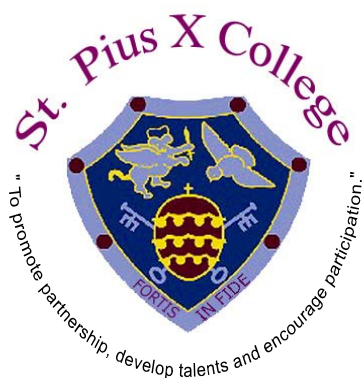


St. Pius X College



Sixth Form Prospectus

Academic Year 2010 / 2011

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Foreword

St Pius X College:

- offers an environment where all students receive opportunities to further their personal, social and intellectual capabilities.
- is a well resourced co-educational college with highly motivated staff and students
- has built-up a fine reputation for academic achievement.

Students who pursue their studies with us will benefit from continuity of teaching and learning. This is an important factor in determining success at examination level. Studying at the College is an excellent preparation for the future. We will help students to develop skills and interests while gaining the qualifications needed for the next step in their lifelong learning.

St. Pius X College is committed to providing a quality education which will enable all students to realise their potential. In addition, post-16 can be fun. Social activities are arranged throughout the year for the benefit and enjoyment of all.

Entry is open to all who have completed a successful year twelve. Decisions about post sixteen courses are extremely important and should be based on good information and advice from your parents, teachers, Careers Advisor, Key Stage 4 Co-ordinator and Post-16 Co-ordinator.

We are determined to ensure that our students will have a happy and rewarding experience through being afforded whatever support is necessary to allow them to make informed decisions.

Mrs. M P White

Principal

Introduction

As successful young people you have probably already thought about what you want to do after completing your GCSE course. If you are considering continuing your full-time education then St. Pius X College may well be the best place for you.

We are pleased to welcome Year 13 students into our Sixth Form, but before making your final decision, keep an open mind and gather as much information as you can. This prospectus explains what Post-16 at St. Pius X College has to offer and what you can expect if you enrol.

Sixth Form is very different from your previous college experience. You can expect to be treated in a more adult manner than may have been the case to date. However, the transition from Year 12 to Year 13 is not an easy one and you will need time to adjust. You will be helped to do this by an experienced team of subject teachers and Post-16 staff.

Remember that Years 13 and 14 are not separate entities, but remain very much part of the college experience which is now being made available to you. Post-16 students have considerable freedom to run their own affairs. This brings many advantages. There are several opportunities to get involved and work with younger students and to promote the ethos of the college at Parents' Evenings and other events.

The teachers will be sensitive to your needs and will treat you as an individual. You can expect their confidence and support in all you do. Their expectations of your commitment will be high.

Year 13 experiences are intended to instil self-discipline and acceptance of responsibility. This is achieved through ensuring that students are supported and encouraged to work independently outside lesson time.

Throughout the year there is a PSHE programme and organised events that allow students to become better acquainted. You will be taught how to learn, to relax and to develop interests as well as complete the normal high quality of work expected. Students in the Sixth Form will gain a lot from opportunities to encourage academic and social interaction.

Our Sixth Form teachers will promote hard work, organisational skills, independent learning and co-operation, helping to provide a firm foundation for further and higher education and beyond.

Mr. P. Kerr
(Post 16 Coordinator)

Meeting Students' Needs

St Pius X College works to develop each student's intellectual capacity to the full. To this end, a wide-ranging curriculum is provided for all students.

When planning the Post-16 curriculum at St. Pius X College we bore in mind the need to:

- ensure parity of esteem between different types of qualifications
- provide a range of qualifications from which students may choose programmes which meet their needs and earn credit for their achievements
- enable students, where desirable and appropriate, to mix and match different types of qualifications
- offer clear progression routes to further and higher education, training and employment
- Offer concise and impartial careers advice, thus enabling our students to make informed decisions regarding their chosen career paths.

Sixth Form Education

The Sixth Form should benefit you in several ways:

- It should enable you to further your studies in subjects which you enjoy
- It should provide you with the means to acquire the better academic qualifications needed for admission to higher or further education or to enhance your application for a career
- Through discussion and contact with others in the Sixth Form (in and out of the class) you should cultivate a wider range of interests
- It should help you to "mature" as a person by providing opportunities for mixing with others, for taking responsibility and for participating effectively in the corporate life of the college
- To obtain the most benefit from the years spent in the Sixth Form, you must be prepared to work hard and to play a full part in the extra-curricular life of the school community.

Sixth Form Entry Requirements

Academic Year 2010 / 2011

Before describing the courses on offer in the Sixth Form, the importance of a broad, balanced curriculum must be stressed. This means that you should consider the range of subjects you are studying very carefully. You must ensure that, where possible, the courses you follow meet two main requirements. Such courses must:

- Support your chosen career path as discussed with a Careers Advisor.
- Provide opportunities to develop those skills and competencies considered essential for adult life.

Sixth Form provision at St Pius X College is about giving each student as wide a choice as possible. There are three main types of courses available at the college in Sixth Form:

- *Applied GCE [most marks earned by assignment, minority by examination]*
- *Academic GCE [most marks earned by examination, minority by assignment]*
- *BTEC National Award [all marks earned by assignment]*

Please Note - It is important to stress that only those courses which attract viable numbers will be time-tabled in the 2010 - 2011 academic year.

