

Achievement for All



Belfast Model School for Girls



Key Stage 5

CHOOSING OPTIONS FOR YEARS 13 AND 14

CURRICULUM GUIDE

Welcome to Sixth Form

Choosing your Post-16 courses

The information contained in this booklet will hopefully help you choose the courses you will follow in Sixth Form. At this point in your school career you will need to carefully consider the options that are available to you. Take into consideration points such as:

- Your career goals
- Your skills and aptitudes
- The qualifications you need in your future career

There will be plenty of help and advice for you along the way from a dedicated team of staff whose aim it is to ensure every pupil embarking on a course in Sixth Form achieves her full potential.

We wish you well as you begin thinking about the next important step in your school career.

Introduction to Sixth Form

Belfast Model School for Girls has a vibrant community of around 200 Sixth Form pupils. Both academic and vocational courses are on offer providing a curriculum that meets the individual needs of each pupil. All courses provide successful paths into university, college, further training or employment.

What does the Sixth Form offer you?

- A broad range of courses in partnership with Belfast Boys' Model school, Mercy College as well as the wider North Belfast Area Learning Community
- High quality teaching and learning
- Excellent grades
- Pastoral support from a dedicated team of staff
- Careers guidance, university links and contact with employers
- An interview with you and your parents before entering Sixth Form
- An efficient EMA scheme
- A caring ethos
- Opportunities to play a leading role in school through the SVLT and the prefect body
- State of the art facilities and resources
- Study support and guidance




Entry Requirements - Year 13

Students wishing to obtain a place in Year 13 must complete an Options form prior to leaving school at the end of Year 12. We also hold information sessions during Year 12 to guide students through the Options process.

Year 12 students have had individual interviews with a designated member of the Senior Leadership Team following their Mock examination results. If necessary a member of the SLT team may interview students following submission of their sixth form choices, to assess the suitability of the student's course choices.

A senior member of staff will interview the students to assess the suitability of the students' course choices. Discussions with the Year Leader and Principal/SLT are held before a decision is taken. Conditional offers are made but final decisions can only be made once results are confirmed in August.

Applications are welcomed into Sixth Form from students in other schools. Criteria will be applied in the following order.

1. A student who meets the school's requirements for Advanced Level or Vocational courses of study
 - **For entry into the 2 year programme**  Red pathway - 5 A* - C (including English and Maths)
 -  Yellow pathway - 5 A* - C (without English and Maths)
 - **For entry into the 3 year Bridging Programme**  Blue pathway - 5 A* - G grades at GCSE or equivalents
2. Students who have most recently completed Year 12 in BMSG
3. A student whose subject choices can be accommodated by BMSG
4. Students whose attendance is above 92% (Mitigating circumstances will be considered in the case of illness but must be supported by medical evidence. Such mitigating circumstances must be provided in writing)

Year 13 students studying the 2 year advanced programme are expected to participate in COPE – Certificate of Personal Effectiveness. As well as the Personal Development Programme.

By accepting a place in the Sixth form at BMSG you agree that you have read, understood and abide by the terms of the Sixth Form Learning Agreement.

A small number of students may be offered a place in Sixth Form for a probationary period. This may be offered for a variety of reasons and communicated to parents ahead of joining Sixth Form (i.e. in the last term of Year 12).

Admissions Process - Year 14

Our expectation is that students in Year 13 continue with their studies into Year 14 dependent on the entry requirements below.

- All students wishing to continue into Year 14 must pass each of their Year 13 exams
- Following results at the end of AS level students who have attained the required grade will be automatically offered a place in Year 14 to continue their study
- Students who do not achieve will be supported regarding their options for further study but it may not be possible to offer a place in Year 14

Cache Diploma Criteria

- Attendance must be 95% because significant time will be spent in placement
- Students must have successfully completed the 1 year Cache course

3 Year Bridging Programme (progressing from Year 1 to Year 2)

- Attendance must be 95%
- Students must have successfully completed the Diploma in Administration and the relevant units in year 1 of the Cambridge Nationals IT programme
- Students must be willing to take further Level 3 courses to run alongside the completion of the Cambridge National IT programme
- Students should be aware that they can choose Level 3 courses from the yellow band

Improving GCSE Maths and English

- Students who are also offered the opportunity to improve GCSE Maths and English must attend all sessions and sit their examinations.

Please note:

*** If a situation arises where there are more pupils opting to study a particular subject than places the following criteria will be applied: Students will be ranked in order according to their average GCSE points scores those with the highest average points scores will be offered places first in over subscribed subjects.**

*** If a situation arises where there are more GMS pupils opting to study a particular subject than places within the Area Learning Community a similar criteria may be applied by GMS or by the host school involved.**

*** Department of Education Regulations stipulate a maximum class size of 23 in Post 16 Sciences.**

*** School Accomodation means we are unable to accomodate more than 24 students in an ICT class.**

Carrienne McLaren



What year you left GMS // 2002

University // University of Ulster, Jordanstown

Qualifications // Higher National Diploma (HND) Business and Finance – Pass with Commendation

BSc (Hons) Business Studies 2:2 (Part-time Course)
September 2005 Graduated December 2008

Employment // Started my employment in Belfast Model School for Girls in June 2007 as a Clerical Officer in the main office. 9 years on I am now the School Bursar after roles as a Senior Executive Officer and PA to the Principal.

