



DRUMRAGH INTEGRATED COLLEGE  
**SIXTH FORM**  
**PROSPECTUS**  
EXCELLENCE FOR EVERYONE

2025



# WELCOME PROSPECTIVE POST-16 STUDENTS

I would like to express a warm welcome to all Parents, Carers and Students. Choosing to join Sixth Form is a very important decision and represents a significant investment for the future. Planning your future after your GCSEs is a really exciting moment in a young person's life. Sixth Form is a time of great change, with many new and exciting opportunities on the horizon. It is a time when you get to refine your educational experience by immersing yourself in your favourite subjects at a deeper level than GCSE. Whether it is because you already know what career path you want to take or if you just want to give yourself the widest range of options for the future, this prospectus will furnish you with much of the information you need to make the right decisions for you.

We believe that a student's experience of Sixth Form should be the start of a lifelong love of learning that will sustain them in whatever they choose as their eventual career path. Through high quality inspiring tuition, we aim to develop mature, thoughtful and independent learners; willing to work hard to achieve their ambitions. Our aim and vision is to build strong professional relationships that foster mutual respect and shared objectives. We pride ourselves in ensuring all our students receive dedicated support to help them with their eventual careers.

Drumragh Integrated College's Sixth Form has a track record of success with students leaving us at the end of Year 14 to go to some of the most prestigious universities in the UK and Ireland. We also have students leaving to start apprenticeships and to move directly into the world of work. Such success is always as a result of hard work and our dedicated staff will be there with you every step of the way. The courses we offer are highly regarded by Russell Group universities, specialist colleges and by top employers. As one of our Sixth Formers, you can expect to be taught by expert teachers, in small class sizes, with our full support, as you work towards building a successful and fulfilling future.





At Drumragh Integrated College, our Integrated values play a vital role in the success of our Sixth Form. We conduct ourselves according to the principles of integration – to respect ourselves, to respect each other, to respect our environment and always to learn to the best of our ability. We are proud of the social, cultural and religious identities of all of our young people, for whom we believe that we provide a shining example of integration in practice and a quality of education, that is second to none. Our examination results continue to be above the national average for similar schools in Northern Ireland.

Our aim is that when our students leave at eighteen, they are mature, empathetic and have an appreciation of how to be caring and productive members of their community.

We understand that deciding what to study in Sixth Form is a big decision for you and your family. We hope that you are excited by what you see here and can see yourself excelling in our environment. This prospectus is designed to help steer you through this process but it is important to remember that our experienced staff are also available to provide valuable advice and guidance whenever you need it. Do not hesitate to contact me directly with any further questions you might have.

Warmest regards,

*Mr Eamon Duncan*

// Head of Sixth Form //  
// Senior Teacher //



## HEAD BOY CALUM BOGGS

I am both delighted and honored to have the privilege of being this year's Head Boy at Drumragh Integrated College. My time at Drumragh has been an incredibly positive experience. In my opinion this is due to the school's excellent teaching coupled with its diverse and inclusive community. It's particularly meaningful to be Head Boy of an Integrated school, where the focus is upon embracing diversity and not being limited or defined by any one culture or tradition.

Drumragh has taught me much more than academic lessons. It has instilled in me the values of teamwork, unity, and the importance of moving forward together. One of the most valuable things I've learned is that we should never compare our personal goals to those of others as we navigate this crucial stage of our lives. Striving to be the best one can be is our goal here.

Drumragh's motto, "Excellence for Everyone," is a perfect reflection of the school's values. In my time here, I've stood shoulder to shoulder with many students, past and present, and I can confidently say that this school treats every student with respect and care, regardless of their academic skills or sporting talents. I stand here today not because of perfect grades or a flawless record, but because of the incredible guidance and support I've received from the staff.

The teachers here work with us, creating a comfortable environment in which we can thrive. The bond between students and staff is truly remarkable, as each teacher genuinely wants the very best for the students who walk through our gates every morning.

This school has taught me the importance of unity, respect, and collaboration. These are values that I will carry with me for the rest of my life. As Head Boy, it's my privilege to represent a school where everyone is valued, where differences make us stronger and where we all strive together to achieve our best.

I hope to go on to be employed in the Film Industry in some capacity. Again, the College is the only school locally to offer Moving Image Arts and this will give me a great platform for my third level studies.

If you are looking for a school that goes beyond academia, a place where you will grow both as a learner and as a person, I couldn't recommend Drumragh Integrated College more highly. Here, we are shaping a future that is brighter, more inclusive, and full of opportunity for all. Be part of it!



04/05

*Head*



## HEAD GIRL CHLOE KELLY

As Head Girl at Drumragh Integrated College, my role has required several key qualities. Self-confidence, empathy, a strong sense of responsibility and a need to ensure that the voices of all students are heard. The support from my peers and teachers has been incredible, making it possible for me to grow and learn in ways I never imagined.

Reflecting on my time at the college, I realise the impact going to an integrated school such as Drumragh has had. The diverse environment has taught me the value of inclusivity and respect for different cultures and perspectives. Being part of an integrated school allows us the opportunity to celebrate our differences and learn from each other daily.

One of the most fulfilling aspects of being Head Girl is the opportunity to organise and participate in various school events. These range from community fundraisers to school trips. These opportunities allow me to be a part of the school community and witness first-hand the talents and passions of our students. Even now I know that these will be cherished memories and experiences that I will carry with me into the future. It is a privilege to be a leader in an organisation that extolls the values of the school motto "Excellence for Everyone". In Drumragh, we live that motto every day!

Communication is a key part of my role, and I've learned the importance of listening as much as speaking. Whether it is through Senior Student meetings or simply informal chats with other students in my role as peer mentor, all forms of feedback are beneficial and I make it a point of trying to understand the concerns and suggestions of the student body to better our school policies. I have a voice here.

Currently, I am studying Politics, History, Art and English Literature. This will give me a wide range of options at tertiary level but at the moment, my interest is in International Relations.

Looking forward, I am excited about the future and the opportunities that lie ahead. My experience as Head Girl has equipped me with skills and insights that will be invaluable in my academic and professional journey. More importantly, it has reinforced my belief in the power of community and the importance of responsible leadership. I am grateful for the trust and support of my school and I am committed to continuing to serve and inspire others, just as I have been inspired during my time here.



# Boy & Head Girl 24/25

# Making a Choice

## *Life as a Sixth Form student at Drumragh Integrated College*

The biggest difference between a pupil and a student is independence. As a Sixth Form student you are expected to be self motivated and self directed. Your approach must be professional and your studies should be your ultimate priority if you are to achieve your best.

This independence extends to all aspects of your Sixth Form experience, from your academic subjects to your extra curricular activities. Our ability to offer a range and quality of opportunity is one of our strongest assets and has proven both extremely popular and very successful in recent years.

Post-16 study is very different from GCSE study and it is important that you make the right choice before you start. There are some things you can do to help you make the correct decisions.

### What You Can Expect:

- High quality teaching using a variety of teaching strategies and methods.
- Careers advice and guidance that is personalised to you.
- Support to enable you to learn independently outside of the class room.
- Regular assessment of learning and for learning.
- Effective and regular target setting and self-evaluation.
- A wide range of extra-curricular activities.
- Timetabled study periods in the dedicated Sixth Form Centre to reinforce class room learning.
- Opportunities for work placements.

### What We Will Expect

- For you to commit to your personal curriculum and learn to the best of your ability.
- You will act as role models for our younger pupils at all times and in all places.
- You will attend school with 95%

regularity and punctuality

- To wear the uniform with pride and to understand that the silver tie comes with responsibility.
- To involve yourself in the wider, broader setting of the school.
- You will respect your fellow students, staff and Sixth Form Centre facilities.

### [FAQ's](#)

#### The Sixth Form Applicant FAQ's

In general terms, A-levels are academic, and applied A-levels are their vocational equivalent. This means that applied A-levels are designed to reflect the knowledge and skills required in a particular area of employment, such as Health Care, Information Technology, Business and so on.

Both qualifications will require you to complete coursework and external exams but there tends to be a greater emphasis on coursework in applied A-levels. Coursework tasks generally during post-16 study are much more time consuming and completed to a

06/07





much higher standard than at GCSE. It often requires you to do your own research and you will be expected to spend your study periods completing coursework.

## 2) Which subjects should I choose?

Choose subjects you like and are good at. Subjects at A-level and applied A-level are studied in much greater depth than at GCSE and there is a greater emphasis on personal study. It is therefore important that you have a genuine interest in the subject, so that you will be motivated and find it easier to study. If you have a good record in a subject in year 12, it might be sensible to choose that subject in Sixth Form.

Choose subjects you will need for your career. It is important at this stage that you plan ahead and choose subjects that are needed for entry into university or college, or are needed for employment. Your post-16 study should be a means to an end and you will be far more motivated to succeed if you know what that end is! So before making your final choice you should

find out what subjects are required for your chosen career (if you don't know what this is yet – refer to question 3!) and in this way you will save time later and you will ensure that you can gain entry to what you need.

## 3) What if I have no idea what career I want?

Choose subjects that keep your options open. Don't limit your options to the extent that you can only choose from a very narrow range of subjects at further and higher education. This will require research and patience on your part but will be worth it when you begin looking at courses at university.

