training Corps**

**Debating**

**Choir/Chamber Choir**

**Dramatic Society**

**Journalism Club**

**Lifeline Community and Charity Group**

**Orchestra**

**Public Speaking**

**Scripture Union**

**Student Voice**

**Table Tennis**

**Theatre Trips**

**The Gold Duke of Edinburgh's Award Scheme**

**Young Enterprise**





## Air Training Corps

This year being the RAF Centenary has seen several extra events provided for Air Cadets. An RAF Muster to fly 100 cadets in one day over Dundee in early July included Cpl Ben Gibson. In August five cadets enjoyed a one-day Air Experience flight at the former RAF Leuchars airbase in Fife. Nine cadets attended a week long summer training camp at 38 Brigade, Aldergrove in August and gained their Blue progression badges.

Two cadets, Sgt Rachel Bentley and Sgt Josh Nelson were highly commended for leadership of their squads and have since attained Master Cadet classification within the Squadron. During the summer Sgt Rachel Bentley also attended a Drill and Ceremonial camp plus a Cadet development camp at Amport House, Edinburgh. In November five cadets attained their Bronze communicator badges and are well placed to proceed to Silver level.

All recruits now undertake Heartstart training during their induction sessions and many have their badge and certificate before Christmas.

## Debating Society

The Portadown College Debating Society meets every two weeks in a packed lecture theatre to discuss the key issues of today. In the past year students have faced one another on topics ranging from communism to feminism. We also had a conspiracy month, focusing on the assassination of JFK and the legitimacy of the moon landings.

A Christmas debate concentrated on the merits of organised religion and we also argued the virtues of veganism, with participation from a lively audience.

The inter-house debate at the end of the school year continues to draw the biggest crowds, with Mr Harper and Miss Gibb adjudicating over crucial issues including the 'mythical' gender pay gap and whether the earth is indeed flat. The society has also been invited to debate in the chambers of Craigavon council and has entered the Oxford School NI debating competition.

New members are always welcome to the debating table or to join the audience for what continues to be a popular and well attended extra-curricular activity at Portadown College.

## Choir

Choir is non-auditioned and open to girls across the school. They sing a varied programme of traditional and contemporary songs. Choir performs at the Music Department's Autumn Concert, Speech Day and the Carol Service. This year for Prize Day they performed 'A Million Dreams' from The Greatest Showman and 'Instrument of Peace'. Choir is a popular activity and is a great way for students to enjoy music making outside the classroom.

## Chamber Choir

Chamber Choir is a smaller mixed voice Choir to which entry is via audition. This group



performs at the same functions as Girls' Choir but in addition performs at various functions and events in the local community.

## Dramatic Society

The Dramatic Society allows any student to have the opportunity to be involved in the staging and management of the annual school production. The play is staged at the end of November annually and auditions are held in September with rehearsals taking place after school on selected days until the first performance. Actors can come from all years and any student is encouraged to audition.

There are also other opportunities relating to the production of the play with students required to take on roles in stage management, ticket production and sales, front of house, make-up, costume management, set design and decoration, art, technological support plus sound and lights. Recent productions have included *Pygmalion*, *Jane Eyre*, *The Prime of Miss Jean Brodie*, *Hobson's Choice*, *Dancing at Lughnasa* and *Juno and the Paycock*.

## Journalism Club

PC Journalism is an extra-curricular club that meets weekly to create journalism for a variety of media. The Club exists to create opportunities for students to enter the world of Journalism. Support is offered to those students who choose to engage in some investigative journalism,

writing features and filming news packages where they independently carry out research and conduct interviews.

Every year, we sign up to participate in BBC School Report, which enables aspiring broadcast and print journalists to produce their own news stories for which they investigate, take photos and carry out interviews. In 2017/18 students interviewed Ash's Tim Wheeler at Radio 1's Biggest Weekend, took part in the BBC Digital Cities and NI Festival of News Day workshops and interactive news events, became news readers in the BBC School Report live broadcast and produced their own films on VAR technology in football, Snapchat and the Holocaust.

## Lifeline Community and Charity Group

In Lifeline approximately 200 students volunteer to raise money for charity and to take part in various community events, meeting in the Assembly Hall on a Tuesday at break-time.

Students provided entertainment and supper at our annual Senior Citizens' Concert in October, continuing this community link with visits by some of our students to some of the local care homes where they performed and chatted to the residents.

A range of events from bun sales and non uniform days to a Rock Concert and the Christmas Table

Quiz raised a total of £6176 for charity.

A number of our students took part in the Concern Fast. Some of our students fasted for 24 hours while others kept quiet for the same length of time.

## Orchestra

College Orchestra performs at the Music Department's Autumn Concert, Speech Day and Carol Service. It consists of students from around Grade 3 to diploma and plays a wide variety of orchestral music.

Horn player Lucy Place and Violinist Samuel Kane played with the Ulster Youth Orchestra, while Samuel Kane, Amy Boyce and Holly Keery participated in the Inspire Course with the National Youth Orchestra of Great Britain.

## Public Speaking

Year 11 students have the opportunity to develop their Speaking and Listening skills through participation in the end of the year Year 11 Public Speaking competition while the inter-house debate is always popular as students from all years compete against each other.

**The Edgar Graham Memorial Public Speaking Competition** requires a five minute speech on a topic of your choice, delivered in the prestigious location of the Senate chamber at Stormont.

**Soroptimist International NI Public Speaking Competition** is open to girls in Years 12 and 13 who speak for 4-6 minutes on a title selected from

a range of topical titles.

**Business and Professional Women Public Speaking Competition** involves a team of three with a Chairperson, Speaker and Expresser of Thanks. Wit and humour are essential, as well as resourcefulness and the ability to think on your feet.

## Scripture Union

PCSU meets on Fridays at lunchtime in the Assembly Hall, with at times up to 200 students attending a programme of varied events, from worship sessions to Bible studies and socials.

The SU weekend brought approximately 80 students to Mullarton House in June to hear talks by former student Scott McMenemy on the theme 'Alive'.

In addition, there were two special evening events – a highly enjoyable and energetic Social held just before the Christmas holidays and the annual final SU night before the study leave period.

All students are welcome to SU.

## Student Voice

Membership of the Student Voice (SV), PC's Student Council, is comprised of representatives from all year groups at the College. The group meets on a fortnightly basis to discuss key student issues and make plans to improve College life.





During the past year members have engaged in a number of initiatives to improve school life for our students and worked with members of the Pastoral Team to organise a 'Question Time' themed event focusing on drugs education.

## Table Tennis

The table tennis club takes place every Wednesday at lunchtime in the gym. It is open to all year groups although there tends to be a higher proportion of Year 11 and 12 students. It is important to note that all students are welcome irrespective of ability!

All equipment is provided so students do not need to bring anything with them. The main emphasis is on enjoyment and students are encouraged to bring one or more friends along to play either singles or doubles.

## Theatre Trips

There are ample opportunities for students to visit the theatre and regular trips are organised to venues in Armagh, Belfast and Dublin. A wide range of different genres of theatre can be experienced on theatre outings and, recently, students have been able to enjoy styles as diverse as Greek, physical, epic, musical and naturalistic theatre.

Trips are also organised to see live theatre streamed into local cinema. Hitherto, the students have enjoyed National Theatre productions of *Hamlet*, *King Lear*, *The Threepenny Opera* and *Frankenstein* plus an RSC production of *King Lear*. They also saw *A Streetcar Named Desire* from the Young Vic and productions from local theatre company Bruiser who specialise in physical drama.

The trips are open to any students as a way of broadening their cultural experiences and giving them a lifelong interest.

## The Gold Duke of Edinburgh's Award Scheme

The Gold Duke of Edinburgh's Award Scheme is open to students in Year 13. The Award Scheme is divided into 5 sections: physical, skill, volunteering, residential and the expedition. Students complete all sections throughout the school year, with the expedition preparation to prepare and acquire skills in first aid, map reading and camp craft taking place both in school and in the Mourne Mountains during the spring term.

At the end of June 2018, 26 students completed a tough expedition in Wicklow. This expedition consisted of 4 days walking in 30 degree heat, covering a distance of around 80km with 3 overnight camps. All groups involved finished the expedition in high spirits but some with midge bites and blisters; evidence of a successful Duke of Edinburgh Experience and memories that will last a lifetime!

## Young Enterprise

Year 11 and 12 students studying GCSE Business Studies are provided with the opportunity to partake in the Young Enterprise Company Programme which inspires and equips students to learn and succeed through enterprise. Each student involved plays a key role in the business, making all the decisions about their company from raising the initial share capital, designing their product or service, selling directly to customers and ultimately winding up the company and paying their taxes. All this takes place with the support of a Business Adviser who brings a wealth of business knowledge and expertise to the team. The Programme prepares students for a world of opportunity and allows them to expand their business and economic understanding.

'PC Paws' has specialised in producing a range of pet products including Christmas Hampers, new puppy and birthday hampers, and dog lead accessories. Students have the opportunity to trade in a range of different ways, including via social media.





# Dramatic Society 2018

## "Pygmalion"





# Celebrating Sporting Achievements

Portadown College enjoys a proud sporting tradition of students excelling at school representative level. We also recognise the holistic, lifelong benefits of sporting participation. Parents/guardians are therefore expected to encourage students to participate in sport and, on average, students have access to two hours of PE, including sport, per week.

There are excellent Games facilities on the School campus - 1 Sports Hall (including 3 badminton courts and a fitness suite), 1 gymnasium, 1 Assembly Hall, 1 refurbished pavilion including a state of the art fitness suite, 2 all-weather hockey pitches, 3 rugby pitches, a running track and 2 tennis courts. Additional facilities off-site that are in regular use include a synthetic surface hockey pitch, swimming pool, golf course and leisure centre facilities.

## Promoting good fitness habits

Portadown College caters for the elite sportsperson, with numerous students representing Northern Ireland, Ireland and Great Britain over the years. A proud list of sporting alumni includes Dame Mary Peters, Dr Rory Best OBE, Simon Best, David Hamilton, Kate Richardson and Colin Turkington.

However, many sports are experienced at a much less competitive level and are enjoyed by Sixth Formers each Wednesday afternoon including fitness training, swimming, lifesaving, canoeing, aerobics, power-walking, weight training, golf, rugby, hockey, football, volleyball and netball.

To recognise the breadth and quality of our sporting provision we were awarded the Sportsmark Award.



## Archery

Hollie Teggart became the Under 18 GB Field Archery champion.

## Athletics

Ethan Williamson enjoyed Ulster Schools success, qualifying for the All-Ireland Championships: Inter Boys' competition - 2nd in 110m Hurdles, 3rd in Javelin, 3rd in Multi Event; he also competed in UK School Games.

Matthew Willis was placed 2nd in 800m in Ulster Schools: Inter Boys' competition.

In cross-country, PC teams entered the District Championships, with the boys finishing 4th and the girls finishing 2nd. At the Ulster Championships, Meadow McCauley was in the top ten athletes in Ulster, reaching the final of USSAA 800m.

## Football

In football, the U16 football team reached the quarter-final of the Northern Ireland Cup losing narrowly 2-1 to De La Salle. PC's success in football has seen the team reach 2 semi-finals and 3 quarter finals in 5 years.

Jack Scott & David Walsh were selected for the NI U16 Squad.

David Walsh, Daniel Neill, Lee Upton, Jack McIvor, Luke Cartwright, Jack Scott, Harry Anderson & Daniel Acheson all played in the successful Co Armagh Premier Team which competed at the Super Cup NI.

## Hockey

In Girls' Hockey the 1st XI squad reached the Final of Ulster Hockey Senior Schools' Shield.

Lucy Craig played for Ulster U16's against Scotland and in the Dutch Super Cup.





The Boys' Hockey team were also successful, reaching the knockout stages of the Prior Shield only to lose out in the final 2-1 to the eventual winners, Wallace High School.

Joel Lutton represented Ulster U16 at Interprovincial Tournament and Irish U16 Trials.

### **Orienteering**

Meadow McCauley represents NI at orienteering.

### **Rugby**

With one of the largest senior squads ever, the College had a very positive season. 1st XV were finalists in Ulster Schools' Bowl Competition and the 2nd XV were finalists in the Ulster Schools' Plate Competition. The squad were able to end the year on a high with an enjoyable tour to Barcelona.

### **Triathlon**

In triathlon, Anna Johnston represented PC at the Irish Schools Competition, and was placed 5th. Anna is the first student to represent PC at such an event.

### **Volleyball**

The talented Under 16 Girls' Volleyball squad claimed the top position as NI League and Cup Winners with Aimee Gale selected for NI U20 Squad.

An equally talented Under 16 Boys Volleyball squad were crowned NI Schools' Cup & League Champions and All Ireland Schools' Cup Champions.

The Under 18 Boys retained their position as NI Schools' Cup Champions and NI Schools' League Runners up.

Andrew Winter represented NI Volleyball at U20 Level v ROI.



# Celebrating Academic Achievement

Prize Day 2018







St Mark's Church, Portadown, was the splendid setting for Portadown College's Prize Day on Friday 26 October 2018. On this special occasion, the College was delighted to welcome as special guest former student and award-winning costume designer, Caroline McCall. In a warm, genuine and uplifting address, Caroline reminisced fondly on her days at Portadown College, concluding with a reflection on the school motto:

*"Face your future  
with courage...  
Treat people  
with courtesy".*

# Dr Rory Best OBE celebrates opening of our new sports hall with staff and students



# celebrates the official sports pavilion ts



"No matter what size you are, there is always a position for you." Dr Rory Best OBE



# Examination Results

## GCSE Results 2018

	% ACHIEVING A* - C	
% entered for 5 or more subjects	7+	5+
100	94.2	97.6

## GCSE Level Results 2018 (comparative with NI Average)

% GRADES	SCHOOL	NI AVERAGE
%A* - C	94.3	80.9
%A* - B	76.1	57.0
%A* - A	43.0	30.5
%A*	15.9	10.6

## GCSE Summary Results 2016-2018

YEAR	%A* - B	%A* - C
2016	77.7	93.7
2017	75	93.7
2018	76.1	94.3



## GCSE Summary Analysis by Subject 2018

Subject	Entries	Number of Pupils Achieving Grades:							%A*-C
		A*	A	B	C	D	E	F	
Agriculture	15	1	4	10	0	0	0	0	100
Art & Design	28	4	8	16	0	0	0	0	100
Astronomy	3	0	0	0	2	1	0	0	67
Biology	141	20	46	59	14	2	0	0	99
Business Studies	63	3	18	26	15	1	0	0	98
Chemistry	110	22	33	34	10	6	2	3	90
Computing	20	5	3	9	3	0	0	0	100
D&T Graphic Products	18	0	1	7	5	3	1	0	72
Design and Technology	28	0	7	14	4	2	1	0	89
Drama	14	0	2	11	1	0	0	0	100
English Language	205	23	51	86	41	2	2	0	98
English Literature	204	31	66	63	39	4	1	0	98
French	91	7	22	22	27	13	0	0	78
Further Maths	58	26	13	15	3	0	1	0	98
Geography	58	9	16	17	12	4	0	0	93
German	21	2	5	1	4	8	1	0	57
History	74	5	23	21	18	5	2	0	91
Home Economics	61	8	11	33	8	1	0	0	98
Information Technology	81	12	40	15	9	4	1	0	94
Journalism	9	0	2	4	2	1	0	0	89
LLW	46	0	1	15	22	8	0	0	83
Mathematics	205	55	36	65	46	3	0	0	99
Moving Image	15	0	2	6	7	0	0	0	100
Music	20	5	10	5	0	0	0	0	100
Physics	104	20	34	33	13	3	1	0	96
Religious Studies	202	48	62	48	31	7	4	1	94
Single Award Science	16	0	6	9	1	0	0	0	100
Spanish	55	5	8	16	17	9	0	0	84
Sport/PE Studies	61	9	20	16	12	4	0	0	93

A synopsis of examination results can be viewed on our examination results page on the College Website.



# GCSE Curriculum Guidance

## College Curriculum

Portadown College offers a broad, balanced and relevant curriculum to encompass the needs, interests and aptitudes of individual students as well as of our economy. An appropriate emphasis is placed on Games, Physical Education, Careers Education, Citizenship and Personal and Social Development through the curriculum and the wide range of extra-curricular activities on offer in the school.

