



Belfast Model  
School for Girls

ACHIEVEMENT FOR ALL

# Post 16

CURRICULUM GUIDE 2020



# Welcome to Post 16

As the Leader of Learning at Post 16, I am delighted to have the opportunity to invite you to join us for the next stage of your learning journey. Our Post 16 team have invested time and given thoughtful consideration to enable a Post 16 programme to be offered that will not only be appropriate to your academic and personal requirements, but will also enable you to progress to your chosen future career. Post 16 offers a new context for study, based on guided choices and will also offer exciting new challenges and responsibilities for you to embrace as you grow into adulthood. This booklet has a lot of information that you should take time to read and discuss, so that your decisions are best for you. I wish you all the best in your final preparations for examinations and look forward to celebrating your success before welcoming you into Post 16 at Belfast Model School for Girls.

*P. Cullen*

**P Cullen**

**Leader of Learning Post 16**

## Introduction to Post 16

Belfast Model School for Girls has a vibrant community of around 200 Post 16 students. Both academic and vocational courses are on offer, providing a curriculum that meets the individual needs of each student. All courses provide successful pathways to university, college, further training or employment.

## Choosing your Post 16 Programme

The information contained in this booklet will hopefully help you choose the course you will follow at Post 16. 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 or course of study



There will be plenty of help and advice from a dedicated team of staff whose aim it is to ensure every student embarking on a course at Post 16 achieves their full potential. We wish you well as you begin thinking about the next important step in your learning journey.

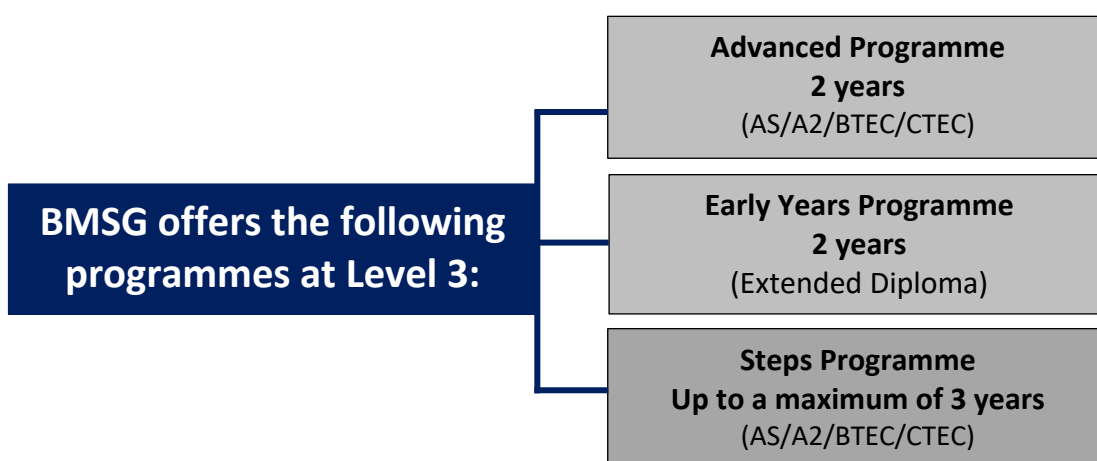
## What does Post 16 offer you?

- A broad range of courses in partnership with Belfast Boys' Model School and Mercy College as well as the wider North Belfast Area Learning Community
- High quality teaching and learning
- Track record of academic success
- 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 Post 16
- An efficient Education Maintenance Allowance (EMA) scheme
- A caring ethos
- Opportunities to play a leading role in school through the Student School Leadership Team (SSLT)
- State of the art facilities and resources
- Study support and guidance



## Studying at Post-16

In Belfast Model School for Girls we offer three distinct Learning Pathways at Post 16 to meet the needs of students.



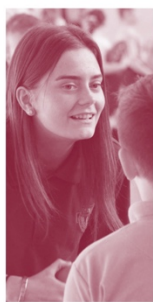
The assessment framework and content within each learning pathway is different, however, all pathways offer progression and can lead to Employment, Foundation Degrees, Further/Higher Education, Higher Level Apprenticeships and University.

To access a specific pathway, students must have achieved a minimum number of entry points, as well as specific grades in certain subjects.

Students are assigned entry points based on their Level 2 outcomes to determine their academic profile. Points are awarded as follows:

### Entry Points Table

Grade at GCSE	Score at GCSE	Other L2 Outcome	Points Value
A*	8/9	L2*Distinction	8
A	7	L2 Distinction	7
B	6	L2 Merit	6
C*	5	L2 Pass	5.5
C	4/5	L2 Pass	5
D	3	L1 Distinction	4
E	2	L1 Merit	3
F	1	L1 Pass	2
G			1
U	0	FAIL	0

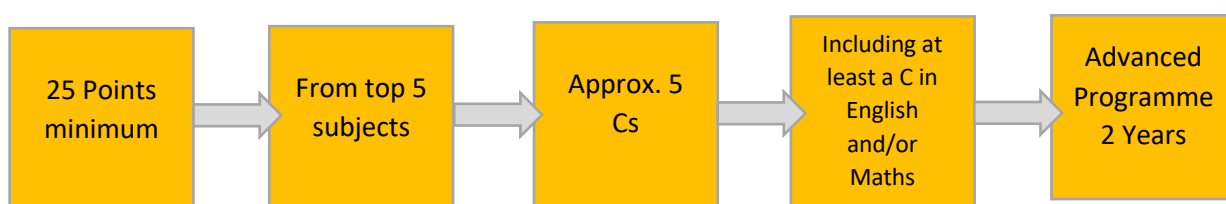


**Post-16**  
2020-2022



## Advanced Programme

Students need to achieve a minimum of 25 GCSE points or above from their **top 5** subjects (approx. 5Cs) one of which should be English and/or Maths.

