



Belfast Model
School for Girls

ACHIEVEMENT FOR ALL

Post 16

CURRICULUM GUIDE 2022



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. At Post 16 we believe in cultivating a positive learning environment and our philosophy of approaching all that we do with excellence has proven to be successful not only in academic outcomes but also by embedding a culture of holistic development for every learner. 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. At BMSG we firmly believe it is not just about what you learn, but how you learn, and encouraging strategies to enhance this. We offer a curriculum that facilitate students to review their progress and explore a range of revision and research techniques applicable to your chosen subjects and encourages embracing challenges and operationalising lateral thinking, that enhances your overall educational experience.

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 for the remainder of your time in Year 12 and look forward to welcoming you into Post 16 at Belfast Model School for Girls.

Mr R Cranston,
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 most suitable programme for you to 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 in BMSG?

- Pastoral support from a dedicated team of staff
- A caring ethos
- High quality teaching and learning
- Track record of academic success
- Study support and guidance
- 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
- A guided interview with you and your parents before entering Post 16
- Careers guidance, university links and contact with employers
- Opportunities to play a leading role in school through the Student School Leadership Team (SSLT)
- An efficient Education Maintenance Allowance (EMA) scheme
- State of the art facilities and resources

Studying at Post-16

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

Post 16 Programme
3x Level 3 subjects (AS/A2/BTEC/CTEC)
Duration: 2 years

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

Depending on examination board and course type, KS4 courses are awarded in the following ways:

GCSE and Level 2 Equivalences Table

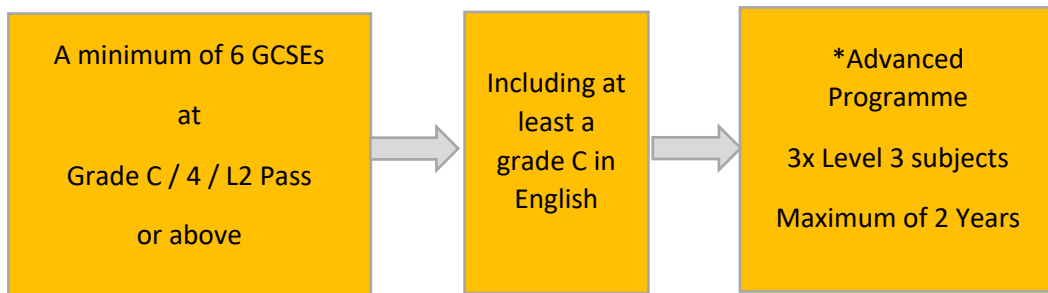
GCSE Grades	GCSE Score	Other L2 Outcome
A*	8/9	L2*Distinction
A	7	L2 Distinction
B	6	L2 Merit
C*	5	L2 Pass
C	4	L2 Pass
D	3	L1 Distinction
E	2	L1 Merit
F	1	L1 Pass
G		
U	0	FAIL



Post 16 2022-onwards

Post 16 Programme

Students need to achieve a minimum of 6 GCSEs at grade C (or equivalent: 4 / L2 Pass) or above, including at least a grade C in English Language. Students who have achieved a Grade C or better in GCSE Maths will be ranked higher than those who have not.



- *It is preferable that a Grade B is achieved at GCSE in the subjects being selected for study
- *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 on the next page:

- **If a course is oversubscribed, then GCSE grades as detailed on the next page will dictate entry into the subject.**

*** These criteria are subject to annual review in light of information we receive from the Department of Education or Examining Boards**