## 4) I don't know where to start! Who can help?

Relax, lots of people are only too willing to assist you.

## Firstly, talk to your subject teachers.

Your GCSE teachers will be able to advise you on the requirements for study at Post-16. They will also be able

to guide you on the suitability of a particular subject for you personally.

## Secondly, talk to your careers teacher.

Mrs Bell is an excellent source of information. She has a good overview of the different types of courses and the relevant information from the universities and colleges. You can use this information to help you choose what subjects to study.

## Thirdly, talk to students already in the Sixth Form.

Go straight to those who know. Find out what the subjects you are interested in are like from the students' perspective. We have students at Drumragh studying a vast array of subjects and they will be very willing to chat to you about the decisions you face. It's not long since they were facing similar choices and their experiences could be invaluable!

# Post-16 Curriculum 08/09

## THE POST-16 CURRICULUM

The Post-16 curriculum allows students to study:

- Advanced levels (modules taken in June of Year 13 and Year 14)
- Applied Advanced Levels
- BTEC Level 3 Subsidiary Diplomas

In addition to the academic subjects, students are timetabled for:

- Private Study
- Careers
- Personal Development (PD)
- Curriculum Enrichment.

## THE GCE ADVANCED LEVEL QUALIFICATION

The advanced level qualification now consists of modular examinations. Most subjects examine at the end of each year of study (May/June) and can be a combination of formal examinations and/or coursework. The subject pages at the back of this prospectus stipulate how many modules each subject comprises and what assessment is involved.

It is important to understand that advanced levels are two year courses and no qualification will be awarded for completing the first year. Both years must now be completed to achieve an advanced level award. Hence we advise all of our students to select three subjects carefully.

Assessment of advanced level courses is in the traditional grade format from A\* to E.

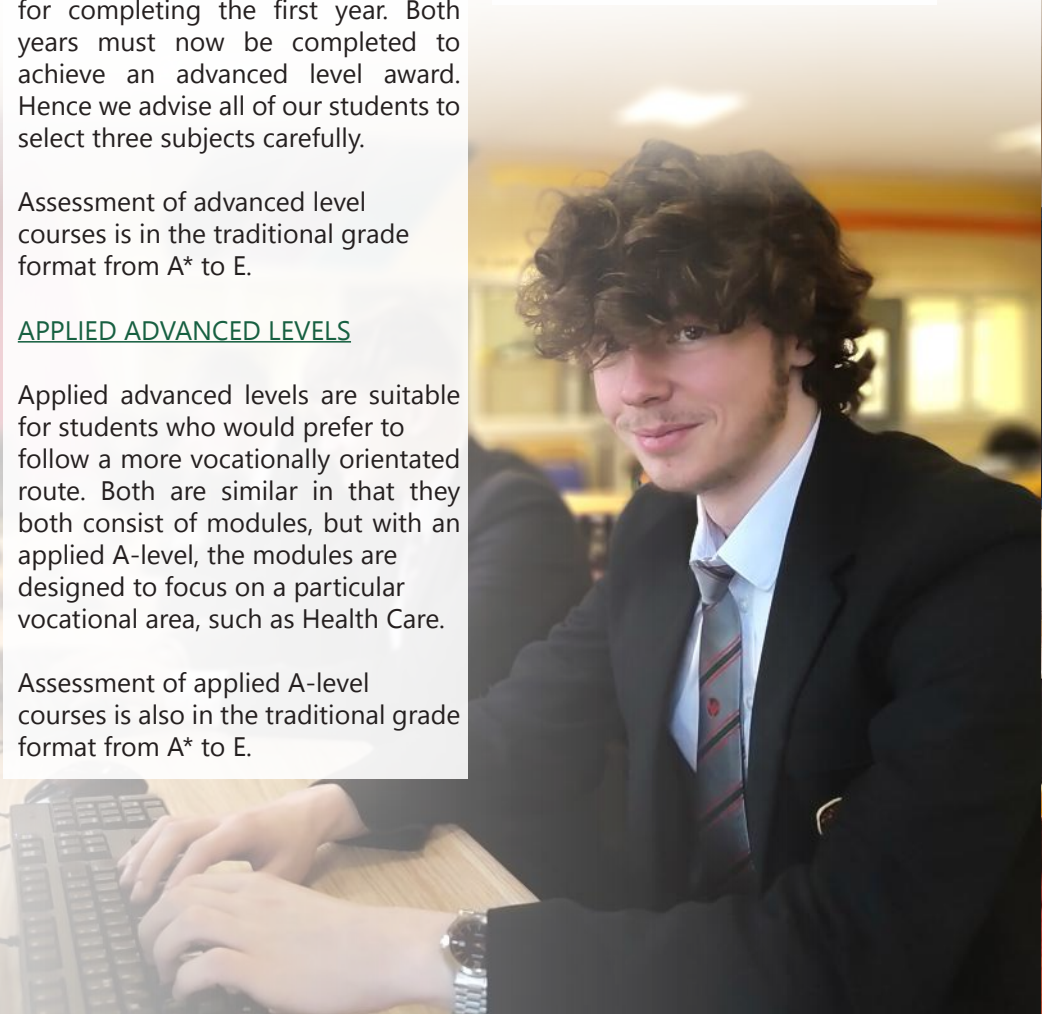
## APPLIED ADVANCED LEVELS

Applied advanced levels are suitable for students who would prefer to follow a more vocationally orientated route. Both are similar in that they both consist of modules, but with an applied A-level, the modules are designed to focus on a particular vocational area, such as Health Care.

Assessment of applied A-level courses is also in the traditional grade format from A\* to E.

## BTEC / OCR LEVEL 3 TECHNICAL DIPLOMA

The college offers the advanced level equivalent BTEC courses in Business Studies, ICT, Performing Arts and the OCR Level 3 Extended Certificate in Sport. Each carries the same weight as one advanced level qualification but, while some of these courses do examine, there is more emphasis and weighting toward coursework. Final grades are in the format, Distinction star (A\* equivalent), Distinction (grade A equivalent), Merit (grade C equivalent) and Pass (grade E equivalent).





## COLLABORATION

To further improve our Post-16 provision, we are now able to offer students the opportunity to collaborate with other course providers in the area, if we are unable to provide the course of choice. Every effort is made to provide each student with the curriculum of their choice and we believe that personalising the curriculum in this way is fundamental to long term examination success. Other courses on offer through the Omagh Learning Community (OLC) have included BTEC in Agriculture, Applied Science, Children's Care and Learning Development, Construction, Engineering, Hospitality, Media: TV and Film and Media: Game Development, Sport and Exercise.

More details with regard to collaborative ventures are available on request from Mr Duncan, Head of Sixth Form.

## ENRICHING THE CURRICULUM

Today, university admissions tutors and indeed employers are demanding more from our young people. It is our responsibility to provide opportunities to develop skills that will enhance their development without adding significantly to their already large workloads. We try to provide a range of opportunities that are challenging but rewarding, that require commitment but are fun and that ultimately make a difference to their educational experience and future aspirations.

Often, the skills and experiences gained through this scheme are what catches the eye of an Admissions

Tutor and/or employer and make the ultimate difference. Our advice to students is get involved!

Enrichment is part of every student's timetable, and it is an opportunity for students to develop new skills and interests. Each student will be expected to make full use of the time by participating in enrichment activities. Below you can see some of the accredited activities in which students have engaged recently:

- Peer Mentoring
- The Duke of Edinburgh Award
- First Aid
- Projects Abroad
- Cookery lessons
- Peer Tutoring
- Driving lessons
- Work experience
- Senior School Council
- Mentoring
- Reading Buddies



## STUDENT SUPPORT – PROFILES OF THE KEY MEMBERS OF STAFF

The programme in the Sixth Form is designed to provide students with the academic and pastoral support they need. We believe that students deserve high quality, unwavering support that will ensure that they maximise their potential and reach their personal best.

There are a number of different components.

### 1. THE FORM TEACHER

Each student is allocated to a form teacher who will have personal responsibility for the progress of each student. Each form teacher has time built into his or her timetable specifically for student contact. In this way, the service we provide to our students is individualised and personal.

### PROFILES OF YEAR 13 FORM STAFF

Mr Gallagher (CG) is an experienced Sixth Form Tutor and is Head of PE at Drumragh Integrated College. His perspective as a Head of Department and Post-16 Form tutor, make him ideally placed to guide and advise his students.

This year, Mrs Suzanne Hagan (SH) joined the Sixth Form Team in September and has many years of experience in her role as Head of Department, teaching Design & Technology to advanced level.

Here, these teachers offer their thoughts on some of the questions you should be asking:

**(Q) What qualities make a successful advanced level student in your experience?**

CG – “There are many, but the three that stand out and have made a difference to my students over the years are focus, independence and above all determination.”  
SH- “A successful pupil will have a positive attitude towards the challenges of A’level and early adulthood. They should be able to display a willingness to find a solution to an academic or personal problem by persevering all obstacles, but seek help when needed. Someone who is passionate about their course choice and has a wider general knowledge of real life technological advancements outside of the course syllabus and can articulate, discuss or debate opinions in a mature, educated way. An inquiring mind that asks questions is an essential quality in an A level student.”