Rebecca Hume



What year you left GMS // 2008

University // University of Ulster

Degree // BA Hons Fine & Applied Art
MA in Multidisciplinary Design

Current job // Product Designer

Nicola Boyd



What year you left GMS // 2008

University // Queen's University Belfast and Canterbury Christchurch University

Degree // BA Hons English with history and PGCE

Current job // English Teacher

Enrichment in Sixth Form

Sixth Form is a time of challenge and change for you. Your priority is school work but as well as working hard we want you to enjoy all activities that are available to you beyond the classroom. Make the most of all opportunities such as:

- School productions
- University visits
- Orchestras, bands and choirs
- Work experience
- Charity events
- Sports
- Community work
- Student Voice Leadership Team (SVLT)
- Certificate of Personal Effectiveness (CoPE)
- Sports Leadership



Expectations

We hope that your time in Sixth Form will be a fulfilling one. We will certainly give you all the support you need. In return we expect you to:

- Act as a good role model
- Comply with the school behaviour policy
- Meet coursework and homework deadlines and attend all examinations both internal and external
- Attend school every day and arrive punctually to every class
- Behave responsibly in the Common Room, EVH and other study areas
- Full co-operation during supervised study periods

So what now?

- Take time to look at the information about each of the courses on offer
- Discuss your choices with your SLT mentor
- You may have enjoyed a subject at GCSE and wish to take it further but it is important to remember that there are differences between GCSE and A-Level. Check with your teachers and read the subject summaries to make sure you are clear about what you will be required to do
- Consider the subjects you took on the Taster Day
- The career you wish to follow may have subject specific requirements so check this out
- Check entrance requirement to university courses - for example GCSE English and Mathematics are essential requirements

Please take time to choose your courses wisely as it can be difficult to change once the new school year begins. Also please remember that there is no guarantee that any subject or course will run in 2017/18.

POST 16 PATHWAYS

P R O G R E S S I O N R O U T E S

Are you on track to achieve 5 A*-C (including English and Maths)?

RED PATHWAY

3 A-Levels (free choice)

OR

Level 3 Childcare



Complete
2 Year Course



EMPLOYMENT

HIGHER

APPRENTICESHIPS

Are you on track to achieve 5 A*-C (without English and/or Maths)?

YELLOW PATHWAY

3 A-Levels (guided choice)

OR

Level 3 Childcare



Complete
2 Year Course



UNIVERSITY

3 YEAR BRIDGING PROGRAMME

BLUE PATHWAY

Are you likely to achieve 5 A*-G?
Business with Administration
with Level 3 IT

OR

Level 2 Childcare

1ST YEAR OF SIXTH FORM

1st Year of Sixth Form
complete Level 2 Business
Year 1 of Level 3 IT



Complete Level 2
Childcare



2ND YEAR OF SIXTH FORM

2nd Year of Sixth Form
complete Level 3 IT
commence studying
2 A-Levels



Commence Level 3
Childcare



3RD YEAR OF SIXTH FORM

3rd Year of Sixth Form
complete studying of
2 A-Levels



Complete Level 3
Childcare



EMPLOYMENT

HIGHER

APPRENTICESHIPS

UNIVERSITY

Level 3 Courses

Please note that some subjects will be taught as part of the North Belfast Area Learning Community (NBALC) consortium



Level 3 courses

- Art & Design
- Business (BTEC National Extended Certificate in Business)
- English Literature
- Geography*
- Government & Politics*
- Health & Social Care*
- History
- Hospitality*
- Cambridge Technicals Level 3
- Mathematics*
- Media Studies*
- Performing Arts
- BTEC Public Services
- Religious Education
- Science (DA)
- Science (SA)
- Sociology
- Spanish
- Sports Studies
- Technology & Design*
- Travel & Tourism

* These subjects may be taught as part of the North Belfast Area Learning Community in Belfast Boys' Model and/or Mercy College. Schools delivering these subjects are subject to confirmation in August 2017.

*If you are considering a subject taught in another school, as part of the North Belfast Area Learning Community, please be advised that it is usually only possible to study one subject in a school which is not Belfast Model School for Girls.

COURSE DESCRIPTION

A-Level Art and Design is a two year course that includes both Coursework and an Externally Set Exam project.

AS level pupils explore a broad range of artists' work, skills, techniques and disciplines eg drawing, painting, sculpture, ceramics, print-making, textiles, fashion etc. This builds confidence in working independently.

A2 level students further develop their Art work in a very personal way and have the opportunity to build a portfolio of Art work to support an application to University or third level study.