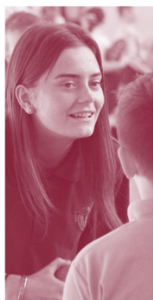


- It is preferable that a Grade B is achieved at GCSE in the subjects being selected for study as part of the Advanced Programme.
- However for some subjects the GCSE entry grade requirement may be higher than a Grade B. Details of subject specific entry requirements can be found below:

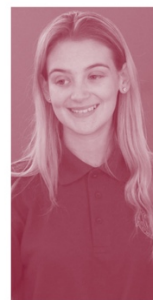
### Subject Specific Entry Requirements

<u>Subject</u>	<u>Minimum GCSE Grade required</u>
Art and Design	C in Art and Design
English Literature	C in English Literature combined with C in English Language OR B in English Language only
French	C in French
Geography	C in Geography C in English Language
Health and Life Science Single Award	C in SAS
Health and Life Science Double Award	BB in DAS, C in Maths
Health and Social Care	C in English Language
History	C in English Language
Performing Arts	C in English Language
Religious Studies	C in RE, C in English Language
Sociology	B in English Language

**If a course is oversubscribed, then GCSE grades as detailed above will dictate entry into the subject.**

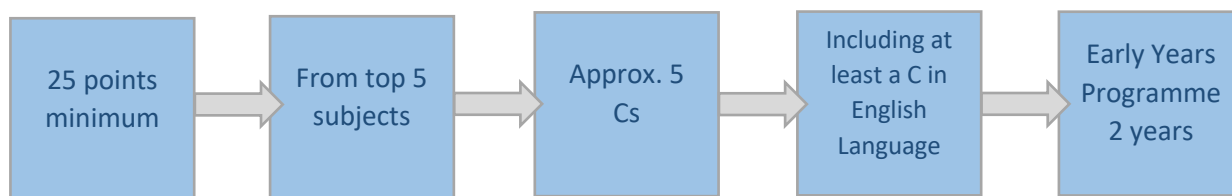


**Post-16**  
2020-2022



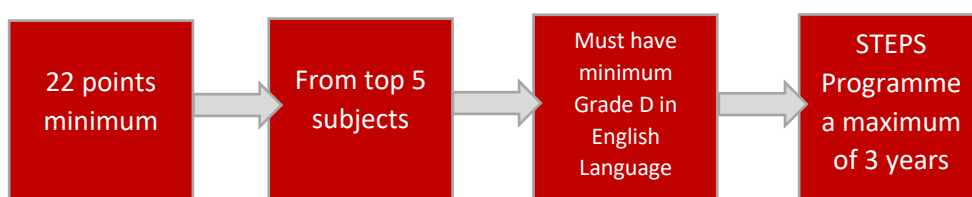
## Early Years Programme

To gain access to this programme a student will need to achieve a minimum of 25 GCSE points (approx. 5 Cs) or above from their **top 5** subject areas. It would be preferable that a Grade C is achieved in GCSE English. Preference will be given to students who have completed the Access NI and CHSCT Vetting Process arranged through school.



## STEPS Programme

To gain access to this programme a student will need to achieve a minimum of 22 GCSE points from 5 GCSE subjects. (These points will be subject to enhancement dependent on the profile of students applying). One of which must be a Grade D (minimum) in English Language.



**Please note:**

**Provision for repeating GCSE English and/or Mathematics will only be made available to those students who have achieved no less than a Grade D.**

**Students accessing the Advanced Programme may not reduce the amount of courses they are studying, for example, if a student decides that they wish to reduce to studying two Level 3 subjects from three Level 3 subjects, they will no longer be able to continue in Post-16 at Belfast Model School for Girls.**

## Additional Entry Criteria

Each year the majority of students from Year 12 progress to study courses at Post 16 in BMSG.

Students DO NOT gain entry to study courses at Post 16 based solely on their academic profile.

It is very important that students enrolled in Post 16 are excellent role models for younger students and ambassadors for this school.

Records of their prior attendance, punctuality, conduct and character will also be considered at the time of application for entry to Post 16.

\*A student will be expected to have attendance record of at least 90% at Key Stage 4.

## Post 16 Application Process

Students wishing to access any of the Post 16 programmes are required to complete a "Draft" application form as part of the Post 16 options process in March 2020, deadlines for completion can be found in the Key Dates letter sent to parents. This is a *draft application only* which helps us to gauge initial interest and should not be considered as confirmation.

In August 2020, following KS4 examination results students must complete a **final application form** and **attend for an interview**. Details will be communicated by letter and on the school website/Facebook page at that time.

Some students may be able to claim 'Special Circumstances' if they wish to study at Post 16 but fall short of the entry requirements. Each case will be closely examined and a decision made on an individual basis.

By accepting a place in Post 16 at BMSG you agree that you have read, understood and abide by the terms of the Post 16 Learning Agreement.

A small number of students may be offered a place in Post 16 for a probationary period. This may be offered for a variety of reasons and communicated to parents ahead of joining Post 16 (i.e. in the last term of Year 12).

In the meantime, if you require any further information please do not hesitate in contacting the school office, or check the school website.

## Enrichment in Post 16

Post 16 is a time of challenge and change for students. Their priority is their school work but as well as working hard we want students to enjoy all activities that are available to them beyond the classroom. To make the most of all opportunities such as:

- School productions
- University visits
- Orchestra, bands and choirs
- Work experience
- Charity events
- Sports teams/events
- Community work
- Senior Student Leadership Team (SSLT)
- Sports Leadership



## North Belfast Area Learning Community (NBALC)

North Belfast Area Learning Community (NBALC) is made up of ten post primary schools from across the range of sectors, which by working together and with Belfast Metropolitan College and Training Organisations, brings a unique richness in its diversity and the breadth of courses that can be offered at Post 16 to students in the ten schools.