Sixth Form Admissions 2010-2011

Important Information

- ✓ Parents and students should note that, when GCSE results are declared, all Year 12 students are ranked using a points system, in accordance with the 'Entry Equivalences for GCSE' as employed by C2K.
- ✓ Each student's points total is calculated and averaged from grades earned in GCSE examinations, then ranked.
- ✓ A student must not only meet the criteria below, but may also be required to satisfy any subject specific criteria
- ✓ All applicants for places in Sixth Form must have a good disciplinary and attendance record

Eligibility for admission will be determined as follows:

1. A student will only be considered for admission provided that the college will not exceed its enrolment figure as determined by the Department of Education.
2. Students will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the efficient use of the college's resources.
3. The rank order described above will be applied and a student must have achieved a minimum of 6 A*-C grades at GCSE to be eligible for Sixth Form study.
4. Students with an equal points score will be ranked by the number of A*s, As, Bs etc. achieved
5. Priority will be given to students presently attending the college. However, applicants from other schools may be considered, subject to the efficient use of the school's resources.

Special Circumstances

A student who does not meet the criteria, due to medical or other difficulties which may have affected his/her performance in GCSE examinations, may have his / her academic, attendance and disciplinary records reviewed by the Principal and Board of Governors of the college with a view to being offered a place within the Sixth Form.

Sixth Form Course Options

St. Pius X College is committed to providing a quality education, which will enable every student in the college to realise their true potential. Our students now have an excellent opportunity to sample Post 16 provision; we offer them a positive and friendly environment, where concern for the individual is important. Our focus is on helping them gain the intellectual skills and qualifications necessary for employment or higher / further education.

The College is currently implementing new and exciting changes to the Key Stage 5 Curriculum. The range of qualifications that are on offer, will enable our students to build individual learning programmes, which will be “tailor made” to equip them, for tertiary level education or the world of work. The emphasis in the sixth form is on giving each student as wide a choice as possible and providing opportunities to mix and match qualifications, in order to meet their own specific requirements.

The main pathways through Sixth Form are:-

1. GCE AS / A Level (The Academic Pathway)

This involves the study of one, two or three subjects at advanced subsidiary / advanced level. The AS level may be taught over one year or longer and provides an end point in itself for students wishing to broaden their curricular diet without proceeding to complete the full A level qualification. Academic subjects offered at St. Pius X College may include:

- Art & Design**
- Biology**
- Citizenship**
- English Literature**
- Geography**
- History**
- Mathematics**
- Music**
- Physics**
- Religious Studies.**

2. Applied GCE and BTEC Nationals (The Vocational Pathway) –

Applied GCEs are broad-based vocational educational qualifications that offer students the independence and the opportunity to take responsibility for their own learning. They develop the skills and knowledge needed in employment and include practical assignments in a work-based setting. Students may decide on focussing on a Single award which is equivalent to an A level or a Double award which is equivalent to two A levels. Vocational subjects offered at St. Pius X College include:

Applied Business Studies
Applied ICT
BTEC Construction
Health & Social Care [single award]
Health & Social Care [double award]
Performing Arts
BTEC Sport

St Pius X College also plays a full role in the Magherafelt Learning Partnership, a body set up between the post-primary schools in the town and now affording post-16 students many more opportunities for study. A Sixth Form student from St. Pius X College may now include ONE of following subjects offered by other schools on his/her programme of study:-

Chemistry [Rainey]
Engineering [NRC]
Further Maths [Rainey]
Geography [St. Mary's]
Health & Social Care [St. Mary's]
Moving Image Arts [Sperrin]
National Certificate in Sport [MHS]
Politics [MHS]
Spanish [Rainey]
Spanish [St. Mary's]
Travel & Tourism [Sperrin]

Students also have the opportunity to select a CCEA work related (Level 3) qualification:

Certificate of Personal Effectiveness [CoPE]

GCE AS / A Level – Course Details

Structure

GCE AS / A levels are designed mainly for Post-16 students who are following a two-year full-time course of study. A Levels consist of six assessment units of approximately equal size. Three of these will make up an Advanced Subsidiary (AS) qualification, representing the first half of an advanced level course of study. The additional three units will be known as A2, representing the second half, culminating in a full GCE A Level qualification.

AS Level and A Level courses may be assessed in stages or at the end. Students will also be able to use the Advanced Subsidiary (AS) to broaden or enhance their main programmes of study. These qualifications are designed to support progression into the world of work or higher education.

Assessment

The coursework and external assessment requirements for the Advanced Subsidiary are part of the requirements for the full A Level.

A key feature of the A / AS course has been its emphasis on a rigorous assessment, including a substantial external element [66% - 80%]. The remainder of the course is based on internal assessment (Coursework 20% – 33%).

Grading

The Advanced Subsidiary will be graded on an A – E scale, with U (unclassified) for fail. Achievement on the Advanced Subsidiary will, with the A2, contribute equally to the full A level.

Resits

In line with the intention that A levels should be predominantly two-year full-time courses, only **ONE** resit of each assessment unit will be allowed. In addition the Advanced Subsidiary allows for **ONE** resit of each assessment unit. The staged External Assessments will take place in January and June of that academic year. The better result will be taken into account when awarding a final grade in the qualification. A candidate may retake an AS or A Level qualification more than once.

Key Skills

All AS and A Level specifications will include Key Skills signposting. The “signposts” indicate where a particular unit or part of a unit offers good opportunities for developing, applying or assessing Key Skills and gaining additional accreditation. As part of the current enrichment programme, Post-16 students will have the opportunity to study and seek accreditation for Key Skills I.T. and for Key Skills Communication

Applied GCEs (Vocational)

Course Details

Structure

The Applied GCE may be a new learning experience for students. Although the classroom model of the teacher at the front of the class with students listening passively will not entirely disappear, it will be expected that for a large part of the time students will take responsibility for their own learning. In fact it is only by doing so that students will be successful in achieving satisfactory grades.