The College respects the right of parents/carers who wish to withdraw students from collective worship.

## Key Stage 4 Year 11

The majority of students entering Year 11 in September 2019 will study 10 full course subjects leading to GCSE awards at the end of Year 12.

All students are required to study at least one Science option. To meet this requirement, students can study one, two or all three of the separate Sciences (i.e. Biology, Chemistry and Physics) or study Single Award Science only instead.

## Compulsory Subjects

English Language

English Literature

Mathematics

Religious Studies

Physics or Chemistry or Biology or Single Award Science

## Option Subjects

\*Agriculture and Land Use

Art & Design

Biology

\*Business Communication Systems

\*Business Studies

Chemistry

\*Digital Technology Multimedia (formerly ICT)

\*Digital Technology Programming (formerly Computing)

\*Drama

French

Further Mathematics

Geography

History

\*Journalism

\*Learning for Life and Work

\*Moving Image Arts

Music

Nutrition and Food (formerly Home Economics)

\*Physical Education

Physics

Single Award Science

Spanish

Technology and Design



*Subjects marked \* can be taken as GCSE options without prior experience at Key Stage 3.*

*Please note: the GCSE curricular offer is correct at the time of publication. As such, it may be subject to change and verification.*

- Some restrictions on students taking particular subjects may be required if the subjects are over or undersubscribed. We endeavour to facilitate individual choice. However, this is not always possible.*
- The offer and delivery of a subject may be withdrawn should student uptake not be viable.*
- Due to significant specification change across all awarding bodies, the choice of awarding bodies/ subject specifications by various departments may be subject to change.*



# Agriculture & Land Use

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

The Agri-Food industry contributes hugely to the local economy representing employment for around 50,000 people in farms, factories and the Agri-Food sector. Several prominent Agri-Food businesses are located in the Portadown area. It also develops skills necessary for A Level Science study.

CONTENT	ASSESSMENT	%
Unit 1 Soils, Crops and Habitats	External Examination	20%
Unit 2 Animals on the land	External Examination	20%
Unit 3 Controlled Assessment	Controlled Assessment: Planning and Investigation Research and Presentation	60%

### What is this subject about?

Agriculture & Land Use is designed to appeal not only to young people from the changing agricultural sector but also those who are interested in working within the wider land-based and environmental industries. This is an applied course which has been designed to motivate students to take charge of their own learning and to develop knowledge and practical skills in agriculture and other land use. It is designed for those who have an interest in Agriculture, Horticulture, Veterinary Science or other Land-Based careers.

Those who do the course need to have a willingness to participate in Field Trips, handle small/farm animals and work with plants, soil and garden tools.





# Art & Design

## Examination Board: CCEA

What will I study and how will I be assessed?

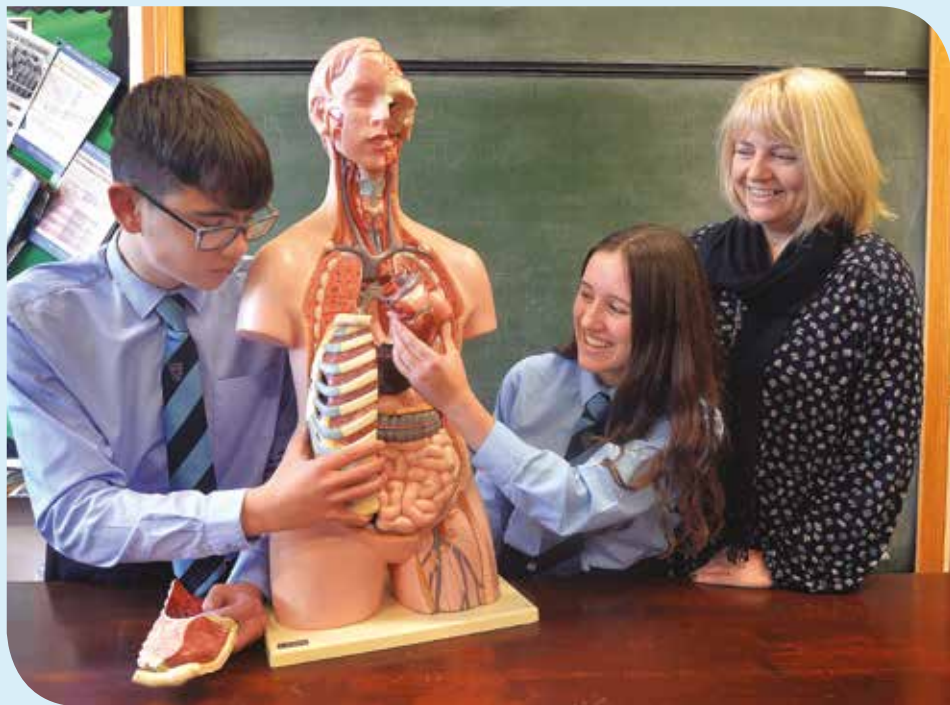
What can this subject lead to?

This course prepares students for the study of Art & Design and related courses at A Level and beyond. It also provides students who have an interest in developing a career in Art & Design with relevant, skills-based knowledge. Possible Careers include Media, Graphics, Web Design, Architecture, Textile Design, Fashion, Buying, Interior Design, Teaching and Art Therapy.

CONTENT	ASSESSMENT	%
Component 1 Part A: Exploratory Portfolio	Part A: Controlled assessment Internally set and assessed Externally moderated	60%
Part B: Investigating the Creative and Cultural Industries	Part B: Controlled assessment Internally set and assessed Teacher sets tasks based on examples from controlled assessment booklet which is set by CCEA Externally moderated	Part A: 25% 50 marks Part B: 35% 70 Marks
This is a linear qualification		
Component 2: Externally Set Assignment	Controlled Assessment Externally set examination Internally assessed Externally moderated A stimulus paper is set by CCEA. This provides a choice of theme starting points	40% 80 Marks

What is this subject about?

Students of GCSE Art & Design engage in a critical, practical and theoretical study of Art & Design. They develop an appreciation of the work of artists, designers and craft workers from a range of cultural backgrounds. Students can also develop their artistic creative practice through a wide range of exciting media and processes.



# Biology

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Studying Biology at GCSE can lead to A Level which opens up a vast range of careers including medicine, dentistry, veterinary science, agriculture, biosciences, ecology, forensics, genetics, marine biology and entomology among others.

CONTENT	ASSESSMENT	%
Unit 1 Cells, Living Processes and Biodiversity	External Examination 1 hour 15 mins	35%
Unit 2 Body Systems, Genetics, Microorganisms and Health	External Examination 1 hour 30 mins	40%
Unit 3 Practical Assessment	Booklet A (7.5%) Two externally marked pre-release practicals in Year 12 Booklet B (17.5%) External written examination on practical work 1 hour	25%

### What is this subject about?

Biology has the greatest factual content of the three sciences and involves a substantial mathematical component. It includes a study of Plant and Animal Biology along with ecology, genetics and micro-organisms. Students who are considering doing A Level Biology are strongly advised to take GCSE Chemistry.



# Business Communication Systems

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

Students will gain a qualification which will provide them with opportunities to acquire transferable digital skills in a range of software applications which are useful in many careers.

Students will also acquire other skills valued in further and higher education, as well as in the workplace; these include research, investigation, analysis, communication skills, problem solving and working with others.

Students can further their studies in this subject area at A-level by choosing to study CCEA A Level in Digital Technology and/or Business Studies.

CONTENT	ASSESSMENT	%
<b>Unit 1: Software Applications for Business</b> In this unit, students will learn about relevant functions in software applications and develop their skills in using them in business contexts. Students will use a range of applications including: word processing; spreadsheets; database; presentation; web development; email and internet.	External computer based examination 2 hours	40%
<b>Unit 2: The Business Environment</b> Recruitment, selection, training, marketing and implications of digital technology for business. Students consider different roles, including stakeholders and customers, as well as how best to communicate a message.	External Examination 1 hour	35%
<b>Unit 3: Developing Digital Solutions</b> A practical unit where students use the skills they have developed in the previous units to plan and develop a digital solution for a business.	Controlled Assessment	25%

What is this subject about?

This subject provides students with the opportunity to explore the links between the business and digital world in one qualification. Digital technologies play a pivotal role in business and economic activities and this exciting qualification provides a perfect blend.

By choosing this qualification students will develop their business knowledge and skills set in a range of software applications which will provide them with a sound basis on which to build their future career.



# Business Studies

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
There are many career opportunities both directly in business, as well as areas such as marketing, management, accountancy and research. Students can go on to study A level Business Studies and then a range of business related courses at university. These include opportunities to combine business with a foreign language.

CONTENT	ASSESSMENT	%
Unit 1: Starting a business <ul style="list-style-type: none"><li>• Creating a business</li><li>• Business operations</li><li>• Marketing</li></ul>	External Examination 1 hour 30 mins	40%
Unit 2: Developing a business <ul style="list-style-type: none"><li>• Finance</li><li>• Human resources</li><li>• Business Growth</li></ul>	External Examination 1 hour 30 mins	40%
Unit 3: Planning a business	Controlled Assessment Students complete a research task and write up a report based on this research	20%

### What is this subject about?

Business Studies is an investigation into how businesses work, make their decisions and the influences that shape this process. It looks at how businesses are formed, how they produce their goods and services and how they market these to customers. In addition it examines how businesses are funded, the management and motivation of people, how they grow and what is meant by a business plan. Business studies is suited to students who have a keen interest in the world about them, how businesses work and those who have desire to become entrepreneurs themselves. It will develop good skills in literacy and numeracy – as there is a need to construct business reports and handle financial data; working with others – research tasks, communication and use of ICT.





# Chemistry

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to? Chemistry can lead to a wide variety of rewarding careers including medicine, dentistry, veterinary medicine, pharmacy, engineering, research and food science.

CONTENT	ASSESSMENT	%
Unit 1 Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis	External Examination 1 hour 15 mins	35%
Unit 2 Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry	External Examination 1 hour 30 mins	40%
Unit 3 Practical Skills	Booklet A (7.5%) Two externally marked pre-release practicals in Year 12  Booklet B (17.5%) External written examination on practical work 1 hour	25%

### What is this subject about?

Chemistry is a challenging subject requiring serious study. While Chemistry requires understanding and recall of specific scientific facts, students are also expected to be able to conduct experiments and interpret observations in terms of scientific principles and to carry out relevant calculations. Students are encouraged to develop their curiosity about the material and physical worlds and the course provides insight into and experience of how science works. It also enables students to engage with Chemistry in their everyday lives and to make informed choices both about further study in Chemistry and their careers.



# Digital Technology Multimedia (Formerly ICT)

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Students will acquire transferable skills in a range of development environments which can be applied to almost any occupation. Students will also acquire other skills valued in further and higher education, the workplace including research, investigation, analysis, communication skills, problem solving and working with others.  
Digital Technology Multimedia provides an excellent foundation for further study at A Level. It opens an infinite range of careers.

CONTENT	ASSESSMENT	%
Unit 1:Digital Technology Digital Data; Computer Hardware; Network Topologies; Spreadsheet applications; Cyperspace; Cloud Technology and Digital applications.	External Examination 1 hour	30%
Unit 2:Digital Authoring Concepts HTML; database development; multimedia design and testing.	External Examinationn 1 hour 30 mins	40%
Unit 3:Digital Authoring Practice A practical unit where students will create an interactive website and a database system.	Controlled Assessment	30%

### What is this subject about?

Digital Technology is rapidly expanding and changing the way people live, learn and work. This exciting new qualification reflects the needs of our changing economy, and is designed to boost the digital skills workforce of the 21st century. This skills-based course will develop your aptitude in applications such as website and database development. You will also develop a sound knowledge and understanding of Digital Technology in a range of contexts.



# Digital Technology Programming

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Students will acquire transferable skills in a range of development environments which can be applied to almost any occupation, including research, investigation, analysis, communication skills, problem solving and working with others.  
Students can further their studies by choosing either the WJEC A Level in Computer Science or CCEA A Level in Digital Technology.

CONTENT	ASSESSMENT	%
Unit 1: Digital Technology Digital Data; Computer Hardware; Network Topologies; Spreadsheet applications; Cyperspace; Cloud Technology and Digital applications	External Examination 1 hour	30%
Unit 2: Digital Development Concepts Data representation; algorithms; programming constructs; simple error and handling techniques and contemporary trends in software development	External Examination 1 hour 30 mins	40%
Unit 3: Digital Development Practice A practical unit where students are given the opportunity to design, develop and test code solutions using a programming language	Controlled Assessment	30%

## What is this subject about?

Software controls every computer system function in the world. The ability to write computer programs in languages that are used widely in the industry is one of the most valuable skills to have in the world today. This course will give students a real, in-depth understanding of how computer technology works.



# Drama

Students can follow a design pathway which includes **no** performances in either practical component. They can choose from: Costume, Lighting, Mulitmedia, Sound or Set.

## Examination Board: CCEA

What will I study and how will I be assessed?

**What can this subject lead to?**  
Students can study Drama and Theatre at A Level. A joint degree in English and Drama is a regular choice for students at university. The skills and confidence acquired during the course are transferable and students have gone on to have a wide range of careers which have some link back to the course. These include law, public relations, teaching, arts administration, publishing and technical support in the theatre.

CONTENT	ASSESSMENT	%
Component 1: Devised Performance  Group performance of devised drama with accompanying candidate log  Candidates will choose a performance or design pathway for this component	Controlled Assessment with pre-release stimulus material  Internally assessed, externally moderated through submission of DVD and candidate log	AO1 – 15% AO4 – 10% Total 25%
Component 2: Scripted Performance  Group performance of scripted drama  Candidates will choose a performance or design pathway for this component	Controlled Assessment  Internally assessed, externally moderated through visiting moderation	AO1 – 5% AO2 – 30% Total 35%
Component 3: Written Examination on a set text	External Assessment 1 hour 30 mins	AO3 – 30% AO4 – 10% Total 40%

### What is this subject about?

No experience of Drama is necessary in order to study it at GCSE Level. Key skills include: creativity, working with others, problem-solving, communication, negotiation, self-discipline, time-management, setting deadlines and meeting targets. Drama students should learn to understand the practical components of the theatre and develop the ability to understand and respond to a wide range of dramatic productions. Opportunities to visit the theatre help to develop a lifelong interest in the theatre.





# English Language

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

Competency in English Language is foundational to success in all careers. Studying English Language enhances the inter-personal skills necessary in a range of professions such as personnel management, social work, marketing and advertising, travel and tourism.

CONTENT	ASSESSMENT	%
Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts	External Examination Untiered 1 hour 40 mins Students respond to five tasks	30%
Unit 2: Speaking and Listening	Controlled Assessment Untiered	20%
Unit 3: Studying Spoken and Written Language	Controlled Assessment Untiered	20%
Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts	External Examination Untiered 1 hour 40 mins Students respond to five tasks	30%

What is this subject about?

Students studying English Language will benefit personally through opportunities to express their opinion, assume leadership and work as part of a team, all of which will nurture self-esteem, confidence and empathy. They will acquire a range of skills transferable to the workplace such as effective oral and written communication.



# English Literature

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Many who study GCSE English Literature progress to English Literature at A Level

which is an appropriate precursor to careers in the creative industries such as writing, publishing, acting, media and the arts.

It may also lead to employment in areas specifically related to engagement with literature such as

librarianship, journalism and teaching, as well as providing a perfect foundation for work in the legal, financial and health sectors.

CONTENT	ASSESSMENT	%
Unit 1: The Study of Prose	External Examination (closed book)  1 hour 45 mins  Students answer two questions	30%
Unit 2: The Study of Drama and Poetry	External Examination (open book)  2 hours  Students answer two questions	50%
Unit 3: The Study of Shakespeare	Controlled Assessment  2 hours  Students complete: an extended writing question based on a theme	20%

### What is this subject about?

English Literature fosters a life-long enjoyment of prose, drama and poetry through creative and critical engagement with a range of texts. It also develops a range of skills such as the ability to think independently, research, plan, and reason coherently. Opportunities for cultural outings enhance engagement with literature while highlighting the importance of the arts in the business and economic sectors.