Please note: Subjects currently not being offered by Belfast Model School for Girls, such as for example, the single sciences (i.e. Biology, Chemistry and Physics) and Mathematics may be made available within the Area Learning Community. In addition, students from BMSG will have preferential access to courses/subjects offered in the Belfast Boys' Model School or Mercy College.

## EMA (Educational Maintenance Allowance)

Those eligible for EMA will receive a fortnightly payment of £60, (£30 per week), this is paid directly into your bank account. Payment is made in recognition of full attendance and good punctuality for the two-week period. When you return to school you will sign a Learning Agreement, this agrees the terms of payments, once this is signed payments will start. You can apply anytime, but the deadline for application is 30 September 2020 to enable payments to start when you return to school. Applications can be made after this but payment will only be from the date of receipt of the application. Applications can also be made if personal circumstances change.

There are two bonus payments of £100 during the year – January and June. The bonus is paid for recognition of progress on the courses you are following and will be agreed in consultation with your subject teachers and your form teacher. For further information check [www.nidirect.gov.uk](http://www.nidirect.gov.uk)

## Pastoral Structure

In Year 13 you will be assigned to a form tutor for the year. You will work with your form tutor throughout the year and will get support in terms of your course of study and also in terms of attendance and well-being. The form tutors will work alongside the Leader of Learning for Post 16 and relevant Assistant Leader of Learning for the year group.

## Expectations

We hope that your time in Post 16 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 and Post 16 Learning Agreement
- Meet coursework and homework deadlines and attend all examinations both internal and external
- Attend school every day and arrive punctually to every lesson
- Behave responsibly in the Common Room, study areas
- Fully co-operate during supervised study periods

## Rewards and responsibilities

For progression into adult life with further or higher education and careers, we wish to ensure you are fully prepared for all eventualities. Life brings responsibilities and from September, you will be given opportunities to grow in confidence through volunteering for roles which will encourage interaction and leadership, promote good punctuality and attendance, develop skills and empathy.

## School Formal

The pinnacle of Post 16 life is the opportunity to attend the school formal, which is held each year in February. This is a landmark event on the School calendar and for many, the social highlight of their time at school. The formal is a shared event with our partner School, Belfast Boys' Model and the organisation of the event is shared by selected teams from both schools, who work closely together. As a leaver's formal, eligibility to attend usually applies to those students who will be leaving school the subsequent June and who have met criteria in place regarding attendance and contribution to school life.

# School Uniform

## Compulsory items

**Blazer:** burgundy blazer with school badge, to be worn every day.

**Skirt:** grey, ankle length, pleated; **no other skirts** will be accepted.

**Shirt:** white

**Jumper:** grey, V-neck with school badge

**Cardigan:** a grey cardigan with school badge

**Tights:** navy or black cotton, opaque at least 60 denier

**Tie:** navy background with school crest

**Shoes:** Formal, black, flat/low heeled shoes with black laces and only black stitching

- No colour laces other than black
- No white soles
- No colour stitching other than black
- No suede/canvas
- No plimsolls
- No trainers, Converse, Vans etc.
- No ballet style shoes/pumps

**Scarf:** school colours **only**

**Jewellery:** Students may wear the following items of jewellery only:

- One watch
- One small ring
- **One pair small stud earrings in the lower ear lobe**

**Hair:** Students are only permitted to have hair coloured in a natural colour. Bright or extreme coloured dyes are not acceptable. Students may wear a simple plain band or a bobble to tie back their hair.

**Make-up:** Years 11-14 should be kept to a minimum and be subtle.

**Nails:** For reasons promoting the Health and Safety of all students are **NOT** permitted to have long or pointed nails or nail extensions.

**School Bag:** An appropriate school bag **must** be carried daily. Schools bags **must not** display political emblems or football team's colours/emblems.

**Pin badges/ribbons (charity):** One badge supporting a charity is allowed. These badges must not display political emblems or football team's colours/emblems.

## So what now?

- Take time to look at the information about each of the courses on offer
- Discuss your choices with members of staff, for example, Form Tutor, Subject Teachers, Leaders of Learning, Careers Advisors and SLT
- 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
- Do check with subject teachers and read the subject summaries to make sure you are clear about what you will be required to do
- The career you wish to follow may have subject specific requirements so ensure you have checked these 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**

**2020/21**

# Progressing from Year 13 to Year 14

Our expectation is that students in Year 13 will continue with their studies into Year 14. To progress from Year 13 to Year 14 the following requirements must be met:

- Students wishing to continue into Year 14 must pass each of their Year 13 exams.
- Attendance must be 95%.

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 them a place in Year 14.

## Early Years Entry

- Students must have successfully completed the 1<sup>st</sup> year of Early Years Level 3 course.
- Attendance must be 95%.

## 3 Year Steps Programme (progressing from Year 1 to Year 2)

- Students must have successfully completed year 1 studies in their chosen courses.
- Attendance must be 95%.
- Students will have the option to take a further Level 3 course to run alongside the completion of their other 2 subject choices.



## Please note:

The Post 16 curriculum offer and course content are subject to final confirmation following results in August 2020.

If a situation arises where there are more students opting to study a particular subject than places, the students will be ranked in order according to their average GCSE points score. Students with the highest average points scores will be offered places first in oversubscribed subjects.

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

## **Future Progression Routes Beyond Post 16**

We are committed to meeting the needs of all students and to ensuring that the Post 16 curriculum offers learners a variety of future progression routes that best suit their individual needs and aspirations for the future. With this in mind, it is important to note that students can avail of a variety of Further and Higher education pathways, in addition to degree courses.

Below is an outline of some alternative options, which are proving to be popular and successful amongst young people and employers.

If you are interested in exploring any of these options, please do speak with the Careers Team, who will be happy to provide further guidance and advice.

