



**Belfast Model
School for Girls**
ACHIEVEMENT FOR ALL

POST

Pathways to Success

16



Welcome to Post-16 2026-2028

As the Senior Leader of Learning at Post-16, I am delighted to have the opportunity to present the options available in the next stage of your learning journey. Our Post-16 team, with insights from the Careers department, has invested time, and given thoughtful consideration to creating a programme of courses that will not only be appropriate to your academic and personal requirements, but will also guide you along the learning pathway to your future career. At Post-16, we believe in cultivating a positive learning environment and our philosophy of approaching all that we do with excellence, proves successful not only in terms of academic outcomes, but also in the development of every learner.

For you, joining Post-16 will offer 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 support success. We offer a curriculum where you can review your own progress and explore a range of revision and research techniques applicable to your own chosen subjects, while selecting enrichment courses to enhance your learning experience.

This booklet contains a great deal of information that you should take time to read and discuss with those at home, and your teachers, so that the decisions you make are best for you, and that you are aware of the entry criteria. I wish you all the best for the remainder of your time in Year 12 and look forward to welcoming you into Post-16 in August.

Ms L Campbell
Senior Leader of Learning Post-16

Introduction to Post-16

Belfast Model School for Girls has a vibrant community of around 150 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, training or employment.

Choosing your Post-16 Programme

The information contained in this booklet will help you choose the most suitable programme for you to follow at Post-16. At this point in your school journey, you will need to carefully consider the options that are available to you and take into account:

- Your career goals
- Your skills and aptitudes
- Your predicted GCSE grades
- 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. Once you have received your GCSE results, and before admission to Post-16, there may be a guided interview with you and a parent/guardian to discuss your options and your eligibility to return.



What does Post-16 offer you in BMSG?

- Pastoral support from a dedicated team of experienced staff
- A caring ethos
- High quality teaching and opportunities for learning
- Track record of academic success
- Study support and guidance
- Courses delivered in partnership with Belfast Boys' Model School as well as the wider North Belfast Area Learning Community (NBALC)
- Careers guidance, university links and contact with employers
- Opportunities to play a leading role in school through the Student School Leadership Team (SSLT) and Senior Prefects
- An efficient Education Maintenance Allowance (EMA) scheme
- State-of-the-art facilities and resources including dedicated spaces for Post-16 learning and study



Entry to Post-16

All Post-16 students will follow one of three learning programmes which offer progression and can lead to employment, Foundation Degrees, Further/Higher Education or Higher-Level Apprenticeships:

Post-16 Pathways		
Pathway 1	Pathway 2	Pathway 3
6A*-C including English Language	5A*-C including English Language	4A*-C with a D or above in English Language

The assessment framework and content within each learning programme is different depending on examination board and course type. When choosing your subjects, it is important to consider how your learning will be assessed.

It is important to remember that some courses beyond school require the study of specific subjects at A-level. It is important that you do your research.

Important things to consider:

- If you are eligible to return to Post-16 and a course you have chosen is oversubscribed, then eligible students will be ranked in order according to their average points score. Eligible students with the highest average points score will be offered a place on the course first.
- Many subjects have subject specific criteria. Please make sure you take these into consideration.



Subject Specific Entry Requirements for Pathways 1 and 2

Subjects	GCSE Subject Requirements	
Academic A-level Subjects	Art, Craft and Design	<ul style="list-style-type: none"> Grade B or above in Art and Design
	Computer Science	<ul style="list-style-type: none"> Grade 6 or above in Computer Science <u>and</u> grade B in Maths
	English Literature	<ul style="list-style-type: none"> Grade C* or above in English Literature <u>or</u> grade B or above in English Language only
	Environmental Technology	<ul style="list-style-type: none"> Grade C or above in Maths Previous study of GCSE Geography, DA Science and/or Construction & the Built Environment preferable but not essential
	Geography	<ul style="list-style-type: none"> Previous study of Geography preferable but not essential <u>and</u> grade C or above in Maths
	Government & Politics	<ul style="list-style-type: none"> Grade B or above in English Language Previous study of Government & Politics preferable but not essential
	Health & Social Care	<ul style="list-style-type: none"> Previous study of HSC preferable but not essential For Double Award, a grade B or above in English Language is required
	History	<ul style="list-style-type: none"> Grade B or above in History <u>and</u> Grade B or above in English Language
	Life and Health Sciences Single Award	<ul style="list-style-type: none"> Grade B or above in Single Award Science <u>or</u> grades C* C* or above in Double Award Science Grade C or above in Maths
	Life and Health Sciences Double Award	<ul style="list-style-type: none"> B or above in Single Award Science <u>or</u> grades C* C* or above in Double Award Science Grade C or above in Maths
	Maths	<ul style="list-style-type: none"> Grade A in Maths <u>and</u> have studied aspects of Further Maths
	Performing Arts	<ul style="list-style-type: none"> Grade C or above in Performing Arts, Drama or Music (if a student has not met this requirement an audition is necessary)
	Religious Studies	<ul style="list-style-type: none"> Previous study of Religious Education preferable but not essential
	Sociology	<ul style="list-style-type: none"> Grade C* or above in Sociology <u>or</u> Grade B in English Language
Vocational Level	Business (BTEC)	<ul style="list-style-type: none"> Previous study of Business preferable but not essential
	Early Childhood Development (BTEC)	<ul style="list-style-type: none"> Previous study of Childcare preferable but not essential
	IT (CTEC)	<ul style="list-style-type: none"> Grade C or above or L2 Pass in an IT-based subject
	Sport & Physical Activity (CTEC)	<ul style="list-style-type: none"> Previous study of Sport Science preferable but not essential
	Travel & Tourism (BTEC)	<ul style="list-style-type: none"> Previous study of Leisure, Travel & Tourism preferable but not essential

Pathway 3

Pathway 3 is a bespoke learning experience for students who do not wish to go to university straight after school. This Pathway provides a route to Further Education, training and employment. Students offered a place on Pathway 3 will be guided to a learning programme that best suits their needs, aptitudes and future career aspirations.