# Food & Nutrition

(formerly Home Economics)

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

This subject will empower students; help them to develop as individuals, as contributors to society, to the economy and the environment. In addition, this GCSE provides students with academic excellence and is successful in preparing students for Key Stage 5 education, attendance at universities and the world of work. This qualification will give the student the preparation they need to succeed in the food, health and hospitality industries, to name a few, as well as giving them vital life skills.

CONTENT	ASSESSMENT	%
Component 1 Food and Nutrition	External Examination	50%
Component 2 Practical Food and Nutrition	Controlled Assessment: • Research & Viewpoints • Justification of choice • Planning • Practical activity • Evaluation	50%

## What is this subject about?

Students will learn about the nutritional content of foods and specific nutritional needs within a multicultural society, reflecting current government guidelines. They will also study how to be an effective consumer in relation to food choice, food safety and managing resources. Technological and scientific developments within the food industry will be explored.

Students will be provided with opportunities to apply their knowledge to 'real-life' contexts and to develop their confidence in demonstrating high level food practical skills. Skills and capabilities will be developed including communication, ICT, problem solving, self-management, working with others, managing information and creativity.



# French

Students may choose a Modern Language GCSE which they have previously studied to a suitable level. However, where this is not the case, interested students should contact the Head of Department to discuss options. It is also possible to choose more than one language.

## Examination Board: CCEA

What can this subject lead to? What will I study and how will I be assessed?

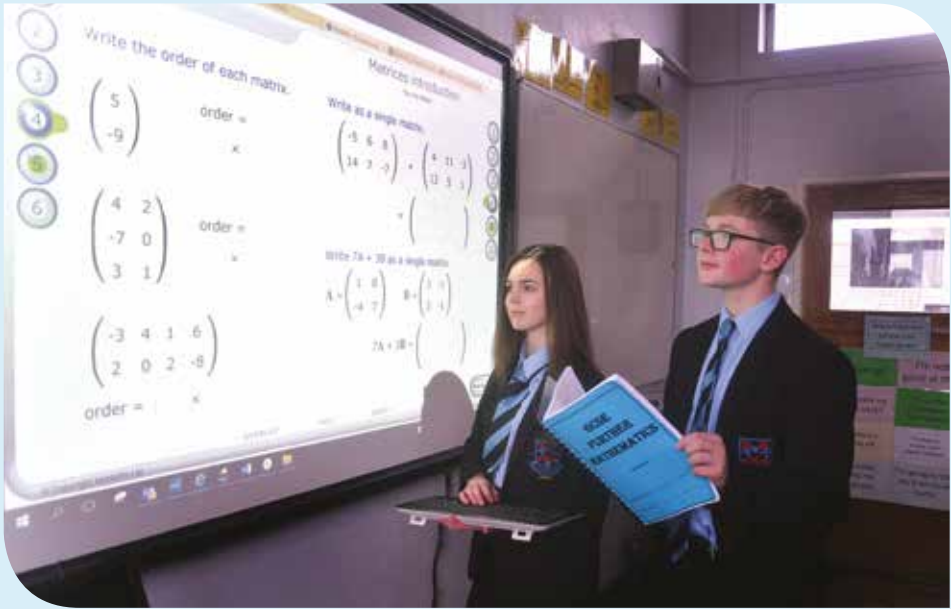
French is globally recognized as a language of culture and business and your skills will be seen as a real asset. GCSE French can help students take their place in a multilingual global society through a wide range of enhanced career opportunities at home and on an international level. You will lay the foundations for studying French at A-Level, at university or beyond. You may even choose to study a new language and a GCSE will open the door to that opportunity. You will enjoy future travel and cultural experiences in French-speaking countries even more with the skill to communicate in the language.

CONTENT	ASSESSMENT	%
Unit 1: Listening	External Examination	25%
Unit 2: Speaking	One teacher facilitated and externally marked speaking examination	25%
Unit 3: Reading	External Examination	25%
Unit 4: Writing	External Examination	25%

### What is this subject about?

GCSE French is for students who want to develop their existing language skills and become more confident at communicating in and understanding French. This course will help students discover and enjoy learning about the culture of French-speaking countries and communities. There is the possibility of a visit to a French-speaking country, as well as other trips connected to learning French. GCSE French is a challenging and dynamic course that will develop your problem-solving and research skills, improve your memory and broaden your cultural awareness.





# Further Mathematics

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

Further Mathematics allows students to access the knowledge and develop the skills for the study of subjects such as sciences, geography, business, economics and technology. This will lead many of them to careers in science, engineering, finance and accounting.

CONTENT	ASSESSMENT	%
Unit 1: Pure Mathematics Algebra, trigonometry, logarithms, matrices, differentiation & integration.	External Examination With calculator 2 hours	50%
Unit 2: Mechanics Kinematics, vectors, forces, Newton's laws & moments.	External Examination With calculator 1 hour	25%
Unit 3: Statistics Location and dispersion, probability, binomial distribution, normal distribution, bivariate analysis.	External Examination With calculator 1 hour	25%

What is this subject about?

This is a subject developed for high-attaining students who wish to broaden their mathematical experience. The course provides the essential foundation for study of A Level Mathematics and is also a very useful subject for those students wishing to study A Level Physics.



# Geography

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Geography students are highly employable as Geography develops a broad range of skills relevant to a wide range of career options including Geographical Information Systems, planning, environmental science, risk management and resource management. Geographers are also highly regarded in the areas of teaching, social work, law, journalism and human resources.

CONTENT	ASSESSMENT	%
Unit 1: Understanding our Natural World Rivers Coasts Weather and Climate Restless Earth	External Examination 1 hour 30 mins	40%
Unit 2: Living in Our World Population and Migration Changing Urban Areas Contrasts in World Development Managing Our Environment	External Examination 1 hour 30 mins	40%
Unit 3: Fieldwork Skills and Techniques	External Examination 1 hour	20%

### What is this subject about?

GCSE Geography is a current, relevant and engaging subject which allows students to develop a greater knowledge and understanding of both physical and human environments. By studying Geography, students learn about the importance of sustainable development in today's ever changing world, as well as developing skills in literacy, numeracy, graphicacy and oral presentation. Fieldwork includes visits to Newcastle, Titanic Quarter and Portadown Town Centre, with the opportunity to travel abroad to destinations such as Rome or Iceland.



# History

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

History is highly regarded by universities and employers alike. It develops skills of critical thinking, reasoning and debate which are sought after and valued in the workplace. History provides many career options including accountancy, law, the media, teaching, sport and business.

CONTENT	ASSESSMENT	%
Component 1 Two Outline Studies Life in Nazi Germany 1933-1945 Changing Relations: NI 1965-1998	External Examination	60%
Component 2 Depth Study International Relations 1945-2003	External Examination	40%

What is this subject about?

GCSE History covers a number of topics; from Hitler's Germany to the Troubles in NI and Superpower relations from World War Two until the end of the Cold War. A range of skills are developed including the ability to communicate in both oral and written form, to work with others, to listen to and accept differing views, to extract information from a range of source materials and to reason and present organised and supported arguments.



# Journalism

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Journalism can lead to occupations in media-related industries researching, interviewing, editing, directing, producing and writing for newspapers or magazines. It also develops a range of skills which are transferable to other areas of employment including those in the IT sector.

CONTENT	ASSESSMENT	%
Unit 1 Cross-Platform Research Portfolio	Controlled Assessment Production of 2 stories in print and online formats	25%
Unit 2 Stimulus Portfolio	Controlled Assessment Production of a radio bulletin script and a review/ opinion piece based on pre-release stimulus provided by CCEA	25%
Unit 3 Journalism Theory, Industry and Practice	External Online Examination	50%

### What is this subject about?

Journalism will be enjoyed by those interested in pursuing a career in media – related industries. Students will practise the core journalism skills of interviewing, writing and reporting. The opportunity to participate in BBC School Report provides invaluable vocational experience.





# Learning for Life & Work

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
Whilst there is no A level in this subject, a number of areas relate to other subjects such as Government and Politics (from Citizenship), Health and Social Care (from aspects of personal development) and Business Studies (from Employability). There is a large focus on key transferable skills such as working with others, communication, literacy and use of ICT involved in the subject as well as skills in money management and preparation for the world of work.

CONTENT	ASSESSMENT	%
Unit 1: Local and Global Citizenship	External Examination 1 hour	20%
Unit 2: Personal Development	External Examination 1 hour	20%
Unit 3: Employability	External Examination 1 hour	20%
Unit 4: Controlled Assessment Task (Investigation)	Students complete one task from a choice of three. The task is based on investigating a topic in one of the following units: 1. Local and Global Citizenship 2. Personal Development; or 3. Employability	40%

## What is this subject about?

Aimed at students who have an interest in developing key life skills, enjoy group work and active learning and the completion of projects based on individual and group research. This course provides students with the skills they require to think independently, make informed decisions, and take appropriate action when faced with personal, social, economic and employment issues.



# Mathematics

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

This subject is a necessary numeracy qualification for all students.

A grade C or above will be an essential requirement for entry

to further courses of study and future employment. If a student

obtains an A grade in GCSE Mathematics, from modules M4 and M8, they may proceed

to study A Level Mathematics. A number of other A Level courses will require a grade B in GCSE Mathematics.

CONTENT	ASSESSMENT	%
Unit M3 or Unit M4	External Examination – 1 paper With calculator: 2 hours	45%
Unit M6 or M7 or M8	Written Examination – 2 papers Non-calculator paper: 1 hour 15 minutes Calculator paper: 1 hour 15 minutes	55%

Each unit contains elements of Number and Algebra, Geometry and Measures and Handling Data.

### What is this subject about?

This is a core subject which enables students to use mathematics as a tool for learning across the curriculum. Students will develop the knowledge and skills necessary for the application of concepts in a practical context. They will use their skills of logic and reason to solve problems.



# Moving Image Arts (MIA)

## Examination Board: CCEA

What can this subject lead to?  
This linear course provides a solid foundation for progression to GCE AS/A2 Moving Image Arts, other subject-related qualifications, vocational training and employment within the creative industries.

What will I study and how will I be assessed?

CONTENT	ASSESSMENT	%
Component 1 Critical Understanding of Creative and Technical Moving Image Production	Compulsory online examination 1 hour 30 mins	40%
Component 2: Acquisition of Skills in Moving Image Production	Compulsory controlled assessment tasks	20%
Component 3: Planning and Making A Moving Image Product	Compulsory controlled assessment portfolio: a live-action or animated film.	40%

### What is this subject about?

GCSE Moving Image Arts is one of the most exciting and current subjects on the curriculum. Students study the practical and theoretical processes of film making and enjoy experimenting with film making techniques and processes. You will have the opportunity to work on a range of tasks, including planning and creating moving image products.



# Music

## Examination Board: CCEA

What can this subject lead to?  
GCSE Music is a pre-requisite for the study of Advanced Level Music. The study of Music strengthens one's ability to listen critically, evaluate, research, appreciate the value of context, analyse, apply technology, compose, present and perform. All these skills are transferable to many careers not specifically related to Music (for example, research based careers and administration). Specific music related careers include performing, composing, arranging, arts administration, concert hall management, promotion of the arts, recording industry, music therapy, classroom teaching, peripatetic teaching, television and radio presenting and researching.

What will I study and how will I be assessed?

CONTENT	ASSESSMENT	%
Component 1 Performing and Appraising	1 solo, 1 ensemble, viva voce – visiting examiner	35%
Component 2 Composing	Controlled Assessment 2 compositions over 25 hours	30%
Component 3 Listening and Appraising	External Examination 1 hour 30 mins listening paper	35%

### What is this subject about?

GCSE Music is a subject suited to the Student who has a passion for Music, for understanding how it works and an open mind to exploring new styles. It is also a subject that requires students to already have a practical experience of Music. Students will continue to develop instrumental or vocal performing skills through their private or EA tutors, striving for a minimum of grade 4. Ensemble skills will be introduced at this stage and students will learn how to perform in a group situation and appraise their work. In the classroom students will learn the theory of music which will ultimately develop their composing and listening skills, allowing them to create and understand how music works. Set pieces drawn across 400 years of musical history gives students a broad overview of Classical and popular musical styles, leading to an appreciation of music and laying the foundation for further study. The study of GCSE Music develops useful skills such as creativity, analysis, confidence, discipline, problem solving and communication.





# Physical Education

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?  
GCSE PE opens doors in a variety of areas. The natural progression may be to study PE at A Level and a number of students follow university courses in Sport Science, Physical Education and similar disciplines. PE students have also followed careers in the Health Sciences, Education and Management whilst others have specialised in areas such as Sports Psychology, Strength and Conditioning and Sports' Therapy.

CONTENT	ASSESSMENT	%
Component 1 Factors Underpinning Health and Performance	External Examination 1 hour 15 mins	25%
Component 2 Developing Performance	External Examination 1 hour 15 mins	25%
Component 3 Individual performances in Physical Activities and Sports	Students perform three physical activities or sports from the list provided by CCEA	50%

### What is this subject about?

GCSE PE is aimed at both students who are keen to discover the benefits of leading a balanced healthy lifestyle and also those who wish to develop peak physical performance in their chosen sports. There are plenty of opportunities to perform practically throughout the course and students are encouraged to try new sports and activities as well as to monitor their own lifestyle profile. Students have an opportunity to coach and officiate in addition to taking part in a hillwalking residential at Tollymore Mountain Centre in

June of Year 11.



# Physics

## Examination Board: CCEA

What will I study and how will I be assessed?

What can this subject lead to?

The career opportunities using Physics are almost infinite. You might want to pursue a career in science, the media, education, business or a host of other fields and Physics can help give you the edge by providing a good initial training. Physics students pursue academic and industrial research, working in Physics-based industries such as electronics, alternative energy development or communications, and the critical and growing area of Medical Physics.

CONTENT	ASSESSMENT	%
Unit 1: Motion, Forces, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion	External Examination	37.5%
Unit 2: Waves, Light, Electricity, Magnetism and Electromagnetism and Space Physics	External Examination	37.5%
Unit 3: Practical Skills	Practical Assessment task (in class) Practical Applications Written Examination	7% 17%

### What is this subject about?

From the smallest parts of the human body to the great clusters of galaxies, Physics helps us understand how our universe works. A typical Physics student is confident both numerically and practically and loves to get to grips with how things work. This GCSE course encourages students to develop their curiosity about the physical world and provides insight into and experience of how science works. So, if you have an enquiring mind, enjoy a challenge and like solving problems, studying Physics can give you the best chance of success.



# Religious Studies

## Examination Board: CCEA

### What will I study and how will I be assessed?

#### What can this subject lead to?

Religious Studies is an excellent preparation for a wide range of university courses. It develops the skills to analyse and assess arguments, and to reflect, discuss and debate the fundamental issues (i.e. 'the big questions'). The skills learnt are essential for any future education or employment.

The application of philosophical and ethical ideas to practical moral issues (like abortion, euthanasia or holy war) can be especially relevant for those considering careers in law, the media, business and teaching or medicine.

CONTENT	ASSESSMENT	%
Unit 3 The Revelation of God and the Christian Church	External Examination 1 hour 30 mins	50%
Unit 6 An Introduction to Christian Ethics	External Examination 1 hour 30 mins	50%

#### What is this subject about?

Religious Studies explores key events in the life of Jesus and examines their implications for today. It covers beliefs and practices within the Christian Church. Students will consider a range of important ethical issues including euthanasia, capital punishment, bioethics, war and peace and abortion. Religious Studies enables students to get a broad look at how religion and spirituality impact on the world we live in. It helps students develop marketable skills and aptitudes including analytical and strategic thinking, the ability to work with abstract ideas and problem-solving skills. Student learning in the subject has been greatly enhanced through study trips to Auschwitz and Rome.



# Single Award Science

## Examination Board: CCEA

What will I study and how will I be assessed?

**What can this subject lead to?**  
This GCSE is intended for breadth of study rather than depth. It provides useful skills for general A Level study such as working with data, problem solving, investigating methods and drawing conclusions. However, it does not adequately prepare for the study of Biology, Chemistry or Physics at A Level.