**(Q) Why is it considered difficult to make the transition to advanced level?**

CG – “The work is simply more difficult. Problems are more complex and require development of new skills. Students that work hard to develop these skills make the transition more smoothly.”  
SH - “Management of own time and study periods: independent self-discipline to manage time wisely is a big challenge moving from GCSE to A’level. The reduction of subjects studied to the increased depth of knowledge required and its application to exam questions is very different. Alongside the academic

transition is the social scene of life that takes off, the independence of perhaps starting to drive and part time jobs that can all impinge on the capabilities of good time management at A’level which perhaps hadn’t presented themselves when studying for GCSE’s.”

**(Q) What qualities do you look for an foster in your form group?**

CG – “A-level students are young adults. They must communicate with me effectively and to help this along, we try to engender a team spirit approach. This requires trust which comes in time.”

SH - “Kindness and respectfulness with a willingness to work together as a group are the qualities needed in a form class. Pupils who volunteer to assist or give up free time to represent school for events is also desirable from a group. I also enjoy a class who naturally chat and start conversations, offering ideas and opinions during form time that help build relationships and provide opportunities to learn about the individual personalities of pupils a Form Teacher may never have taught.”

**(Q) If you could give one piece of advice to an advanced level student, what would it be?**

CG – “Be prepared to work hard because, despite what you think, you have absolutely no idea of the scale of the challenge upon which you are about to embark! That said, enjoy it, grab any opportunity that comes your way and only take time off, if it’s absolutely essential.”

SH - “Embrace and enjoy the experience of your final school years, remember to get the balance of your academic and social lives right. Ask for help if needed. Make good friends and lasting memories, study hard so you have choices and remember to have fun.”

**Student  
Support  
10/11**



## 2. MRS BELL – HEAD OF CAREERS PROFILE

Mrs Bell (EB) has been involved at Sixth Form level for fifteen years. Fourteen of these have been spent as Form Tutor and Careers Advisor, and for five of these years she operated as overall Head of the Careers Department. Her expertise has allowed students to broaden their horizon and find their own pathway to success. She aims to personalise the journey of every sixth form student. Here she answers the questions most related to the prospective sixth form student:

**(Q) From a careers perspective, why is it difficult to adjust to advanced level?**

"Not only do students need new levels of drive and determination to succeed at A-Level, they now need to have one eye on the future. What is the next step for me? How do I get to the next stage of my career? Students have to make decisions for themselves, this is exciting but a little scary too. This is where I come in."

**(Q) How does a student overcome these difficulties?**

"Use independent study time wisely! If a student has a break in subject work, then they should start thinking about how they get to the next stage. University courses and employment opportunities are well documented in the Careers Department and the more time devoted to the future, the better it will be."

**(Q) How can a student increase the chance of having a career that is happy and fulfilling?**

"Do the research and use the expertise of staff that is on hand to help. Always have a plan. If the plan changes, that's okay, but having no plan will reduce

motivation to work hard and so ultimately the number of career opportunities."

**(Q) What resources are available when the time comes?**

"The time is now! Don't put off researching your future till tomorrow. Tomorrow never comes. Start early and make it an ongoing process. We have vast resources available. Everything from software to books, from prospectuses to organised trips to institutions in Northern Ireland. You can do whatever you aspire to do – but you have to decide to do it first."

## 3. STUDY SUPERVISORS

In addition to designated Sixth Form facilities, we have a dedicated Sixth Form Supervisor, Mrs Morrison, she is responsible for our study room. Whenever timetabled for study, this provides a base, and contains the facilities for students to further reinforce class room learning, an integral part of being a Sixth Form student. In addition to this, the college has recently invested in a facility that allows students to take a break from studying. Vending facilities, soft seating and reading materials are provided in a room annexed to the study facility which allows students to take a break from the rigours of their A-levels creating a calm, relaxed and peaceful oasis in an industrious and competitive academic environment.

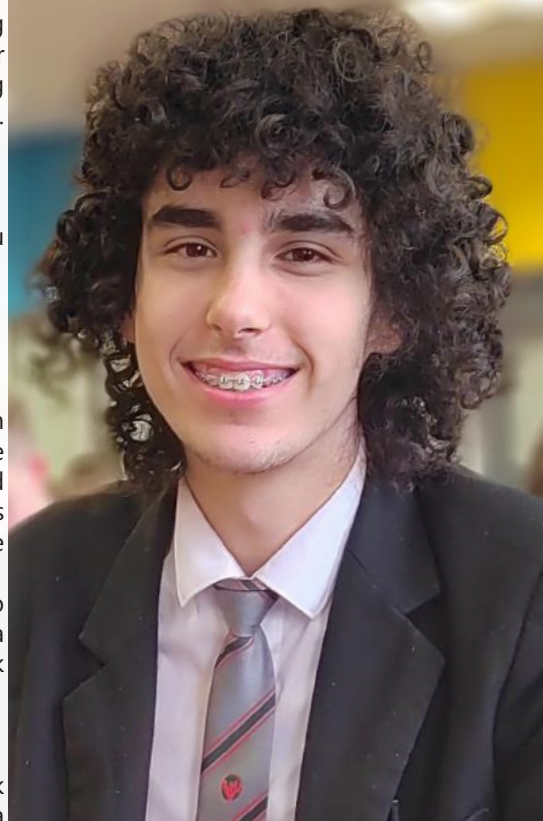
## 4. PERSONAL DEVELOPMENT PROGRAMME (PD)

The Personal Development Programme (PD) has been designed to provide each student with the skills and awareness they will need to progress through Sixth Form and into university or employment.

The Year 13 programme is based on a variety of topics including Study Skills,

preparation for Work Experience and Revision Techniques. An important feature of PD at Sixth Form is the opportunity for students to have discussion time with their Form Teacher and with numerous visiting speakers. Presentations are arranged on issues such as drugs and alcohol awareness, road safety, finance and community volunteer opportunities.

The Year 14 programme focuses on the skills necessary to progress beyond Drumragh Integrated College, getting our young people University ready, further education ready or work ready.



NOTES

## WELCOMING STUDENTS

Drumragh Integrated College is particularly pleased to welcome new students. We appreciate that it is a difficult decision to change schools at sixteen and that the prospect of making new friends can seem daunting. We have worked hard to try and make this transition as smooth as possible and it is a feature of our service of which we are very proud. Much of what we do has been suggested by students who were themselves new to Drumragh Integrated College.

If you are thinking of applying to Drumragh Integrated College for the first time, please be assured that we will do everything we can to ensure you feel welcome and that the start of your new career is focused on the most important issue – your personal success.

# Welcoming New Students & Careers Provision 12

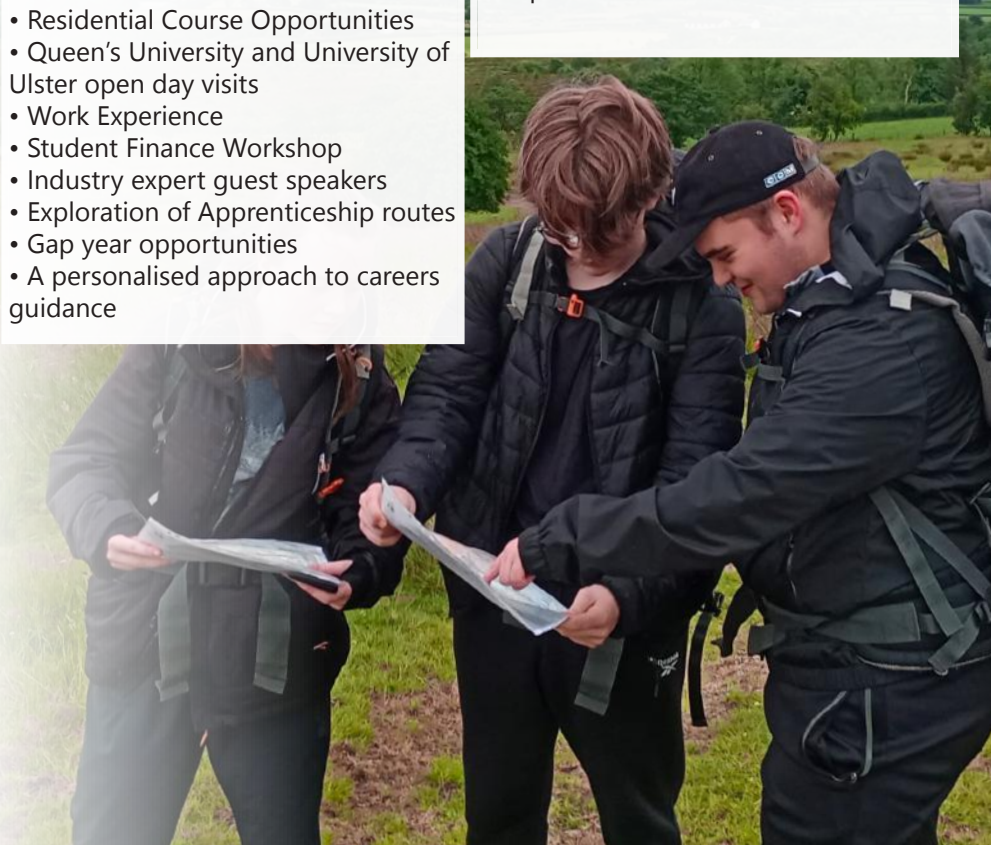
During your time in the Sixth Form you must begin to make some decisions about your future. Being well informed and up to date with Higher Education and employment trends is crucial and so careers guidance is a vital part of Sixth Form life. We are very proud of the guidance and the facilities that we offer our students. We have a well resourced careers library and a dedicated and experienced careers advisor who helps students achieve their long term aspirations. Below are just some of the services our outstanding careers department offers to our young people:

- Careers Interviews
- Academic Mock Interviews
- Work-Ready Interview Techniques
- UCAS Workshops and Seminars
- University Open Day Entitlement
- UCAS Careers Convention
- Residential Course Opportunities
- Queen's University and University of Ulster open day visits
- Work Experience
- Student Finance Workshop
- Industry expert guest speakers
- Exploration of Apprenticeship routes
- Gap year opportunities
- A personalised approach to careers guidance

During Year 13 and 14, all students follow a detailed Career Education and Guidance Programme. This is part of the timetabled PD/Careers programme, during which students get the opportunity to talk individually with their form teacher and/or careers teacher.