Post 16
2022-onwards

Subject Specific Entry Requirements

All courses require a grade C or above in GCSE English Language

<u>Subject</u>	<u>Minimum GCSE Grade required</u>
Art, Craft and Design (AQA) (A-Level)	C or above in Art and Design
Digital Technology (CCEA) (A-level)	B or above in Computer Science
English Literature (CCEA) (A-level)	C or above in English Literature combined with C or above in English Language OR B or above in English Language only
Geography (CCEA) (A-level)	GCSE Geography preferable but not essential C or above in Maths
History (CCEA) (A-level)	B or above in History B or above in English
Life and Health Sciences Single Award (CCEA) (A-level)	C* or above in Single Award Science combined with grade C or above in Maths C C or above in Double Award Science
Life and Health Sciences Double Award (CCEA) (A-level)	B or above in Single Award Science combined with grade C or above in Maths C C or above in Double Award Science
Sociology (WJEC) (A-level)	B or above in English Language and/or Sociology
Spanish (CCEA) (A-level)	B or above in Spanish

*** These criteria are subject to annual review in light of information we receive from the Department of Education or Examining Boards**



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 Post 16 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 in BMSG are required to complete a “Draft” application form as part of the Post 16 options process in April 2022, 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 2022, following issue of 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.

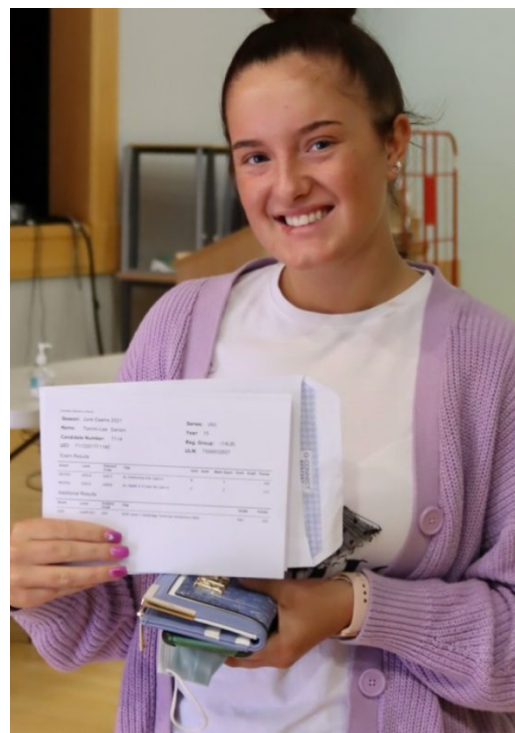
A small number of students may be offered a place in Post 16 for a probationary period. This may be offered for a variety of reasons and communicated to parents ahead of joining Post 16.

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:

- Bespoke Learning Opportunities
- School productions
- University visits
- Orchestra, bands and choirs
- Work experience
- Charity events
- Community work
- Sports teams/events
- VESPA Programme
- English Learning Mentors
- Maths Learning Mentors
- 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.

It is important to consider that if a student embarks upon studying a subject within the Area Learning Community there is additional time required to travel to and from Host Schools. Timetables and class times do not completely align and time in lessons may be eroded or interrupted. It is the student's responsibility to work independently to ensure they are caught up on any missed learning due to travel time. Transport to and from Host Schools is normally via a private taxi service and is arranged by students' Home Schools. Approaches to teaching and learning in a Host School may also differ from a student's Home School and this may prove to be an additional challenge for some students.



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, which sets out the terms of payments. Once this has been signed payments will start. You can apply anytime, but the deadline for application is 30 September 2022 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

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.

Post 16 Supervised Study

Post 16 have a supervised study area which provides a dedicated quiet space for students to make best use of time tabled study lessons. **All Post 16 students are expected to attend study when timetabled for private work and/or one to one learning support.** The facility is fully equipped with computer and printing facilities and offers resource materials for pathways to university, further education colleges and apprenticeship courses.

We are committed to encouraging students to respectfully engage in effective personal study to promote independent learning and to enable them to reach their full potential.

Our Post 16 study facility is available to students before, during and after school hours.

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 an excellent 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 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. School 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
- **Be sure to check entrance requirements to university courses – for example GCSE English and Mathematics are essential requirements for many courses.**

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 2022/23

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.



Please note:

The Post 16 curriculum offer and course content are subject to final confirmation following results in August 2022.