CONTENT	ASSESSMENT	%
Unit 1: Biology	External Examination 1 hour	25%
Unit 2: Chemistry	External Examination 1 hour	25%
Unit 3: Physics	External Examination 1 hour	25%
Unit 4: Practical Skills	Booklet A (7.5%) Two externally marked pre-release practicals in Year 12  Booklet B (17.5%) External written examination on practical work. 1 hour 15 mins	25%

### What is this subject about?

Single Award Science can be taken instead of one of the separate sciences (Biology, Chemistry or Physics). It is a course incorporating some aspects of Biology, Chemistry and Physics with particular emphasis on applying Science to the world around us. Single Award Science is for students who do not wish to specialise in one particular area of science, have limited interest in science and who do not see themselves taking on any science at A Level. It therefore allows students to fulfill the requirement to study one science subject at GCSE while also leaving them more options for studying different areas of the curriculum. As it incorporates some Biology, Chemistry and Physics, it does not cover some of the more demanding areas from the separate Science specifications and involves less Mathematics than the separate science courses. Students will not be able to study a science subject at A Level from a GCSE Single Award Science course; however, it does fulfill the requirements of universities that ask for a GCSE in Science.





# Spanish

Students may choose a Modern Language GCSE which they have previously studied to a suitable level. However, where this is not the case, interested students should contact the Head of Department to discuss options. It is also possible to choose more than one language.

What can this subject lead to?

The global Spanish-speaking population is enormous and rapidly expanding, meaning that employers need Spanish speakers and are more likely to promote and employ those with language skills. This applies to a wide range of jobs across the globe. As well as the possibility of studying Spanish at A Level, you may choose to study Spanish or a new language at university; GCSE is the first step. The ability to communicate in Spanish will also open the door to a world of future travel opportunities and new experiences, making you more confident and independent.

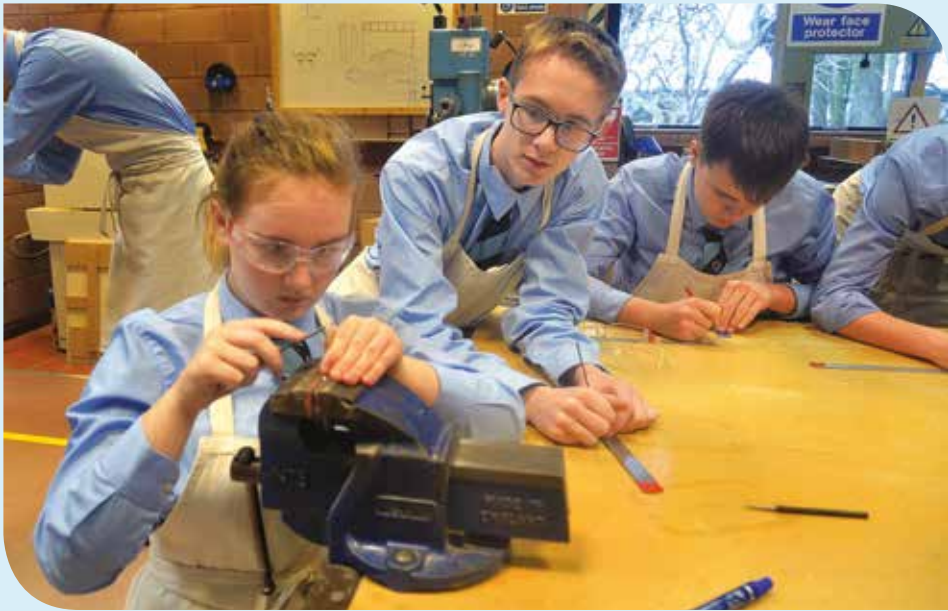
## Examination Board: CCEA

What will I study and how will I be assessed?

CONTENT	ASSESSMENT	%
Unit 1: Listening	External Examination	25%
Unit 2: Speaking	One teacher facilitated and externally marked speaking examination	25%
Unit 3: Reading	External Examination	25%
Unit 4: Writing	External Examination	25%

What is this subject about?

This is a course for students who want to make real progress in communicating in and understanding Spanish. It will help students discover interesting and unusual aspects of Spanish-speaking countries and cultures. There is the possibility of visiting a Spanish-speaking country and enjoying other language-related trips. This fast-moving course will challenge your individual ability, improve your memory, literacy, team-working and research skills and give you strategies to work out new and unknown language in a variety of contexts.



# Technology and Design

What can this subject lead to?

Studying Technology and Design leads to employment opportunities in Electrical/ Electronic Engineering or Mechanical Engineering, Product or Graphic Design, Structural Engineering/ Civil Engineering, Software Engineering or Web Design, Construction, Architecture, Automotive Engineering and Design, Manufacturing and Industrial Design. Fabrication of Materials –Welding and Construction, Aircraft Industry, Material Engineering or as Electrical Technicians.

## Examination Board: CCEA

What will I study and how will I be assessed?

CONTENT	ASSESSMENT	%
Unit 1: Technology and Design Core Content	External Examination	25%
Unit 2: Optional Areas of Study	External Examination	25%
Unit 3: Design and Manufacturing Project Students complete a design project comprising a design portfolio and an associated manufacturing task.	Controlled Assessment	50%

### What is this subject about?

Technology and Design is principally concerned with design and problem solving. The subject places a strong emphasis on mechanical, electrical and pneumatic systems incorporating computer and 3D modelling. Technology and Design also develops product design and manufacturing skills, from carrying out investigations and developing designs leading to the production of a working prototype.

# Celebrating GCSE Excellence

The College was delighted to be honoured by inaugural awards in memory of two of Northern Ireland's most famous and forward thinking scientists, Sir Hans Sloane and Sir Allen McClay.

The Hans Sloane (Memorial Fund) Trust, in partnership with National Museums NI, was established in 1960 to commemorate the life and work of the celebrated physician, scientist and collector. This year, in partnership with Almac Group, The Hans Sloane Memorial Fund established a new award, the Sloan McClay Award, to celebrate the visionary entrepreneur and businessman, Sir Allen McClay. The award recognises excellence in GCSE level in science and mathematics by Northern Ireland's brightest GCSE students and their teachers.

At a prestigious ceremony in the Ulster Museum, the Sloane McClay Award for first prize was presented to Matthew Vennard who achieved the highest combined marks in Biology, Chemistry, Physics and Mathematics at GCSE level in Northern Ireland in 2017. Principal, Mr Simon Harper, also received a Sloane McClay Award in recognition of excellence in teaching at Portadown College. Both awards were presented by Professor Tim Harrison, Vice President, Drug Discovery, Almac Group.

The College is exceptionally proud of both awards which recognise Matthew's remarkable individual success, as well as the collective achievement of his teachers.



# Celebrating Success



Lucy Vallyelly achieved joint 1st in Northern Ireland GCSE English Language, with Peter Davison ranked 3rd.



At GCE A Level, Molly Gordon was ranked 1st in Northern Ireland for A Level Nutrition and Food Science.



# CCEA



**Lucy Topley**  
was ranked  
joint 2nd in  
Northern  
Ireland GCSE  
ICT



**Nathan Waugh**  
was awarded  
2nd in Northern  
Ireland GCSE  
Biology.

# Sixth Form Prospectus

## Welcome

Thank you for your interest in our College. It is an exciting place to be; we hope this prospectus gives you an insight into what it means to be a student in our unique school, catering for 14 to 19 year olds.

Portadown College Sixth Form is one of the largest and most successful in Northern Ireland, with a long, well-established and celebrated history of academic success. We are particularly proud of how we have maintained this quality whilst broadening our A Level provision to cater for the needs and interests of a wider range of students.

As you read through our prospectus you will learn more about the wide variety of AS/A2 levels on offer, our breadth of extra-curricular provision and the support and guidance you will receive as a valued member of our College.

In Sixth Form, we recognise and seek to nurture your independence, equipping you with the knowledge, resources and skills required not only for A Level examinations and higher education, but for adult life beyond College too. Our core values of nurturing the individual, respecting ourselves and others, serving our local and global community and encouraging lifelong learning, affirm who we are. We look forward to meeting and working with you.

## Sixth Form Facilities

### THE STUDY AREA

This area has been designed to allow students to undertake assignments, research and homework in a quiet, comfortable working environment which benefits from the supervision of a teacher at all times. This large facility is adjacent to the library and Careers Resource Area.

### SIXTH FORM RECREATIONAL AREA

We are committed to ensuring all our students maximise the opportunities afforded by their academic studies and our enrichment programme. We recognise too the need for Sixth Formers' independence, alongside their practical contribution to College life, through the Prefect Team and Student Voice. A well-equipped, bright, comfortable and modern recreational area for Year 14 students recognises their position as our senior students. Sixth Formers may leave the College at lunchtimes in recognition of their independence and maturity.

## Some comments from Sixth Formers...

*"I have enjoyed moving into Sixth Form. Having more study periods has helped with my workload."*  
– Josh Nelson

*"I have enjoyed the greater independence of Sixth Form. The study rooms allow me to prepare for class and to go over what I have learned in class."*  
– Andrew Rodgers

*"Joining this school was a great experience as the students and teachers made me feel welcome. I feel more independent and I'm treated more like an adult. The school has a great learning environment and the study periods help with the increased workload."*  
– Rebecca Bell

*"As a new student to Portadown College I felt really welcomed. I enjoy all my subjects and have a greater sense of responsibility and freedom due to study periods."*  
– Joel Bulter

# AS/A2 Level Studies At Portadown

## College 2019-2020

### **Your aptitudes, interests & ambitions**

Portadown College offers A Level examinations in both traditional and vocational subjects. Vocational subjects such as Health and Social Care are similar to traditional A Levels, but have stronger links with the world of work. Vocational courses contain a greater proportion of assessment by coursework than traditional ones. A Levels are assessed through a combination of examinations and coursework. In most subjects the examinations carry the significant weight of assessment. If you enrol with us as a Sixth Former, you can choose up to four subjects.

Subject to demand, availability and the student needs of our partner schools within the Craigavon Area Learning Community, some BTEC courses are also offered in collaboration with the Southern Regional College. Information on these courses will be available in August 2019. Most students commence with 4 AS subjects, with opportunities to review progress and, where advisable, to reduce the number of subjects to 3 at various stages across their 2 year Sixth Form course.

Given that most universities only require strong grades in 3 A Level subjects, our aim is to be as flexible as possible, allowing students to tailor their curriculum to their career planning.

### **Supporting Sixth Formers**

#### **THE TRANSITION FROM GCSE TO A LEVEL STUDY**

We understand that the transition from GCSE to AS and A2 Levels will be challenging for some students. It is therefore our aim to support students in building the coping mechanisms they need to maximise their potential in the form of pastoral support, counselling, time management, planning, guided private study, careers advice and mentoring.

#### **STRETCHING THE MOST ABLE**

We recognise that a small number of our most able students may wish to study 5 AS Levels in Year 13 which they might carry through to A2. Stretching the very able also takes place in a number of other ways:

- Oxbridge preparation;
- enrichment activities;
- Mathematics Challenge UK;
- public speaking competitions;
- subject Olympiads.

#### **FINANCIAL SUPPORT**

Students from families below a certain income threshold are eligible to apply for an Educational Maintenance Allowance (EMA). The financial support gained can be used to help with living and travelling expenses and to buy essential equipment and study materials. Students are required to agree to the conditions of a Learning Agreement as part of their application. Essential textbooks and materials are provided free of charge. Students are expected to pay for voluntary educational visits, and on occasions, they may be asked to subsidise field trips etc. Examination fees are paid by the College whilst re-sits, remarks and recall of scripts are paid for by students.



# CEIAG

## Careers, Education, Information and Guidance

### Sixth Form CEIAG: Course Outline

#### YEAR 13:

Students will study the following modules:

- Careers Calendar and key dates across the 2 years.
- What employers and universities want from applicants.
- Skills, qualities and matching these to jobs/careers.
- Work placement organisation.
- Labour Market Information and impact on choices.
- Post-18 options.
- Further and Higher Education focus.
- Study abroad: Europe, Australia/New Zealand and the USA.
- UCAS applications.

#### YEAR 14:

Students will study the following modules:

- Completing the UCAS and other applications, (including Irish universities).
- Interview preparation.
- Money Sense: Credit, debt and budgeting.
- Job hunting and the application process, (updating CVs, application forms, etc).
- Results day and beyond, (including what to do if it goes wrong).

### Destinations

Most of our young people go on to Higher Education. The most popular courses include:

- Business
- Engineering
- English
- ICT and Computing
- Medically Related Science
- Nursing
- Pharmacy
- Psychology

### A HIGH STANDARD OF ACHIEVEMENT AT A LEVEL WITH CAREERS SUPPORT

There is no doubt that the transition to third level education is made easier if students have applied to appropriate courses and their grades in August match the offers which universities have made. When results are published, a specialist Careers team is here to support students in clearing or deferring applications. The vast majority of our students make this transition seamlessly; however, it is reassuring for them to know support and expertise is available as required.







**“Don’t waste one day.  
Follow your dreams.  
Take every opportunity....  
be somebody.”** Dame Mary Peters



# AS Results 2018

## AS Level Summary Analysis by Subject - 2018

Subject	Entries	NUMBER OF PUPILS ACHIEVING GRADES:						% A - C
		A	B	C	D	E	U	
Art & Design	14	6	7	1	0	0	0	100
Biology	45	14	9	11	7	2	2	76
Business Studies	27	5	13	5	2	2	0	85
Chemistry	32	15	6	7	3	1	0	88
Computer Science	7	0	0	2	3	2	0	29
Design and Technology	14	7	5	1	1	0	0	93
Economics	10	3	2	2	1	1	1	70
English Literature	23	7	9	6	0	1	0	96
French	14	6	5	2	1	0	0	93
Geography	20	7	9	3	1	0	0	95
Health & Social Care	31	10	16	2	3	0	0	90
History	31	9	10	7	5	0	0	84
Nutrition and Food	19	7	6	5	1	0	0	95
Digital Technology	41	6	10	15	5	4	1	76
Moving Image	11	1	6	4	0	0	0	100
Mathematics Further	10	8	1	1	0	0	0	100
Mathematics	52	29	7	8	5	3	0	85
Music	3	2	0	1	0	0	0	100
Physics	32	10	10	2	4	3	3	69
Politics	12	5	5	2	0	0	0	100
Psychology	22	5	8	5	3	1	0	82
Religious Studies	58	31	19	6	2	0	0	97
Spanish	4	0	2	2	0	0	0	100
Sport/PE Studies	19	15	3	0	1	0	0	95

# A Level Results 2018

## A Level Summary Analysis by Subject - 2018

Subject	Entries	NUMBER OF PUPILS ACHIEVING GRADES:							% % A - C
		A*	A	B	C	D	E	U	
Art & Design	8	1	5	1	1	0	0	0	100
Biology	48	3	19	13	9	4	0	0	92
Business Studies	22	0	7	7	7	1	0	0	95
Chemistry	31	3	3	20	2	2	1	0	90
Computer Studies	9	0	4	3	2	0	0	0	78
D&T Product Design	3	0	2	1	0	0	0	0	100
Design and Technology	4	0	3	1	0	0	0	0	100
Drama	6	0	0	2	4	0	0	0	100
Economics	11	1	1	4	4	1	0	0	91
English Literature	23	1	4	5	9	4	0	0	83
French	2	0	2	0	0	0	0	0	100
Geography	21	3	5	5	5	3	0	0	86
Health & Social Care	15	0	2	7	6	0	0	0	100
History	28	3	8	11	5	1	0	0	96
Home Economics	23	5	9	5	3	1	0	0	96
Information Technology	31	0	6	10	10	4	0	1	84
Moving Image	7	0	1	6	0	0	0	0	100
Mathematics Further	8	5	1	1	1	0	0	0	100
Mathematics	52	12	16	14	7	2	1	0	94
Music	7	0	4	3	0	0	0	0	100
Physics	19	1	3	8	3	3	1	0	79
Politics	14	0	5	7	1	1	0	0	93
Portuguese	1	1	0	0	0	0	0	0	100
Psychology	17	0	4	8	5	0	0	0	100
Religious Studies	40	2	10	13	7	7	1	0	80
Sports Science	17	1	4	7	3	2	0	0	88
Travel & Tourism	18	0	9	8	1	0	0	0	100



Top Achievers at A Level: Katie Neill

## A Level Results 2018

NUMBER OF PUPILS AT A2 LEVEL	% OF PUPILS ACHIEVING	
	3 or more passes at grades A* - C	2 or more passes at grades A* - E
160	78.1	100

## A LEVEL SUMMARY RESULTS 2018 (comparative with NI and UK)

% GRADES	SCHOOL	NI AVERAGE	UK AVERAGE
%A* - E	99.8	98.6	97.6
%A* - C	91.5	86.3	77.0
%A* - B	72.2	64.1	53.0
%A* - A	36.6	32.6	26.4
%A*	8.3	9.0	8.0

## A Level Summary Results 2016-2018

YEAR	%A* - E	%A* - C
2016	99.8	86.5
2017	99.6	87.2
2018	99.8	91.5

*A synopsis of examination results can be viewed on our examination results page on the College Website*



# AS/A2 Courses 2019-2020

Please note: the A Level curricular offer is correct at the time of publication. As such, it may be subject to change and verification.