### **Foundation Degrees**

A Foundation Degree offers learners the opportunity to gain the technical skills and academic knowledge required to progress in the workplace whilst gaining a higher education qualification. They are designed and developed through partnerships between employers and the Further Education Colleges. This means that graduates are equipped with the specific skills that employers are looking for.

A Foundation degree may suit you if you:

- Are working and want to improve your skills and prospects in your current job through part-time study.
- Have left school and want a higher education qualification that's relevant to your job aspirations.
- Want to reskill.

Foundation Degrees are an excellent stepping-stone for degree courses as they usually count towards the first year meaning that students may gain entry directly into the second year of a related degree course.

### **Earn as you Learn Schemes**

Earn as you Learn Schemes provide young people with the opportunity to earn a salary as well as studying part time. These schemes are often delivered in partnership with businesses and Universities and/or Further and Higher Education Colleges, providing students with real world experience, a real salary and a degree qualification. They can also offer further financial advantages, as there are no tuition fees.

### **Higher Level Apprenticeships (HLAs)**

As a work-based programme, a Higher-Level Apprenticeship enables you to 'earn while you learn' and to gain an internationally recognised academic or professional qualification.

Higher Level Apprenticeships are designed to help those in work develop higher skill levels, awarding qualifications equivalent to the first stages of Higher Education. They are aimed at anyone who has completed A Levels (or equivalent) and is employed or about to take up employment as an apprentice with an NI based company.

This new model for apprenticeships is appealing to employers too. Programmes align with the needs of businesses by meeting their growing demand for higher-level skills. Today, up skilling is the key to growing our local economy.





**Belfast Model**  
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## Post 16 Pathways Progression Routes

### Combined Learning Pathway to reach NEW Horizons

#### **Advanced Programme**

##### Entry Requirements

5 A\*-C  
including English and/or Maths  
(25 points)

3 A-Levels  
OR EQUIVALENT

Complete over a  
maximum of 2 years



**Employment**

Foundation Degrees

#### **Early Years Programme**

##### Entry Requirements

5 A\*-C  
including at least a Grade C in English  
(25 points)

Level 3

Complete 2 years



**Further Training/Education**

Higher Level Apprenticeships

#### **STEPS Programme**

##### Entry Requirements

5 A\*-G  
including at least a Grade D in English  
(22 points)

2 Level 3 Courses

Completed over a  
maximum of 3 years  
In year 2 - option to  
complete a 3rd Level 3  
subject



**University**

# Contents

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## Advanced Programme Options

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Art & Design  
Business (BTEC Subsidiary Diploma Level 3)  
English Literature  
French  
Geography  
Health and Social Care  
History  
Hospitality (BTEC Subsidiary Diploma Level 3)  
ICT Cambridge Technical (CTEC Level 3)  
Performing Arts  
Religious Studies  
Single Award Life and Health Sciences  
Double Award Life and Health Sciences  
Sociology  
Sports Studies (CTEC Level 3)  
Travel and Tourism (BTEC Level 3 National Extended Certificate)

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## Early Years Programme Options

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Level 3 Extended Diploma for Children's Care,  
Learning and Development

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## STEPS Programme Options

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Art & Design  
Business (BTEC Level 3 Subsidiary Diploma)  
Health and Social Care  
History  
ICT Cambridge Technical (CTEC Level 3)  
Sports Studies (OCR Cambridge Technical Introductory Diploma)  
Travel & Tourism (BTEC Level 3 National Extended Certificate)

# Advanced Programme Options

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Art & Design

Business (BTEC Subsidiary Diploma Level 3)

English Literature

French

Geography

Health and Social Care

History

Hospitality (BTEC Subsidiary Diploma Level 3)

ICT Cambridge Technical (CTEC Level 3)

Performing Arts

Religious Studies

Single Award Life and Health Sciences

Double Award Life and Health Sciences

Sociology

Sports Studies (CTEC Level 3)

Travel and Tourism (BTEC Level 3 National Extended Certificate)

# Art and Design

Leader of Learning // Mrs F Ward

Examination Board & Syllabus //

AQA A-Level Art and Design

QAN Code: 601/4706/4

## Course Description:

A-Level Art and Design is a two-year course.

Students explore a broad range of artists' work, skills, techniques and disciplines e.g. drawing, painting, sculpture, ceramic, print-making, textiles, fashion, digital art, photography etc.

The student portfolio can be used to support an application to University or third level study.

## Assessment:

### A-Level two-year course

**Component 1:** Portfolio of Art work (including 1000 – 3000-word essay) 60%

**Component 2:** Externally set project 40%

- Paper issued 1<sup>st</sup> February of Year 14
- 15 hours to make Final piece

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

## Course Requirements:

- Working independently is essential
- Work outside class time (at least 3 hours in Art studio)
- Be organised
- Keep to deadlines
- Good skills in English and ICT desirable
- Ability to explain and present ideas to teacher and in sketchbook
- Good attendance

## 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 and develops key transferrable skills for use in many careers.

A-Level Art and Design can prepare you for a range of degree courses including: 2D and 3D animation, fashion and textile design, film and media studies, frame design, illustration, product design, photography, set design.

# Business (BTEC Level 3 National Extended Certificate)

Leader of Learning // Mrs N Gault

Examination Board & Syllabus //

Pearson/Edexcel Business (BTEC Level 3 National Extended Certificate)

QAN Code: 601/7159/5

## 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:

Two units are assessed by completing assignments and building up a portfolio of coursework.

One unit is externally assessed through examination.

One unit is externally assessed through a controlled assessment.

Grades awarded are Distinction\*, Distinction, Merit and Pass.

These are equivalent to A-Level Grades, A\*, A, C and E.

## Course Requirements:

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

As 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.