OCN NI L3 Certificate in Employability and Professional Development Skills will be studied by all students on Pathway 3. This course will provide the foundation skills and knowledge required to become employable.

Students will be required to complete a combination of a portfolio of evidence, coursework and practical demonstrations in order to achieve the qualification.



Please note:

Places on Pathway 3 will be limited. The student selection process will include a review of attendance, pastoral indicators and actual/predicted GCSE grades.

Additional Pastoral Entry Criteria

The majority of students from Year 12 progress to study courses at Post-16 in BMSG. However, 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 prior **attendance***, **punctuality**, **conduct** and **character** will also be considered at the time of application for entry to Post-16. Students not complying with the school rules and the Model Way will not be able to progress to Post-16.

A student will be expected to have an attendance record of at least 92% at Key Stage 4 to progress to Post-16

**A student must have an excellent punctuality record*

**A student will be expected to have NO suspensions in KS4.*

**A student will be expected to have a Rewards System/SIMS log that shows they normally follow the Model Way.*

*We understand that occasionally there may be extenuating circumstances that have prevented a student from attending school. If this is the case, please talk to us and be prepared to present evidence of the circumstances affecting attendance in KS4.



Post-16 Application Process

Students wishing to access Post-16 study in BMSG are required to complete the Futures Form to express an interest in particular subjects. These must be completed by **Friday 20th February**. This is a **draft application only** which helps us to gauge initial interest and should not be considered as confirmation.

Following the issue of GCSE results on Thursday 20th August 2026, students who are eligible to return will complete a **final application form**. Please see details on the next page which outline the application process.

By accepting a place in Post-16 at BMSG you agree that you have read, understood, and will abide by the terms of the Post-16 Learning Agreement which you and your parent/guardian will be asked to sign.

The continuation of study at Post-16 is subject to students maintaining attendance of 92% or above, having an excellent punctuality record and displaying exemplary behaviour at all times.

From time to time, Post-16 students are required to attend events after school hours. Most of these are voluntary, however, attendance at **OPEN EVENING** is compulsory and counts towards attendance. The date of Open Evening is communicated to Post-16 students during induction.

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 is communicated to parents/guardians ahead of joining Post-16.

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

Induction

Post-16 Induction is compulsory and happens in the last week of August. Students returning to Post-16 must be available to attend.

Holidays/Absence

Students taking holidays during term time are at a significant disadvantage to their peers who remain in class. Work will be provided via Google Classroom as per normal procedure, but staff are not available to take additional classes to support absence due to family holidays, learning experiences with community groups or other absence.

Independent Learning

Study at Post-16 level is much faster than GCSE. Students are also required to be more independent in their learning. The expectation is that they will use the resources and guidance provided in class and attempt all work, before requesting help from their teacher. This is in preparation for further study and employment.

Please bear these considerations in mind before making an application to Post-16

North Belfast Area Learning Community (NBALC)

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

Please note:

Subjects not currently offered by BMSG may be made available within the North Belfast 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 if they meet their criteria. It is important to remember that for oversubscribed subjects, NBALC schools will accept their own students first before those from BMSG.



Students considering studying a subject within the NBALC should be aware that additional time is required to travel to and from the host schools. Timetables and class times do not completely align, and lesson time may be eroded or interrupted by travelling. 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 the host schools is normally via a private taxi service and is arranged by students' own schools. Approaches to teaching and learning in a host school may also differ from a student's own school, and this may prove to be an additional challenge for some students. **Students are not permitted to select more than one subject offered at a different school and may only select subjects that are in Block D in a partner school. This ensures that timetable clashes are minimised.**

EMA (Educational Maintenance Allowance)

Those eligible for EMA will receive a fortnightly payment of £60 (£30 per week). This is paid directly into their bank account. Payment is made in recognition of full attendance and good punctuality for the two-week period. When students return to school they will sign a Learning Agreement, which sets out the terms of payments. Once this has been signed and processed, payments will start. You can apply any time, but the deadline for applications to enable payments to start upon the return to school is **28th August 2026**. Applications can be made after this, but payment will only be from the date of receipt of the application. All applications must be made within 13 weeks of starting a course of study to receive backdated payments. Applications can also be made during the school year 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 students are following and will be agreed in consultation with subject teachers and form teachers. For further information check www.nidirect.gov.uk

School Life in Post-16

Post-16 Pastoral Structure

In Year 13 students are assigned to a Form Tutor who remains with the class until the end of Year 14. Form Tutors provide support with courses of study, but more importantly, pastoral care, in terms of attendance and well-being. Form Tutors deliver a bespoke Pastoral Programme which matches the age and stage of Post-16 students. Form Tutors work alongside the Senior Leader of Learning for Post-16, Ms L Campbell*, Assistant Leaders of Learning (Mrs L Dalzell for Year 13 and Mrs M Fitzpatrick for Year 14), and Mrs C Roberts (Post-16 Learning Mentor) to provide quality pastoral support.