- Some restrictions on students taking particular subjects may be required if the subjects are over or undersubscribed. We endeavour to facilitate individual choice. However, this is not always possible.
- The offer and delivery of a subject may be withdrawn should student uptake not be viable or for any other reason.
- Due to significant specification change across all awarding bodies, the choice of awarding bodies/subject specifications by various departments may be subject to change.

## AS/A2 Subjects

Art and Design  
Biology  
Business Studies  
Chemistry  
Computer Science  
Digital Technology (formerly ICT)  
Drama and Theatre  
Economics  
English Literature  
French  
Further Mathematics  
Geography  
Government and Politics  
Health and Social Care  
History  
Mathematics  
Moving Image Arts  
Nutrition and Food Science  
Music  
Physics  
Psychology  
Religious Studies  
Spanish  
Sports Science and the Active Leisure Industry  
Technology and Design  
Travel and Tourism

Power-walking  
Skiing  
Swimming  
Weight Training

\* The provision of enrichment classes and options in Games depends on student interest and staff timetables. Availability may therefore be subject to revision.

## Come and see for yourself

We trust that this prospectus has provided a taste of life at Portadown College. We warmly invite you to come and see it for yourselves, meet some students and teachers and be given the opportunity to ask questions and seek advice.

Please do not hesitate to contact the College Office for further information on 028 3833 2439.

## Planned Timetabled Enrichment Classes\*

First Aid  
Oxbridge Preparation  
Sign Language / British Sign Language Level 1  
Solid Works  
UCAS Planning  
Ukulele

## Games to Include\*:

Aerobics  
Canoeing  
Cycling  
Football  
Kayaking  
Life Saving

## IMPORTANT DATES - 2019

<b>APRIL</b>	External students interested in joining Sixth Form are requested to leave their contact details with the College by the end of April 2019.
<b>AUGUST</b>	GCSE Results available: Thursday 22nd August 2019. 2.00 – 4.00pm: external applicants visit the College to discuss admission and subject choice. Portadown College will confirm offers which may be subject to DE approval.



# Art & Design

**Examination Board: CCEA**

What is A Level Art & Design about?

Through studying GCE Art & Design, students have opportunities to develop an interest in and enthusiasm for art, craft, design and media. Students gain knowledge and understanding of all Art based disciplines whilst gaining experience in working in a broad range of processes and materials.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>AS1: Experimental Portfolio</b> Students develop, explore and record ideas. Students base their portfolio on a theme that CCEA issue in a stimulus paper at the beginning of the AS course.	Teachers assess students' work, and CCEA moderate the results	50% of AS 20% of A Level
<b>AS 2: Personal Response</b> Students present a personal outcome. In this unit, students respond to a theme issued in the stimulus paper. The response includes developmental work and an outcome that stems from the research and exploratory work completed for Unit AS 1.	Teachers assess the controlled task, and CCEA moderate the results	50% of AS 20% of A Level
A2 CONTENT	ASSESSMENT	%
<b>A2 1: Personal and Critical Investigation</b> This unit includes both practical and written investigations and the use of theoretical research. Students demonstrate understanding through integrated practical and written forms.  Written investigation 1000–2000 words – externally assessed.	Teachers assess the practical investigation and CCEA moderate the results	60% of A2 36% of A Level
<b>A2 2: Thematic Outcome</b> In this unit, students respond to a theme that we issue in a stimulus paper at the beginning of the A2 course. This unit includes developmental work and an outcome which stems from the personal investigation completed for Unit A2 1.	Teachers assess the practical investigation and CCEA moderate the results	40% of A2 24% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Students studying AS and A2 Art and Design need primarily to be imaginative and creative. They should be able to work independently and make their own critical judgements whilst having a good knowledge and understanding of Art and Design processes and theory.

Possible careers include: media, graphics, web design, architecture, product design, film and animation, textile design, fashion-buying, interior design, teaching and art therapy.

Entry Requirements: Grade C\* or above in GCSE Art and Design.



# Biology

## Examination Board: CCEA

### What is A Level Biology about?

An interesting detailed study of the intricacies of plants and animals along with microbes, genetics and ecology.

Biology is a very relevant and inspiring subject, with a lot of factual information, enabling students to have an ability to understand complex processes, analysis, evaluation, problem solving and practical skills.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Molecules and Cells	External Examination	37.5% of AS 15% of A Level
<b>Unit 2</b> Organisms and Biodiversity	External Examination	37.5% of AS 15% of A Level
<b>Unit 3</b> AS Practical Skills	1 hour External Examination (50 marks) and internal practical assessment (21 marks)	25% of AS 10% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Physiology, Co-ordination and Control and Ecosystems	External Examination	24% of A Level
<b>Unit 2</b> Biochemistry, Genetics and Evolutionary Trends	External Examination	24% of A Level
<b>Unit 3</b> A2 Practical Skills	1 hour 15mins External Examination (60 marks) and internal practical assessment (15 marks)	12% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Studying Biology at A Level opens up a vast range of careers including medicine, dentistry, veterinary, agriculture, biosciences, ecology, forensics, genetics, physiotherapy, nursing, research, marine biology, horticulture, entomology etc.

Entry Requirements: For entry you need in GCSE Higher Tier Biology 'B' grade and for GCSE Double Award Science 'BB' grade or above, along with a minimum of a 'B' grade in Mathematics.



# Business Studies

## Examination Board: CCEA

### What is A Level Business Studies about?

This subject engages students in the study of a range of business topics impacting on today's society. Students will gain an appreciation of growing a business through marketing activities and E-Business.

They also learn about the importance of financial information and its use in decision making.

Students will explore business planning and the need to manage risk when developing business strategies.

They will develop an appreciation of the role of accounting and financial information in making strategic business decisions, and an understanding of the macroeconomic and global framework within which organisations operate.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit AS 1</b> Introduction to Business	External Examination Case study based questions	50% of AS (20 % of A Level)
<b>Unit AS 2</b> Growing the Business	External Examination Case study based questions	50% of AS (20 % of A Level)
A2 CONTENT	ASSESSMENT	%
<b>Unit A2 1</b> Strategic Decision Making	External Examination Case study based questions	30% of A Level
<b>Unit A2 2</b> The Competitive Business Environment	External Examination Unseen case study based questions	30% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

You should have a keen interest in the world of business, and skills of interpretation, analysis, communication, working with others and evaluation are very important.

There are many possible careers in business, including management, marketing, sales, production and human resources. Many students go on to study business and related courses, while others may opt for the many financial and business apprenticeship “Earn as you learn” opportunities that companies are making available for school leavers.

Entry Requirements:  
Studying Business Studies at A level requires a Grade B minimum in GCSE Business Studies.

In addition, it is recommended that students have a Grade B in both Mathematics and English Language. Depending on numbers, it may be possible to study AS and A level Business Studies without a prior GCSE Business Studies qualification.

Following a minimum Grade B in both Mathematics and English Language, places would be allocated on a points basis, depending on available space in the subject.



# Chemistry

## Examination Board: CCEA

### What is A Level Chemistry about?

Chemistry is often described as the most versatile science, and it fits in well with the study of the other sciences. It is the science most often required by universities and higher education establishments for students to embark on degrees in medicine, dentistry, pharmacology,

and forensic and veterinary science. It is a very challenging and competitive subject in which students acquire skills that are valued in higher education and in the workplace such as research, investigation, analysis, communication, problem solving and working with others.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Basic Concepts in Physical and Inorganic Chemistry	External Examination	40% of AS 16% of A Level
<b>Unit 2</b> Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External Examination	40% of AS 16% of A Level
<b>Unit 3</b> Basic Practical Chemistry	1 hour 15 mins External Examination involving practical tasks (laboratory) 1 hour 15 mins External Examination on practical knowledge (examination hall)	20% of AS 8% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Further Physical and Organic Chemistry	External Examination	40% of A2 24% of A Level
<b>Unit 2</b> Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External Examination	40% of A2 24% of A Level
<b>Unit 3</b> Further Practical Chemistry	1 hour 15 mins External Examination involving practical tasks (laboratory) 1 hour 15 mins External Examination on practical knowledge (examination hall)	20% of A2 12% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Chemistry can lead to a wide variety of rewarding careers including medicine, dentistry, veterinary medicine, pharmacy, engineering, research and food science.

Entry Requirements:

Students seeking to study AS Chemistry must have a 'B' grade in GCSE Higher Tier Chemistry or at least a grade BB in GCSE Double Award Science and at least a grade B in GCSE Mathematics.



# Computer Science

**Examination Board: EDUQAS WJEC**

## What is A Level Computer Science about?

Computer technology is progressing at an ever increasing pace in both the business and personal worlds. This course will appeal to students who want to develop their programming knowledge and who enjoy working out solutions to problems. The emphasis on programming, mathematics and algorithms which underpins each component mirrors the ubiquity of programming in computer science, encouraging learners to think like programmers. This exciting course offered by the College offers a contemporary

approach to Computer Science from both the theoretical and practical perspectives. The course will encourage students to think creatively and innovatively in producing their solutions and to consider relationships between different aspects of computer science and its impact on today's global society.

The course will allow students to develop an understanding of and ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Fundamentals of Computer Science	External Examination	62.5% of AS 25% of A Level
<b>Unit 2</b> Practical Programming to Solve Problems	On-Screen examination - 2 hours Consists of a series of set tasks completed on-screen by candidates	37.5% of AS 15% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 4</b> Programming and System Development	External Examination	20% of A Level
<b>Unit 4</b> Computer Architecture, Data, Communication and Applications	External Examination	20% of A Level
<b>Unit 5</b> Programmed Solution to a Problem	Internal Assessment	20% of A Level

Are there any particular qualities, skills I should have to study this course and to what kind of careers can it lead?

It can lead to career opportunities in the Computer Science field including networking, game development, software engineering, agile business analyst, technical architect, test engineering and computer networking.

### Entry Requirements:

Students should have studied GCSE Digital Technology Programming and achieved a Grade B. Entry to this course may also be considered from those who achieved an A grade in Further Maths or Physics at GCSE level at the discretion of the Head of Department/SLT. Programming experience, preferably in Python is also desirable.

Students cannot study A Level Digital Technology and Computer Science.



# Digital Technology

## Examination Board: CCEA (Previously ICT)

What is A Level Digital Technology about?

Digital Technology opens up an incredible world of opportunities for work, not only within the technology industry but also in supporting roles within other industries. This course will focus on developing those digital skills that are essential for the challenges and opportunities that our young people will face in the workplace in the 21st Century. This new and exciting specification aims to encourage students to develop a genuine interest in digital technology. Students will develop a range of digital skills together with an in-depth knowledge and understanding which will prepare them for the world of work or third level education. During this

course, students develop the capacity to think creatively, innovatively, analytically, logically and critically as they look at consequences of using digital technology on individuals, organisations and society.

Students will cover exciting topics such as; web technology/development and multimedia; networks; databases; artificial intelligence; robotics; cloud computing and data representation.

Through the application development unit students have the opportunity to apply their practical skills to produce a solution for a real-world situation, encouraging them to become discerning users of ICT.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Approaches to Systems Development	External Examination	50% of AS (20 % of A Level)
<b>Unit 2</b> Fundamentals of Digital Technology	External Examination	50% of AS (20 % of A Level)
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Information Systems	External Examination	40% of A Level
<b>Unit 2</b> Application Development	External Examination Portfolio of evidence	20% of A Level

Are there any particular qualities, skills  
I should have to study this course and to  
what kind of careers can it lead?

A Digital Technology qualification can lead to a wide range of careers including project management, multimedia designer, software design, games design, computer programming, graphic design, system analyst and business analyst. Students cannot study A Level Digital Technology and Computer Science.

### Entry Requirements:

Students should have studied GCSE Digital Technology and achieved a Grade B. Entry to this course may also be considered from those with a strong performance at GCSE at the discretion of the Head of Department/SLT.



# Drama & Theatre

## Examination Board: WJEC

A Level Drama & Theatre is a modular qualification which can lead to an AS or an A2 qualification.

### What is A Level Drama & Theatre about?

A Level in Drama & Theatre is an exciting and inspiring course which prepares learners for further study in Higher Education and develops transferable skills which are relevant to a wide range of courses and careers.

The WJEC GCE AS and A Level in Drama & Theatre offers a practical and challenging course of study which encourages learners to develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. Students will develop the creativity and independence to become effective theatre makers. They will also augment their skills in analysing and evaluating their own work and the work of others.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1 – Theatre Workshop</b> Students create, develop and perform a piece of theatre based on a reinterpretation of an extract from a list supplied by WJEC. The piece must be developed using the techniques of an influential theatre practitioner or recognised theatre company.  Students can be assessed on either performance or design.	Internally assessed externally moderated	60% of AS 24% of A Level
<b>Unit 2 – Text in Theatre</b> A series of questions about design and performance based on <i>Medea</i> by Euripides.	Written examination – 1 hour 30 mins	40% of AS 16% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 3 – Text in Action</b> Students create, develop and perform two pieces of theatre based on a stimulus provided by WJEC.  Students can be assessed on either performance or design.	Externally assessed by a visiting examiner	36% of A Level
<b>Unit 4 – Text in Performance</b> Two questions based on two different set texts.	External Examination – 2 hours 30 mins	24% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

The key skills which you will develop through A Level Drama & Theatre include creativity, working with others, problem-solving, communication, negotiation, self-discipline, time management, setting deadlines and meeting targets. You will also develop confidence and the ability to be constructively critical. Students are expected to develop an interest in going to the theatre during their A Level studies but prior familiarity with live productions is not a pre-requisite of the course.

The qualities developed during the course are transferable skills and students have gone on to follow a wide range of careers.

These include law, public relations, publishing, teaching, media consultancy, arts administration, professional acting and technical support in the theatre and film production.

Entry requirements:

Grade B in GCSE Drama or grade B in English Language.

**GCSE Drama is not obligatory.**



# Economics

## Examination Board: CCEA

### What is A Level Economics about?

Economics addresses some of the most pressing problems and issues that society faces today, including questioning things such as: What should be the market's role in providing for society's wants? How can individuals, businesses and governments manage their resources effectively?

What are the best solutions for environmental problems such as pollution, road congestion and climate change? How can we ensure that poorer countries as well as richer ones benefit from globalisation? Economics provides students with a tool kit of concepts, ideas and techniques. These tools allow them to critically investigate and analyse problems, evaluate information and evidence and arrive at reasoned conclusions and judgements.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit AS 1 - Markets and Market Failure</b> How markets work – how market forces of supply and demand interact to allocate resources. Why markets fail – causes and consequences of market failure in provision of services such as health and education and over production of goods causing pollution.	External Examination	50% of AS  20% of A Level
<b>Unit AS 2 - Managing the National Economy</b> How an economy works, macroeconomic measures such as economic growth, inflation, unemployment and balance of payments. Using aggregate demand and aggregate supply model to analyse changes in the economy. Evaluation of government policies aimed at dealing with the consequences of these changes.	External Examination	50% of AS  20% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit A2 1 - Business Economics</b> The number and size of businesses, how firms compete with each other, how firms grow both organically and through mergers and takeovers. The goals and aims of businesses, the role of competition and the government in markets. Understanding of economic behaviour in markets.	External Examination	30 % of A Level
<b>Unit A2 2 - Managing the economy in a global world</b> The significance of globalisation, international trade, the balance of payments and exchange rates. Analysis of government finance, macroeconomic policies and the role of the financial sector in a global context. Factors influencing growth and development of developing countries.	External Examination	30% of A Level

Are there any particular qualities, skills I should have to study this course and to what kind of careers can it lead?