ASSESSMENT

AS 1: Experimental Portfolio	20% of A-Level (50% of AS)	} 40%
AS 2: Personal Response	20% of A-Level (50% of AS)	
A2 1: Personal and Critical Investigation	36% of A-Level	} 60%
A2 2: Thematic Outcome	24% of A-Level	

Pupils will have regular assessments and feedback from their teacher to help them achieve their full potential.

COURSE REQUIREMENTS

An ability to work independently is essential. It is desirable that students have good skills in English and ICT. A strong work ethic and a desire to succeed are needed.

ADDITIONAL INFORMATION

Why choose GCE Art and Design?

The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in a creative-industries related field.

Career pathways include: fashion, textiles, animation, fine art, photography, ceramics, craft and design, graphic design, architecture

EXAMINATION BOARD & SYLLABUS

CCEA A-Level Art and Design

HEAD OF DEPARTMENT

Mrs S Wilson

COURSE DESCRIPTION

This is a two year course divided into 4 units.

Two units are completed in **Year 13** and two in **Year 14**

Unit titles:

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance
- Recruitment and Selection Process

ASSESSMENT

The units are assessed in the following ways:

Exploring Business - Internal, assessed by teacher

Developing a Marketing Campaign - External, assessed by Edexcel

Personal and Business Finance - External, assessed by Edexcel

Recruitment and Selection Process - Internal, assessed by teacher

Grades awarded are Pass, Merit, Distinction and Distinction* - these are equivalent to A-Level grades E, C, A, A*

COURSE REQUIREMENTS

In order to achieve success on this course you must have an interest in business.

As some of the work is assessed using assignments you should be able to organise yourself and work to deadlines.

You will also be expected to carry out independent research.

Ideally you should have a grade C in English and confidence in Maths ability for the Finance unit.

ADDITIONAL INFORMATION

Over 150 Universities accept BTEC qualifications for entry onto their courses.

You do not need to have studied Business at GCSE Level for acceptance onto this course.

For further information see www.edexcel.org.uk.

EXAMINATION BOARD & SYLLABUS

Edexcel - BTEC Level 3 Subsidiary Diploma in Business

HEAD OF DEPARTMENT

Mrs P Cullen

COURSE DESCRIPTION

Cambridge Technicals are vocational qualifications that are designed as a work focused alternative to A Levels. This qualification gives pupils the opportunity to demonstrate and develop both practical IT skills and interpersonal skills. This course is offered as a 2 year course, equivalent to A Level, with the option to choose 3 units from a range of specialist units in Year 2, according to their subject interest and future study path.

All units covered are scenario based, and tasks are completed to meet the assessment objectives set by the awarding body.

ASSESSMENT

Assessments for this course are task-based; internally marked and moderated by the awarding body. There are no examinations.

Year 1

Unit 01 – Communication and employability skills for IT
Unit 02 – Information Systems
Unit 12 – Website Production

Year 2

(3 Units from the following)

Unit 8 – IT Technical support
Unit 10 – Developing Computer Games
Unit 17 – Interactive Media authoring
Unit 19 – Spreadsheet Modelling
Unit 37 – Developing programming solutions

COURSE REQUIREMENTS

There are no entry requirements for this course, though previous study of GCSE ICT or Business Communications Systems would be beneficial.

ADDITIONAL INFORMATION

This qualification can take you to:

Further Education – Computer Science, Web Design, Interactive Multimedia, Graphic Design, Business

Employment within the ICT Sector

EXAMINATION BOARD & SYLLABUS

OCR –Cambridge Technicals Level 3

HEAD OF DEPARTMENT

Mrs C Barkley-Smith

COURSE DESCRIPTION

This qualification is for pupils with an interest in reading texts from the canon of English Literature and also texts by more modern writers. It is likely to appeal to anyone who enjoyed studying English Literature at GCSE.

So, if you enjoy reading, discussing your ideas and have an interest in critically analysing texts, this course is ideal for you.

ASSESSMENT

Examination	80%		
Internal Assessment	20%		
AS Unit 1	The Study of Poetry & Drama (1900 – present)	Examination	25%
AS Unit 2	The Study of Prose (Pre 1900)	Examination	15%
A2 Unit 1	Shakespearean Genres	Examination	20%
A2 Unit 2	The Study of Poetry (Pre 1900) & Unseen Poetry	Examination	20%
A2 Unit 3	Detailed Study of two texts	Internal Assessment	20%

COURSE REQUIREMENTS

Ideally you will have achieved a good grade C or above in GCSE English Literature as this course builds on the knowledge, understanding and skills developed in GCSE English Literature.

Additionally, you will have demonstrated your enjoyment of English Literature as well as the ability to work independently and meet deadlines.

Those pupils who have not studied English Literature at GCSE Level will need to secure a grade C at GCSE English Language

ADDITIONAL INFORMATION

This is a new specification and the new A2 Internal Assessment of a response (2500 words) to a twenty-first century novel and a comparison text of the pupil's own choice, gives pupils the opportunity to pursue their own areas of interest and develop their interpersonal and independent learning skills.