During the careers programme, students are encouraged to think about their career goals, and how to achieve their goals. In particular they are encouraged to research a variety of post-16 options including university courses, and gap year programmes.

The careers department continues to strive for excellence through consistent refinement of services and by further development of working relationships with parents, employers, Universities, Further and Higher Education Colleges and professional bodies.





# Applications & Admissions 13

1. Students wishing to transfer from the college's own year 12 into the Sixth Form, will be admitted in preference to external applicants.

2. Applicants will only be admitted to the Sixth Form where they meet the basic entry requirements of:

(i) 6 A\* - C grades (including GCSE Maths or English) in order to study three Advanced Level subjects (or equivalent) or more.

(ii) 5 A\* - C grades (including GCSE Maths or English) in order to study three Advanced Level subjects (or equivalent) only.

Please note that individual subject criteria apply in addition to these; see the subject pages at the back of this prospectus for these subject specific details. Also, that the college reserves the privilege to

make exceptions where extenuating circumstances exist.

3. Applicants must have demonstrated, through their preparation for their Key Stage 4 assessments, their commitment to achieving their best. This will include attendance, punctuality, the meeting of deadlines and behaviour. In the case of attendance, the college's expectation is at least 95% except where there are documented extenuating circumstances. To assess the meeting of deadlines, the student's record of submitting coursework on time will be consulted.

4. External applicants who have previously attended the college and wish to return, and who satisfy the above criteria, will normally be given priority over other external candidates.

5. Where previous criteria cannot resolve the order of priority, external applicants will be prioritised according to their GCSE results, with the highest being placed first.

6. Where the college is fully subscribed in any of the above criterion groupings, and applicants satisfy the other entry requirements, the Department of Education is the decision-making body.

Drumragh Integrated College criteria for any extra places made available by Department of Education for admission into Year 13 (Sixth Form)

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be

allocated in the order determined by the criteria to be applied in the order set down:

1. Pupils who have most recently completed year 12 at Drumragh Integrated College

2. Pupils from other schools where admission to an extra place at Drumragh Integrated College has been agreed by the Department of Education\*\*.

\*\* Parents should note how the DE will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour's journey of where the pupil 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 pupil wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the pupil 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 pupil? To determine this, DE first considers all schools to be one of four types: (i) denominational (ii) non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these four types and DE will consider any other school or schools from this same type as suitable for this pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in year 12.

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Technology & Design	34
Sports Studies	35

# Course Finder 14







# Art & Design 16

TEACHERS OF ART:  
MRS L MCKENNA & MISS C MOLLOY

For GCE Advanced Level Art & Design we choose to follow a programme that offers students a wide range of options, approaches and artistic outcomes. For students interested in A-Level it is a natural and suitably challenging progression from GCSE.

Students following the GCE course are encouraged to think, act and work like true artists and designers. The course is demanding, creatively challenging, enjoyable and ultimately very rewarding.

## ENTRY REQUIREMENTS

Candidates should have achieved Grade B or above at GCSE but there can be exceptions.

## COURSE STRUCTURE AND ASSESSMENT

The course outlined is accredited by Edexcel.

### *Course Structure*

- Centre- led exploratory activities.
- Structured teaching- developing own visual language.
- Formal elements/visual language/ media and methods.
- Review and evaluation.
- Generating ideas.
- Contextual sources- gallery visits.

## AS LEVEL:

Skills Workshops

Component 1: Personal Investigation leading to production of a Key Piece

## A2 LEVEL:

Component 1: Personal Investigation (contd) leading to production of a Final Outcome with written element of 3000 words (max).

Component 2: Externally Set Assignment. Investigation of set theme leading to a Final Outcome (to be created in a 12 hour supervised period).

## ASSESSMENT SUMMARY

COMPONENT 1: PERSONAL

INVESTIGATION 60%

COMPONENT 2: EXTERNALLY SET

ASSIGNMENT 40%

## CAREER PROGRESSION

Our past students of Art & Design have gone on to study in colleges in Northern Ireland, England and Europe; following courses in Fine Art, History of Art, Textiles, Jewellery, Fashion, Architecture, Computer Game Technology, Animation & Web Design.



# Biology 17

TEACHERS OF BIOLOGY:  
MR D LILLEKER & MRS E SPOULE

Biology is the study of living organisms in all of their forms down the ages. It is a challenging yet rewarding subject for all students interested in life, the world around them and how we intend to use our understanding of living systems in the future. Indeed the subject is so varied that on the one hand, biological theory could potentially help to explain how we came into existence and on the other, biological techniques in the future could feed the hungry and heal the sick. A-Level Biology provides a flavour of the many branches of this incredibly broad subject. It will even help you to understand yourself that little bit better!

## ENTRY REQUIREMENTS

In addition to overall college post-16 entry requirements, a minimum grade BB\* is required in GCSE Double Award Science.

\*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.

## CAREER PROGRESSION

Students wishing to pursue a career / course in the following capacities would benefit from studying Biology:

Medicine, Nursing, Psychology, Dietetics, Dentistry, Sports Sciences, Anatomy, Forensic Science, Veterinary Sciences, Physiotherapy, Physiology, Criminology/Forensics, Occupational Therapy, Gene Counselling, Biochemistry, Ecology, Forestry, Environmental Science & Renewable Energy.

### COURSE STRUCTURE: CCEA – 6 MODULES

MODULE	MODULE TITLE	SAMPLE COMPONENT TOPICS
AS 1	Molecules and Cells	<ul style="list-style-type: none"><li>• Enzymology</li><li>• DNA Technologies</li><li>• Virology</li><li>• Cells, Tissues and Organs</li></ul>
AS 2	Organisms and Biodiversity	<ul style="list-style-type: none"><li>• Transport and Exchange in Plants and animals</li><li>• Adaptation of organisms</li><li>• Biodiversity</li></ul>
AS 3	Coursework Practical Skills	<ul style="list-style-type: none"><li>• Knowledge and understanding</li><li>• Application of knowledge and understanding</li><li>• How Science Works</li></ul>
A2 1	Physiology and Ecosystems	<ul style="list-style-type: none"><li>• Homeostasis</li><li>• Immunity</li><li>• Coordination and control in plants &amp; animals</li><li>• Ecosystems</li></ul>
A2 2	Biochemistry, Genetics and Evolutionary Trends	<ul style="list-style-type: none"><li>• Respiration and Photosynthesis</li><li>• The Genetic Code and Gene Technology</li><li>• Genes and Patterns of Inheritance</li><li>• Classification and Phylogeny</li></ul>
A2 3	Coursework Investigative and Practical Skills	<ul style="list-style-type: none"><li>• Hypotheses, Planning, and Implementation</li><li>• Recording, Analysis and Interpretation</li><li>• Evaluation</li></ul>

## HEAD OF DEPARTMENT MR D CALLAN

The Edexcel BTEC Level 3 National Extended Certificate (equivalent to one A-Level) in Business allows pupils to:

- Learn skills and knowledge that will be of real practical use in the world of business that pupils will ultimately enter.
- Work independently on coursework, serving as excellent preparation for working at university level.
- Learn about how businesses function, examining areas such as marketing, finance, human resources, economics and technology.
- Understand how both business and personal finance works.

The course has been endorsed by industry as providing pupils with skills and knowledge essential to working in Northern Ireland, UK and worldwide economies. Pupils studying this course over the last three years in Drumragh have successfully secured places at elite universities such as Queen's University, Belfast.

## ENTRY REQUIREMENTS

Students wishing to study Business must have obtained a grade C or higher in Business at GCSE Level. A student wishing to study Business at KS5 level and who has not studied Business at GCSE level, must have obtained a grade B or higher in Higher level English at GCSE Level.

## COURSE STRUCTURE & ASSESSMENT

Units 1 and 2 are completed in Year 13 and are worth 50% of total qualification  
Units 3 and 4 are completed in Year 14 and are worth 50% of total qualification

### Year 13

Unit 1: Exploring Business (internally assessed coursework)

Unit 2: Developing a Marketing Plan (externally assessed exam based on pre-released case study. Exam is completed on a computer)

### Year 14

Unit 3: Personal & Business Finance (externally assessed written exam)

Unit 4: Recruitment and Selection (internally assessed coursework)

Assessment ratio is 58% externally assessed exams (done during summer exam schedule) and 42% internally assessed coursework (done on computers throughout September to June)

## CAREERS PROGRESSION

The course will assist pupils entering both further education and employment. Business is currently one of the most popular degrees chosen at UK universities and also forms components of many other degree courses. A sound knowledge and understanding of business and industry should also help pupils in their wider lives, regardless of their future career paths.