Students will be expected to research, resource and investigate their own projects. They will be expected to record all the steps of their learning and produce the finished article at the end of the course [e.g. A Report or Portfolio]. Students will need to know how to put into practice the idea of action planning. In fact, action planning will be a central part of the students' learning and evidence that it has taken place must be available. The teacher will be seen as a facilitator who offers support and encouragement and provides resources and information.

Summary of the Applied GCE

- Applied GCEs are taken in subjects related to the world of work, such as Business, Health & Social Care, ICT, Sport, Construction and Moving Image Arts.
- The 12 Unit Applied GCE (Double Award) is equivalent to 2 A Levels.
- The 6 Unit Applied GCE (Single) is equivalent to 1 A Level.
- The 3 Unit Applied GCE (Part Award) is equivalent to an AS Qualification.

The qualification will be graded A to E and will:

- provide a recognised route to University and Higher Education
- enable students to combine vocational and academic subjects
- offer students independence and the opportunity to take responsibility for their own work
- develop the skills and knowledge needed in employment
- include practical assignments in a work-based setting.

BTEC Nationals (Vocational)

Course Details

Structure

The BTEC Nationals are vocational qualifications to prepare students equally for direct entry into employment or for progression to higher education. The new qualification has three sizes, all at National Qualification Framework Level 3:

- **BTEC National Award**
- **BTEC National Certificate**
- **BTEC National Diploma.**

BTEC Qualifications

The BTEC National Award

The 6 unit National Award is a unit based specialist qualification that focuses on particular aspects of employment within the vocational sector. As such the award offers a qualification which can extend the study and provide vocational emphasis for learners following an Applied GCE or GCE route. It is broadly equivalent to one GCE A level and is graded **pass, merit or distinction (P, M, D)**.

The BTEC National Certificate

The 12 unit National Certificate provides as specialist work related qualification that covers the key knowledge and practical skills required in the vocational sector and also offer different emphasis through the choice of specialist units. It is broadly equivalent to two GCE A levels and may be combined for this qualification. It is given a double grade, for example, **PP, MP, DD**.

The BTEC National Diploma

The 18 unit National Diploma extends and deepens the specialist focus available in the 12 unit certificate. The qualification prepares learners for employment in the sector. It is broadly equivalent to three GCE A levels and is triple graded, for example, **PPP, MMM, DDD**.

Most students will go on to university after their BTEC Nationals. It's a popular and successful route to higher education for many people. Others prefer to continue with a BTEC Higher National qualification. Some go straight into work when they've finished a BTEC National – it gives the right blend of skills and knowledge to make a difference. There is a large number of BTEC Nationals available. The most popular subjects are in the Business, Construction and Sport. BTEC Nationals are officially recognized by universities and employers.

Personal, Social and Health Education (PSHE)

Programme (PSHE) for Sixth Form Students

St. Pius X College is committed to providing a quality education which will enable each student in the College to realise his/her potential. We believe that this would be best achieved by promoting tolerance and respect within an atmosphere where there is no discrimination towards any group. All members of our College community will have an opportunity to guide the progress of the College.

Rationale

The PSHE Programmes for Post Sixteen recognise that the road to maturity lies through the construction of the four selves, the social, sexual, vocational and philosophic. These growing needs of young people must be met by a caring pastoral organisation and this pastoral task is a central one in the College.

Aims

The purpose of the Post 16 PSHE programme is to:

- assist you as an individual to enrich your personal life and develop your own lifestyle
- help to prepare for educational choice
- offer guidance or counselling so as to encourage you to make your own decisions.
- support your subject teaching
- to promote respect for the views of others and help others less fortunate than ourselves through a range of activities from Mentoring to Fundraising
- maintain an orderly atmosphere in which all this becomes possible.

Programme

- *Respect and caring for self*
- *Respect and caring for others*
- *Understanding feelings and emotions*
- *A sense of belonging and security*
- *Environmental responsibility*
- *A commitment to life – long learning*

Student Discipline Policy for Sixth Form

Culture and Values

St Pius X College is determined to develop a learning community founded on the principles of courtesy and mutual respect.

Fundamental to the successful development of such a community is the quality of the students' learning experience. This will be nurtured and managed with insight and vision in order that we create the culture and values reflected in our mission statement.

Students attending St. Pius X College must observe certain standards of behaviour while in College and when engaged in activities associated with or representing the College. On entry students are requested to sign a behavioural contract and a learning contract.

The College, in its Behaviour Management Programme, has outlined the standards of behaviour which must be observed by students. These promote effective social and working relationships between students and members of staff.

The Student Discipline Procedure outlined below will be used when we have evidence that the student has not observed appropriate standards of behaviour.

There are four stages in the Discipline Procedure, but it should be noted that the Post 16 Co-ordinator or Vice-Principal may place a student directly onto Stage IV if the breach of conduct is considered sufficiently serious. Students are advised that Stage IV of the Discipline Procedure **may** result in suspension and in certain cases dismissal from the College.