## Additional Information:

- Over 150 universities accept BTEC qualifications for entry on to their courses. You do not have to have studies Business at GCSE level for acceptance onto this course.
- Studying this subject will give you an insight into working in a Business.
- This is useful for anyone interested in setting up their own business or wishing to pursue a career in retail, working with people or advertising.
- Further information can be found at <https://qualifications.pearson.com/en/home.html>

# English Literature

Leader of Learning // Mrs C Green

Examination Board & Syllabus //  
CCEA GCE Specification in English Literature  
QAN Code: 601/8368/8

## Course Description:

This qualification is for students 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.

Some of the texts you will study in Year 13 include:

Selected poems from Robert Frost's anthology of poetry + Seamus Heaney's anthology of poetry  
Tennessee Williams – 'A Streetcar Named Desire'  
Nathaniel Hawthorne – 'The Scarlet Letter'

## 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 students who have not studied English Literature at GCSE Level will need to secure a Grade C in GCSE English Language.

## Additional Information:

This is a recent specification that features a new A2 Internal Assessment of a response (2500 words) to a twenty-first century novel and a comparison text of the student's own choice. This gives students 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.

# French

Leader of Learning // Mrs L Hughes

Examination Board & Syllabus //  
CCEA  
QAN Code: AS Level 601/8389/5  
A Level 601/8387/1

## Course Description:

The CCEA GCE French specification aims to develop students' enthusiasm for and understanding of the language and culture in a variety of contexts. Students learn to communicate confidently, clearly and effectively in French for a range of purposes. They also develop knowledge and understanding of themes relating to the society and culture, past and present, of a country or community where French is spoken.

At AS Level, students will study two themes; Relationships and Culture and Lifestyle. They will have the opportunity to understand and explore topics such as; family relationships, intergenerational issues, influences on young people, physical well-being, the arts, social media and new technology. At A2, they will study the themes of Young People in Society and Our Place in a Changing World. Topics within these themes include; part-time jobs, education and employment, societal attitudes, poverty at home and abroad, immigration and environmental issues. At both AS and A2, students will also have the chance to study French film or French literature.

## Assessment:

This specification is divided into a total of six units, three AS units and three A2 units. AS units are worth 40% of the overall A-Level grade while A2 units are worth 60%.

### AS Unit 1: Speaking

### AS Unit 2: Listening, Reading and Use of Language

### AS Unit 3: Extended Writing

### A2 Unit 1: Speaking

### A2 Unit 2: Reading and Listening

### A2 Unit 3: Extended Writing

## Course Requirements:

The specification builds on the knowledge, understanding and skills developed in GCSE French. We recommend that students intending to study GCE French have already achieved a good GCSE standard or an equivalent level of qualification. Language students should have an interest in and enthusiasm for learning French, an awareness of contemporary society and the ability to draw together areas of linguistic competence. They should be independent learners who are prepared to study consistently throughout the course to learn vocabulary and understand grammar concepts.

## Additional Information:

Language learning can open up a world of opportunities. The knowledge and advanced skills that students acquire will help them progress to further study, higher education or employment and take their place in a multilingual, global society. Students can also develop higher order thinking skills, such as independent learning and analytical and evaluative thinking. They have the opportunity to engage in independent research and use multimedia to present their findings. This skills development gives them a sound basis for progression to higher education.

# Geography

Leader of Learning // Mrs C Chisim

Examination Board & Syllabus //CCEA  
QAN Code: 601/8393/7

## 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.

Having GCSE Geography can make the progression to Advanced Level study easier, as some of the topics are familiar. However, not having Geography at GCSE level can mean you bring a fresh, new view to the subject you last studied in Year 10.

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.

# Health and Social Care Single Award

Leader of Learning // Mrs L Booth

Examination Board & Syllabus //CCEA  
QAN Code: 601/8917/4

## Course Description:

<b>AS 1: Promoting Quality Care (Compulsory)</b>	Values of care Legislation that promotes quality care Health and safety Policies The impact of poor practice
<b>AS 2: Communication in Health, Social Care and Early Years Settings (Compulsory)</b>	Communication in health, social care and early years' settings Factors that support effective communication Recognising and overcoming barriers in communication with service users The importance of communication when working in teams Critical evaluation of an interaction in the chosen setting
<b>AS 3: Health and Well-Being (Compulsory)</b>	Concepts of health and well-being Factors affecting health and well-being Health promotion The roles of organisations responsible for health and well-being Discrimination and anti-discriminatory practice in health, social care and early years settings

## Assessment:

There are three compulsory units at AS. Units 1 and 2 are internally assessed, that is, they are marked by the teacher and moderated by CCEA. Unit 3 is externally assessed by a 2-hour examination. At A2, Unit 3 is compulsory and is externally assessed by a 2-hour examination based on pre-release material. The award is completed by choosing any two of the remaining four A2 internal assessment units.

Students must complete a compulsory one-week work placement.

The Health and Social Care work placement areas that students could pick from are:

- Crèches, nursery schools or primary schools
- Dementia units
- Elderly care homes
- Youth work organisations = Extern dealing with mental health issues
- Special needs groups
- Disability groups

## Additional Information:

The A level in Health and Social Care qualifies for UCAS points, so a student who completes it successfully could move on to study for a degree or BTEC HND in related subjects.

Possible career options within Health and Social Care include, nursing, teaching, care manager, physiotherapy, occupational therapy and police service.

# History

Leader of Learning // Mrs L Johnston

Examination Board & Syllabus //

CCEA

QAN Code: 601/8551/X

## Course Description:

The GCE course provides an opportunity to study some of the most important events of the 20<sup>th</sup> century. AS History focuses on in depth studies of the enormous changes in Russia and Germany in the period after World War 1. 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 20<sup>th</sup> century and the crucial events that shaped our country as it is today.