This subject is useful for: Journalism; Broadcasting; Teaching; Public Relations; Advertising; Law.

EXAMINATION BOARD & SYLLABUS

CCEA GCE Specification in English Literature

HEAD OF DEPARTMENT

Mrs C Green

COURSE DESCRIPTION

The Advanced Level Geography course is a new course, designed to encourage a greater awareness of the natural world and the role that we, as inhabitants of this planet, can contribute to its sustainable future.

The course is split over two years. In each year there is a focus on both Human and Physical Geography which is assessed by examinations at the end of Year 13 and Year 14. In Year 13 there is also a fieldwork component which requires a field trip to gather data. In Year 14 there is an opportunity to demonstrate decision making skills.

ASSESSMENT

In Year 13 there are three examined modules. Module 1 requires study of Rivers, Weather and Ecosystems. Module 2 tests Population, Settlements and Development. Module 3 examines Fieldwork Techniques and Skills. At the end of Year 13, you will have completed an AS in Geography.

Should you continue to Year 14, the AS comprises 40% of the full A level. The remaining 60% requires analysis of two topics for Modules 1 and 2. These can be chosen from Glaciation, Ecosystems or Coastal Environments for the Physical Paper, or Ethnic Diversity, Tourism or Cultural Geography for the Human Paper. The final paper is the Decision Making paper. This is the paper which demonstrates your ability to think independently, analyse information and reach conclusions.

COURSE REQUIREMENTS

There are no specific requirements to take Geography A-Level.

A grade C or higher in GCSE Geography may be an advantage.

A willingness to take part in field investigations and field trips is essential.

ADDITIONAL INFORMATION

The Geography Department has an experienced staff with a proven track record of success in the teaching of the Advanced Level course and in the assessment of the specification with CCEA.

There will be opportunities to participate in field trips to supplement your learning. Trips to London have been a regular feature of Advanced Level Study as have trips to more exotic locations including the USA, Iceland and the Bay of Naples and Rome.

EXAMINATION BOARD & SYLLABUS

CCEA

HEAD OF DEPARTMENT

Mrs C Chisim

COURSE DESCRIPTION

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad qualification gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology. The qualification appeals to students with an interest in health, well-being and caring for others. It's likely to interest students who enjoyed studying Health and Social Care, Home Economics, Child Development, Psychology or Sociology at GCSE, although none of these are a prerequisite. Students develop skills that are valued in further and higher education, as well as in the workplace. These skills include research, investigation, analysis, communication, problem solving and working with others.

ASSESSMENT

There are four internally assessed units which are coursework based:

- Unit 1: Promoting Quality Care
- Unit 2: Communication in Health, Social Care and Early Years Settings
- Unit 3: Applied Research;
- Unit 4: Health Promotion

There are also two externally tested units.

COURSE REQUIREMENTS

Students need to have a minimum of 5 GCSEs including a C in GCSE English.

ADDITIONAL INFORMATION

A placement is essential for this course. The placement must be in a health, social care or early years setting.

EXAMINATION BOARD & SYLLABUS

CCEA

HEAD OF DEPARTMENT

Mercy College

COURSE DESCRIPTION

Studying Hospitality allow learners to develop the core specialist knowledge, understanding and skills, including knowledge and understanding of the scale, structure and organisation of provision of the hospitality industry, the principles of supervising customer service, how to provide customer service and why good customer service is essential for hospitality businesses to succeed, required by the sector.

ASSESSMENT

This course is 100% coursework based comprising of 6 units – 3 units per year. This is a 2 year course and students cannot 'cash-in' at AS Level. Units include:

- understanding nutrition in a range of different cuisines
- food and drinks service
- events management
- business enterprise and marketing
- accommodation operations
- personal and professional practice

COURSE REQUIREMENTS

Students need to have a minimum of 5 GCSEs including a C in GCSE English.

Students do not need to have studied GCSE Hospitality, though an interest in cooking and working as part of a team setting are desirable.

ADDITIONAL INFORMATION

The hospitality and tourism sector employs 7% of the working population (1 in every 14 jobs). Longer-term employment projections suggest that by 2020 the sector's workforce will have grown by 6% (660,200 people), which is higher than the projected increase for the economy as a whole.

EXAMINATION BOARD & SYLLABUS

BTEC Level 3 Advanced Subsidiary Diploma
(Equivalent to one A-Level)

HEAD OF DEPARTMENT

Mrs Mc Ilvenny - Mercy College

COURSE DESCRIPTION

The GCE course provides an opportunity to study some of the most important events of the 20th Century. AS History focuses on in-depth studies of the enormous changes in Russia and Germany in the period after World War I. These created the world's first communist state and an evil dictatorship that would plunge the world into war.