Summary of Stages

Stage I: Oral Warning

Stage II: Written Warning

Stage III: Final Written Warning

Stage IV: Possible suspension and dismissal from the College

Safety Policy

The College accepts its duty to provide:

- a safe place of study
- safe plant and equipment
- safe arrangements for the use, handling, storage and transport of articles and substances
- sufficient information, instruction, training and supervision to enable all students to avoid hazards and contribute positively to their own safety and health
- a healthy environment
- access to adequate welfare facilities

All students are advised that they:

- are responsible to act in such a manner as to ensure their own and fellow students' safety
- are required to observe safety rules and procedures
- should not intentionally or recklessly interfere with or misuse any equipment provided within the College
- are expected to report to their class teacher any instruments, machinery or other College equipment or facilities, which constitute hazards
- must report all accidents immediately to the class teacher

Performance Support

Our teachers will seek to facilitate an improvement in:

- developing your communication skills
- your use of English
- enhancing your ICT skills
- your research and study skills
- your ability to carry out assignments and projects
- your time management skills
- examination techniques which will enhance your performance

Learning Centre Facilities

A number of Learning Centre Facilities are available at St Pius X College in order to promote the quality of teaching and learning. They include:

- Library Services (Books and CD ROMs)
- Supervised Sixth Form Study Centre
- Hi-tech Computer Suites
- Learning Resources.

You will find as you embark on your Post-16 studies at St Pius X College that not all of your week is taken up in the classroom. If you are to be successful in your studies, it is vital that you supplement what you learn in the classroom with personal study. Learn how to use our computers to word process assignments. Use the library for research projects. Take advantage of the study room to complete work directed by your class teachers. Your teachers will often supply you with study materials to work through outside class. These flexible learning materials are best used in our library where other facilities are nearby. Indeed some materials are permanently available to you to take and use, especially ones which help with study skills, number work and communications.

The need to organise your work was mentioned earlier. You must strike the right balance between your academic work and your extra-curricular activities. Important though it is to cultivate wide interests and friendships, you must not allow these interests to undermine your academic progress. The proper use of private study periods is an essential part of your management of time. It is only too easy to let these periods drift by without anything positive being achieved.

The college library is constantly being developed to meet a wide variety of needs. As well as books and periodicals, an abundance of materials relating to higher and further education and to careers. In addition, university prospectuses and UCAS books are also housed in the library and in the sixth form study (these are not to be removed without express permission from the Librarian / Head of Careers or Head of Sixth Form). In addition to consulting reference materials, students are able to borrow books, it is important that all borrowers should return library books within the issue period, and not retain them to the disadvantage of other users. Wide background reading and research to supplement issued textbooks should form an essential part of your studies.

In pursuit of the principle of equality of opportunity the College Staff will:

- meet individual learning requirements
- be flexible to modes of delivery
- make use of a range of relevant learning resources
- recognise that students with special needs may require individual arrangements with regard to a variety of aspects of provision.

Student Services

Clearly the main aim of attending College is to study for qualifications; however, you may require advice on a range of other issues.

- **Form Teacher System**

You will have a Form Teacher who will review your academic progress and liaise directly with your parents/guardians. You will be timetabled daily with your form teacher and he/she should be your first point of contact if any difficulties should arise.

- **Careers Service**

St Pius X College provides a comprehensive Careers Guidance Service. Careers Education aims to help you acquire skills, aptitudes and abilities to enable you to progress confidently in a variety of roles. You will be provided with magazines, leaflets, videos, prospectuses and interactive computer software that you may browse through.

All students have the opportunity to speak to the Careers Advisor who will encourage you to develop your career route through consultation with the local careers officers and your Form Teacher.

- **Student Participation Systems**

This College will endeavour to develop confident, self-motivated, creative and reliable students who have the necessary skills to fully engage as citizens and have a positive attitude to learning.

Students will have the opportunity to have their opinions and views sought through a number of student participation systems. These include:

- PSHE Programme
- Enrichment Programme
- Prefect System
- Mentoring Programme (includes collaboration with other schools - Kilronan)
- Membership of the College Council
- Counselling Support

- **Counselling Services**

Counselling is considered by the College to be an essential aspect of your whole educational experience. Counsellors include:

Mrs E. Toner (Vice-Principal)

Mr J. Mulholland (Vice-Principal)



GCE in Art & Design

The revised GCE Art & Design specification will be available for teaching from September 2009.

Through studying GCE Art and Design, students have opportunities to:

- develop an interest in and enthusiasm for art, craft and design;
- gain knowledge and understanding of art, craft, design and media (including technologies) in contemporary and past cultures;
- gain experience in working in a broad range of media (including traditional and new media and technologies);
- gain an awareness of different roles, functions, audiences and consumers of art, craft and design practice; and
- develop and enhance their creative, intellectual and artistic abilities.

The revised GCE Art and Design specification is available at two levels: AS and A2. Students can take the AS course as a final qualification or as the first half of the A Level qualification. Students who wish to obtain a full A level qualification must also complete the second half of the course, which is referred to as A2.

The course is comprised of four units: two at AS level and two at A2 level. These are listed below:

AS 1: Coursework Portfolio

AS 2: Externally Set Assignment

A2 1: Personal Investigation

A2 2: Externally Set Assignment

GCE in Biology

The revised GCE Biology specification will be available for teaching from September 2009.



This specification will encourage students to:

- develop an interest in and enthusiasm for Biology (including an interest in further study and biology-related careers);
- develop knowledge and understanding of different areas of the subject and how they relate to each other;
- develop and demonstrate a deeper appreciation of, and understanding of, how science works;
- appreciate how society makes decisions about scientific issues; and
- understand how the sciences contribute to the success of the economy and society.

Q. What awards will be available in this specification?

A. The revised GCE Biology specification is comprised of two levels: AS and A2. The AS can be taken as a 'stand-alone' qualification without progression to A2. However, to obtain the Advanced GCE qualification, students will have to complete both the AS and A2 levels.