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

## Assessment:

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

**AS1** – 20% of GCE

**AS2** – 20% of GCE

**A21** – 20% of GCE

**A22** – 40% of GCE

## 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.

Skills	Careers
➤ Analysis	➤ Law
➤ Research	➤ Politics
➤ Communication	➤ Business
➤ Arguing	➤ Economics
➤ Problem solving	➤ Teaching
➤ Essay writing	➤ Advertising

# Hospitality (BTEC Level 3 Subsidiary Diploma)

Leader of Learning // Mrs S Jackson

Examination Board & Syllabus //

BTEC Level 3 in Hospitality (Subsidiary Diploma)

QAN Code: 500/8197/4

## Course Description

This two-year course aims to further broaden students' knowledge and understanding of the size, scale and nature of the hospitality industry. It is designed to give students the opportunity to explore the industry and how it has evolved and adapted to meet current demands. Students will also gain experience in professional cookery across a range of cuisines, the principles of supervising customer service and event planning and management.

The nature of the course gives learners the opportunity to develop their time management and organisational skills whilst applying their learning to a vocational context. Students will develop personal skills and attitudes essential for successful performance at university and in working life.

## Assessment:

The BTEC Level 3 Subsidiary Diploma in Hospitality is equivalent to one A-Level and is 100% coursework – there are no external exams. It consists of three mandatory units plus four optional units that provide for a combined total of 360 guided learning hours (GLH) or 60 credits for the completed qualification. Units studied include The Hospitality Industry, European food, Asian food, and Food and Drink Service.

Each unit has a number of assignments to complete in order to fulfil the individual unit requirements. Within assignments, tasks will be completed to Pass, Merit or Distinction level. Each individual assignment must be completed to at least a Pass level in order to Pass the whole unit.

## Course Requirements:

Students need to meet the school's 6<sup>th</sup> form criteria for entering Level 3/A Level courses.

It is recommended that students study GCSE Hospitality but this is not necessary. An interest in cooking and working as part of a team would also be beneficial.

## Additional Information:

The hospitality and catering industries are major employers in the UK and are highly competitive and challenging sectors offering a wealth of employment opportunities. It employs 7% of the working population (1 in every 14 jobs). Progression routes into further training and higher education are wide ranging; many students who study Hospitality continue their studies at university. The Level 3 course is excellent preparation for entering courses such as Events Management, Nutrition and Health Studies, Dietetics, Consumer Science and Health Promotion.

# OCR Cambridge Technicals Level 3 in IT (Single Award - CTEC)

Leader of Learning // Mrs C Barkley-Smith

Examination Board & Syllabus //  
OCR – Cambridge Technical Level 3  
QAN Code: 600/4228/X

## Course Description:

Cambridge Technicals are vocational qualifications that are designed as a work focused alternative to A-Levels. This qualification gives students the opportunity to demonstrate the develop both practical IT skills and interpersonal skills. This course is offered as a 2-year course, equivalent to A-Level, with a wide range of specialist units in Year 2.

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 awarded body. There is no examination.  
100% coursework.

## Year 1

**Unit 1** – Communication and Employability skills for IT

**Unit 2** – Information Systems

**Unit 12** – Website Production

## Year 2 (3 units from the following)

**Unit 10** – Developing Computer Games

**Unit 19** – Spreadsheet Modelling

**Unit 23** – Database Development

## Course Requirements:

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

## Additional Information:

This qualification can take you to:

- Further Education – ICT, Web Design, Interactive Multimedia, Graphic Design, Business
- Employment within the ICT Sector

# Performing Arts

Leader of Learning // Mrs A Graham

Examination Board & Syllabus //  
CCEA GCE Performing Arts  
QAN Code: 601/8906/X

## 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 solo and group performance

**AS Unit 2:** Externally assessed by controlled assessment and practical performance. Assessed by an examiner.

**A2 Unit 1:** Internally assessed by coursework and Audition + interview

**A2 Unit 2:** Externally assessed by controlled assessment and practical performance. Assessed by an examiner.

## Course Requirements:

Excellent attendance

A high standard of written English (A-C at GCSE)

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:

If you didn't complete GCSE course an audition will be required.

# Religious Studies

Leader of Learning // Mrs L Dalzell

Examination Board & Syllabus //

CCEA AS/A2 Religious Studies Option 2 and Option 4  
QAN Code: 601/8452/8

## Course Description:

In Religious Studies A-Level, students will study two topics in Year 13 and two 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 two 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.

# Single Award Life and Health Sciences

Leader of Learning // Mrs J Taggart

Examination Board & Syllabus //

CCEA Single Award A-Level Life and Health Sciences  
QAN Code: 603/0500/9

## 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 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 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 Allied Science degree like Radiography, Physiotherapy, Podiatry, Biomedical Science, Nutrition and Food Science or Nursing.

# Double Award Life and Health Sciences

Leader of Learning // Mrs J Taggart

Examination Board & Syllabus //  
CCEA Single Award A-Level Life and Health Sciences  
QAN Code: 603/0498/4

## 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.

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 six units of work three of which are assessed by examination and three by portfolio. 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 provide 50% assessment by examination.

A final grade is 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\* 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 Allied Science degree like Radiography, Physiotherapy, Podiatry, Biomedical Science, Nutrition and Food Science or Nursing.

# Sociology

Leader of Learning // Mrs M Fitzpatrick

Examination Board & Syllabus //  
WJEC  
QAN Code: 601/5258/8

## 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, social inequality and crime. This course also draws on a wide range of Sociological Theories and debates.

## Assessment:

This specification is divided into a total of four units, two AS units and two 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 include 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 students design, justify and evaluate a piece of research.

**Unit 2:** Social inequality

## Course Requirement:

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 highly valued subject for higher education entry and future careers. Sociology students are particularly in demand for people centred occupations and professions that demand analytical approach. Hence Sociology students have gone in to 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.

# Sports Studies

Leader of Learning // Mrs J Doherty-Clarke

Examination Board & Syllabus //

OCR Cambridge Technical Introductory Diploma in Sport

QAN Code: 600/6143/1

## Course Description:

Throughout this two-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
- 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 Distinction\* grade equivalent to A-Level Grade A\*-E.