Specific careers include marketing, finance, sales, retail, manufacturing, engineering, IT, management, consultancy and many more.

# Business Studies 18



## HEAD OF DEPARTMENT: MISS N MCLERNON

It was only a century ago that scientists began to realise the nature of atoms and this unlocked the door to a continuing race for knowledge. Chemistry is a progressive, modern and ever changing subject as new discoveries are made and technology advances at an ever increasing rate. This course will let you investigate how science works and develop your ability to think as a chemist. You will be able to appreciate the contribution chemists have made, and continue to make to our society and understand why it is necessary for chemists to be involved in decisions which affect our society. By the end of the course you should be able to use scientific logic to assess critically a wide range of ideas presented in newspapers, books and the media.

## ENTRY REQUIREMENTS

In addition to overall college Post-16 entry requirements, a minimum grade BB is required\* in GCSE Double Award Science.

\*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.

## CAREER PROGRESSION

Chemistry is a prerequisite for many courses in Higher Education and for many areas of employment. Chemistry is normally required for the following courses:

Dentistry, Veterinary careers / training, Pharmacy, Biological Sciences, Biomedical Science, Medicine, Chemical Engineering, Forensic Science, Food Science, Biochemistry, Dietetics & Agriculture.

## COURSE STRUCTURE AND ASSESSMENT

Unit	Value At AS Level	Value At A Level
1. Basic Concepts in Physical and Inorganic Chemistry	35%	16%
2. Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	35%	16%
3. Practical Assessment	30%	8%
4. Periodic Trends and Further Organic, Physical and Inorganic Chemistry		24%
5. Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry		24%
6. Practical Assessment		12%

The course outlined is accredited by CCEA.

An AS Level is awarded on successful completion of units 1, 2 and 3. An A Level is awarded on successful completion of all 6 units.

# Chemistry 19



## HEAD OF DEPARTMENT: MRS C MOORE

The A Level English Literature course, through exam board, CCEA, aims to foster a love of reading, enjoying and analysing a broad range of texts. The course allows and encourages students to engage with literature and foster a personal relationship and interpretation of a variety of genres. Students will learn to research and apply historical, social and cultural contexts to help inform their interpretations. In studying a wide range of texts, students develop advanced study skills which prepare them for third level education. The English Literature course supports students in the learning and development of; independent research skills, essay writing skills and public speaking skills, through presentations to the rest of the class.

# English Literature 20

## ENTRY REQUIREMENTS

A\* to B in English Literature or GCSE English Language. We will apply some specific conditions on students we accept designed to encourage success.

Students who choose English Literature will be encouraged to enjoy:

- Reading widely and independently
- Engaging creatively with texts and respond to them in original ways
- Developing and applying their knowledge of literary analysis

## COURSE STRUCTURE AND ASSESSMENT

### *Year 13: AS Level (40% of A' Level)*

Students will study the three literary genres of poetry, prose and drama:

- Poetry: poetry written from 1900 – present
- Drama: plays written from 1900 – present
- Prose: novels written pre-1900

### *Year 14: A Level (60% of A' Level)*

Students will study:

- A play by Shakespeare (20%)
- Poetry written pre-1900 and unseen poetry (20%)
- And will complete an internal assessment of 2,500 words based on two novels, one of which must be a twenty-first century publication (20%)

## CAREER PROGRESSION

Students who study English Literature go on to follow a broad range of career paths. Notably, the media, including journalism, advertising and social media management. Other careers such as teaching, law, performing arts, the civil service and business or indeed any role that cherishes written and verbal communication would value an English Literature qualification.

Come and join us, you'll enjoy it!



HEAD OF DEPARTMENT:  
MR M TONER

Geography offers students the opportunity to study their natural and man-made landscapes which exists all around them. It enables students to ask important questions about their world and examines how the world is in a constant state of change due to human and physical influences. Geography is seen as both a Science and Arts subject.

Geography is delivered in an interesting and stimulating manner and an enquiry based approach is adopted to develop in students the ability to question and seek out answers to explain their role in the bigger picture. It helps develop in students essential skills of decision making which are readily transferable to university and the arena of work.

ENTRY REQUIREMENTS

Students wishing to study Geography must have obtained a grade C\* or higher in Geography at GCSE Level.

A student wishing to study Geography at AS/A2 level and who has not studied Geography at GCSE level, must have obtained a grade B or higher in Higher level English at GCSE Level.

COURSE STRUCTURE & ASSESSMENT

Students studying Geography will follow the CCEA Syllabus course of study.

CAREER PROGRESSION

Teaching, Law, Journalism, Architecture, Pilot, Air Traffic Control, Tourism, Environmental Health, Town Planning, Surveying, Ordnance Survey, Police and the Armed Services and Medicine, Renewable Energy, Work in the Tourism sector.

UNIT	ASSESSMENT FORMAT	DURATION	WEIGHTINGS	AVAILABILITY
AS 1: Physical Geography	External written examination	1 hr 15 mins	40% of AS 16% of A Level	June
AS 2: Human Geography	External examination paper	1 hr 15 mins	40% of AS 16% of A Level	June
AS3: Fieldwork Skills and Techniques in Geography	External written examination	1 hour	20% of AS 8% of A level	June
A2 1: Physical Processes, Landforms and Management	External examination paper	1 hr 30 mins	24% of A Level	June
A2 2: Processes and Issues in Human Geography	External Examination paper	1 hr 30 mins	24% of A Level	June
A2 3: Decision Making in Geography	External Examination paper	1 hr 30 mins	12% of ALevel	June

Geography  
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HEAD OF DEPARTMENT:  
MRS B KERRIN  
SUBJECT TEACHER:  
MISS C WINTERS

'Just because you do not take an interest in politics, does not mean politics won't take an interest in you'. So said the Greek statesman, Pericles, over 2000 years ago. Our lives are affected at every level by political decisions, whether we are aware of this or not. By studying GCE Government and Politics you will gain an understanding of local, national and international political systems. You will learn about rights and responsibilities, gain an understanding of the factors that affect political decisions and how political ideas influence world events.

# Government & Politics 22

Why study Government and Politics?

It can help you gain a better understanding of political systems and ideas and the changes that these have brought about in society. Through studying Government and Politics, you will develop your knowledge of political systems and ideas and be able to relate this knowledge to local, national and international news events reported in the media. At AS you will acquire knowledge and understanding of the structures of authority and power within the political systems that have the greatest impact upon your lives, those of Northern Ireland and the United Kingdom. At A2 you will be able to use your AS skills and knowledge to study a range of other systems, both democratic and non-democratic, and consider how these differ from those in place in Northern Ireland and the United Kingdom. The study of Government and Politics will encourage you to become actively involved as a citizen and will provide opportunities to develop your skills of analysis, research and evaluation; skills

which are highly valued by employers and which will prepare you for a wide variety of further and higher education courses and employment.

## ENTRY REQUIREMENTS

Students wishing to take on A-Level Government and Politics must have a high standard of literacy skills, a good interest in the subject as well as a hardworking approach to their studies. Grade C\* or above in GCSE History or English Language/Literature is required.

## CAREER PROGRESSION

Students who study Politics have access to a wide range of career and higher education opportunities such as:

Teaching, Personnel Management, Journalism, Law, Government Research Officer, Political lobbyist.

## COURSE STRUCTURE AND ASSESSMENT

Unit	Area of Study	Assessment
AS1	The Government and Politics of Northern Ireland	External exam: 1 Hour and 15 Minutes
AS2	The British Political Process	External exam: 1 Hour and 45 Minutes
A21	Option A: A Comparative study of the Government and Politics of the USA and the United Kingdom	External exam: 2 Hours and 15 Minutes
A22	Option A: Political Power	External exam: 1 Hour and 30 Minutes



## HEAD OF DEPARTMENT: MRS B KERRIN

Apart from being extremely enjoyable and enabling students to learn about the past - that is, to understand the past and, through it, come to a far better understanding of the present - history also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority with employers. History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation.

Employers have told us that students entering the World of Work today need a broad balance of skills to include scientific, mathematical, technological and communication skills. History contributes fully to the communication skills set as it is a long established, traditional and well respected A Level subject which employers know provides students with a good standard of literacy and communication. Therefore, History makes an excellent subject to have for any career you set your sights on.

## ENTRY REQUIREMENTS

Students wishing to take on A-Level History must have a high standard of literacy skills, a good interest in the subject as well as a hardworking approach to their studies. GCSE History is desirable but not essential. Grade C\* or above in GCSE History or English Language/Literature is required.

## COURSE STRUCTURE & ASSESSMENT

The course outlined is run by CCEA.