Both AS and A Level qualifications will be awarded on a six-grade scale: A*, A, B, C, D and E. Students who fail to reach the minimum standard for a Grade E will be recorded as U (unclassified) and will not receive a certificate.

Q. What will students study?

A. Students will have to study three modules at each level:

AS Level

- AS 1: Molecules and Cells
- AS 2: Organisms and Biodiversity
- AS 3: Assessment of Practical Skills in AS Biology

A2 Level

- A2 1: Physiology and Ecosystems
- A2 2: Biochemistry, Genetics and Evolutionary Trends
- A2 3: Assessment of Investigational and Practical Skills in Biology

GCE Citizenship Studies



AS outline

Unit 1 Identity and Democracy

What does it mean to be a citizen? Are we all equal citizens? What are my rights and my responsibilities? How are my rights protected?

Written Paper: 1 hour 15 minutes

Weighting: 40% of AS marks / 20% of A Level marks

Unit 2: Community Action and Active Citizenship

Who can make a difference? How can I make a difference? Active Citizenship Skills and Participation.

Written Paper: 1 hour 30 minutes

Weighting: 60% of AS marks / 30% of A Level marks

A2 Outline

Unit 3: Power and Justice

What is crime? What is justice? Who speaks on our behalf? How is the UK governed?

Written Paper: 1 hour 30 minutes

Weighting: 50% of A2 marks / 25% of A Level marks

Unit 4: Global Issues and Making a Difference

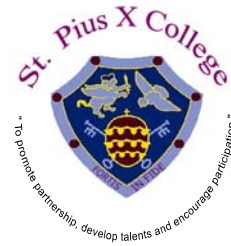
Universal Human Rights: Conflict Resolution: Global Issues: Active Citizenship – Making a Difference

Written Paper: 1 hour 30 minutes

Weighting: 50% of A2 marks / 25% of A Level marks

GCE in English Literature

The revised GCE English Literature specification will be available for teaching from September 2009.



The revised specification will give students the opportunity to study not only a wide range of literature written by home-grown Irish writers but also literature from outside the UK and literature in translation. Through independent and critical reading, students will develop their interest and enjoyment in literary studies and become accomplished, discerning readers.

As with the current specification, the revised GCE English Literature specification is made up of two parts: AS and A2. Students may take the AS as a 'stand alone' qualification without progression to A2. However, to gain the full GCE, students need to complete both the AS and the A2 courses.

Examinations

There are three externally set examinations for this specification:

AS 2, A2 1 and A2 2.

Coursework

At AS 1, students must complete two internally assessed assignments. These account for 40 percent of the marks at AS Level and 20 percent of the marks awarded at A Level.

For AS 1 Section A, students must study closely the text of a Shakespearean play and write a 1,500 word (approx) assignment.

For AS 1 Section B, students must study and compare two plays by a 20th century dramatist. They must then write a 1,500 word (approx) creative, personal, or original response about those works.

GCE in Geography

This specification is for teaching from September 2009.

Through studying our GCE Geography specification, students will learn about:

- geographical concepts and processes;
- interactions between people and their environment;
- the challenges of sustainability; and
- the importance of attitudes and values

Students become aware of the important relationships between societies, economies, cultures and environments. They will also have the opportunity to relate what they have studied to the world around them.

Our Geography GCE specification has a modular structure. Students must study two units at AS level and two units at A2 Level.

AS 1: Physical Geography (including fieldwork skills]

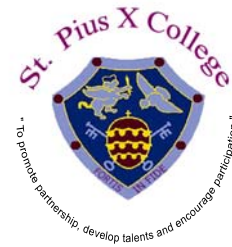
AS: 2: Human Geography (including skills and techniques)

A2: 1: Human Geography and Global Issues

A2: 2: Physical Geography and Decision-Making

There is no coursework requirement for GCE Geography.

Students must sit two exams at AS and a further two at A Level. Some exam questions test students on more than one assessment objective. All the exams are set and marked by CCEA.





GCE in History

This revised GCE History specification will be available for teaching from September 2009.

Students will explore the key political, economic and social events that have helped shape today's institutions, governments and societies.

The specification aims to help students:

- develop an interest in and enthusiasm for history;
- build on their understanding of the past;
- improve as effective learners, and as critical and reflective thinkers with enquiring minds;
- gain an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence;
- make links and draw comparisons with and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgments.

The revised GCE History specification is divided into two levels: AS and A2.

The AS Level can be taken as a stand-alone course without progression to the A Level. However students wishing to obtain the GCE qualification must complete both levels.

Each level, AS and A2, contains *two* required units of study:

AS Units

AS 1: Historical Investigations and Interpretations

AS 2: Conflict and Change in Europe

A Level Units

A2 1: Change Over Time

A2 2: Historical Investigations and Interpretations

For each unit, teachers must choose *one* study option.

There is no coursework requirement in the revised GCE History specification.



GCE in Music

This specification is for teaching from September 2009.

Our revised GCE Music qualification incorporates the three fundamental musical activities of composing, performing and listening and appraising in a holistic manner. It promotes understanding and appreciation of past and present musical styles, traditions and contexts.

This course gives students an opportunity to:

- extend the skills, knowledge and understanding they need to communicate through music and to take part in music-making;
- engage and extend their appreciation of the diverse and dynamic heritage of music, thereby promoting their spiritual and cultural development;
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers; and
- recognise the interdependence of musical skills, knowledge and understanding as well as the links between the activities of performing, composing and appraising.