## Additional Information:

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

# Travel & Tourism (Pearson BTEC Level 3 National Extended Certificate)

Leader of Learning // Ms L Campbell

Examination Board & Syllabus //

Pearson BTEC – Level 3 National Extended Certificate  
QAN Code: 601/9023/1

## Course Description:

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

## Assessment:

You will study 4 units over 2 years and they are assessed in different ways.

Mandatory Units (all of the following)

UNIT 1 The World of Travel and Tourism (externally assessed written examination)

UNIT 2 Global Destinations (externally assessed written work with set tasks)

UNIT 3 Principles of Marketing in Travel and Tourism (internally assessed coursework)

Optional Units (one from the following)

UNIT 9 Visitor Attractions (internally assessed coursework)

UNIT 11 Events, Conferences and Exhibitions (internally assessed coursework)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P).

## 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 coursework components and the written examinations, best suit students with a good standard of written English and requires commitment to study at home. Good organisational skills and the ability to prepare well for exams are both necessary for a successful outcome.

Excellent attendance is **essential** due to the level of written work and preparation for coursework associated with this course.

All of the content in this qualification will help prepare learners for further study. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of learning.

## Additional Information:

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.

# Travel & Tourism (Pearson BTEC Level 3 National Extended Certificate)

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Leader of Learning // Ms L Campbell

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Examination Board & Syllabus //  
Pearson BTEC – Level 3 National Extended Certificate  
QAN Code: 601/9023/1  
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## Course Description:

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

## Assessment:

You will study 4 units over 2 years and they are assessed in different ways.

Mandatory Units (all of the following)

UNIT 1 The World of Travel and Tourism (externally assessed written examination)

UNIT 2 Global Destinations (externally assessed written work with set tasks)

UNIT 3 Principles of Marketing in Travel and Tourism (internally assessed coursework)

Optional Units (one from the following)

UNIT 9 Visitor Attractions (internally assessed coursework)

UNIT 11 Events, Conferences and Exhibitions (internally assessed coursework)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P).

## 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 coursework components and the written examinations, best suit students with a good standard of written English and requires commitment to study at home. Good organisational skills and the ability to prepare well for exams are both necessary for a successful outcome.

Excellent attendance is **essential** due to the level of written work and preparation for coursework associated with this course.

All of the content in this qualification will help prepare learners for further study. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of learning.

## Additional Information:

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.

# Early Years

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## Early Years Programme

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Level 3 Extended Diploma for Children's Care  
Learning and Development

# Level 3 Extended Diploma Children's Care, Learning and Development

Leader of Learning // Mrs L Booth

Examination Board & Syllabus //

Level 3 Extended Diploma for Children's Care Learning and  
Development – [www.cache.org.uk](http://www.cache.org.uk)

QAN Code: 600/7093/6 (L3 ext)

## Course Description:

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

This course qualifies students to go directly into 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	➤ Children and play
➤ Equality and inclusion	➤ First Aid
➤ The developing child	➤ Physical care of babies and young children
➤ Special Educational Needs	➤ Supporting children's speech and language
➤ Health and Safety	
➤ Nutritional needs of the child	

## Assessment:

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

- Written assignments
- Professional discussion
- Reflection on own practice and 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 or foundation degree in a related discipline, for example Early Childhood Studies.

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

## Course Requirements:

- 95% attendance
- Applicants should have a strong desire to work with children
- Completion of Access NI and BHSCT vetting
- Students will be required to attend and successfully complete a placement in an Early Years setting 2 days per week (arranged by school)

## Additional Information:

*This course is completed in two years:*

**Year 1** – completion of units for Level 3 Diploma in Children's Care, Learning and Development

**Year 2** – completion of units for 'Extended' Level 3 Diploma in Children's Care, Learning and Development

# STEPS Programme

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## STEPS Programme Options

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Art & Design

Business (BTEC Level 3 Subsidiary Diploma) **\*updated**

Health and Social Care

History

ICT Cambridge Technical (CTEC Level 3)

Sports Studies (OCR Cambridge Technical Introductory Diploma)

Travel & Tourism (BTEC Level 3 National Extended Certificate)

## Art and Design

Leader of Learning // Mrs F Ward

Examination Board & Syllabus //  
AQA A-Level Art and Design

### Course Description:

A-Level Art and Design is a two-year course.

Students explore a broad range of artists' work, skills, techniques and disciplines e.g. drawing, painting, sculpture, ceramic, print-making, textiles, fashion, digital art, photography etc.

The student portfolio can be used to support an application to University or third level study.

### Assessment:

#### A-Level two-year course

**Component 1:** Portfolio of Art work (including 1000 – 3000-word essay) 60%

**Component 2:** Externally set project 40%

- Paper issued 1<sup>st</sup> February of Year 14
- 15 hours to make Final piece

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

### Course Requirements:

- Working independently is essential
- Work outside class time (at least 3 hours in Art studio)
- Be organised
- Keep to deadlines
- Good skills in English and ICT desirable
- Ability to explain and present ideas to teacher and in sketchbook
- Good attendance

### 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 and develops key transferrable skills for use in many careers.

A-Level Art and Design can prepare you for a range of degree courses including: 2D and 3D animation, fashion and textile design, film and media studies, game design, illustration, product design, photography, set design.

## Business (BTEC Level 3 National Extended Certificate)

Leader of Learning // Mrs N Gault

Examination Board & Syllabus //  
Pearson/Edexcel Business (BTEC Level 3 National Extended Certificate)  
QAN Code: 601/7159/5

### 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:

Two units are assessed by completing assignments and building up a portfolio of coursework.

One unit is externally assessed through examination.

One unit is externally assessed through a controlled assessment.