A2 History looks at Ireland in the early 20th century and the crucial events that shaped our country as it is to-day.

It examines the origins and changing nature of the century long conflict between the two superpowers, America and Russia.

ASSESSMENT

There are two examinations for the two AS modules and two for the two A2 modules. These are taken at the end of each year.

COURSE REQUIREMENTS

You must have:

- A passion for History
- Good literacy skills
- A willingness to ask questions
- An ability to examine and understand sources
- A commitment to meet deadlines
- The drive to carry out independent research
- A grade C or above at GCSE

ADDITIONAL INFORMATION

A-Level History provides an excellent basis for many careers and is widely accepted as an entrance requirement for many university and college courses.

EXAMINATION BOARD & SYLLABUS

CCEA

HEAD OF DEPARTMENT

Miss V Earley

COURSE DESCRIPTION

A course designed to facilitate learning of techniques and approaches required in the Performing Arts industry, such as practical skills, research skills and professional practice.

ASSESSMENT

AS Unit 1: Internally assessed by coursework and practical performance

AS Unit 2: Externally assessed by controlled assessment and practical performance

A2 Unit 1: Internally assessed by coursework and practical performance

A2 Unit 2: Externally assessed by controlled assessment and practical performance

COURSE REQUIREMENTS

- Excellent attendance
- A high standard of written English
- Previous experience in one area of the Performing Arts (dance, drama, music, sound, lighting, stage management)
- Previous and current training in your area of specialism i.e. still attend a dance class/singing lessons/amateur dramatic group/PA school etc
- High level of self-motivation

ADDITIONAL INFORMATION

EXAMINATION BOARD & SYLLABUS

CCEA GCE Performing Arts

HEAD OF DEPARTMENT

Mrs R Ashe

PUBLIC SERVICES - (BTEC LEVEL 3 SUBSIDIARY DIPLOMA)

KEY STAGE 5

COURSE DESCRIPTION

Learners will learn about employment in uniformed or non-uniformed public services. They will develop knowledge and understanding in the following mandatory areas Government, policies and the public services, Leadership and teamwork in the public services, Citizenship, Diversity and the Public Services. The following content forms the optional units - Physical Preparation, Health and Lifestyle for the Public Services, International Institutions and Human Rights Understand the Impact of War, Conflict and Terrorism on Public Services , Crime and its effects on society. Command and control in the uniformed Public Services.

ASSESSMENT

Three mandatory units plus optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

100% portfolio work, continually assessed over 2 years

COURSE REQUIREMENTS

Students should have an organised approach to their studies and be able to meet deadlines. A good standard of written English would be helpful.

ADDITIONAL INFORMATION

This subject provides students with the opportunity to develop key skills such as Professional and personal skills, Communication, verbal and non-verbal , Presentation, Research, Evaluating, Co-operation, Conflict management, Problem solving , Literacy, Team work , Instructing skills, Reading/writing with regard given to audience, Self-evaluation and discussion skills. Qualifications in Public Services are targeted at learners who would like to gain employment in the public services sector and have been developed to provide further training and education and progression opportunities within this sector.

EXAMINATION BOARD & SYLLABUS

Pearson BTEC - Level 3 Public Services - Issue 4

HEAD OF DEPARTMENT

TBC

COURSE DESCRIPTION

In Religious Studies A-Level, pupils will study 2 topics in Year 13 and 2 topics in Year 14.

As Level:

Unit 2 = An Introduction to the Acts of the Apostles

Unit 4 = The Origins and Development of the Early Christian Church to AD 325.

A2 Level:

Unit 2 = Themes in Selected Letters of St. Paul

Unit 4 = Themes in the Early Church and the Church Today.

ASSESSMENT

The Religious Studies A-Level is examined at the end of Year 13 – As Level and the end of Year 14 – A-Level.

The assessment consists of 2 written examination papers in Years 13 and 14, one paper on Unit 2 each year and one on Unit 4 each year.

As - Each paper is 1 hour 20 minutes = 40%. Grades awarded range from A-E

A2 – Each paper is 2 hours = 60%. Grades awarded range from A*-E

COURSE REQUIREMENTS

The Religious Studies A-Level course requires a good standard of GCSE English (Grade C or above) but GCSE Religious Studies is NOT required.

Students are also required to have an interest in the development and growth of Christianity and the relevance of this faith for life today.

ADDITIONAL INFORMATION

The Religious Studies As/A2 course provides students with the opportunity to learn about, discuss, evaluate and learn from religious beliefs, practices and values. It provides opportunities for students to engage with challenging questions about the meaning and purpose of life and the value of faith in the world today.

Religious Studies is of general interest but is particularly useful for those students considering a career in Teaching, Youth Work, Social Work, Child Care, Nursing and Church Work.

EXAMINATION BOARD & SYLLABUS

CCEA As/A2 Religious Studies Option 2 and Option 4

HEAD OF DEPARTMENT

Mrs L Dalzell

DOUBLE AWARD LIFE AND HEALTH SCIENCES (APPLIED)

KEY STAGE 5

COURSE DESCRIPTION

This is a double award A-Level Applied Science course. The course is taken over two years where a mixture of coursework and external examinations are used for assessment.