The revised GCE Music qualification is made up of two parts: AS and A2. The AS can be taken as a 'stand-alone' qualification without progression to A2. However, to gain a full GCE, students must complete both parts of the course.

The course is divided into four units. Students must study two units at AS level and a further two units at A2 level:-

AS Units

AS 1: Making and Appraising Music 1

AS 2: Responding to Music 1

A2 Units

A2 1: Making and Appraising Music 2

A2 2: Responding to Music 2

Examinations

In GCE Music, students must complete listening tests and written examinations. CCEA set and mark all of the examinations. Students must complete one listening test and one written examination at both AS and A2 Level.

GCE in Religious Studies



This specification is for teaching from September 2009.

Through studying GCE Religious Studies, students will have opportunities to:

- develop knowledge and understanding of religion;
- discuss and evaluate religious beliefs, practices and values;
- develop an interest in and enthusiasm for religious studies;
- develop an understanding of spiritual, moral and cultural issues;
- adopt an enquiring, critical and reflective approach to the study of religion;
- reflect on and develop their own values, opinions and attitudes.

GCE Religious Studies is made up of two levels: AS and A2. The AS can be taken as a 'stand alone' qualification without progression to A2. However, to obtain the Advanced GCE qualification, students must complete both the AS and A2 levels.

The specification has a modular structure and students are required to study two units of study at each level. Students must study the same units at AS and A2. The table below highlights the units available at each level:

AS Units	A2 Units
AS 1: An Introduction to the Gospel of Luke	A2 1: The Theology of the Gospel of Luke
AS 2: An Introduction to the Acts of the Apostles	A2 2: A Study of Acts, Galatians and 1 Corinthians
AS 3: An Introduction to Old Testament Covenant and Prophecy	A2 3: The Covenant Community: Prophecy and Renewal
AS 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure	A2 4: The Continued Development of the Christian Church in the Roman Empire to AD 325
AS 5: The Origins of the Celtic Church in Ireland and the Beginnings of its Missionary Outreach	A2 5: A Study of the Development and Impact of the Celtic Church in the 5 th, 6 th and 7 th Centuries
AS 6: Religious Ethics: Foundations, Principles and Practice	A2 6: Ethics and Society
AS 7: An Introduction to Philosophy of Religion	A2 7: Religious Belief and Competing Claims
AS 8: An Introduction to the Study of Islam	A2 8: Islam: Law, Tradition and Practice

There is no coursework requirement for this specification. There are four examinations in GCE Religious Studies: two exams at AS and two at A2 level.



GCE in Mathematics

This specification is for teaching from September 2009.

Mathematics is a challenging subject at AS and A2 level and pupils would need to be sufficiently motivated to succeed. A good grade (A) at Higher Tier Level in GCSE is desired. This course enables pupils to develop problem-solving skills, an ability to reason, classify, generalize and prove. Mathematics is suitable for both specialists in the subject and those whose main interests lie in other spheres.

Realistically, only those students who obtain a grade A in GCSE Mathematics should consider GCE A level Mathematics as an option.

Course Content

AS Level Pupils will study three units of assessment and will have three written examinations.

A2 Level In addition to the above, the A2 Level specifications will require pupils to complete three further written examinations.

Examination Components

AS	Paper C1 (Pure Mathematics)	1 ½ hours
	Paper C2 (Pure Mathematics)	1 ½ hours
	Paper M1 (Mechanics)	1 ½ hours

A2	Paper C3 (Pure Mathematics)	1 ½ hours
	Paper C4 (Pure Mathematics)	1 ½ hours
	Paper S1 (Statistics)	1 ½ hours



GCE in Moving Image Arts

This specification is for teaching from September 2009.

Whether accessed through cinema, television, DVD or the internet, moving images are a primary source of information and knowledge about the world. Moving image literacy is therefore critical to understanding and interpreting modern society. Our GCE Moving Image Arts qualification is designed to help students develop their creative and critical abilities through hands-on learning in the craft of moving image arts

GCE Moving Image Arts is made up of two levels: AS and A2. The AS can be taken as a 'stand-alone' qualification without progression to A2. However, to obtain the A Level qualification, students must complete both the AS and A2 levels.

The specification has a unitised structure. Students study two units at each level.

AS 1: Moving Image Arts Creative Production: Foundation Portfolio

AS 2: Moving Image Arts Critical Response

A2 1: Moving Image Arts Creative Production and Research: Advanced Portfolio

A2 2: Moving Image Arts Critical Response and Specialisation

Assessment

In GCE Moving Image Arts, two of the units are assessed through coursework: AS 1 and A2 1. The coursework is marked by the teacher and moderated by CCEA. Two of the units are assessed through examinations: AS 2 and A2 2

AS 1: Moving Image Arts Creative Production: Foundation Portfolio Students must create an original and complete film or animation.

AS 2: Moving Image Arts Critical Response: Online exam with unseen moving image clips.

A2 1: Moving Image Arts Creative Production and Research: Advanced Portfolio: The objective of the advanced portfolio is to allow students to explore how different artistic disciplines and approaches have influenced the form and style of the moving image

A2 2: Moving Image Arts Critical Response and Specialisation: Online exam with unseen moving image clips.