*Also Deputy Designated Teacher for Child Protection and Safeguarding

Post-16 Supervised Study

Post-16 students have a supervised study area which provides a dedicated quiet space for students to make best use of timetabled study lessons. 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.

The Post-16 School Day

Post-16 students have a designated 'Common Room' area where they can go before school starts. The bell rings at 8.45am to signal that students should move to their Form Room. Registration begins at 8.50am every morning. Anyone arriving after 8.50am is marked late.

Most Post-16 qualifications are taught within eight periods a week. The remainder of time is split between supervised study, enrichment and where possible, free time.

Break and lunch times are spent in the fully equipped Post-16 area, and students can use the fridge, microwave, kettles etc. for preparing lunches, they can bring their own or use the canteen facilities.

Students with positions on the Senior Student Leadership Team (SSLT) and Senior Prefect will have additional duties during the week.

Study periods are to be considered as normal timetabled classes. When timetabled, all Post-16 students are expected to attend study for independent work and/or one-to-one learning support.

*****The study facilities are available for student use before, during and after school hours.*****

Expectations

To ensure that time spent as a Post-16 student is fulfilling, students are provided with support and encouraged to become involved in school life. In return we expect all students to:

- Act as an excellent role model
- Comply with the school behaviour policy, uniform policy, and the Post-16 Learning Agreement
- Meet coursework and homework deadlines and attend all examinations both internal and external
- Attend school **every day**, arrive punctually and be on time to every lesson
- Behave responsibly in the Common Room and Post-16 Study
- Fully co-operate during supervised study periods
- Complete duties as required
- Attend Open Evening in January

Rewards and Responsibilities

Post-16 students are rewarded for excellent in attendance, punctuality, progress and other areas of school life such as being involved, showing compassion and going above and beyond. Celebration Assemblies are held once per term and students are recognised for their successes.

Every month, one Form Class from Year 13 and one from Year 14 is recognised for their attendance and punctuality. It may be the best attendance and punctuality, the most improved or another aspect related our high expectations in Post-16. A hot chocolate break is usually the reward of choice!

Some of our Post-16 students enjoy the leadership challenges that are on offer. We have many students who become Peer Mentors or apply for positions as Senior Prefects or on the Senior Student Leadership Team. We also recognise that many Post-16 students are involved with community groups, cadets, drama, sports clubs, to name but a few, outside of school. We are very proud to recognise these students through our RoleMODELS initiative and display photographs of our students 'in action' for all students in school to see.



School Formal

The pinnacle of Post-16 life is the opportunity to attend the school Leavers' Formal, which is held each year in October for those Year 14 students who have met specific criteria regarding attendance, punctuality and made a positive contribution to school life. This is a landmark event on the school calendar, and for many, the social highlight of their time at school. The Formal is organised by the Senior Student Leadership Team.



School Uniform

We want our students to wear their uniform with pride and it is excellent preparation for the world of work, to be able to abide by a dress code or uniform policy. Our Post-16 uniform is as follows:

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, long or short sleeved

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

*Year 14 SSLT are presented with an honours tie

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

Optional items:

Summer blouse: with short sleeves, school badge and an open neckline (ties are not worn)

Scarf: Post-16 scarf (burgundy, grey and yellow)

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

- One watch
- One small ring
- **One pair of small stud earrings in the lower ear lobe. Hoops are NOT permitted**
- **A nose stud is permitted. Nose rings or other facial piercings are NOT permitted**

Hair: Students are encouraged to have hair coloured in a natural colour. Bright or extreme-coloured dyes are discouraged. Students may wear a simple plain band or a bobble to tie back their hair

Make-up: 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 long nail extensions. Nail varnish is permitted.

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

PE Kit: Sports/Performing Arts students will require items from the school PE kit. Black leggings without the school crest are permitted but yoga pants/flares are not. PE kits can only be worn on designated days.



Learn. Lead. Succeed.

Post-16 Enrichment

Opportunities at Post-16

Enrichment refers to positive engagement in school life by participation in extra-curricular activities. In Post-16, extra-curricular opportunities are provided within the school day and allow our students to access careers talks, interview skills, leadership and mentoring opportunities. Research shows that positive engagement in activities beyond the classroom provide many benefits for the physical and mental well-being of students.

From September 2026 we are delighted to offer a range of exciting new enrichment opportunities to complement our existing provision and to further provide life skills and in some cases, additional qualifications, that enhance applications for UCAS, further education, apprenticeships and/or employment.

Enrichment will be timetabled and Post-16 students will be able to select opportunities from a programme. Restrictions on class sizes may apply. Examples of the opportunities on offer from September may include:

OCR Level 3 Award in Personal Finance	Work Experience	Peer Mentoring
Peer Readers	Sports Leadership	Senior Student Leadership Team
Senior Prefects	Challenges Abroad	Interview Skills
TEFL (Teaching English as a Foreign Language)	Charities	Empowering Women



challenges abroad

New for 2026-27 is our partnership with Challenges Abroad. Working with schools and colleges across the UK since 2012, their mission is to ignite compassion and create a new generation of Global Citizens. They help students develop their skillset and grow as individuals whilst providing unforgettable, ethical experiences!

If our funding application is successful, we will offer up to 25 Post-16 students a profound educational experience to travel to one of Challenges Abroad's bases in Central/South America, Africa or Asia to improve the life chances of disadvantaged communities.

Challenges Abroad ensures the safety of its participants through 24/7 support, carefully selected and monitored locations, direct involvement in programme development and implementation, expert preparation, and ensuring that students are well prepared to embark on the challenge.