AS1: Historical Investigations and Interpretations:

- Germany 1919-45
- External Written Examination
- 1 Hour and 30 Minutes

AS2: Historical Conflict and Change

- Russia 1914-41
- External Written Examination
- 1 Hour and 30 Minutes

A21: Change over time:

- The American Presidency 1900-2000
- External Written Examination
- 1 Hour

A22: Historical Investigations and Interpretations

- Partition of Ireland 1900-1925
- External Written Examination
- 2 Hours and 30 Minutes

## CAREER PROGRESSION

Students of History have access to a wide range of career and higher education opportunities including:

- Law
- Economics
- Medicine
- Journalism/Media
- ICT related careers
- Business
- Hospitality/Tourism sector
- Politics

## HEAD OF DEPARTMENT:

MRS P MCMANUS

## SUBJECT TEACHER: MRS D MOORE

Students can take the AS course (Single Award) in Health and Social Care as a final qualification; or the AS units plus the A2 units for a GCE A level qualification (Single Award).

Health and Social Care A level encourages students to develop an interest in health, social care and early years, and provides opportunities to research issues affecting the care sector. Students will develop strong vocational links locally in relation to health, social care and early years work contexts, and will develop advanced study skills that will help prepare them for third level education.

## ENTRY REQUIREMENTS

A student wishing to study Health and Social Care will require a minimum of 6 GCSEs grade C\* or above including English. Students must also have demonstrated suitable commitment to their studies at GCSE level in all subject areas. It would be desirable for students wishing to embark on this course to consider volunteering or to have some related work experience and/or paid employment within the caring sectors.

## COURSE STRUCTURE & ASSESSMENT

Single Award includes three assessment units at AS and another three at A2, including two compulsory internally assessed and two compulsory externally assessed units.

*AS 1: Promoting Quality Care – Internal Assessment. 25% of AS 10% of A level*

Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Students explore values of care and how they are applied by care workers. They learn how legislation impacts the setting, and evaluate the effectiveness of policies in promoting quality care.

Students research one example of poor practice and its effects on the well-being of service users, potential service users, the staff responsible, families and care-workers or the organisation.

*AS 2: Communication in Health, Social Care and Early Years Settings – Internal Assessment. 25% of AS 10% of A level*

Students produce a written report exploring communication skills and techniques they observe being used by care staff in a health, social care or early years setting. They also evaluate their own communication skills by carrying out an interaction within the setting.

*AS 3: Health and Well being - External 2 hour written examination. 50% of AS*

Students answer three compulsory questions about key concepts of health and well-being, the range of service users' needs and the impact of health and ill health on individuals. They investigate a range of factors that affect health and well-being. Students examine health promotion approaches and investigate a campaign. They consider the roles of a range of organisations responsible for health and well-being. Students recognise the impact of discrimination on health and well-being and the importance of anti-discriminatory practice in health, social care and early years' settings.

*A2 3: Providing Services - External 2 hour written examination based on pre-release material which focuses on one service user*

*group. It will be available eight weeks before the examination. 30% of AS 20% of A level.*

Students develop knowledge and understanding of service provision in the health, social care and early years' sectors. Students learn about how services are structured, regulated and funded. They examine how policy, legislation and demographic characteristics can influence service provision. Students also explore the role of practitioners and how they work in partnership to identify and meet service users' needs. As this unit is synoptic, elements from the other units will inform the students' understanding of the subject

*A2 4: Health Promotion Internal assessment. 15% of A level.*

Students develop an understanding of local health improvement priorities and associated health promotion campaigns. They plan, implement and evaluate a small-scale health promotion activity either individually or in a group of no more than five. The activity should be based on a Northern Ireland health promotion priority that has significance for a specific group, and which makes use of at least one health promotion approach.

*A2 5: Supporting the Family Internal assessment. 15% of A level.*

Students produce a review of changes to family structure, and produce a case study showing understanding of factors that influence family life. Students will investigate the wide range of services available to families and the support that these services offer and produce a report on how statutory and voluntary organisations support families with significant issues.

## CAREER PROGRESSION

A Level Health and Social Care develops knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years. It will also help develop skills, aptitudes and values for employment in the health, social care and early years sectors.

Health  
& Social  
Care  
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HEAD OF DEPARTMENT:  
MR M CONNOLLY

The Pearson BTEC Level 3 National Extended Certificate in Information Technology is intended as an Applied General qualification equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

ENTRY REQUIREMENTS

A student wishing to study BTEC Level 3 Information Technology should have a grade C\* or above in GCSE Digital Technology. Students must also have demonstrated suitable commitment to their studies at GCSE level in this subject.

MANDATORY UNITS

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

OPTIONAL UNITS

Learners must complete one optional unit.

EXTERNAL ASSESSMENT

This is a summary of the type and availability of external assessment, which is of units making up 58% of the total qualification GLH.

SYNOPTIC ASSESSMENT

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for Unit 1: Information Technology Systems learners will be able to show how they have developed their understanding of the relationships between IT systems hardware and software,

the way systems work individually and together, the relationship between the user and the system, use of IT systems issues and their impact on organisations and individuals. This is assessed by a Pearson set and marked examination. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills. In delivering the unit you need to encourage learners to draw on their broader learning so they will be prepared for the assessment.

CAREER PROGRESSION

The BTEC in Level 3 IT gives learners the opportunity to progress to a degree in an information technology discipline or a degree where Information Technology related skills and knowledge may be advantageous. This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses.

Pearson BTEC Level 3 National Extended Certificate in Information Technology				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Information Technology Systems	120	Mandatory and Synoptic	External
2	Creating Systems to Manage Information	90	Mandatory	External
3	Using Social Media in Business	90	Mandatory	Internal
<b>Optional units – learners complete 1 unit</b>				
5	Data Modelling	60	Optional	Internal
6	Website Development	60	Optional	Internal

Unit	Type	Availability
<b>Unit 1: Information Technology Systems</b>	<ul style="list-style-type: none"><li>Written examination set and marked by Pearson.</li><li>90 marks.</li><li>Two hours.</li></ul>	<b>Jan and May/June</b> <b>First assessment:</b> <b>May/June 2017.</b>
<b>Unit 2: Creating Systems to Manage Information</b>	<ul style="list-style-type: none"><li>A task set and marked by Pearson and completed under supervised conditions.</li><li>In part A, learners will be provided with a brief to complete five activities in the set task in three hours on the afternoon of the first day.</li><li>In part B, learners will be provided with a brief to complete three activities in the set task in two hours on the morning of the second day.</li><li>Completed using a computer and submitted electronically.</li><li>66 marks.</li></ul>	<b>Dec/Jan and May/June</b> <b>First assessment</b> <b>May/June 2017</b>

# Information Technology 25

# Mathematics 26

## HEAD OF DEPARTMENT: MS K MCCONNELL

The Mathematics specification adopts a modular structure and candidates are required to study two modules in Year 13. This will account for 40% of the final score. There are two modules in Year 14. These account for 60% of the final score.

A-Level Mathematics is a very popular choice at Drumragh Integrated College. Lots of help and support is provided by the dedicated staff and this is obvious through the excellent relationships which exist between staff and students.

### ENTRY REQUIREMENTS

A student wishing to study Mathematics will require a grade B or better in GCSE Mathematics.

## COURSE STRUCTURE & ASSESSMENT

Content	Assessment	Weightings
AS 1: Pure Mathematics	External written examination 1hr 45 mins Students answer all questions	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination 1hr 15 mins Students answer all questions	40% of AS 16% of A Level
A2 1:Pure Mathematics	External written examination 2hr 30 mins Students answer all questions	36% of A Level
A2 2:Applied Mathematics	External written examination 1hr 30 mins Students answer all questions	24% of A Level

### UNIT AS 1

Algebra and functions  
Coordinate geometry/circles  
Binomial expansion  
Trigonometry (no radians)  
Exponential and logarithms  
Differentiation  
Integration  
Vectors

### UNIT A2 1

Algebra and functions  
Coordinate geometry  
Sequences and series  
Trigonometry  
Differentiation  
Integration  
Numerical Methods

### UNIT AS 2

Kinematics (inc i/j vectors)  
Forces and Newton's Laws  
Sampling  
Data presentation/interpret  
Probability  
Statistical distributions

### UNIT A2 2

Kinematics  
Moments  
Impulse and momentum  
Probability  
Statistical distributions  
Hypothesis testing

### CAREER PROGRESSION

Students who will benefit from studying mathematics at post-16 are those who are considering careers in the following:  
Accountancy, Banking, Medicine, Veterinary Science, Teaching and Engineering.



# Modern Languages French & Spanish 27

HEADS OF DEPARTMENT:  
MS C DOLAN & MS I PALMA VARO

French & Spanish (Exam Board:  
CCEA)

## ENTRY REQUIREMENTS

A student wishing to study modern languages will require a grade B or higher in GCSE Spanish .

## COURSE STRUCTURE & ASSESSMENT

### Year 13:

Year 13 AS1 Speaking- Presentation and Conversation (approx 11 minutes) (30% of AS level, 12% of A level)

Year 13 AS2 Section A- Listening (40 minutes)

Section B- Reading (50 minutes)

Section C- Use of Language (30 mins) (40% of AS level, 16% of A level)

### Year 13 AS3 Extended Writing-

Students write one essay in French in response to a set film or literary text (1 hour) (30% of AS level, 12% of A level)

### AS is 40% of whole A level qualification

### Year 14:

Year 14 A21 Speaking- Discussion (15 minutes) (18% of A level)

Year 14 A22 Section A- Listening (45 minutes)

Section B- Reading (2 hours) (24% of A level)

### Year 14 A23 Extended writing-

Students write one essay in French in response to a set literary text (1 hour) (18% of A level)

### A2 is 60% of whole A level qualification.

### *Main Themes*

Year 13 Relationships, Culture and Lifestyle

Year 14 Young People in Society, Our Place in a Changing World.