This course has units of work in Biology, Chemistry and Physics. The applied nature of the course means that it provides a good grounding for the world of work, higher apprenticeships or further and higher education.

ASSESSMENT

AS Level - There are six units of work three of which are assessed by examination and three by the completion of portfolios. The units are weighted to provide 50% assessment by examination.

A2 Level - There are a further six units, three of which are assessed by examination and three by portfolio. The units are weighted to provided 50% assessment by examination.

Two grades are awarded based on the marks from both the AS units and A2 units.

COURSE REQUIREMENTS

Students wishing to take this course should have obtained an A* - C grade in Double Award Science or a grade A*, A or B in Single Award Science.

ADDITIONAL INFORMATION

This course provides a sound Science grounding to move into the world of work or take further study at University. The vast majority of Science based degrees accept this course and it is especially useful to have if you are intending to study an Applied Science degree like Radiography, Physiotherapy, Podiatry, Biomedical Science, Nutrition and Food Science or Nursing.

EXAMINATION BOARD & SYLLABUS

CCEA Double Award GCE A-Level Applied Science

HEAD OF DEPARTMENT

Mr P McCoo

SINGLE AWARD LIFE AND HEALTH SCIENCES (APPLIED)

KEY STAGE 5

COURSE DESCRIPTION

This is a single award A-Level Applied Science course. The course is taken over two years where a mixture of coursework and external examinations are used for assessment. The course has units of work in Biology, Chemistry and Physics. The applied nature of the course means that it provides a good grounding for the world of work, higher apprenticeships or further and higher education.

ASSESSMENT

AS Level

There are three units of work two of which are assessed by examination and one by the completion of a portfolio. The units are weighted to provide 60% assessment by examination

A2 Level

There are a further three units, two of which are assessed by examination and one by portfolio. The units are weighted to provide 60% assessment by examination.

A final grade is awarded based on the marks from both the As units and the A2 units.

COURSE REQUIREMENTS

Students wishing to take this course should have obtained an A* to C grade in Double Award Science or a grade A*, A or B in Single Award Science.

ADDITIONAL INFORMATION

This course provides a sound Science grounding to move into the world of work or take further study at University. The vast majority of Science based degrees accept this course and it is especially useful to have if you are intending to study an Applied Science degree like Radiography, Physiotherapy, Podiatry, Biomedical Science, Nutrition and Food Science or Nursing.

EXAMINATION BOARD & SYLLABUS

CCEA Single Award A-Level Life and Health Science

HEAD OF DEPARTMENT

Mr P McCoo

COURSE DESCRIPTION

A-Level Spanish allows students to develop their language skills, knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities.

It provides opportunities for students to engage in independent research into aspects of Spanish society and culture that are of personal interest and to use multimedia to present their findings.

ASSESSMENT

- There are six assessment units, three at AS level and three at A2:

Year 13 AS

Unit AS 1: Speaking; Presentation 3mins and Conversation maximum 8mins

Unit AS 2: Section A – Listening, Section B – Reading and Section C – Use of Language;

Unit AS 3: Extended Writing; based on study of a Film or Text

Year 14 A2

Unit A2 1: Speaking; Presentation 6mins and Conversation maximum 9mins

Unit A2 2: Section A – Listening and Section B – Reading; and

Unit A2 3: Extended Writing based on a Literary Text.

COURSE REQUIREMENTS

How do you know if you are capable of A-Level Spanish?

1. Prior attainment -This course builds on the knowledge, understanding and skills developed in GCSE Spanish. We recommend that students intending to study A-Level Spanish have already achieved a good GCSE at grade C or above.
2. Readiness to learn – You should be passionate about learning the Spanish language, committed to attending school every day and to giving maximum effort when in class. You should also be ready, willing and motivated to study more independently outside of class time, above and beyond homework set.

ADDITIONAL INFORMATION

Learning a language at A-Level is exciting, challenging and very rewarding – not only will you find it highly interesting to be delving deeper into Spanish language and culture but you will have great opportunities to develop further essential transferable skills that are in high demand amongst employers today, as well as opportunities to think and form opinions about the world at large.

EXAMINATION BOARD & SYLLABUS

CCEA GCE Specification in Spanish (2016 onwards)

HEAD OF DEPARTMENT

Mrs J Johnston

COURSE DESCRIPTION

Sociology involves the study of society and the ways in which people act in social groups. It is concerned with issues such as inequality, racism and stereotyping. This course focuses on the detailed examination of several areas including education, the family, religion and crime. The course also draws on a wide range of Sociological theories and debates.

ASSESSMENT

This specification is divided into a total of 4 unit, 2 AS units and 2 A2 units . AS units are worth 40% of the overall A level grade. Topics studied at **AS level unit 1** include; Culture, Socialization and how identity is formed. It also includes the topic of the Family. **AS Unit 2 topics includes** Methods of Sociological Enquiry and Education.