Developing Key Skills

The Global Citizenship journey with Challenges Abroad isn't just a once-in-a-lifetime travel adventure – it's a transformative experience that will help students grow personally and build essential employability skills through:

- **Leadership:** Guide and inspire others in impactful initiatives.
- **Confidence:** Gain a sense of achievement and enhanced self-confidence.
- **Adaptability:** Adjust to new surroundings and limited resources.
- **Teamwork:** Collaborate with global changemakers on community projects.

Unlike community-based programmes offering similar opportunities, Challenges Abroad will work with us to ensure that there is no impact on students' study time. Students wishing to avail of this opportunity will be required to apply for a position on the programme.





Please note: IMPORTANT INFORMATION

Progression 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 (grades E or above)
- Attendance must be 92% or above (students with lower attendance may be allowed to return but attendance will be monitored and in order to continue in Post-16, must reach 92% or higher)

Following results at the end of AS Level, students who have attained the required grades will automatically be offered a place in Year 14 to continue their study. Students who do not achieve these grades will be supported regarding their options for further study, but it may not be possible to offer them a place in Year 14.

Students accessing Post-16 Pathways cannot 'drop' a course they are studying. For example, if a student decides that they wish to reduce to 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.

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. It is important to note that students can avail of a variety of Further and Higher education pathways, in addition to degree courses. Students are supported through making their 'next steps' by a team of experience teachers lead by Mrs T Warwick, Leader of Learning for KS5 Careers.

Below is an outline of some alternative options, which are proving to be popular and successful amongst young people and employers. If student are interested in exploring any of these options, they are advised to speak with the Careers Team, who will be happy to provide further guidance and advice.

Foundation Degrees:

Foundation Degrees offer 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.

Foundation Degrees are excellent stepping-stones 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:

These provide young people with the opportunity to earn a salary while 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 students 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.

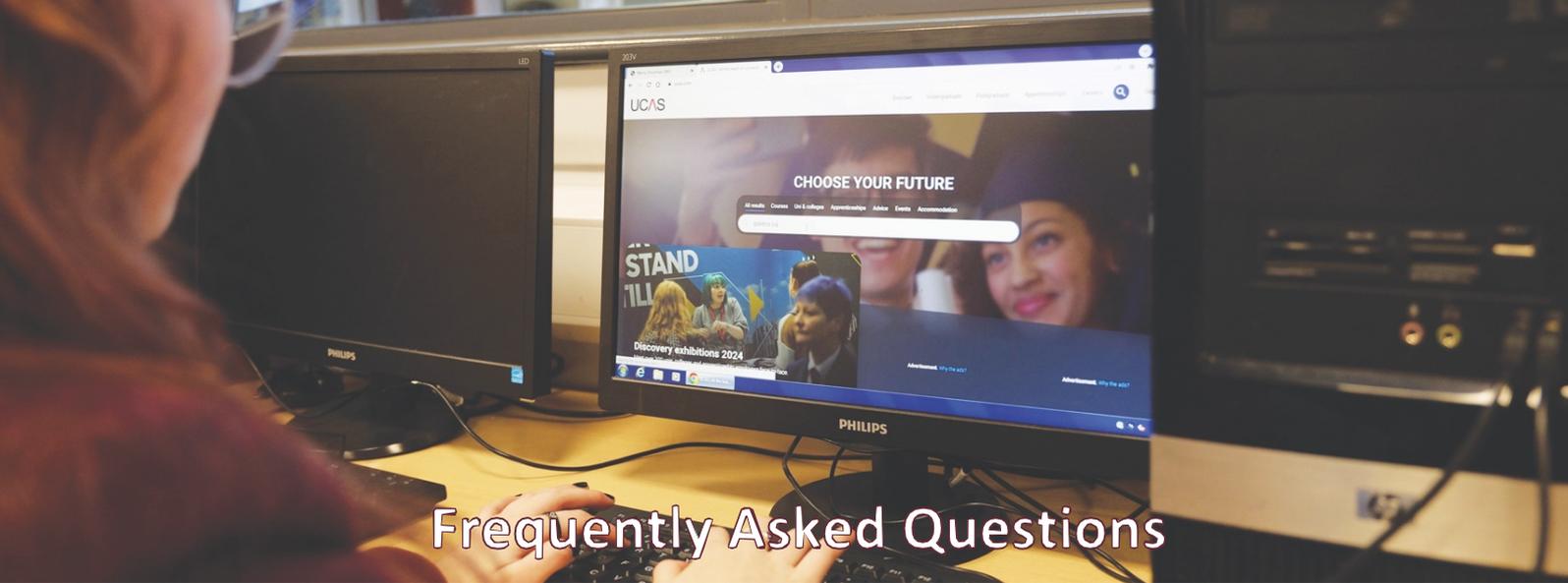
Post-16 students at BMSG will receive Careers guidance and support to complete applications for university courses through UCAS. Students also receive support in applying for alternative study pathways and employment. All Post-16 students have access to Unifrog which is specialist software to enable them to select and apply for appropriate pathways beyond school.

So, what now?

- Take time to look at the information within this booklet about each of the courses on offer
- Discuss your choices with members of staff, for example, Form Tutors, 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 the standard of work expected at 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, and for students wishing to become a primary school teacher, some degrees state that GCSE Science is needed

Your eligibility to return to Post-16, and the courses on offer, are subject to final confirmation following the results in August 2026.

Please note that some courses currently offered, may not run if they do not meet minimum class size requirements.



Frequently Asked Questions

1. If I do not get grade Cs or above in my Maths or English Language but still get the grades for my other subjects, will I be able to resit my GCSE Maths/English Language exam?