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, 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 School for Girls

Post 16 Programme

Advanced Programme

Entry Requirements

6 A*-C

including at least a C in English and/or Maths (25 points)



Completed over a maximum of 2 years



3x Level 3 subjects
(AS/A2/BTEC/CTEC)



Employment
Foundation Degrees
Further Training/Education
Higher Level Apprenticeship
University

*Our expectation is that students will remain in school for the duration of their programme, however this is dependant on successful completion of courses and fulfilment of specific requirements

Belfast Model School for Girls All Post 16 Programmes Subject Options

Subject Options

Art, Craft and Design (AQA) (A-Level)

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

Children's Play, Learning and Development (Pearson BTEC) (Level 3) (National Extended Certificate)

Digital Technology (CCEA) (A-level)

English Literature (CCEA) (A-level)

Geography (CCEA) (A-level)

Health and Social Care (CCEA) (A-level)

History (CCEA) (A-level)

Hospitality (Pearson BTEC) (Level 3) (Subsidiary Diploma)

IT (OCR) (Level 3) (Cambridge Technical)

Life and Health Sciences Single Award (CCEA) (A-level)

Life and Health Sciences Double Award (CCEA) (A-level)

Performing Arts (CCEA) (A-level)

Religious Studies (CCEA) (A-level)

Sociology (WJEC) (A-level)

Spanish (CCEA) (A-level)

Sports and Physical Activity (OCR) (Level 3) (Cambridge Technical)

Travel and Tourism (Pearson BTEC) (Level 3) National Extended Certificate)

Art, Craft and Design (AQA) (GCE)

Leader of Learning // Mrs F Ward

Examination Board & Syllabus //

AQA A-Level in Art and Design

QAN Code: 601/4706/4

Course Description:

A-Level Art and Design is a two-year course divided into 4 units

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

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

The course has four units: two at AS level and two at A2 level:

AS Component 1: 60% of AS Experimental Portfolio

AS Component 2: 40% of AS Personal Response to a Theme (Examination project)

- ☐ preparatory time and 10 hours to make Final piece

A2 Component 1: 60 % of A Level Personal and Critical Investigation comprising a Portfolio of Art work (including 1000 – 3000-word essay).

A2 Component 2: 40% of A Level Thematic Outcome (Examination Project) Paper released 1st February Year 14

- ☐ preparatory time and 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
- ☐ C or above in GCSE Art and Design

Additional Information:

Why choose A-level Art, Craft 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 transferable 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 (Pearson BTEC) (Level 3) National Extended Certificate

Leader of Learning // Mrs N Gault

Examination Board & Syllabus //

Pearson BTEC Level 3 National Extended Certificate in Business

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 or above in GCSE English Language.

Additional Information:

- ☐ Over 150 universities accept BTEC qualifications for entry into 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>

Children's Play, Learning and Development (Pearson BTEC) (Level 3) (National Extended Certificate)

Leader of Learning // Mrs L Booth

Examination Board & Syllabus //
Pearson BTEC Level 3 National Extended Certificate in
Children's Play, Learning and Development.
QAN Code: 601/7569/2

Course Description:

This is a two-year programme of study. There are three mandatory units and one optional unit. Learners will complete 50 hours of work experience in the Early Years sector.

This qualification provides a broad basis of study of the Early Years sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC or A levels.

Assessment:

Learners will study 4 units which cover the following topics:

- Children's development
- Communication and numeracy
- Play and learning
- Keeping children safe

Ongoing assessment of coursework, completion of external examinations and a synoptic assessment will determine the grade awarded.

Students will achieve either an overall Pass, Merit, Distinction or Distinction* grade equivalent to A-Level Grade A*-E.

Course Requirements:

- Working independently is essential
- Work outside class time
- Be organised
- Keep to deadlines
- Students must have a high standard of English (A-C at GCSE)
- A commitment to carry out independent research, to work hard both in class and at home and to meet deadlines.
- Good attendance

Additional Information:

Learners must be aware; this qualification does not enable them to go directly into employment in the Early Years sector.