This specification aims to encourage students to:

- develop an enthusiasm for and an understanding of the language and culture in a variety of contexts and genres;
- communicate confidently, clearly and

effectively in the language for a range of purposes;

- develop knowledge and understanding of societal, political and cultural issues French-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use Spanish/ French at a high level to discuss and reflect on aspects of society, politics and culture.

## CAREER PROGRESSION

An A Level in a modern language provides a particularly good foundation for a degree in History, English, Politics, or Law.

An A Level in modern languages can be useful for progression to careers in a range of fields, including:

- Teaching
- Translating
- Business and politics
- Tourism
- Journalism
- Marketing
- International Relations

# Moving Image Arts 28

SUBJECT LEADER: MR E DUNCAN

*“Film as dream, film as music. No art passes our conscience in the way film does and goes directly to our feelings, deep down into the dark rooms of our souls.”*

INGMAR BERGMAN, DIRECTOR

Moving Image Arts is the study of Film and Film Making. As distinct from Media Studies, MIA is concerned with the artistic intent and style of film. Students get the chance to study the classic films of our time, learn the language of appreciation and then make their own film. It is for the student who is already passionate about Film and has something to say about the world in a film of their own.

## ENTRY REQUIREMENTS

Due to the analytical and artistic nature of the course:

Essential: Grade B GCSE English

Desirable: GCSE study in Art Design/Drama.

## COURSE STRUCTURE & ASSESSMENT

There are two assessment units in AS/A2

### Unit One

Production: a live action film production 3 – 4 minutes

Pre – production portfolio: containing all the philosophy, preparation and evaluative work that have gone into the film.

### Unit Two

Online examination

One of the first exam boards to run a live exam, CCEA stream film clips to the centre which are analysed by students. The answers are submitted via internet.

AS 1 = 60%

AS 2 = 40%

A2 1 = 60%

A2 2 = 40%

The film has to be shot and edited by the start of the summer term to leave good time to revise for the online exam which runs in June.

## CAREER PROGRESSION

- Film maker
- Film/Television production
- Scriptwriter
- Editing/Post production
- Costume designer
- Camera Operator
- Multi Media Production





HEAD OF DEPARTMENT:  
MRS C GUNN

A course in AS/A2 Music provides students with opportunities to further develop musical competence in the areas of Listening, Performing and Composing through the exploration of different styles, genres and traditions of music. AS/A2 Level Music accommodates the needs and interests of all its students, presenting itself as a course to be enjoyed and explored by everyone through the promotion of understanding and developing of skills, as a basis for further study and/or leisure.

CAREER PROGRESSION:

A qualification in AS/A2 Music provides students with opportunities for further studies in music and entry to university, i.e. Bachelor of Music Degree. It offers a stepping stone to careers such as Music Teacher, Music Technician, TV/Media Broadcaster, Performer, Composer and many more.

COURSE STRUCTURE & ASSESSMENT:

CONTENT	ASSESSMENT	WEIGHTINGS
AS 1: Performing	Solo performance Viva voce	32.5% of AS 13% of A level
AS 2: Composing	Internally assessed, externally moderated A: Composition Task or B: Composition with Technology Task Written commentary	32.5% of AS 13% of A level
AS 3: Responding to Music	Music for Orchestra 1700-1900 Sacred Vocal Music Secular Vocal Music Two written examinations • Test of aural perception (listening paper) • Written exam (essay & score analysis)	35% of AS 14% of A level
A2 1: Performing	Externally assessed by visiting examiner Solo performance Viva voce	19% of A level
A2 2: Composing	• A: Composition task OR B: Composition with technology task	19% of A level
A2 3: Responding to Music	Music for Orchestra in the Twentieth Century Sacred Vocal Music Secular Vocal Music, 1600 to the present day <b>Two written examinations</b> · Test of aural perception (listening paper – 1hr 15mins) · Written exam (essay & score analysis – 2 hours) Students should already play an instrument and/or sing and have some understanding of basic harmonic progressions and staff notation. It is recommended that students have acquired at least a 'C' grade in GCSE Music or hold Grade 5/6 Practical examination and/or equivalent theory qualifications	21% of A level

Music  
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# Nutrition & Food Science 30

HEAD OF DEPARTMENT:  
MRS P MCMANUS

The CCEA GCE Nutrition and Food Science specification focuses on good nutrition as an important part of leading a healthy lifestyle. Eating healthy food can help to reduce the risk of chronic illness and promote overall health. Consumer behaviour when making food purchasing decisions and issues such as food security and sustainability are explored.

## ENTRY REQUIREMENTS

The AS in Nutrition and Food Science builds on, but does not depend upon the knowledge, understanding and skills developed within GCSE Home Economics: Food and Nutrition and related subjects. Grade B in both Home Economics: Food and Nutrition and Science is desirable.

## COURSE STRUCTURE & ASSESSMENT

CONTENT	ASSESSMENT	WEIGHTING
<b>AS 1: Principles of Nutrition:</b> Macro nutrients: Protein, Fat Carbohydrate Micronutrients: Vitamins, Minerals Water and other fluids Nutrition through life Nutrient requirements	External written examination  1 hour 30 mins  Answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS   20% of A level
<b>AS 2: Diet, Lifestyle and Health Eating patterns</b> Energy and energy balance Diet-related disorders Alcohol Physical Activity	External written examination  1 hour 30 mins  Answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS   20% of A level
<b>A2 1: Option 1 – Food Security and Sustainability</b> Food security, poverty, sustainability, waste Changing consumer behaviour  <b>Option 2 – Food safety &amp; Quality</b> Food safety Safety through the food chain Microbiological contamination Chemical contamination Additives Allergens Controls and legislation	External written examination  2 hours 30 mins  Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
<b>A2 2: Research project</b>	Internal assessment  Students complete a 4000 word research-based project.  Teachers mark the projects, and CCEA moderate the results.	30% of A level

## CAREER PROGRESSION

There are many career opportunities in this field of work as scientific knowledge and research develops. An A-level in Nutrition and Food Science allows students to progress into many higher education courses and careers such as teaching, food science, food technology, health promotion, dietetics, sports nutrition, environmental health, health and social care, nursing, social work and hospitality management. This subject can open up a range of possibilities in the world of work, both at home and worldwide.



# Performing Arts 31

HEAD OF DEPARTMENT:  
MRS L BELL

If you are highly motivated, fully committed, enjoy watching theatre and making drama and most importantly, know how to unlock your imagination then this subject could be a positive experience for you.

This course will take you on a journey gaining knowledge and understanding of theatre practice through your own engagement with the medium as both participant and informed audience member. You will also develop performance and production skills appropriate to the creation and realisation of drama and theatre within the Performing Arts Industry.

ENTRY REQUIREMENTS

Ideally, to be successful in the theory elements of this BTEC Course, a GCSE grade B in drama is desirable. Students not having previously studied GCSE Drama will be expected to have gained a minimum of six GCSE's grade C or above including English at a grade B; and will need to provide evidence and audition to show practical acting skills before entry onto the course is granted. This entry will be subject to a trial period of successful involvement. Commitment and high attendance are also absolutely essential for all drama students

COURSE STRUCTURE & CONTENT

Students follow the course provided by the Pearson BTEC Level 3 National Extended Certificate in Performance (Acting)

Equivalent in size to one A Level. There are Five units, of which two are mandatory (M) and one is external.

This qualification offers an engaging programme to support learners who want to pursue a career in acting as well as securing transferable skills that are eagerly sought from a range of career paths.

CAREER PROGRESSION

Drama and Performing Arts aims to:

- Provide opportunities for progression to courses in higher education in the subject area of Drama, Theatre Studies and Performing Arts.
- Can be used as an entry qualification in a range of other subjects.
- Offers subject content, which is distinct from that of other subjects, with high cross-curricular links throughout.
- Complements other subjects in the 'Arts' block.
- Contrasts with study in other curriculum areas.
- Demonstrates to future employers that you have developed self-confidence and highly developed social & communication skills.
- Past Drumragh Drama students have successfully gained University entry and opened careers into: Acting, Journalism, Teaching, Media, and Childcare to name a few.

YEAR 13	YEAR 14
Unit 34: Developing Skills and Techniques for Performance (M)	Unit 3: Group Performance Workshop (M)
Unit 19: Acting Styles (O)	Unit 21: Improvisation (O)
	Unit 29: Storytelling (O)

SUBJECT TEACHER:  
MR T MCCANCE

Physics has been, and always will be, one of the most challenging of subjects at any level.

Students will offer various reasons for choosing this subject at A-level. The main reason is the requirement for Degree courses that they hope to apply to in the coming years.

However, employers are looking for a skill based work force with the capability to adapt to the ever changing demands of the 21st Century work place.

The tasks and the challenges found in the content of this course will help develop these skills. It will also help develop the importance of Physics as a human endeavour, which interacts with social, philosophical, economical and industrial matters.

Physics will leave you better prepared for your next step along your chosen path.

ENTRY REQUIREMENTS

In addition to overall college post-16 entry requirements, a minimum grade BB is required\* in GCSE Double Award Science.