If you do not achieve a grade C or above in English Language you will not be eligible for Post-16 Pathway 1 or 2. If you achieve a grade C or above in English Language but not Maths, you may still be eligible for some subjects. Students may be eligible for Pathway 3 if they achieve a D grades in English Language and are close to the C boundary. You will be encouraged to resit your English Language to attain a grade C or above. Where possible, students who are close to the C boundary in GCSE Maths will be encouraged to resit the modules that can take them to a grade C or above. Resit classes cannot always be offered, and attendance at classes depends on timetables and Post-16 students being available to attend GCSE classes.

2. What happens if I do not get the grades for my preferred subject?

There is rarely only one route into the course you wish to do beyond school or into employment. There may be other subjects that you are eligible to study that can take you to the same end point. These can be discussed at your Entry Interview.

3. What happens if I want to transfer to study another subject during Year 13?

It is not recommended that you transfer between subjects. Post-16 study moves swiftly, and you will be responsible for catching up any work and assessments that have been missed prior to a transfer. If you wish to transfer, you must follow the procedure in the Change of Subjects policy, and you must meet the specific subject entry requirements of the subject you wish to move to.

4. Can I still go to university if I study one or more BTEC/CTEC subjects?

University entry requirements differ for each course. Some accept one or more BTEC/CTEC qualifications. You should research any courses that you think you might want to take BEFORE you select your subjects at Post-16.

5. How many subjects am I allowed to study at Post-16 and can I study more?

Students are offered a programme of study comprising three subjects. If you wish to study more, you can do so at the likes of Belfast Met by taking on an evening class. Most degree programmes only require you to have studied three subjects at Post-16.

6. Can I return to Year 14 if I fail one or more of my AS subjects?

It is unlikely that you will be able to return to Year 14, however, if there have been extenuating circumstances we will consider your progression. You will need to attend an interview with a member of SLT and a parent/guardian before any decision will be made. If you are unable to return to Year 14, you will be fully supported by the Careers team who will help you to select your next steps.

Student Pathways for September 2026

Pathway 1	Pathway 2	Pathway 3
Entry requirements: 6A*- C GCSE/L2 grades including English Language	Entry requirements: 5A*- C GCSE/L2 grades including English Language	Entry requirements: 4A*- C GCSE/L2 grades including English Language (grade D or above)
Completed over two years	Completed over two years	Completed over two years
Qualification combinations: 3 Academic A-levels or 2 Academic A-levels and a maximum of 1 vocational qualification (BTEC/CTEC)	Qualification combinations: 2 Academic A-levels and 1 vocational qualification (BTEC/CTEC) or 1 Academic A-level and a maximum of 2 vocational subjects (BTEC/CTEC/OCN NI L3 in IT/Music only)	Qualification combinations: 3 OCN NI Qualifications (including OCN NI L3 Employability) or 2 OCN NI Qualifications (including OCN NI L3 Employability) and 1 vocational qualification (BTEC/CTEC)
Future Pathways: University (<i>some universities/courses do not accept vocational qualifications</i>) Higher Level Apprenticeship Foundation Degrees Further Education/Training Employment	Future Pathways: University (<i>some courses and universities only</i>) Apprenticeships Foundation Degrees Further Education/Training Employment	Future Pathways: Further Education Training Employment
Students must also meet subject specific criteria (page 4) and pastoral criteria.	Students must also meet subject specific criteria (page 4) and pastoral criteria.	Students must also meet pastoral criteria.
When results have been received, students can request an interview if they need advice on pathways after Post-16.	Students will be interviewed before selecting subjects.	Students will be interviewed before selecting subjects.
While priority will be given to current BMSG students, applications are welcome from students hoping to transfer from other schools. Places will be allocated based on GCSE results, available space, pastoral reference/report from current school and an interview.	While priority will be given to current BMSG students, applications are welcome from students hoping to transfer from other schools. Places will be allocated on the basis of GCSE results, available space, pastoral reference/report from current school and an interview.	Available to BMSG students only

Subject options follow. Please note that the colours below the subject descriptors denote the pathway eligible to select that subject.

Belfast Model School for Girls

Post-16 Subject Options for all programmes



Subject Options

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

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

Computer Science (OCR) (A-level)

Early Childhood Development (Pearson BTEC) (Level 3) (Alternative Academic Qualification)

English Literature (CCEA) (A-level)

Environmental Technology (CCEA) (A-level)

Geography (CCEA) (A-level)

Government & Politics (CCEA) (A-Level)

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

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

History (CCEA) (A-level)

Information Technology (OCR) (Level 3) (Cambridge Technical)

Information Technology Applications (OCN NI) (Level 3 Diploma)

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

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

Mathematics (CCEA) (A-Level)

Music - Creative Arts and Digital Technologies (OCN NI) (Level 3 Diploma)

Performing Arts (CCEA) (A-level)

Religious Studies (CCEA) (A-level)