Grades awarded are Distinction\*, Distinction, Merit and Pass. These are equivalent to A-Level Grades, A\*, A, C and E.

### Course Requirements:

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

As 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.

### Additional Information:

- Over 150 universities accept BTEC qualifications for entry on to their courses. You do not have to have studied Business at GCSE level for acceptance onto this course.
- Studying this subject will give you an insight into working in a Business.
- This is useful for anyone interested in setting up their own business or wishing to pursue a career in retail, working with people or advertising.
- Further information can be found at <https://qualifications.pearson.com/en/home.html>

# Health and Social Care Single Award

Leader of Learning // Mrs L Booth

Examination Board & Syllabus // CCEA

QAN Code: 601/8917/4

## Course Description:

<b>AS 1: Promoting Quality Care (Compulsory)</b>	Values of care Legislation that promotes quality care Health and safety Policies The impact of poor practice
<b>AS 2: Communication in Health, Social Care and Early Years Settings (Compulsory)</b>	Communication in health, social care and early years' settings Factors that support effective communication Recognising and overcoming barriers in communication with service users The importance of communication when working in teams Critical evaluation of an interaction in the chosen setting
<b>AS 3: Health and Well-Being (Compulsory)</b>	Concepts of health and well-being Factors affecting health and well-being Health promotion The roles of organisations responsible for health and well-being Discrimination and anti-discriminatory practice in health, social care and early years settings

## Assessment:

There are three compulsory units at AS. Units 1 and 2 are internally assessed, that is, they are marked by the teacher and moderated by CCEA. Unit 3 is externally assessed by a 2-hour examination.

At A2, Unit 3 is compulsory and is externally assessed by a 2-hour examination based on pre-release material. The award is completed by choosing any two of the remaining four A2 internal assessment units.

Students must complete a compulsory one-week work placement.

The Health and Social Care work placement areas that students could pick from are:

- Crèches, nursery schools or primary schools
- Dementia units
- Elderly care homes
- Youth work organisations = Extern dealing with mental health issues
- Special needs groups
- Disability groups

## Additional Information:

The A level in Health and Social Care qualifies for UCAS points, so a student who completes it successfully could move on to study for a degree or BTEC HND in related subjects.

Possible career options within Health and Social Care include, nursing, teaching, care manager, physiotherapy, occupational therapy and police service.

# History

Leader of Learning // Mrs L Johnston

Examination Board & Syllabus //

CCEA

QAN Code: 601/8551/X

## Course Description:

The GCE course provides an opportunity to study some of the most important events of the 20<sup>th</sup> century. AS History focuses on in depth studies of the enormous changes in Russia and Germany in the period after World War 1. 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 20<sup>th</sup> century and the crucial events that shaped our country as it is today.

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

## Assessment:

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

**AS1** – 20% of GCE

**AS2** – 20% of GCE

**A21** – 20% of GCE

**A22** – 40% of GCE

## 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.

Skills	Careers
➤ Analysis	➤ Law
➤ Research	➤ Politics
➤ Communication	➤ Business
➤ Arguing	➤ Economics
➤ Problem solving	➤ Teaching
➤ Essay writing	➤ Advertising

## OCR Cambridge Technicals Level 3 in IT (Single Award - CTEC)

Leader of Learning // Mrs C Barkley-Smith

Examination Board & Syllabus //  
OCR – Cambridge Technical Level 3  
QAN Code: 600/4228/X

### Course Description:

Cambridge Technicals are vocational qualifications that are designed as a work focused alternative to A-Levels. This qualification gives students the opportunity to demonstrate the develop both practical IT skills and interpersonal skills. This course is offered as a 2-year course, equivalent to A-Level, with a wide range of specialist units in Year 2.

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 awarded body. There is no examination. 100% coursework.

### Year 1

**Unit 1** – Communication and Employability skills for IT

**Unit 2** – Information Systems

**Unit 12** – Website Production

### Year 2 (3 units from the following)

**Unit 10** – Developing Computer Games

**Unit 19** – Spreadsheet Modelling

**Unit 23** – Database Development

### Course Requirements:

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

### Additional Information:

This qualification can take you to:

- Further Education – ICT, Web Design, Interactive Multimedia, Graphic Design, Business
- Employment within the ICT Sector

## Sports Studies

Leader of Learning // Mrs J Doherty-Clarke

Examination Board & Syllabus //  
OCR Cambridge Technical Introductory Diploma in Sport

### Course Description:

Throughout this two-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
- 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 Distinction\* grade equivalent to A-Level Grade A\*-E.

### 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 High Sports Leader Award, which will earn students 16 additional UCAS tariff points.

# Travel & Tourism (Pearson BTEC Level 3 National Extended Certificate)

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Leader of Learning // Ms L Campbell

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Examination Board & Syllabus //  
Pearson BTEC – Level 3 National Extended Certificate

## Course Description:

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

## Assessment:

You will study 4 units over 2 years and they are assessed in different ways.

Mandatory Units (all of the following)

UNIT 1 The World of Travel and Tourism (externally assessed written examination)

UNIT 2 Global Destinations (externally assessed written work with set tasks)

UNIT 3 Principles of Marketing in Travel and Tourism (internally assessed coursework)

Optional Units (one from the following)

UNIT 9 Visitor Attractions (internally assessed coursework)

UNIT 11 Events, Conferences and Exhibitions (internally assessed coursework)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P).

## 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 coursework components and the written examinations, best suit students with a good standard of written English and requires commitment to study at home. Good organisational skills and the ability to prepare well for exams are both necessary for a successful outcome.

Excellent attendance is **essential** due to the level of written work and preparation for coursework associated with this course.

All of the content in this qualification will help prepare learners for further study. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses, if taken alongside other qualifications as part of a two-year programme of learning.

## Additional Information:

This qualification is designed to support learners who are interested in learning about the travel and tourism industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in travel and tourism-related subjects.