Digital Technology (CCEA) (GCE)

Leader of Learning // Mrs C Barkley-Smith

Examination Board & Syllabus //
CCEA A-level in Digital Technology
QAN Code: 601/8488/7

Course Description:

This specification builds on Key Stage 4 Computer Science and gives students opportunities to develop their subject knowledge and understanding further. Students will also have opportunities to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities s. It aims to develop a genuine interest in digital technology and allow students to gain an understanding of the systems development process. Students will gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society. They will participate in developing an application while adhering to the systems development process, and develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology.

Assessment:

This qualification includes four assessment units: three are externally assessed and one is internally assessed.

AS Year 1:

Unit 1 – Approaches to Systems Development (1.5-hour external examination) worth 20%

Unit 2 – Fundamentals of Digital Technology (1.5-hour external examination) worth 20%

A Level Year 2

Unit 1 – Information Systems (1.5-hour external examination) worth 40%

Unit 2 – Application Development (Case Study - Internally assessed portfolio) worth 20%

Unit 23 – Database Development

Course Requirements:

Previous study of GCSE Computer Science or CCEA Digital Technology would be beneficial, because of the theory previously covered at GCSE. B or above in GCSE Computer Science.

Additional Information:

This qualification can take you to:

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

English Literature (CCEA) (GCE)

Leader of Learning // Mrs C Green

Examination Board & Syllabus //

CCEA A-level 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' or 'Frankenstein'

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 B 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.

Geography (CCEA) (GCE)

Leader of Learning // Mrs C Chisim

Examination Board & Syllabus //

CCEA A-level in Geography

QAN Code: 601/8393/7

Course Description:

Geography at Advanced Level is a 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 investigation 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:

Having studied GCSE Geography is preferable but not essential. A Grade C or above in GCSE Mathematics is required.

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 (CCEA) (GCE)

Leader of Learning // Mrs L Booth

Examination Board & Syllabus //
CCEA A-level in Health and Social Care
QAN Code: 601/8917/4

Course Description:

AS 1: Promoting Quality Care

**AS 2: Communication in Health, Social Care
and Early Years Settings**

AS 3: Health and Well-Being (Examination)

A2 1: Applied Research

A2 3: Providing Services (Examination)

A2 5: Supporting the Family

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

Course Requirements:

- Students must have a high standard of English (A-C at GCSE)
- A commitment to carry out independent research, to work hard both in class and at home and to meet deadlines.

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.

For further and more specific guidance about what this subject entails please click on the following link:

<https://ccea.org.uk/downloads/docs/Support/Student%20Guidance/2020/Health%20and%20Social%20Care%20%28Single%20Award%29%20Student%20Guide.pdf>

History (CCEA) (GCE)

Leader of Learning // Mrs L Johnston

Examination Board & Syllabus //

CCEA A-level in History

QAN Code: 601/8551/X

Course Description:

The GCE course provides an opportunity for students to study some of the most important events of the 20th century.

AS History consists of two units:

AS1 – Germany 1919-1945

AS2 – Russia 1914-1941

These units are 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 the rise of an evil dictatorship that would plunge the world into a second war.

A2 History consists of two units:

A21 – The Clash of Ideologies in Europe 1900-2000.

A22 – The Partition of Ireland 1900-1925

Unit 1 looks at the origins and changing nature of the century-long conflict between the two superpowers, America and Russia.

Unit 2 looks at Ireland in the early 20th century and the crucial events that shaped our country today.

Assessment:

There are two external written examinations for AS and A2 History. These are taken at the end of each year of study. The weighting of these units is as follows:

AS1 – 20% of GCE **AS1** – 20% of GCE

AS2 – 20% of GCE **AS2** – 20% of GCE

A21 – 20% of GCE **A21** – 20% of GCE

A22 – 40% of GCE **A22** – 40% of GCE

Course Requirements

Students must have:

- A passion for History.
- Good Literacy skills – grade B or above in GCSE English Language
- A willingness to ask questions
- An ability to examine and understand historical sources
- A commitment to carry out independent research, to work hard both in class and at home and to meet deadlines.
- A grade B or above in GCSE History. The skills and knowledge acquired at GCSE are a solid foundation for the study of History at GCE. Candidates who have not previously studied History must speak to the LoL for guidance before making their choice.