Sociology (WJEC) (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		Business	
Leader of Learning	Mrs F Ward	Leader of Learning	Mrs N Gault
Examination Board & Syllabus	AQA A-Level in Art, Craft and Design	Examination Board & Syllabus	Pearson BTEC Level 3 National Extended Certificate in Business
<p>Course Description: A-Level Art, Craft and Design is a two-year course divided into two units One unit is completed in Year 13 and the start of Year 14. The remaining unit is completed in the second part of 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.</p>		<p>Course Description: This is a two-year course divided into 4 units Two units are completed in Year 13 and two in Year 14</p> <p>Unit titles:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploring Business <input type="checkbox"/> Developing a Marketing Campaign <input type="checkbox"/> Personal and Business Finance <input type="checkbox"/> Recruitment and Selection Process 	
<p>Assessment: A-Level two-year course The course has two units: Component 1: (60% of the full A-level) Personal and Critical Investigation comprising and extensive portfolio of artwork including a 1000-3000 word critical essay. Component 2: (40% of the full A-Level) Thematic Outcome (Examination Project). Paper released 1st February in Year 14. This includes preparatory time and 15 hours to make Final Piece</p> <p>Students will have regular assessments and feedback from their teacher to help them achieve their full potential.</p>		<p>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.</p>	
<p>Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working independently is essential <input type="checkbox"/> Work outside class time (<u>at least 3 hours in Art studio</u>) <input type="checkbox"/> Be organised <input type="checkbox"/> Keep to deadlines <input type="checkbox"/> Good skills in English and ICT desirable <input type="checkbox"/> Ability to explain and present ideas to teacher and in sketchbook <input type="checkbox"/> Good attendance <input type="checkbox"/> B or above in GCSE Art and Design 		<p>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.</p>	
<p>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, Craft 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, Craft 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,</p>		<p>Additional Information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Studying this subject will give you an insight into working in a Business. <input type="checkbox"/> 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. <input type="checkbox"/> Further information can be found at https://qualifications.pearson.com/en/home.html 	

Computer Science		Early Childhood Development	
Leader of Learning	Mr C Patterson	Leader of Learning	Mrs A Grim
Examination Board & Syllabus	OCR A-level in Computer Science	Examination Board & Syllabus	Pearson BTEC Level 3 National Extended Certificate in Early Childhood Development(AAQ)
QAN Code:	601/4911/5	QAN Code:	
<p>Course Description:</p> <p>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 their computational thinking, problem solving skills, design systems and understand the power and limits of human and machine intelligence. Students will develop an ability to analyse, critically evaluate and make decisions. Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement and looks at the natural world through a digital prism. This qualification aims to help students to develop an understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation. It will allow students to strengthen their ability to analyse problems in computational terms through practical experiences of solving such problems through writing programmable solutions. It will encourage students to think creatively, innovatively, analytically and critically whilst strengthening mathematical skills too.</p>		<p>Course Description:</p> <p>The Qualification is an Alternative Academic Qualification (AAQ) designed for post-16 students with an interest in Education and Early Years and aiming to progress to higher education as a route to graduate level employment. This qualification provides a broad basis of study of the Early Years sector.</p>	
<p>Assessment:</p> <p>This qualification includes three assessment units: two examinations and one coursework submission at the end of Year 14.</p> <p>AS Year 1: No external examinations. Students will complete:</p> <p>UNIT 1 - Computer Systems Theory UNIT 2 – Algorithms and Programming Theory</p> <p>A-Level Year 2: Two external examinations with one coursework submission. Students will complete:</p> <p>UNIT 1 – Computer Systems (2.5-hour external examination) worth 40% UNIT 2 – Algorithms and Programming (2.5-hour external examination) worth 40% UNIT 3 – Programming Project (coursework) worth 20%</p>		<p>Assessment:</p> <p>There are four mandatory units:</p> <ul style="list-style-type: none"> ➤ 2 external assessments – Unit 1 and Unit 2 ➤ 2 internal assessments – Unit 3 and Unit 4 <p>Unit 1: Children's Development – Children's developmental progress from birth up to eight years, including the theories, principles and factors relating to development, and the potential impact of a range of factors on a child's progress through the developmental milestones.</p> <p>Unit 2: Keeping Children Safe – Health and safety and safeguarding responsibilities of an individual working in an early year setting; emergency best practices and when to address concerns about a child's welfare.</p> <p>Unit 3: Play and Learning – The concept of play, the influence of theories and approaches to play, and the benefits of play and learning activities for children.</p> <p>Unit 4: Research and Reflective Practice – The influence of research findings on policy and provision for children and how this influences the behaviours and expectations of an individual working in an early year setting.</p> <p>Ongoing assessment of coursework, completion of external examinations and a synoptic assessment will determine the grade awarded.</p> <p>Students will achieve either an overall Pass, Merit, Distinction or Distinction* grade equivalent to A-Level Grade A*-E.</p>	
<p>Course Requirements:</p> <p>Previous study of GCSE Computer Science is essential because of the theory previously covered at GCSE and its extension at A Level. The additional entry requirements for A Level Computer Science are a grade 6 or above in Computer Science and a grade B in Maths.</p>		<p>Course Requirements:</p> <ul style="list-style-type: none"> ➤ Students must have a high standard of English (A-C at GCSE) 	
<p>Additional Information:</p> <p>This qualification can take you to:</p> <ul style="list-style-type: none"> ➤ Further Education – ICT, Web Design, Interactive Multimedia, Graphic Design, Business, Computing, Game Development ➤ Employment within the ICT Sector 		<p>Additional Information:</p> <p>This qualification will lead to:</p> <ul style="list-style-type: none"> ➤ Nursing – BSc (Hons) Adult Nursing, ➤ Nursing – Child – BSc (Hons) ➤ Teacher Training – Childhood and Early Years Studies BA (Hons) ➤ Social Work – BA (Hons) Social Work ➤ Psychology – Psychology BSc (Hons). 	