You should have an interest in current affairs, as many of the topics studied are related to the news and key stories in business and the economy. There are many careers options open to students studying Economics both at school and university.

These include effectively any career in finance, business, accountancy, stock markets, human resources, management, as well as actually working as an economist.

Several former students have gone on to study Economics and related subjects at

a range of universities, including Harvard, Oxford, Cambridge and the London School of Economics. In addition, several students have studied subjects such as Finance and Accounting at universities including Queen's University Belfast.

**Entry Requirements:**  
 Grades A/B in English Language and Mathematics (higher tier). 20% of all marks at A level are for quantitative skills, so a good understanding and competence in Mathematics is essential. In addition you need to have good skills of analysis, interpretation and evaluation.



# English Literature

## Examination Board: CCEA

What is A Level English  
Literature about?

English Literature is the study of literary texts of different genres, spanning a range of contexts. Students will learn how context influences text and how writers craft language to explore themes of universal significance. In so doing they will develop the ability to evaluate, think independently and communicate effectively in spoken and written language.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit AS 1</b> The Study of Poetry 1900 – Present and Drama 1900 - Present	External Examination	60% of AS 24% of A Level
<b>Unit AS 2</b> The Study of Prose Pre 1900s	External Examination	40% of AS 16% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit A2 - 1</b> Shakespearean Genres	External Examination	20% of A Level
<b>Unit A2 - 2</b> The Study of Poetry Pre 1900 and Unseen Poetry	External Examination	20% of A Level
<b>Unit A2 - 3</b> Internal Assessment	Internal Assessment	20% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

To study English at A Level you should enjoy reading, researching, working independently, discussing your point of view with others and writing analytically.

Many who study Literature at A Level continue their studies at university. This affords them the opportunity to pursue specific interests in a genre or period of literature and to broaden and deepen the experience of literature initiated at A level. A qualification in English Literature at A Level is an excellent stepping stone to careers in the creative industries or further studies in areas such as librarianship, journalism and teaching, or law, finance, management and human resources.

Entry requirements: B in English Language and B in English Literature.



# French

## Examination Board: CCEA

### What is A Level French about?

This course is for students with an enthusiasm for, and interest in, French-speaking countries and their culture. It will develop existing language skills and make students more confident communicators,

inspiring them through the study of topical global and social themes. It is particularly suitable for students who have studied GCSE French and who wish to study French at a higher level.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Speaking – Presentation, Conversation	External Examination	13% of A Level
<b>Unit 2</b> Listening, Reading and Translation	External Examination	15% of A Level
<b>Unit 3</b> Extended Writing	External Examination	12% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Speaking – Presentation, Discussion, Conversation	External Examination	20% of A Level
<b>Unit 2</b> Listening, Reading and Prose Translation	External Examination	22% of A Level
<b>Unit 3</b> Literature	External Examination	18% of A Level

At AS Level students explore the themes of Relationships and Culture and Lifestyle. Students also conduct a personal research project and study a film or a literary text. Students who continue on to A2 will complete a research project and study a literary text. They will also explore the themes of Young People in Society and Our Place in a Changing World.

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

You should have a strong and evident enthusiasm for the language you choose to study and its culture. You will need to be independent enough to practise and apply the skills learned in the classroom at home so that you progress quickly.

The language classroom is a challenging and fast-paced learning environment which calls for sharp focus, personal motivation and the ability to think

and learn on your feet. Students may choose to pursue a career directly linked to languages, such as interpreting or translating.

A wide range of other interesting careers like business, tourism and engineering are also open to language students because their communication, problem-solving and teamwork skills are valued by employers.

Entry Requirements: GCSE grade 'B' with Listening, Writing and Reading components both completed at Higher Tier.



# Further Mathematics

**Examination Board: CCEA**

What is A Level Further Mathematics about?

This allows you to take a second Mathematics A Level. It is an extension of the material covered in AS and A2 Mathematics and is particularly suited to able mathematicians who wish to become highly proficient in this subject.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>AS Unit 1 (Pure)</b> Complex numbers, matrices and vectors	External Examination With calculator 1 hour 30 minutes	50% of AS Level 20% of A Level
<b>Unit 2 (Applied)</b> Mechanics: Hooke's law, work & energy, power, circular motion, relative velocity, gravitation and dimensions	External Examination With calculator 1 hour 30 minutes	50% of AS Level 20% of A Level

A2 CONTENT	ASSESSMENT	%
<b>A2 Unit 1 (Pure)</b> Proof, further algebra & functions, complex numbers, further calculus, polar coordinates, hyperbolic functions and differential equations	External Examination With calculator 2 hours 15 minutes	30% of A Level
<b>A2 Unit 2 (Applied)</b> Mechanics: Simple harmonic motion, damped oscillations, centre of mass, frameworks, circular motion, further kinematics, force systems in 2-D and restitution	External Examination With calculator 2 hours 15 minutes	30% of A Level

Are there any particular qualities, skills I should have to study this course and to what kind of careers can it lead?

An A Level in Further Mathematics provides an excellent background for further study in mathematics, physics or engineering. It is also designated as a “desirable” subject for highly competitive university courses in Economics.

### Entry Requirements:

Entry to this subject is a minimum of an A grade (from the M4 and M8 modules) in GCSE Mathematics and an A grade in GCSE Further Mathematics.



# Geography

## Examination Board: CCEA

What is A Level Geography about?

A level Geography provides students with the opportunity to explore geographical concepts and processes including interactions between people and their environment, the challenges of sustainability and the importance of attitudes and values.

Geography is relevant, stimulating and interesting.

In addition to developing geographical knowledge, this course will provide you with the opportunity to further develop transferable skills in communication, teamwork, analysis, investigation, evaluation, decision making, ICT and map reading.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1 Physical Geography</b> Fluvial Environments, Ecosystems, Weather and Climate	External Examination	40% of AS 16% of A Level
<b>Unit 2 Human Geography</b> Population, Settlement Development	External Examination	40% of AS 16% of A Level
<b>Unit 3</b> Fieldwork Skills and Techniques in Geography	External Examination	20% of AS 8% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Physical Processes and Human Interactions Plate Tectonics and Coastal Environments	External Examination	24% of A Level
<b>Unit 2</b> Processes and Issues in Human Geography Planning for Sustainable Settlements and Tourism	External Examination	24% of A Level
<b>Unit 3</b> Decision Making in Geography	External Examination	12% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Geography students are highly employable as Geography develops such a broad range of skills. It is relevant to a wide range of career options including Geographical Information Systems, planning, environmental science, risk management and resource management. Some specific jobs where Geography is directly used include: Public Communications Manager, Catastrophe Risk Analyst, Coastal or River Engineer, Geographic Information Analyst, Planner, Hydrometry and Telemetry Officer, Surveyor, Social Development Advisor, Resource Manager, Incident Response Manager,

Sustainability Analyst, Flood Hazard Researcher, Geographers are also highly regarded in the areas of teaching, social work, law, journalism and human resources.

Entry Requirements:  
B in GCSE Geography.

Fieldwork is an essential component at both AS and A2 level. At AS level students will be required to attend a residential fieldwork activity at Magilligan Field Centre in the Autumn Term.



# Government and Politics

## Examination Board: CCEA

What is A Level Government and Politics about?

If you are fascinated by the way decisions are made, who made them and the thinking behind them, then this subject is for you. It is the study of political systems in Northern Ireland, UK and USA. It also involves the study of Political Power in chosen countries around the world.

AS and A2 Government and Politics

develop essential knowledge and understanding of politics. This course concentrates on developing skills of debate, backed up by knowledge. Students look at the motivation behind actions and research differing opinions to argue their case. Much of the work will be carried out through group discussion which can be reported orally, in written form or through class presentations.

## What will I study and how will I be assessed?

A LEVEL CONTENT	ASSESSMENT	%
<b>Unit 1</b> Government and Politics of Northern Ireland	External Examination	40% of AS 16% of A Level
<b>Unit 2</b> British Politics	External Examination	60% of AS 24% of A Level
<b>Unit 3</b> Comparative Politics USA & UK	External Examination	35% of A Level
<b>Unit 4</b> Political Power	External Examination	25% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

The analytical and investigative skills developed in this course can contribute to a wide range of careers. Some of the main career pathways for students of Politics include law, management and consultancy, publishing and public relations, marketing and advertising, business and finance, accountancy, politics and political research, investigative journalism, media, broadcasting/communications and teaching and lecturing.

Entry Requirements:

Politics requires a grade C\* in GCSE History or a grade C\* in both English Language and English Literature.



# Health and Social Care

## Examination Board: CCEA

What is A Level Health and Social Care about?

This qualification gives students the opportunity to study an eclectic range of subjects relevant to the health, social care and early years' sectors: all major employers in Northern Ireland. Areas of study include good quality care, effective communication, health and wellbeing, safeguarding children, physiology and social policy.

Students acquire skills that are valued in further and higher education, as well as the work place. These include research,

investigation, problem solving, analysis, communication and working with others. During the AS year students will experience one/two work experience placement(s) in a care setting such as nursery/primary/special school, a care/nursing home, GP, medical centre or a variety of hospital settings including midwifery or the A and E department.

The rewards and benefits of work experience are real as students learn skills through working with other people, building self-esteem and developing confidence while shaping their potential career path.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit AS 1 - Promoting Quality Care</b> A written report based on practice in a health/social care/early years setting. Students learn how workers apply care values, conduct and practice, legislation and policies. Students research poor quality practice in a setting.	External Examination	25% of AS  10 % of A Level
<b>Unit AS 2 - Communication In Care Settings</b> A second written report. Students explore communication skills/ techniques used in a health/social care/early years setting and develop their own communication skills.	Internal Assessment  CCEA Moderation	25% of AS  10 % of A Level
<b>Unit AS 3 - Health and Well-being</b> Health and Well-being. Students learn about health and well-being, service users' needs, the impact of ill health on individuals, health promotion and discrimination issues.	External Examination	50% of AS  20% of A Level

A2 CONTENT	ASSESSMENT	%
<b>Unit 1 - Providing Services</b> Students learn how services have developed, their structure, regulation and funding. Policy, legislation and demographic characteristics are examined. Practitioner roles are explored.	External Examination based on pre-release material	30% of A Level
<b>Unit 2 - Body Systems and Physiological Disorders:</b> Students learn about the structure, function and control mechanisms of two major body systems.	Internal Assessment  CCEA Moderation	Each unit 15 % of A Level.
<b>Unit 3 - Health Promotion:</b> Students develop an understanding of local health improvement priorities and associated health campaigns.	Internal Assessment  CCEA Moderation	Each unit 15 % of A Level.

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

You should enjoy working with others, communicating orally and in written form, planning your own learning and be able to meet deadlines. The ability to work independently is essential.

This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in A Level Health and Social Care go on to degree-level study

in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing, paramedics, counselling, health-visiting and/or social work. Education is a further career direction. Other students go on to complete a BTEC Diploma in Health and Social Care. Some students go straight into employment in the fields of health and social care.

Entry requirement:  
B in English Language.



# History

## Examination Board: CCEA

### What is A Level History about?

Our study focuses on sixteenth century and twentieth century history. We study the lives of the Kings and Queens of England and Spain as well as the ever changing face of the American presidency. Students will develop the ability to analyse and evaluate from a variety of sources and use a range of methods of communication.

They will develop critical thinking skills, the ability to work with others and work independently.

## What will I study and how will I be assessed?

A LEVEL CONTENT	ASSESSMENT	%
<b>Unit 1</b> England 1509-1558	External Examination	50% of AS  20% of A Level
<b>Unit 2</b> Spain and Europe 1556-1598	External Examination	50% of AS  20% of A Level
<b>Unit 3</b> The American Presidency 1901-2000	External Examination	20% of A Level
<b>Unit 4</b> England 1558-1603	External Examination	40% of A Level

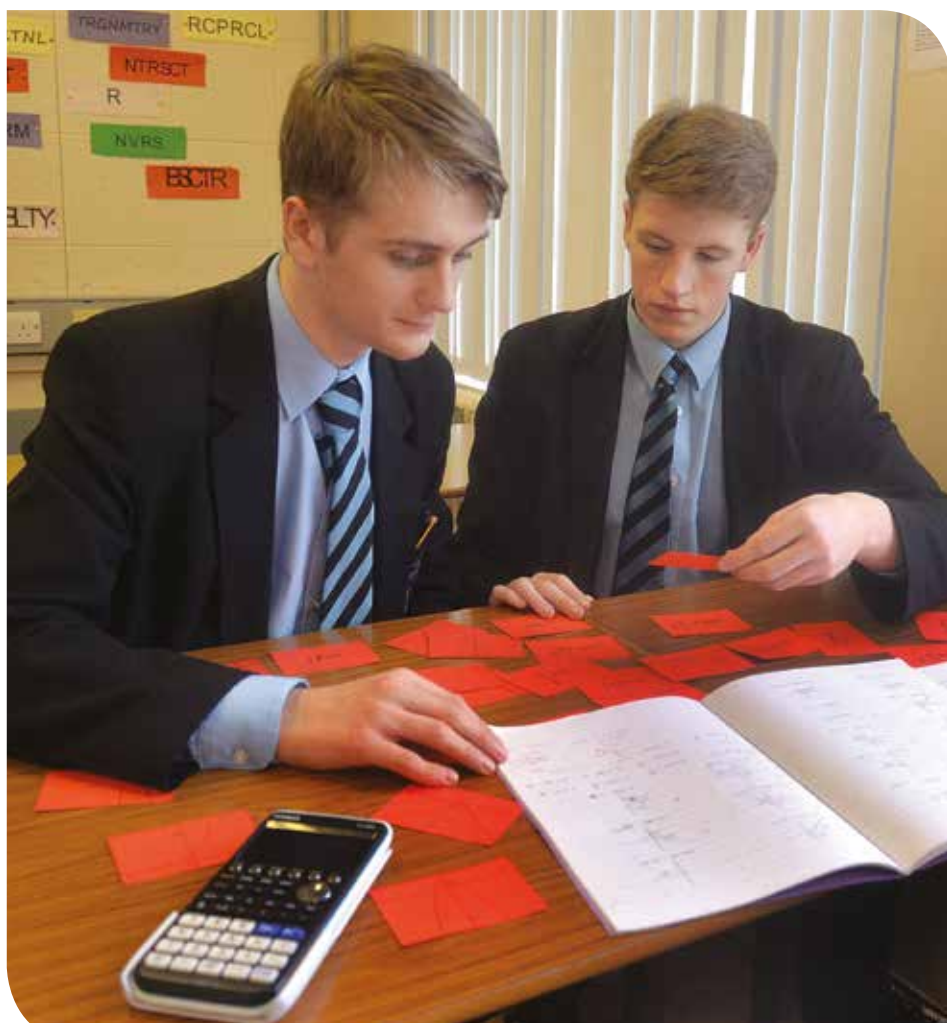
Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Students will use a number of skills in this subject including gathering information, expressing opinions in both oral and written forms and understanding and interpreting source materials.

A range of communication skills alongside critical thinking skills open doors to a wide range of careers. Some of the main career pathways for students of History include: law; management and consultancy; publishing and public relations; marketing and advertising; business and finance; accountancy; investigative journalism; politics and political research; media, broadcasting and communications and, of course, teaching and lecturing.

Entry Requirements:

Students require a grade C\* in GCSE History.