Additional Information

A-Level History is a rigorous, academic subject which provides an excellent basis for many careers and is widely accepted as an entrance requirement for a variety of university and college courses.

Skills	Careers
<input type="checkbox"/> Analysis	<input type="checkbox"/> Law
<input type="checkbox"/> Research	<input type="checkbox"/> Politics
<input type="checkbox"/> Communication	<input type="checkbox"/> Business
<input type="checkbox"/> Arguing	<input type="checkbox"/> Economics
<input type="checkbox"/> Problem solving	<input type="checkbox"/> Teaching
<input type="checkbox"/> Essay writing	<input type="checkbox"/> Advertising

Hospitality (Pearson BTEC) (Level 3) (Subsidiary Diploma)

Leader of Learning // Mrs C Farrington

Examination Board & Syllabus //
Pearson BTEC Level 3 Subsidiary Diploma in Hospitality
QAN Code: 500/8197/4

Course Description

This two-year course will give students an exciting insight into the hospitality industry - its size, scale and position in the world today. It is designed to give students an opportunity to explore the industry and how it has evolved to meet current food trends and demands.

Students will also gain extensive experience in professional cookery across a range of cuisines as well as food and drink service. This will be further demonstrated in a vocational context when they have an opportunity to run their very own pop-up restaurant.

The nature of the course will also develop interpersonal skills and attitudes, essential for successful performance at university and in working life.

Assessment:

This course is equivalent to one A-Level and is 100% coursework – there are no external exams.

It consists of a range of units including:

Mandatory - The Hospitality Industry, Principle of Customer Service and Providing Customer Service;

Optional - European Cuisine, Asian Cuisine, Contemporary World Food and Food and Drinks 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 Post 16 criteria.

It is beneficial if students study GCSE Hospitality or Occ. Studies Catering although this is not essential. An interest in cooking and working as part of a team would be a good starting point.

Additional Information:

The hospitality industry is a major employer in the UK and offers a wealth of employment opportunities. Progression routes into further training and higher education are wide ranging; many students who study Hospitality continue their studies at university. The course qualifies for UCAS points and is excellent preparation for entering a wide range of courses including Hospitality Management, Consumer Studies and Dietetics.

IT (OCR) (Level 3) (Cambridge Technical)

Leader of Learning // Mrs C Barkley-Smith

Examination Board & Syllabus //
OCR Cambridge Technical Level 3 in IT
QAN Code: 60046235

Course Description:

Cambridge Technicals are vocational qualifications that are designed as a work focused alternative to A-Levels. This qualification aims to develop students' knowledge, understanding and skills of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

Assessment:

There are 3 mandatory examinations as well as 2 coursework units over this 2 Year course. Coursework is project-based; internally marked and moderated by the awarded body.

External examination 60%, 40% coursework.

Year 1

Unit 1 – Fundamentals of IT (Examination)

Unit 9 – Product Development

Year 2

Unit 2 – Global Information (Examination)

Unit 3 – Cyber Security (Examination)

Unit 17 – Internet of Everything

Course Requirements:

There are no entry requirements for this course, although previous study of an IT course at GCSE level or Business Communications System would be beneficial but not essential.

Additional Information:

This qualification can take you to:

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

Life and Health Sciences SINGLE Award (CCEA) (GCE)

Leader of Learning // Mrs J Taggart

Examination Board & Syllabus //
CCEA Single Award A-Level in 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 66% 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 66% 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 at least a C in Single Award Science combined with a grade C or above in Maths. If students have studied Double Award Science at GCSE level, then they should have achieved at least CC.

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 a Science degree like Occupational Therapy, Human Nutrition, Environmental Science, Nutrition and Food Science or Nursing.