English Literature		Environmental Technology	
Leader of Learning	Mrs C Green	Leader of Learning	Mr N Adams
Examination Board & Syllabus	CCEA A-level in English Literature	Examination Board & Syllabus	CCEA A-level in Environmental Technology
QAN Code:	601/8368/8	QAN Code:	601/8916/2
<p>Course Description:</p> <p>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.</p> <p>Some of the texts you will study in Year 13 include:</p> <p>Selected poems from Robert Frost's anthology of poetry + Seamus Heaney's anthology of poetry</p> <p>Tennessee Williams - 'A Streetcar Named Desire'</p> <p>Mary Shelley 'Frankenstein' or Bram Stoker 'Dracula'</p>		<p>Course Description:</p> <p>The CCEA GCE Environmental Technology specification highlights the need to manage our planet's resources more effectively. Students explore how our society will move towards to a more sustainable way of living. In the AS units, students explore in detail the use of wind, solar and biomass technologies to generate power. They also produce a technical report based on a scenario by investigating the installation and use of renewable energy sources.</p> <p>In the A2 units, students investigate the theory and practice behind enhancing the environmental performance of buildings. They also produce a technical report based on the nine elements of the Code for Sustainable Homes.</p> <p>The specification has four units:</p> <p>UNIT AS 1: The Earth's Capacity to Support Human Activity</p> <p>UNIT AS 2: Renewable Energy Technologies</p> <p>UNIT A2 1: Building and Managing a Sustainable Future</p> <p>UNIT A2 2: Environmental Building Performance and Measurement</p>	
<p>Assessment:</p> <p>Examination – 80%</p> <p>Internal Assessment – 20%</p> <p>AS Unit 1 – The Study of Poetry & Drama (1900 – present) – Examination (25%)</p> <p>AS Unit 2 – The Study of Prose (Pre 1900) – Examination (15%)</p> <p>A2 Unit 1 – Shakespearean Genres – Examination (20%)</p> <p>A2 Unit 2 – The Study of Poetry (Pre 1900) & Unseen Poetry – Examination (20%)</p> <p>A2 Unit 3 – Detailed Study of two texts – Internal Assessment (20%)</p>		<p>Assessment:</p> <p>Examination – 50%</p> <p>Internal Assessment – 50%</p> <p>AS UNIT 1 – The Earth's Capacity to Support Human Activity (20%)</p> <p>AS UNIT 2 – Renewable Energy Technologies (20%)</p> <p>A2 UNIT 1 – Building and Managing a Sustainable Future (30%)</p> <p>A2 UNIT 2 – Environmental Building Performance and Measurement (30%)</p>	
<p>Course Requirements:</p> <p>Ideally you will have achieved a grade C* or above in GCSE English Literature as this course builds on the knowledge, understanding and skills developed in GCSE English Literature.</p> <p>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.</p>		<p>Course Requirements:</p> <p>Grade C or above in both GCSE English and GCSE Mathematics. You do not need any specific GCSEs to study A-Level Environmental Technology. However, it would be an advantage if you have previously studied GCSE Construction or GCSE Single or Double Award Science or GCSE Geography.</p>	
<p>Additional Information:</p> <p>This specification features an 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.</p> <p>This subject is useful for: Journalism; Broadcasting; Teaching; Public Relations; Advertising; Law.</p>		<p>Additional Information:</p> <p>This qualification can be used for entry to a wide variety of university courses and not just those relating to the environment or construction. Some examples directly relating to the course:</p> <ul style="list-style-type: none"> • Environmental and Civil Engineering BEng • Environmental Management BSc • Planning, Environment and Development BSc • Civil Engineering BEng • Structural Engineering with Architecture MEng • Building Surveying BSc <p>The course also provides routes into further education and employment.</p>	

Geography		Government & Politics	
Leader of Learning	Mrs S Woods-McAdam	Leader of Learning	Mrs A Wilson
Examination Board & Syllabus	CCEA A-level in Geography	Examination Board & Syllabus	CCEA A-level in Government & Politics
QAN Code:	601/8393/7	QAN Code:	601/8375/5
<p>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.</p>		<p>Course Description: The CCEA Government and politics course offers students the opportunity to study local and national politics and political institutions at AS level. The A2 course further expands and develops student's skills and understanding of politics by studying the politics of the USA and theories on Political Power.</p> <p>This course is taught across two years. In Year 13 there is a focus on: AS 1: The Government and Politics of Northern Ireland. Students study the NI Assembly, the Executive and Political Parties. AS 2: The British Political Process: Students study Parliament, the Executive, the British Judiciary and Pressure Groups in the U.K. The AS units provide students with a valuable introduction to the study of government and politics and the opportunity to study the political systems that directly affect their lives.</p> <p>In Year 14 the focus is on: A2 1: Comparative Government: Students study and compare the politics of the UK and USA <u>or</u> the UK and Republic of Ireland. A2 2: Political Power/Political Ideas: Students study Political Power <u>or</u> Political Ideas. The A2 units give students the opportunity to develop their skills of analysis and evaluation, extended writing and synoptic assessment.</p>	
<p>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. Continuing 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 Plate Tectonics, 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.</p>		<p>Assessment:</p> <ul style="list-style-type: none"> ➤ AS 1 Externally assessed paper with one source and four questions ➤ AS 2 Externally assessed paper consisting of five questions. ➤ A2 1: Externally assessed paper with one source and six questions ➤ A2 2 Externally assessed paper with one source with five questions in each section. 	
<p>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.</p>		<p>Course Requirements: Students studying Government & Politics will require a grade B in English Language. Having studied GCSE Government & Politics is an advantage however, it is not essential for study at A-Level.</p>	
<p>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.</p>		<p>Additional Information: Studying Government and Politics at GCE level helps to prepare young people for careers in many areas including law, business, finance, charitable organisations, and local and national government.</p>	