A2 unit 1: Theme: Power and Control topic– Crime and Deviance. **A2 unit 2** Section A Applied Methods of Sociological Enquiry where pupils design justify and evaluate a piece of research.

Unit 2: Social Inequality

COURSE REQUIREMENTS

Grade C or above in English Language GCSE and /or Sociology GCSE. It is not essential to have GCSE Sociology to study this course at A level.

Sociology students need to have an open and enquiring mind, a keen interest in current affairs, a willingness to read and research widely, as well as the ability to express opinions whilst listening to the views and opinions of others.

ADDITIONAL INFORMATION

Sociology is a highly valued subject for higher education entry and future careers. Sociology students are particularly in demand for people centered occupations and professions that demand analytical approach. Hence Sociology students have gone onto careers as wide ranging as media research, law, police, journalism, teaching, social and welfare work, personnel work, business analysts, civil service and local government research and policy making, advertising, nursing, medicine and market research. According to a recent survey by the campaign for Social Science graduates of social sciences are more likely to be employed than other graduates.

EXAMINATION BOARD & SYLLABUS

WJEC

HEAD OF DEPARTMENT

Mrs M Fitzpatrick

COURSE DESCRIPTION

Throughout this 2 year Level 3 course students will study units in Principles of Anatomy and Physiology, the Physiology of Fitness, Sports Coaching, Current Issues in Sport, the Athlete's Lifestyle, Fitness testing for Sport and Exercise and Fitness Training and Programming.

ASSESSMENT

This course is a 100% coursework based course. There is NO external examination. Students are assessed through written and practical coursework tasks that are marked internally by subject teachers and externally moderated.

Students will achieve either an overall PASS, MERIT, DISTINCTION or DSTINCTION* grade equivalent to A-Level grade A-E.

COURSE REQUIREMENTS

ADDITIONAL INFORMATION

Students will also participate in a practical Sports Coaching programme in partnership with BCSDN where they will gain a number of grassroots sports coaching qualifications and the L3 Higher Sports Leader Award, which will earn students 16 additional UCAS tariff points.

EXAMINATION BOARD & SYLLABUS

OCR Cambridge Technical Introductory
Diploma in Sport

HEAD OF DEPARTMENT

Miss J Clarke

COURSE DESCRIPTION

This is a new BTEC Level 3 course which is equivalent to one A-Level and will give students the chance to develop their knowledge of the Travel and Tourism industry.

It is a two-year programme of study and can be taken alongside other A-Level or equivalent courses.

ASSESSMENT

This qualification is now 58% externally assessed and 42% internally assessed in the following structure:

Unit 1 The World of Travel & Tourism – externally assessed written examination

Unit 2 Global Destinations – externally assessed written portfolio with pre-release materials

Unit 3 Managing the Customer Experience – written portfolio

Unit 4 Visitor Attractions – written portfolio

This qualification is graded Distinction * (equivalent to a grade A*), Distinction (grade A), Merit (grade C) and Pass (grade E).

COURSE REQUIREMENTS

This course is suitable for students who have completed GCSE Leisure and Tourism or Business-related subjects but there is no formal requirement to have studied these before. Students with no prior knowledge of Leisure, Travel and Tourism are also welcome. The large volume of coursework involved best suits pupils with a good standard of written English and requires a commitment to study at home. Good organisational skills and the ability to prepare well for exams are both necessary for a successful outcome.

ADDITIONAL INFORMATION

ICT is used throughout the course and access to a computer outside of school for research and the production of coursework is essential. Students must also be able to demonstrate the use of good quality written communication throughout their coursework portfolios. Excellent attendance is essential due to the high level of coursework associated with this course.

EXAMINATION BOARD & SYLLABUS

EDEXCEL BTEC Level 3
Subsidiary Diploma in Travel & Tourism

HEAD OF DEPARTMENT

Ms L Campbell

Child Care and Education

What is the purpose of observation
and how do we do it?

CACHE
Level

3

It is important for us to observe in order to:

- Check overall development
- Check progress
- Identify needs
- Assist planning

Childcare

- 2 year Diploma in Childcare

- 1 year Diploma in Childcare (3 Year Bridging Programme)

COURSE DESCRIPTION

This course is for those who wish to work in children's care, learning and development settings and covers a diverse range of jobs roles in statutory, voluntary and private settings.

This course qualifies students to go directly in to employment to work with children and their families in a supervised capacity, for example, a nursery assistant or pre-school assistant

Course of study:

- 10 mandatory units plus 5 additional units

Units of study will include:

- Communication
- Equality and Inclusion
- The developing child
- Health and Safety
- Children and Play
- First aid
- Physical Care of babies and young children

ASSESSMENT

All units are internally assessed through a range of assessment methods including:

- Written Assignments
- Professional discussion
- Reflection on own practice in real work situations
- Witness evidence from work placement
- Direct observation of practice in work setting

COURSE REQUIREMENTS

- 90% attendance
- Applicants should have a strong desire to work with children

Students will be required to attend and successfully complete a placement in an Early Years setting 2 days per week.