# Mathematics

## Examination Board: CCEA

### What is A Level Mathematics about?

AS and A2 further develop the knowledge and problem-solving skills acquired in GCSE Mathematics and Further Mathematics. There is an emphasis on the ability to reason logically and use mathematics as an effective means of communication. At this level you should

begin to appreciate the relationships between different areas of mathematics and realise the relevance to other subjects and areas of work.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1: Pure</b> Algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, differentiation, integration and vectors.	External Examination With calculator 1 hour 45 minutes	60% of AS Level 24% of A Level
<b>Unit 2: Applied</b> Mechanics: Kinematics, forces and Newton's laws Statistics: Sampling, data presentation & interpretation, probability and statistical distribution	External Examination With calculator 1 hour 15 minutes	40% of AS Level 16% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1: Pure</b> Algebra & functions, coordinate geometry, sequences & series, trigonometry, differentiation, integration and numerical methods.	External Examination With calculator 2 hours 30 minutes	36% of A Level
<b>Unit 2: Applied</b> Mechanics: Kinematics, moments and impulse & momentum Statistics: Probability, statistical distribution and hypothesis testing	External Examination With calculator 1 hour 30 minutes	24 % of A Level

Are there any particular qualities, skills I should have to study this course and to what kind of careers can it lead?

An A Level in Mathematics will be essential for careers in mathematics, physics or engineering and would also be useful if considering a career in architecture, accountancy, business, economics, finance or computer programming. The skills acquired

would also be valuable if considering a biological or medical career.

Entry Requirements:

Entry requirements are a Grade B in GCSE Further Mathematics or an A in GCSE Mathematics (from the M4 and M8 modules). You should have good numerical and problem-solving skills and have a clear understanding of algebra.



# Moving Image Arts

## Examination Board: CCEA

What is A Level Moving Image Arts about?

Moving Image Arts is the study of films and filmmaking through the process of making your own short live action film or animation. Moving Image Arts is a combination of all other art forms

(performance, musical, visual, physical, lyrical, textual).

This subject aims to develop imaginative, creative, and expressive skills through the use of a range of professional industry level software used in the well-equipped Mac Editing Suite.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio	Students must produce: <ul style="list-style-type: none"> <li>• a Statement of Intention</li> <li>• pre-production materials</li> <li>• a one 3–4 minute narrative film sequence or 1.5 – 2 minute animation sequence based on provided stimuli and an evaluation</li> </ul> Teachers mark the coursework and CCEA moderate the results	24% of A Level
<b>Unit 2</b> Critical Response	Students take a 1 hour 30 minute online External Examination with questions on clips from set study areas <ul style="list-style-type: none"> <li>• Section A – Hitchcock and the Classical Hollywood Style</li> <li>• Section B – Formalism: Early European Cinema and American Expressionism</li> </ul>	16% of A Level

A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Creative Production and Research: Advanced Portfolio	Students must produce: <ul style="list-style-type: none"> <li>• an illustrated essay</li> <li>• pre-production materials</li> <li>• one 4–7 minute long narrative film or 2–3.5 minute long animation</li> <li>• an evaluation Internal Assessment</li> </ul>	36% of A Level
<b>Unit 2</b> Advanced Critical Response	Students take a 2 hour and 15 minute online External Examination with questions based on clips from set study areas and an unseen script <ul style="list-style-type: none"> <li>• Section A – Realism: Narrative and Visual Style</li> <li>• Section B – Creative Exercise</li> <li>• Section C – Comparative Analysis</li> </ul>	24% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Moving Image Coursework is 'hands on'. Candidates must be creative and keen to develop technical film making skills. All candidates will develop and edit a short live action film or animation and produce materials to support their production. They will experiment with various filmmaking techniques and styles. Candidates will analyse film sequences, past and present, and will sit an on-line

theory exam. Studying MIA is a gateway into the creative digital industries. Many students who have studied this subject have progressed onto specialist degree courses. A degree in one of the many areas of Film or Media can offer dynamic and wide-ranging choices of careers. Whether it is scriptwriting, set design, costume and makeup, storyboarding, art directing, animation, film or television, MIA equips you with excellent foundation skills for all of these areas.

Entry Requirements:  
 C\* in English Language, Grade C\* or above in ICT, MIA, Art (desirable).



# Music

## Examination Board: CCEA

### What is A Level Music about?

AS and A2 Music develop essential knowledge and understanding of the many aspects of Music. Pupils have opportunities to develop composition and performance skills to a higher level and study several music topics in more depth, looking at the social and cultural context

to works and composers. Set pieces are studied for the aural perception paper and written paper alongside a more in depth appreciation of the various periods of music.

Works not specifically studied will also be assessed in the examination.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Performing: <ul style="list-style-type: none"> <li>• Solo (grade 6)</li> <li>• Viva voce</li> </ul>	External Examination assessed by visiting examiner	32.5% of AS 13% of A level
<b>Unit 2</b> Composing: <ul style="list-style-type: none"> <li>• Recorded composition</li> <li>• Commentary</li> </ul>	Coursework, externally marked	32.5% of AS 13% of A level
<b>Unit 3</b> Responding to Music: <ul style="list-style-type: none"> <li>• Music for Orchestra 1700-1900</li> <li>• Sacred vocal music (anthems)</li> <li>• Secular vocal music (musicals)</li> </ul>	Two External Examinations: <ul style="list-style-type: none"> <li>• Aural Perception Examination</li> <li>• Written Examination</li> </ul>	35% of AS 14% of A level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Performing: <ul style="list-style-type: none"> <li>• Solo (grade 7)</li> <li>• Viva voce</li> </ul>	External Examination assessed by visiting examiner	19.5% of A level
<b>Unit 2</b> Composing: <ul style="list-style-type: none"> <li>• Recorded composition</li> <li>• Commentary</li> </ul>	Coursework, externally marked	19.5% of A level
<b>Unit 3</b> Responding to Music: <ul style="list-style-type: none"> <li>• Music for Orchestra in 20th Century</li> <li>• Sacred vocal music (mass/requiem mass)</li> <li>• Secular vocal music (1600 to present day)</li> </ul>	Two External Examinations: <ul style="list-style-type: none"> <li>• Aural Perception Examination</li> <li>• Written Examination</li> </ul>	21% of A level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Career opportunities with music are wide ranging.

Specific music related careers include classroom teaching, composing, arranging, performing, music therapy, recording industry, arts administration, concert hall management, promotion of the arts, peripatetic teaching, television presenting and researching. The study of Music

strengthens one's ability to listen critically, evaluate, research, appreciate the value of context, write, analyse, apply technology, compose, present and perform. These transferable skills are highly valued in most non-musical careers.

Entry Requirements:

To study A level Music a student must have studied GCSE Music, ideally achieving an A or A\* grade and be able to perform on their instrument or sing at grade 6 level or above for AS and grade 7 or above for A2 level. Fluent reading of staff notation is essential.



# Nutrition and Food Science

(formerly Home Economics)

## Examination Board: CCEA

What is A Level Nutrition and Food Science about?

At AS level the student will gain knowledge and understanding on food choices, exploring how nutrition is a fast-moving discipline, focusing on the role of diet in maintaining a healthy lifestyle and healthy human body.

At A2 students will develop a critical appreciation of the issues affecting our food supply, how they impact upon the environment, and the ethical implications.

All A2 students will select an area of personal interest to study for a research project. This will provide the opportunity to develop a wide range of transferable skills and capabilities relevant to higher education and the world of work such as critical and creative thinking, decision making, problem-solving, designing a research tool, analytical skills and targets setting.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1: Principles of Nutrition</b> The study of micro and macro nutrients and other dietary constituents, nutritional requirements and current dietary recommendations across the lifespan.	External Assessment	50% of AS  20% of A Level
<b>Unit 2: Diet, Lifestyle and Health</b> The study of current research in relation to diet, lifestyle and health.	External Assessment	50% of AS  20% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Option 1: Food Security and Sustainability: the study of consumer behaviour in relation to food purchasing decisions and a consideration of the issues and implications of consumer choice. Option 2: Food Safety and Quality: the study of securing a safe food supply from the primary producer to the consumer.	External Assessment	30% of A Level
<b>Unit 2: Research project:</b> Students complete a 4000 word research based assignment of their own appropriate choice.	Internal Assessment  CCEA moderation	30% of A Level

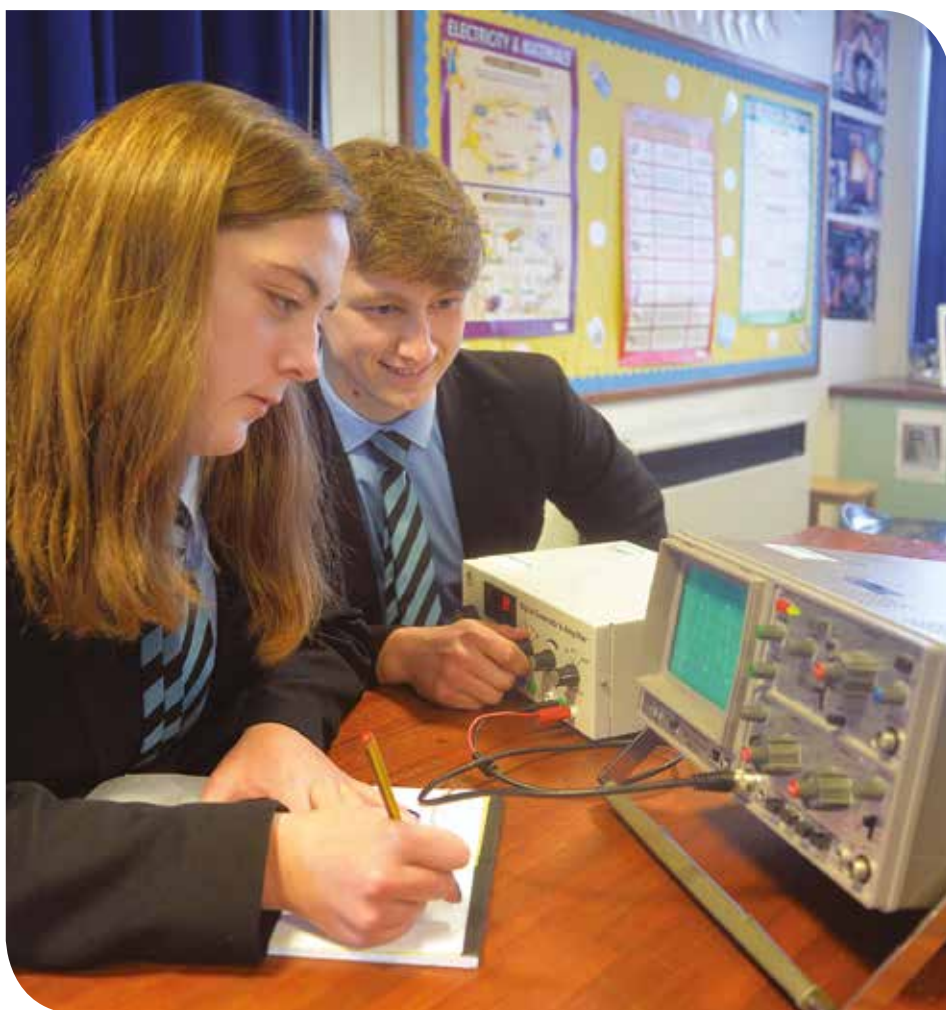
Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

The student should be a confident communicator, have the ability to research information from a range of communication technologies, can problem-solve, work with others and be able to use mathematics to analyse data. It is the department's mission to enable the full potential of all learners to be achieved and recognised. To achieve this, the student needs motivation, dedication and the ability to work with facilitation and independently.

There are many career opportunities within the field of Nutrition and Food Science as scientific knowledge and research develops. The subject can open

up a range of possibilities in the world of work, both at home and worldwide. The course provides a solid foundation for further and higher education courses in Nutrition and Food Science, other related subjects and for a range of careers in areas such as dietetics, hospitality, leisure, education, food management and supply, food technology and consumerism. The career/degree choice is not restricted to food and/or health. Students who have studied this subject have gone on to enter a variety of professions including law, accountancy, nursing, medicine, forensic science.

Entry requirements:  
 Grade B in GCSE Home Economics, or Nutrition and Food equivalent or fulfilment of Portadown College AS entry requirements to enable the study of this subject as a fresh/new choice A Level.



# Physics

## Examination Board: CCEA

What is A Level Physics about?

Studying Physics deepens our understanding of the smallest detail of the world around us. Physicists are at the forefront of the pursuit of solutions to some of the biggest questions facing science and technological sectors today.

A-Level Physics students develop competences in a range of research, practical problem solving and mathematical skills.

All of these are highly regarded in further and higher education as well as in the workplace.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Forces, Energy and Electricity	External Examination	40% of AS 16% of A Level
<b>Unit 2</b> Waves, Photons and Astronomy	External Examination	40% of AS 16% of A Level
<b>Unit 3</b> Practical Techniques and Data Analysis	Two 1 hour Externally Assessed papers (90 marks) One paper to assess practical experimental skills, another paper requiring analysis of experimental data	20% of AS 8% of A Level

A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Deformation of Solids, Thermal Physics, Circular Motion, Oscillations & Atomic and Nuclear Physics	External Examination	40% of A2 24% of A Level
<b>Unit 2</b> Fields, Capacitors and Particle Physics	External Examination	40% of A2 24% of A Level
<b>Unit 3</b> Practical Techniques	Two 1 hour Externally Assessed papers (90 marks) One paper to assess practical experimental skills, another paper requiring analysis of experimental data	20% of A2 12% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

There is a wide range of careers for which Physics provides a good initial training. The more obvious career directions for a Physics student include academic and industrial research, working in Physics-based industries such as electronics, alternative energy development or communications, and the critical and growing area of Medical Physics. Physicists are also in demand, particularly for their analytical skills; within the finance sector in a range of financial, fund management and research roles; in the law; in management consultancy; as weather forecasters; computer programmers and, in a major shortage area, as Physics and Science teachers.

Entry Requirements:

The first measure of suitability for A-Level Physics is good grades in both Physics and Mathematics at GCSE. More specifically a grade B at Higher Tier in GCSE Physics or AA in Double Award Science (or Core and Additional Science as a Double Award). Due to the mathematical nature of many aspects of the course, it is essential that potential students have at least grade A in GCSE Mathematics, with GCSE Further Mathematics being desirable.



# Psychology

## Examination Board: AQA

### What is A Level Psychology about?

A Level Psychology is a linear qualification. Psychology students will sit all exams at the end of their A2 course. In Portadown College, students are required to sit AS examinations at the end of Year 13. To complete A2, students will have to complete all AS/A2 Level exams at the end of the A Level course.

The Psychology specification introduces students to a broad range of Psychology topics including: Social influence, Memory, Attachment, Approaches in psychology, Psychopathology, Research methods and Issues and

debates in psychology. Three further topics are studied from Relationships, Gender or Cognition and Development: Schizophrenia, Eating behaviour or Stress and Aggression, Forensic Psychology or Addiction.

The emphasis is on applying knowledge and understanding, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Introductory topics in Psychology	External Examination	50% of AS
<b>Unit 2</b> Psychology in context	External Examination	50% of AS
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Introductory topics in Psychology	External Examination	33.3 % of A Level
<b>Unit 2</b> Psychology in context	External Examination	33.3 % of A Level
<b>Unit 3</b> Issues and options in Psychology	External Examination	33.3 % of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Students should have good time management skills, self-motivation, and resourcefulness. Communication skills are essential to negotiate, plan and deliver group projects and to discuss issues in tutorial groups.

Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers. Psychology can help the student's career either directly or indirectly. Students tend to follow careers in Health, Clinical, Sports and Educational Psychology. Forensic psychology is another pathway, as is counselling and education/teaching.

Entry requirements:

Grades AAB in any combination of the following subjects: Mathematics, English (Language or Literature) and Science. Entry to this course may also be considered from those with a strong performance at GCSE at the discretion of the Head of Department/SLT.



# Religious Studies

## Examination Board: CCEA

What is A Level  
Religious Studies about?

GCE Religious Studies offers an academic approach to the study of religion, ethics and philosophy.

This subject is likely to appeal to students who enjoy discussing and critically evaluating contemporary philosophical issues such as the existence of God or an afterlife and the problem of evil. Within Ethics students will examine the relationship between religion and morality and focus on a range of ethical theories

including Utilitarianism, Situation Ethics, and Deontology.

These theories will be applied to modern ethical dilemmas such as abortion, euthanasia and medical ethics. Students taking this subject should be confident with extended writing as essays form the basis of the examination.



## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> An Introduction to the Philosophy of Religion	External Examination	50% of AS 20% of A Level
<b>Unit 2</b> Foundations of Ethics with special reference to issues in Medical Ethics	External Examination	50% of AS 20% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Global Ethics	External Examination	30% of A level
<b>Unit 2</b> Themes in the Philosophy of Religion	External Examination	30% of A level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

Religious Studies is an excellent preparation for a wide range of university courses. It develops the skills to analyse and assess arguments, and to reflect, discuss and debate the fundamental issues - 'the big questions'. The skills learnt are essential for any future education or employment.

The application of philosophical and ethical ideas to practical moral issues (like abortion, euthanasia or holy war) can be especially relevant for those considering careers in law, the media, business and teaching.

The AS focus on Medical Ethics would be of great value for any student intending to study medicine or pursue a career in the wider medical field.

Entry Requirements: To study this subject at A Level students should have attained a 'B' grade in GCSE Religious Studies.



# Spanish

## Examination Board: CCEA

### What is A Level Spanish about?

This course is for students who value the opportunity to broaden their mind and widen their cultural horizons. This qualification is for students with a lively interest in language, who are interested in how other people think and live.

It is particularly suitable for students who have studied GCSE Spanish and who wish to study Spanish at a higher level.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Speaking – Presentation, Conversation	External Examination	13% of A Level
<b>Unit 2</b> Listening, Reading and Translation	External Examination	15% of A Level
<b>Unit 3</b> Extended Writing	External Examination	12% of A Level

A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Speaking – Presentation, Discussion, Conversation	External Examination	20% of A Level
<b>Unit 2</b> Listening, Reading and Prose Translation	External Examination	22% of A Level
<b>Unit 3</b> Literature	External Examination	18% of A Level

At AS Level students explore the themes of Relationships and Culture and Lifestyle. Students also conduct a personal research project and study a film or a literary text. Students who continue on to A2 will do a research project and study a literary text. They will also explore the themes of Young People in Society and Our Place in a Changing World.

**Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?**

You should have a strong and evident enthusiasm for the language you choose to study and its culture. You will need to be independent enough to practise and apply the skills learned in the classroom at home so that you progress quickly. The language classroom is a challenging and fast-paced learning environment which calls for sharp focus, personal motivation and the ability to think and learn

on your feet. This qualification will enable students to become part of the global workforce, where cross-cultural relationships and empathy for others are commonplace and essential.

Other skills that you will learn, such as research, evaluation and analysis lend themselves to a wide range of careers requiring language skills including marketing, charity work and business.

**Entry Requirements:** GCSE grade 'B' with Listening, Writing and Reading components both completed at Higher Tier.



# Sports Science and the Active Leisure Industry

## Examination Board: CCEA

### What is A Level Sports Science and the Active Leisure Industry about?

Sports Science and the Active Leisure Industry focuses on relating theory to sport and its impact on performance. The specification is taught using a combination of teacher guidance and student input, through personal experiences, ideas and debates. Students are required to apply theory to sporting performance, and class input becomes an integral part of teaching and learning. Students are encouraged to learn and research independently and

to share resources. Practical application assists with the understanding of more complex theory from simple group exercises to complex sports testing using scientific laboratories and a visit to the High Performance Centre at the Sports' Institute of Northern Ireland (SINI), bringing the science of the subject to life.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1</b> Fitness and Training for Sport	Internal Assessment Portfolio showing written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions, and risk assessment	60% of AS  24% of A Level
<b>Unit 2</b> The Active Leisure Industry: Health, Fitness and Lifestyle	External Examination	40% of AS  16% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1</b> Event Management in the Active Leisure Industry	Internal Assessment Portfolio showing written evidence of planning for an active leisure event and evaluation of outcome	36% of A Level
<b>Unit 2</b> The Application of Science to Sports Performance	External Examination	24% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

An active interest in sport is essential for any student wishing to study this course, as confidence is required to devise and lead training programmes. A qualification in Sports Science and the Active Leisure Industry can lead to a range of careers including: Exercise Physiologist, Sports Training, Sports Medicine, Sports Coach, Education, Sports Official, Sport Psychologist, Biomechanist, Sport Journalist, Administration, Sports Marketing and Selling Fitness Products.

### Entry Requirements:

GCSE Grade B is recommended in Physical Education. Alternatively, GCSE Grade B in Biology, together with a genuine interest in sport and exercise.





# Technology & Design

## Examination Board: CCEA

What is A Level Technology and Design about?

Technology and Design is a multifaceted, dynamic subject that not only teaches pupils an array of skills that they can develop into exciting careers, but also allows them to put their learning from other areas of the curriculum into practice.

Technology and Design is principally concerned with design and problem solving, placing a strong emphasis on mechanical, electrical and pneumatic systems incorporating computer and 3D modelling. The subject also develops product design and manufacturing skills, from carrying out investigations and developing designs leading to production of working prototypes.

## What will I study and how will I be assessed?

AS CONTENT	ASSESSMENT	%
<b>Unit 1: AS1</b> Design and Materials/Specialist Option	External Examination	50% of AS 20% of A Level
<b>Unit 2: AS2 Coursework</b> Product Development: Practical outcome with design folder	Internal assessment and external moderation	50% of AS 20% of A Level
A2 CONTENT	ASSESSMENT	%
<b>Unit 1: A2 1</b> Product Design or Systems and Control	External Examination	30% of A Level
<b>Unit 2: A2 2 Coursework</b> Product-System Design and Manufacture: Practical outcome with design folder	Internal assessment and external moderation	30% of A Level

Are there any particular qualities or skills I should have to study this course and to what kind of careers can it lead?

By studying Technology and Design, you'll be able to build up your creativity, problem solving, planning, and evaluation skills. Since many projects are done via group work, you'll also gain communication and teamwork skills.

Technology and Design can set you up for a career in a wide variety of industries such as engineering, architecture, information technology, careers in product/ graphic design, and even education.

Popular careers for people with Technology and Design qualifications include: Electrical/ mechanical engineer, product designer, architect, software engineer, civil engineer, construction, automotive technician, aircraft engineer.

Entry Requirements: B in GCSE Design and Technology or as a new subject by negotiation with HOD.



# Level 3 Applied Diploma in Tourism

Students will receive a Level 3 Applied Certificate in Tourism (equivalent to one AS level) in Year 13 and a Level 3 Applied Diploma (equivalent to one A2 level) in Year 14. The qualification is graded A\* - E the same as A Level and is the equivalent of one A Level.

## Examination Board: WJEC

### What is Tourism about?

Tourism is one of the world's fastest growing industries, with over two million people employed in tourism-related industries in the UK. This course enables students to gain an understanding of key pathways in the travel and tourism industry and includes knowledge of travel and tourism terminology, tourist destinations, business theory and the

interactions between tourists and their environment. Through this students will develop a wide variety of desirable skills including organisational, problem-solving, teamwork, communication and ICT skills as well as the ability to research and work independently. These skills can be applied across the business sector and are not solely for use in Tourism.

## What will I study and how will I be assessed?

CONTENT	ASSESSMENT	%
<b>Unit 1</b> The UK Tourism Product	External Written Examination	50% of Certificate 25% of Diploma
<b>Unit 2</b> Worldwide Tourism Destinations	Controlled Assessment Task – 8 hours (Internally assessed)	50% of Certificate 25% of Diploma
<b>Unit 3</b> The Dynamic Tourism Industry	External Written Examination	25% of Diploma
<b>Unit 4</b> Event and Itinerary Planning	Controlled Assessment Task (Internally assessed)	25% of Diploma

Are there any particular qualities, skills I should have to study this course and to what kind of careers can it lead?

No prior knowledge of Tourism is required and students who enjoy working independently and researching current issues would be particularly suited to this course.

A Level 3 Applied Diploma in Tourism will be relevant for jobs within the Travel Industry itself including Events Organiser, Tourism Manager, Tourist Information Officer, Public Relations Officer and Customer Services Manager. However, it also provides students with

the necessary skills required in a wide range of other areas of employment e.g. Marketing, IT Consultancy, Web Design, Multi Media Programming, Human Resources, Public Relations, Financial Management, Sales and Management. Studying Travel and Tourism along with a language opens up a world of career opportunities.

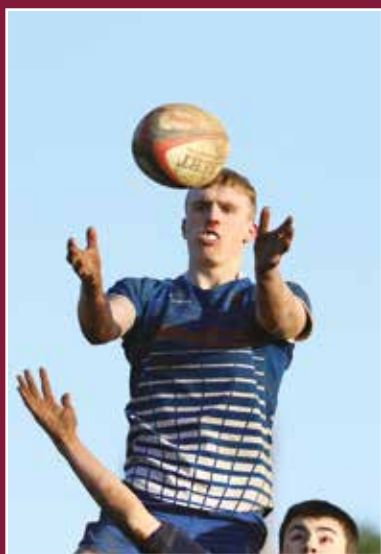
Entry Requirement: B in English Language or Literature



# Travel and Tourism







# Sport

at Portadown College



# Admissions Policy

Portadown College will consider for admission those students who, in the judgement of the Board of Governors, are suited to and will benefit from the courses and form of education on offer in the College.

The lodging of an application for a place at Portadown College is interpreted by the Board of Governors as an indication that parents/guardians and the student concerned accept and are in agreement with the ethos, philosophy, aims, policies, rules and regulations of the College including any code of conduct or behaviour management policy of the College. Information in relation to this may be obtained from the College.

**The lodging of an application for a place at Portadown College is interpreted by the Board of Governors that parents/guardians consent to the College receiving, storing and processing data for the purposes of admission.**

In selecting students for admission those resident in Northern Ireland will be selected for admission before those not so resident.

**When considering which students should be selected for admission, the Board of Governors will only take into account information which is detailed on, or attached to, the application form alongside the provision of relevant information as indicated below.**

**Parents/guardians should therefore ensure that all information pertaining to their young person and relevant to the College's admissions criteria is stated on the application form or attached to it by the date specified.**

## **Special Consideration**

Special consideration will be given to students whose normal progress has been adversely affected by medical or other problems which have impacted on his/her academic performance. Documentary evidence of these special circumstances must be provided to the College by the student's parents/guardians **no later than 4.00 pm on Tuesday 7 May 2019.**

This evidence must include:

- i. precise details of this problem, with independent evidence to corroborate its existence and its effect on the student's academic performance;
- ii. if the problem is of a medical nature, appropriate medical certificate(s). In particular, where a medical problem was one of short duration which affected the student during examinations, the College will require production of evidence that the student was examined by a medical practitioner in relation to the illness at the time of the examination;
- iii. if it exists, evidence of the student's academic performance in Years 8, 9 and 10;
- iv. if appropriate, accredited assessments, including assessments by qualified educational psychologists.

In the event of not being able to separate applicant students down to the last available place the Admissions Sub-Criteria listed below will apply in the order given.

## **Duty To Verify**

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application/transfer form.

The provision of false or incorrect information or the failure to provide verifying documents by the required deadlines may result in either the withdrawal of a place or the inability of the College to offer a place.

### **Criteria For Admission To Year 11 At The Beginning Of The 2018/2019 School Year**

Before the admissions criteria are applied the Board of Governors will first establish the number of places to be made available for each of the Contributory Junior High Schools. This will be based on the academic attainment of the students from each school who have applied for admission to Portadown College. The 2019 allocation will have regard to the allocation of places in Year 11 in previous years.

#### A. Contributory Junior High Schools

In the event of there being more applications on behalf of students attending any one particular Junior High School than places available for students from that school, the Board of Governors will select students on the basis of the overall examination score and rank order (highest to lowest).

This selection will be based on the academic evidence provided to Portadown College. Academic evidence will be taken from the most recent Year 10 examinations. This academic evidence must be provided to the College **no later than 4pm on Friday 3 May 2019. It is incumbent on parents/**

**guardians to ensure that this academic evidence is provided in writing by the Junior High School to the College within the timescales indicated in these published criteria which have been approved by the Board of Governors.**

The College will use the same source of academic evidence for all students applying from that Contributory Junior High School in determining the rank order of applicants from that School to ensure equal treatment of all within that cohort of candidates.

#### B. Schools other than Contributory Junior High Schools

Up to 5 places are available to students attending schools other than the Contributory Junior High Schools. The Board of Governors will select students on the basis of an assessment of evidence made available to it of previous academic attainment and suitability of the education on offer at Portadown College. Students will be selected on the basis of a rank order (highest to lowest) established through inspection of the academic evidence provided. Any unfilled places will be redistributed to the Contributory Junior High Schools.

Evidence of academic attainment of students **not** attending one of the Contributory Junior High Schools must be provided to the College **no later than 4pm on Friday 3 May 2019.**

## **Applications and admissions to Year 11**

Year	Admissions No.	Number of Applications	Total Admission
2016/2017	210	255	210
2017/2018	200	260	201
2018/2019	205	257	207

### **Waiting List Policy**

The College does not operate a Waiting List Policy.

### **Criteria For Admission During The Course Of Year 11 And At The Beginning Of Or During Year 12**

Consideration can only be given where places are available at the time of application.

Given that GCSE courses are of two years' duration, applications for admission to Year 12 will only be considered if the courses taken by the applicant in his/her previous school are compatible with those on offer in Portadown College.

### **Criteria For Admission After GCSE (16+)**

Students wishing to transfer to Portadown College for Sixth Form Courses should contact the Principal. Interested students are invited to visit the College Open Evening on Wednesday 30 January 2019.

Admission will be based on:

- (a) Evidence of academic attainment based on externally validated examinations. A minimum of 3 Grade B and 5 Grade C\*/C GCSE passes are required ("the Minimum Academic Criteria").
- (b) Availability of places in chosen subjects or courses.

The admissions criteria for admission after GCSE will be applied by the Principal on behalf of the Board of Governors.

Students who are currently attending the College and who have attained the Minimum Academic Criteria will be offered places in preference to students from other schools.

Students from other schools who meet the minimum criteria will be offered places on the basis of rank order of achievement in descending order based on total points (i.e. based on GCSE grades, or their numerical equivalences, where A\* = 5 points, A = 4 points, B = 3 points, C\* = 2 points, C = 1 point) and their entry is subject to places being available and/or the Principal requesting additional places from DENI with the support of the Education Authority.

Applications from students with qualifications other than GCSE will be assessed on the basis of GCSE equivalence where possible.

### **Portadown College criteria for any extra places made available by the Department of Education for admission into Year 13 (Sixth Form)**

The Department of Education may, on request, increase the number of students that the College can admit to its Year 13. Places that become available in this way shall be allocated only to students who meet the basic eligibility criteria to be applied in the order set down.

1. Students who have most recently completed Year 12 in Portadown College.
2. Students from other schools where admission to an extra place at Portadown College has been agreed by the Department of Education.\*

\*Parents/guardians should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 student to enrol. DE will first check whether there is another school or schools of a type suitable for that student within an hour's journey of where the student lives. If there is, DE will then check whether



this other school or schools with places available may provide all of the post-16 courses that the student wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the student wishes to pursue – then DE will agree a school's request for an extra place.

**What is a school of a type that is suitable for a student?** To determine this, DE first considers all schools to be one of 4 types: (i) Denominational (ii) Non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 student will belong to one of these 4 types and DE will consider any other school or schools from this type as suitable for the student. DE will also consider as suitable for the students any school from the same type as the type of school that the student attended in Year 12.

### Admissions Sub-Criteria

Should there be more applications at any time than places available the following sub-criteria will be applied to identify the students to be admitted in the following order:-

1. Sibling in attendance at Portadown College.
2. Children who, at the time of application, are the eldest child of the family eligible to apply.
3. Sibling previously attended Portadown College.
4. Initial letter of surname (as entered on birth certificate) in the order set out below:-

R W D B C U J X E M Y K T S L Mac Z  
Q O G N A Mc I H F V P

5. In the event of surnames beginning with the same initial letter, the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the letters

of the forenames (as entered on birth certificate) will be used.

6. If applicants are still tied after this then priority will be determined amongst them by a method of computerised random selection capable of leaving a clear audit trail.

### Force Majeure

In appropriate circumstances, the College will give due consideration to any circumstances which it feels qualifies for force majeure.





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