\*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.

COURSE STRUCTURE AND ASSESSMENT

The course outlined is accredited by CCEA

An A Level is awarded on successful completion of all 6 units.

Exams will be available in the summer term only.

CAREER PROGRESSION

Physics is becoming more important in your choices for further education. A wide and varied field of courses is available to students with good grades including a Physics A-Level. Some of these are listed below:

- Dentistry
- Medicine
- Engineering
- Forensic Science
- Optics
- Materials Science
- Telecommunications
- Astronomy
- Veterinary Science
- Teaching

UNIT	VALUE AT AS LEVEL	VALUE AT A LEVEL
1. Forces, Energy and Electricity	40%	16%
2 Waves, Photons and Astronomy	40%	16%
3. Practical Techniques & Data Analysis	20%	8%
4. Deformation of solids, Thermal Physics, Circular motion, Oscillations, Atomic and Nuclear Physics.		24%
5. Fields, Capacitors and Particle Physics		24%
6. Practical Techniques & Data Analysis		12%

Physics  
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## HEAD OF DEPARTMENT: MRS J. WILSON

Religion plays an important role in many different cultures. Religious Studies enables you to develop an insight and interest in areas of knowledge, belief and thought central to an understanding of the modern world.

If you are interested in learning more about religious traditions and beliefs, philosophical or ethical approaches to religion, then this course will give you the opportunity to achieve this. By studying Religious Studies you will be able to engage with challenging questions concerning the meaning of and purpose of life. You will enjoy this course if you have an interest in different cultures and beliefs and if you have a naturally inquisitive, enquiring mind.

# Religious Studies 33

## ENTRY REQUIREMENTS

GCSE Religious Studies – Grade C\* or above.

## COURSE STRUCTURE & ASSESSMENT

At AS and A2 level students study two units:

>>Textual Studies – taught by Mrs Wilson

>>Religious Ethics – taught by Mrs McKenna

## CAREER PROGRESSION

Religious Studies can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. Through studying religious studies, you will learn how to critically evaluate different topics and issues, developing your skills in considering evidence and arguing a case based on the evidence.

Students of Religious Studies can go on to have careers in areas such as teaching, medicine, law, public service, advice work, counselling, journalism, ministry, social work, charity organisations, youth work and community work.

LEVEL	TEXTUAL STUDIES	RELIGIOUS ETHICS
Year 13  Two 1 hour 20 minutes externally assessed written papers. Each paper worth 50% of AS and 20% of A level	An Introduction to Acts of the Apostles: <ul style="list-style-type: none"><li>• Background</li><li>• Beginnings of the church</li><li>• Growth and expansion of the church</li><li>• Paul the Apostle</li><li>• Other aspects of human experience</li></ul>	Religious Ethics: Foundations and Principles <ul style="list-style-type: none"><li>• Foundations of Christian Morality</li><li>• Ethical theories</li><li>• Bio-ethics</li><li>• Life and death issues</li><li>• Other aspects of human experience</li></ul>
Year 14  Two 2 hour externally assessed written papers. Each paper worth 50% of A level and 30% of A level	Themes in Selected Letters of St Paul <ul style="list-style-type: none"><li>• Paul's letter to the Galatians</li><li>• Paul's First Letter to the Corinthians</li><li>• Paul's Letter to the Ephesians</li><li>• Synoptic assessment theme: Controversy, Division and Reconciliation</li></ul>	Global Ethics <ul style="list-style-type: none"><li>• Moral theory</li><li>• Global rights</li><li>• Global issues</li><li>• Synoptic assessment theme: Conscience, Freedom and Tolerance</li></ul>

## HEAD OF DEPARTMENT: MRS S HAGAN

The department strives to instil in the student the capacity to solve problems, be creative, be confident and competent in their own abilities as an individual and as part of a team. This is achieved by the department staff through their realistic attitude, their dedication and their expertise. It is also achieved by the students, in the development of projects that they have designed and realised themselves. This develops a sense of ownership and credibility in their achievements.

### ENTRY REQUIREMENTS

Students will be required to have at least a grade B in GCSE Technology and Design and a B in the exam modules. In addition, they will also need a Grade C in GCSE Maths and one other subject.

## COURSE STRUCTURE & ASSESSMENT

This CCEA GCE Technology and Design specification gives students the opportunity to get involved in the world of design. It will equip them with the skills required to recognise and overcome challenges and constraints when working towards making high quality products.

This specification is available at two levels: AS and A2

Students who continue to A2 explore product design in greater detail than at AS level. The A2 course includes an internally assessed design-and-make task.

The specification has four units:

- Unit AS 1: Compulsory: Design and Materials and Option: Product Design
- Unit AS 2: Controlled Assessment: Product Development
- Unit A2 1: Product Design
- Unit A2 2: Controlled Assessment: Product Design and Manufacture.

## SKILLS DEVELOPED

The students will develop their designing and manufacturing skills, along with skills and knowledge in the areas of CAD, Mathematics and Graphical Communication. They will also develop their evaluation skills in technical, aesthetic, economic, environmental and social contexts.

### CAREER PROGRESSION

A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design. The qualification could also be used as an entry route into an apprenticeship in a career such as engineering. The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as Computer-Aided Design. This can provide you with a useful basis for entry into careers such as Product Design, Engineering, Graphic Design, Teaching and Architecture.

# Technology & Design 34

CONTENT	ASSESSMENT	WEIGHT
Unit AS 1: Compulsory: Design and Materials and Option: Product Design	One external written examination consisting of two papers. Each paper is 1 hour long. There will be a 20-minute break between papers. Paper 1: Core area of study Students answer seven questions from a common core paper. Paper 2: Specialist area of study Students answer two questions that reflect the area of Option C: Product Design	50% of AS 20% of A level
Unit AS 2: Controlled Assessment: Product Development	Internal assessment: Students complete one task, producing a practical outcome with a design folder. Teachers mark the task, and CCEA moderate the results.	50% of AS 20% of A level
Unit A2 1: Product Design	External written examination 2 hours Students answer two questions from either Section A, Section B or Section C.	30% of A level
Unit A2 2: Controlled Assessment: Product-System Design and Manufacture.	Internal assessment Students complete one task, producing a practical outcome with a design folder. Teachers mark the task, and CCEA moderate the results.	30% of A level



## HEAD OF DEPARTMENT: MR C GALLAGHER

The OCR Level 3 Cambridge Technical Extended Certificate in Sport is for learners 16 years old or over who want to study sport, leisure or fitness.

This qualification is not just about being able to play sport; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

### ESSENTIAL ENTRY REQUIREMENTS

- D2\*-M2 in Cambridge National or Btec equivalent
  - A\*-C in English
  - A\*-C GCSE P.E.
  - Competence in ICT
  - A genuine commitment/ interest in sport
  - Ability to work independently
  - Ability to work independently
- Desirable Entry Requirements:*
- A-C in DA Science

# Sport OCR Level 3 35

## COURSE STRUCTURE & ASSESSMENT

The four mandatory units are:

• **Unit 1 Body systems and the effect of physical activity:** This unit is externally assessed by an OCR set and marked examination. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity and the effects that physical activity, training and lifestyle can have on them.

• **Unit 2 Sports coaching and activity leadership:** This unit is internally assessed and externally moderated by OCR. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.

• **Unit 3 Sports organisation and development:** This unit is externally assessed by an OCR set and marked examination. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development, including the organisations involved, who sports development is targeted at and why, how sports development is carried out and how the success of sports development initiatives can be measured.

Two additional Units studied are from;

• **Unit 8 Organisation of sports events:** This unit is internally assessed and externally moderated by OCR. This unit is designed for you to develop skills in planning, promoting and delivering a sports event; with a focus primarily on your individual role as well as working as part of a team and reflecting on your input and future personal development.

• **Unit 13 Health & Fitness testing for sport and exercise training:** This unit is internally assessed and externally moderated by OCR. In this unit you will learn a range of fitness

tests, what they test and their advantages and disadvantages. You will learn how to complete client consultations which will give you the background knowledge you need about a client to be able to plan and deliver appropriate fitness tests. You will then learn how to interpret the data acquired from fitness tests and how best to feed this back to the client so that they can go on to make informed decisions about their health and fitness training.

• **Unit 14 Working in active leisure facilities:** This unit is internally assessed & externally moderated by OCR. In this unit you will conduct the day-to-day duties that are carried out within an active leisure environment such as cleaning and setting up and taking down equipment, ensuring it is fit for purpose. Through these practical tasks you will gain an understanding of the health and safety considerations to be made, drawing on learning from Unit 4, and how all of this feeds into delivering good customer care and how this contributes to the success of active leisure organisations. All of this will then help underpin a broader understanding of the active leisure sector.

### CAREER PROGRESSION

These qualifications offer learners the opportunity for a programme of study to prepare for further learning or training and develop knowledge and skills in a subject area that interests them with the aim of enhancing their employability. They are also suitable for learners who wish to move into different areas of employment or develop their knowledge and skills as part of their continual professional development (CPD).

The Cambridge Technical qualifications have been developed to provide learners with:

- the opportunity to develop essential knowledge, transferable skills, and personal skills necessary for further education and/or employment
- continual professional development for employees in the sector
- the opportunity to achieve a nationally recognised vocational qualification.



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