Places at Level 2 Childcare are limited and will be allocated using a criteria based system.

ADDITIONAL INFORMATION

This course is completed in **one** year.

EXAMINATION BOARD & SYLLABUS

CACHE Level 2 Diploma for Children's Care Learning and Development

HEAD OF DEPARTMENT

Mrs L Booth

COURSE DESCRIPTION

This course is for those who wish to work in children's care, learning and development settings and covers a diverse range of jobs roles in statutory, voluntary and private settings.

This course qualifies students to go directly in to employment to work as a supervisor with young children and their families or older children with special needs for example, a nursery supervisor, nanny, pre-school leader or special educational needs support worker

Course of study:

26 mandatory units plus 7 additional units

Units of study will include:

- Communication
- Equality and Inclusion
- The developing child
- Special Educational Needs
- Health and Safety
- Nutritional needs of the child
- Children and Play
- First aid
- Physical Care of babies and young children
- Supporting children's speech and language

ASSESSMENT

All units are internally assessed through a range of assessment methods including:

- Written Assignments
- Professional discussion
- Reflection on own practice in real work situations
- Witness evidence from work placement
- Direct observation of practice in work setting

This qualification attracts UCAS points, making it ideal for those who might like to progress to University to complete a degree in a related discipline

Grade A*	420 points	Grade B	290 points	Grade D	140 points
Grade A	340 points	Grade C	240 points	Grade E	80 points

There is no external examination

COURSE REQUIREMENTS

- 90% attendance
- Applicants should have a strong desire to work with children
- Places are limited on Level 3 Childcare and will be allocated using a criteria based system

Students will be required to attend and successfully complete a placement in an Early Years setting 2 days per week

ADDITIONAL INFORMATION

This course is completed in **two** years.

Year One – Completion of units for Level 3 Diploma in Children's Care, Learning and Development

Year Two – Completion of units for 'Extended' Level 3 Diploma in Children's Care, Learning and Development

EXAMINATION BOARD & SYLLABUS

CACHE Level 3 Extended Diploma for
Children's Care Learning and development

HEAD OF DEPARTMENT

Mrs L Booth

3 YEAR BRIDGING PROGRAMME

Business & ICT

Business Administration with Level 3 ICT



Print Preview
Formatting

Toolbars
Alignment

Bullet Points

Word Art

Save As

HALLOWEEN BALL

COURSE DESCRIPTION

This course is done in combination with A-Level ICT.

The course is made up of a range of units relevant to those that would want to work in a business.

These units cover tasks that you would be doing if you worked in a busy office – answering the phone, meeting visitors, preparing business communications.

ASSESSMENT

The course is assessed using assignments and these are done in school and marked by the teacher. Some of the tasks are practical where you are observed doing certain activities.

There are one word processing exams that are done during the year that go to make up the full qualification.

COURSE REQUIREMENTS

A large part of this course is about personal organisation as it is preparing you to work in an office and have responsibility for fulfilling tasks and duties.

Most of the work is carried out on a computer and good communication skills would be important.

ADDITIONAL INFORMATION

Several girls have completed this one year course and on successful completion have returned to school to do an A-Level programme.

EXAMINATION BOARD & SYLLABUS

OCR Level 2 Certificate in Administration (Business Professional)

HEAD OF DEPARTMENT

Mrs P Cullen

COURSE DESCRIPTION

Cambridge Technicals are vocational qualifications that are designed as a work focused alternative to A Levels. This qualification gives pupils the opportunity to demonstrate and develop both practical IT skills and interpersonal skills. This course is offered as a 1 year course, equivalent to AS Level, with an option to progress onto A Level the following academic year.

All units covered are scenario based, and tasks are completed to meet the assessment objectives set by the awarding body.

ASSESSMENT

Assessments for this course are task-based; internally marked and moderated by the awarding body. There are no examinations.

Year 1

Unit 01- Communication and employability skills for IT
Unit 02 –Information Systems
Unit 12 – Website Production

Year 2 (Optional top up)

Unit 8 – IT Technical support
Unit 10 –Developing Computer Games
Unit 19 Spreadsheet Modelling

COURSE REQUIREMENTS

There are no entry requirements for this course, though previous study of GCSE ICT or Business Communications Systems would be beneficial.

ADDITIONAL INFORMATION

This qualification can take you to:

A-Level ICT

Further Education – Computer Science, Web Design, Interactive Multimedia, Graphic Design, Business

Employment within the ICT Sector

EXAMINATION BOARD & SYLLABUS

OCR –Cambridge Technicals Level 3


HEAD OF DEPARTMENT


Mrs C Barkley-Smith



Belfast Model School for Girls

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