Applied GCE Courses [Vocational]

Introduction

As stated earlier in this booklet Vocational A Levels / Applied GCEs have replaced the old GNVQs. Like GNVQ these new courses are A Level standard and are accepted as such by universities. The crucial difference between these courses and GCEs (A Level) is the nature of study. All Applied GCEs are work-related qualifications devoted to particular vocational areas. They allow you to gain experience of industry and commerce. You spend time on work-related assignments learning about an area of work such as business, leisure, health care or information technology. You are involved in planning your own learning activities, which are likely to include: working along or in groups, spending time out of the classroom visiting employers and other organizations, solving problems and meeting deadlines. As these courses are vocationally directed, preparing students for employment by developing the knowledge and skills demanded by industry, they could provide a head start in search for a job. Students develop a variety of transferable skills throughout these courses. They include gathering, analyzing and interpreting data and communicating the findings in different ways as well as ICT and Numeracy. The inclusions of these transferable skills, allows students to go straight into employment after sixth form, if that is the route they prefer. However, the vast majority of students studying vocational subjects at St Pius X College will probably move on to Higher Education. The units of work are now more directed so that the student can show evidence of coverage. There is only one method of assessment for each unit.

- Portfolio evidence produced by assignment ie: coursework
or
- An external assessment.

The external assessments are set and marked by the Awarding Body (CCEA). There will normally be two opportunities for students to take external tests – January and June. Students will only be allowed one resit of an external test. Grading in individual units will be expressed as A, C and E. However, the overall grade for the AVCE will be reported as A, B, C, D or E as a combine aggregate of all units.

St. Pius X College at present offers six Applied GCEs – (6 and 12 Unit Awards):

- Business.
- Construction
- Health & Social Care.
- Information and Communications Technology.
- Performing Arts.

Students also have the opportunity to select a CCEA work related (level 3) qualification:

- Certificate of Personal Effectiveness.

Applied GCE in Business (6 Unit Award)



The Applied GCE in Business enables you to develop creative and analytical thinking through investigating businesses and markets, analyzing business systems, proposing improvements to business activities, proposing developments to products, investigating the importance of financial forecasting, and producing business plans.

The compulsory units balance knowledge and understanding of large commercial and public sector organizations with that of smaller businesses. The optional units provide further opportunities for you to develop an understanding of business skills and the economic and social environment in which businesses operate, as well as an opportunity to specialize in, for example, a financial, human resources, management, or marketing pathway.

This course will appeal to those students who:

- Are interested in developing an understanding of Business organizations, the markets they serve and how to deal with customers effectively.
- Have a keen interest in Business and how it operates.
- Want to find out more about Business through personal investigation.

The following are some of the areas covered:

- Marketing
- Business finance
- E - Commerce
- Investing in people
- External influences on the Business Enterprise
- The global market
- Project Management
- Quality Management
- Enterprise in Practice
- The Enterprising Business
- The Enterprising Manager
- Customer Service

Students with an Applied GCE in Business have access to a wide variety of Career and Higher Education opportunities. These include accounting, marketing, personnel and retailing.

Applied GCE in Health & Social Care (6 & 12 Unit Awards)



This course is aimed at students who would like to learn something about the vocational area of health and social care. To gain an award you will have to complete three, six or twelve units which cover a range of aspects of health and social care.

You will follow a core programme of compulsory units, designed to provide a broad introduction to the nature of health, social care and early years service. Alongside the organisation and funding of services, you will investigate the care values, skills and knowledge required to work within the wide-ranging health and social care field. You can then choose from a range of optional units which allows you to specialize in an area of your choice.

This course will appeal to students who:

- Are interested in a Career in the caring field
- Have an interest in people of different ages – children through to the elderly
- Are reasonably competent in Biology.

The following are some of the areas covered:

- Promoting Positive Care
- Child Development
- Health and Well Being
- Communicating in Care Settings
- Adult Client Groups
- Holistic Therapies
- Applied Research
- Monitoring Body Systems
- Providing Services
- Health Promotion
- Supporting the Family
- Understanding Human Behaviour

Students studying Applied GCE in Health and Social Care have access to a wide variety of health related courses in Universities. However, the qualification can be used, in conjunction with other subjects, to support applications to non-health related courses. Students can also go directly to work in health and social services.

Applied GCE in ICT (6 Unit Award)



The Applied GCE in Information and Communication Technology enables you to develop analytical thinking and practical skills through investigating commercial and industrial information technology systems. It also promotes the skills required to use a range of software applications and covers areas such as systems analysis and the development of software and databases. It also offers students the opportunity to develop their skills in team and project working. The course provides a sound basis for higher level studies in computing and information technology as well as other degree courses.

The units also prepare you for further training or employment as computer users or in providing technical support computer users. Examples of areas of employment include computer-aided design and manufacturing, publishing, multimedia presentations, database marketing, administration, accountancy, project management and business planning.

This course will appeal to students who:

- have a lively and enquiring mind
- have an interest in Information and Communication Technology
- have a willingness to explore new ideas
- have an ability to communicate ideas effectively
- want to study a subject that will be more and more relevant in their lives, at home and at work
- enjoy practical work and being creative.

The following are some of the areas covered:

- Information and communication
- Software and Application Tools
- Organisations and Information Systems
- Managing and developing Web Sites
- Spreadsheets for Business Applications
- Internet and Business
- Investigating systems
- Database Developments
- Website Design and Management
- Multimedia Technology
- Applications and Software Development
- Visual Programming

Students with an Applied GCE in Information Communication Technology can use it to support applications to many Higher Education courses, especially computer based courses. Taken with languages or Arts it supports an equally wide range of courses such as communications, media, business and management. Direct employment opportunities are prevalent in areas such as programming, systems analysis, multimedia etc.



BTEC National Award in Sport

BTEC Nationals are qualifications that are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare them for employment. On successful completion of a BTEC National qualification, learners can progress into or within employment and / or continue their study in the same vocational area.