Life and Health Sciences DOUBLE Award (CCEA) (GCE)

Leader of Learning // Mrs J Taggart

Examination Board & Syllabus //
CCEA Double Award A-Level in 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 at least a grade B in Single Award Science combined with a grade C or above in Maths. If students have studied Double Award Science at GCSE level, then they should have achieved at least CC.

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

Performing Arts (CCEA) (GCE)

Leader of Learning // Mrs A Graham

Examination Board & Syllabus //

CCEA A-level in 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.

Each unit consists of different assignments linked to the practical tasks.

Course Requirements:

- Excellent attendance
- A passion for learning and developing your skill
- 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
- A commitment to meet deadlines.

Additional Information:

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

Religious Studies (CCEA) (GCE)

Leader of Learning // Mrs L Dalzell

Examination Board & Syllabus //

CCEA A-level in Religious Studies

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.

Sociology (WJEC) (GCE)

Leader of Learning // Mrs M Fitzpatrick

Examination Board & Syllabus //

WJEC A-level in Sociology

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:

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.

AS Unit 1: Acquiring Culture -families and households

AS Unit2: Understanding society (Education) and Methods of Sociological Enquiry

A2 Unit 3: Theme: Power and Control Topic Crime and Deviance.

A2 Unit 2: Social Inequality and Applied Methods of Sociological Enquiry where students design, justify and evaluate a piece of research.

Course Requirement:

Grade B 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 centred occupations and professions that demand analytical approach. Hence Sociology students have gone into 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.

Spanish (CCEA) (GCE)

Leader of Learning // Mrs L Hughes

Examination Board & Syllabus //

CCEA A-level in Spanish

QAN Code: 601/8398/6

Course Description:

The CCEA GCE Spanish 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 Spanish 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 Spanish 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 a Spanish film or a piece of Spanish 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

A2 Unit 1: Speaking

AS Unit 2: Listening, Reading and Use of Language

A2 Unit 2: Reading and Listening

AS Unit 3: Extended Writing

A2 Unit 3: Extended Writing

Course Requirements:

The specification builds on the knowledge, understanding and skills developed in GCSE Spanish. We recommend that students intending to study advanced level Spanish have already achieved a C* or above at GCSE level. Language students should have an interest in and enthusiasm for learning Spanish, 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. Students have the opportunity to engage in independent research and use multimedia to present their findings. This skills development gives students a sound basis for progression to higher education.

Sport and Physical Activity (OCR) (Level 3) (Cambridge Technical) (Extended Certificate)

Leader of Learning // Mrs J Doherty-Clarke

Examination Board & Syllabus //
OCR Level 3 Cambridge Technical Extended Certificate
in Sport and Physical Activity
QAN Code: 601/7094/3

Course Description:

This is a two-year programme of study. There are three mandatory units and two optional.

Mandatory units:

UNIT 1 Body systems and the effects of physical activity (Externally assessed written examination)

UNIT 2 Sports coaching and activity leadership (Internally assessed coursework)

UNIT 3 Sports organisation and development (Externally assessed written examination)

Optional units of work will be completed in Year two of the course and will be confirmed on completion of Year 1.

Assessment:

Students will complete Unit 1 and unit 2 in Year 13 and will be awarded a certificate which is equivalent to an AS grade. Completing the remaining units in Year 14 will enable the student to top up their qualification to the extended certificate.

Ongoing assessment of coursework and completion of external examinations will determine the grade awarded.

Students will achieve either an overall Pass, Merit, Distinction or Distinction* grade equivalent to A-Level Grade A*-E.

Course Requirements:

It is not essential for students to have studied Sports Science at KS4 level but this will be a sound platform for this course.

Attendance must be excellent as this course requires practical work to be completed.

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 in
Travel and Tourism
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 Unit

UNIT 9 Visitor Attractions (internally assessed coursework)

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P). D* grades are awarded for excellent performance throughout.

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, require students to have a good standard of written English (grade C or above) and 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.

This qualification will help prepare learners for further study. It carries UCAS points and is recognised by most universities 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.