The BTEC National Award in Sport has been developed to focus on:

- education and training for employees in the sport sector
- providing opportunities for employees in the sport sector to nationally recognized Level 3 vocationally specific qualification
- giving learners the opportunity to gain a nationally recognized vocationally specific qualification to enter employment in the sport sector or to progress to higher education vocational qualifications
- giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The specification has been structured to allow learners maximum flexibility in selecting specialist units, so that particular interests and career aspirations within sport can be reflected in the choice of unit combinations.

The BTEC National Award in Sport provides an introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching, sports development and the outdoors.

The Edexcel Level 3 BTEC National Award in Sport consists of three core units plus three specialist units, these may / will include:

Core Units

- The Body in Action
- Health and Safety in Sport
- Training and Fitness for Sport

Specialist Units

- Sports Coaching
- Sports Development
- Fitness Test for Sport and Exercise
- Practical Team Sports
- Practical Individual Sports, etc..

Assessment

Students will be assessed using a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments.



BTEC National Award in Construction

The six-unit BTEC National Award in Construction provides a specialist work-related programme of study for sixteen to nineteen year olds that covers some of the key knowledge and practical skills required in the sector.

It also offers a choice of specialist units which may be directed towards a career route the learner wishes to follow. This qualification can extend a programme of study and provide a vocational emphasis for learners following a GCE route.

The BTEC National Award in Construction offers an engaging programme for learners who, at entry stage, are uncertain about committing to a full twelve unit or eighteen unit programme but wish to learn about the construction industry and the opportunities available.

Equally, this qualification offers a focussed qualification for learners, particularly more mature learners, who wish to follow a shorter programme of study that is directly related to their work experience or to an aspect of employment that they may wish to move into in the future.

Edexcel Level 3 BTEC National Award in Construction

The Edexcel Level 3 BTEC National Award in Construction consists of four core units **plus** specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Unit Core units GLH Level

- Health, Safety and Welfare in Construction and the Built Environment
- Construction and the Environment
- Science and Materials in Construction and the Built Environment
- Construction Technology and Design in Construction and Civil Engineering

Unit Specialist units

- Mathematics in Construction and the Built Environment
- Planning, Organisation and Control of Resources in Construction and the Built Environment
- Graphical Detailing in Construction and the Built Environment
- Measuring, Estimating and Tendering Processes in Construction and the Built Environment
- Surveying in Construction and Civil Engineering

CCEA ACETS (Level 3 - Work Related Qualification)

Certificate of Personal Effectiveness CoPE

The aims of the qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden experience and manage learning through the enrichment activities;
- to receive formal recognition and accreditation for the above.

In order to earn the Certificate of Personal Effectiveness candidates must complete three challenges, through which evidence of skill development in six areas is demonstrated to level 3. This involves three main strands:

- taking responsibility for planning, organizing and carrying out a number of activities or challenges, and evidencing this work in a portfolio;
- developing and evidencing the three wider key skills of working with others, improving own learning and performance and problem solving at level 3.
- developing and evidencing three other skills, based on the Communication key skill at level 3, of planning and carrying out a piece of research, communicating through discussion, and planning and giving an oral presentation (criteria enclosed).

Once all the work has been completed the candidate must complete and sign the assessment checklist to indicate the file reference of each piece of evidence. This must be checked and signed by the assessor, and in turn by the internal moderator who will be confirming common standards throughout the centre. The work is then ready for external moderation.

Points to consider:

- Course assessment is based entirely on coursework
- Final accreditation is worth 70 UCAS points -
(*Grade A at AS level = 60 UCAS pts or Grade C at A level = 80 UCAS pts*).
- Relevant to those students who wish to pursue higher education places where there is great demand (ie) Law, Teaching, Humanities, etc. The additional qualification or UCAS points may make the difference in attaining a place.
- Useful as an additional option to those students who may find **TWO** A level subjects in keeping with their own capabilities and it provides an opportunity to add breadth to their sixth form studies.

Enrichment Provision at St. Pius X College

The enrichment programme comprises a variety of activities designed to complement students' academic course options and provide opportunities to develop new skills or enhance existing ones.

Such additional experiences enhance the impression students give to future employers and are extremely valuable when applying to higher education establishments. Enrichment activities are useful for supporting career choices by gaining relevant experience in a particular area but also are a means of realizing your potential. Students are encouraged to participate both in group situations and as individuals.

Some of the enrichment activities on offer enable students to gain useful qualifications while others allow expression of creative talent and improve learning. St. Pius X College offers a wide range of enrichment studies to all students enrolled on the Sixth Form, provided sufficient numbers are interested and respective timetables suit.

The enrichment menu includes:

- **Key Skills ICT**
- **Key Skills Communication**
- **GAA Coaching Award [including First Aid element]**
- **Pope John-Paul II Award**
- **Survival Cookery**

Careers Guidance

Learn about the opportunities at Universities and Further Education Colleges, consider the breadth of opportunity available to you. All students will get the opportunity to listen to speakers from the world of industry and the professions. Some students may get the opportunity to participate in a Work Experience Programme in Year 13. The Careers teacher will help with your UCAS application and develop your Interview Techniques. Finally, all students will get the chance to attend University open days in order to research possible career paths.

Repeat Facility

Pupils who are eligible for admission but who have failed either English or Maths are not discouraged from joining the Sixth Form. We provide an opportunity for such pupils to join the Lower Sixth repeat classes and re-sit the respective examinations.