Health and Social Care Single Award		Health and Social Care Double Award	
Leader of Learning	Miss C Henning	Leader of Learning	Miss C Henning
Examination Board & Syllabus	CCEA A-level in Health and Social Care	Examination Board & Syllabus	CCEA Double Award A-Level in Health and Social Care
QAN Code:	601/8917/4	QAN Code:	AS Level: 601/8919/8 A2 Level: 601/8920/4
<p>Course Description:</p> <p>This GCE course appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology, and develop skills including research, investigation, and analysis. Units include:</p> <ul style="list-style-type: none"> ➤ AS 1: Promoting Quality Care ➤ AS 2: Communication in Health, Social Care and Early Years Settings ➤ AS 3: Health and Well-Being (Examination) ➤ A2 2: Body Systems and Physiological Disorders ➤ A2 3: Providing Services (Examination) ➤ A2 5: Supporting the Family 		<p>Course Description:</p> <p>This is a double award A-Level Health and Social Care 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 related to caring for service users in a range of health and social care settings. The nature of the course equips students with the knowledge of policies, disease and illnesses, communication with service users and, all of which could be applied in the world of work or further and higher education.</p>	
<p>Assessment:</p> <p>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.</p>		<p>Assessment:</p> <p>AS Level</p> <p>There are six units of work, four of which are assessed internally. The remaining two units are assessed externally, and students' grades will be based on the results of two external examinations (50% of the AS course).</p> <p>A2 Level</p> <p>There are a further six units, again four of which are assessed internally. The remaining two units are assessed externally, and students' grades will be based on the results of two external examinations (30% of A Level course).</p>	
<p>Course Requirements:</p> <ul style="list-style-type: none"> ➤ 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. ➤ If Health and Social Care was studied at GCSE, a C grade or above is required to continue the subject at Post-16. 		<p>Course Requirements</p> <p>Students wishing to take this course should have obtained A-C* in English at GCSE. There is no requirement to have studied Health and Social Care at GCSE however it has been noted the benefits of studying this previously make a significant difference to learning.</p>	
<p>Additional Information:</p> <p>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.</p> <div style="background-color: red; color: white; padding: 5px; display: inline-block; margin-top: 10px;"> <p>Please note:</p> </div> <p><i>In the event of oversubscription, priority will be given to students who have previously studied Health and Social Care at GCSE and achieved a grade C or above. Additional consideration may be given to those who have obtained a C* in GCSE English.</i></p>		<p>Additional information:</p> <p>Unit content in Double Award Health and Social Care is much more varied, covering additional areas such as Holistic Therapies, Safeguarding Children and Adult Services. These areas would provide students the knowledge to assist them in the world of work within settings like residential homes, early years settings, domiciliary care in hospitals and/or care in the community. Students will find this subject beneficial in further or higher education where courses and studies are relevant to future careers in:</p> <p>General nursing, Midwifery, Health care, Health promotion, Radiography, Physiotherapy, Childcare, Social work and many more.</p>	

History		Information Technology	
Leader of Learning	Mrs A Wilson	Leader of Learning	Miss T McCracken
Examination Board & Syllabus	CCEA A-level in History	Examination Board & Syllabus	OCR Cambridge Technical Level 3 in IT
QAN Code:	601/8551/X	QAN Code:	60046235
<p>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 American Presidency 1901-2000 A22 – The Partition of Ireland 1900-1925 Unit 1 looks at the changing nature of the American Presidency (1901-2000), while Unit 2 looks at Ireland in the early 20th century and the crucial events that shaped our country today.</p>		<p>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.</p>	
<p>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</p>		<p>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 2 – Global Information (Examination) Year 2 ➤ Unit 9 – Product Development ➤ Unit 17 – Internet of Everything ➤ Unit 3– Cyber Security (Examination)</p>	
<p>Course Requirements: Students must have: ➤ A passion for History and a willingness to ask questions ➤ Good Literacy skills – grade B or above in GCSE English Language ➤ 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 <u>must</u> speak to the Leader of Learning for guidance before making their choice.</p>		<p>Course Requirements: Students must have a grade C or above (or equivalent L2 Pass) in an IT-based subject, as well as a grade C or above in English Language.</p>	
<p>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 acquired are analysis, research, communication, arguing, problem solving, essay writing. Careers using history are law, politics, business, economics, teaching, advertising</p>		<p>Additional Information: This qualification can take you to: <input type="checkbox"/> Further Education – ICT, Web Design, Interactive Multimedia, Graphic Design, Business <input type="checkbox"/> Employment within the ICT Sector</p>	

Information Technology Applications		Life and Health Sciences Single Award	
Leader of Learning	Miss T McCracken	Leader of Learning	Mrs L Murphy
Examination Board & Syllabus	OCN NI Level 3 Diploma in Information Technology Applications	Examination Board & Syllabus	CCEA Single Award A-Level in Life and Health Sciences
QAN Code:	601/8844/3	QAN Code:	603/0500/9
<p>Course Description:</p> <p>Today's work environment depends increasingly on a range of technologies. The OCN NI Level 3 Diploma in Information Technology Applications are designed to provide learners with the more advanced IT skills required to function successfully in the work and wider environment.</p>		<p>Course Description:</p> <p>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.</p>	
<p>Assessment:</p> <p>In order to achieve the OCN NI Level 3 Diploma in Information Technology Applications learners must complete a total of 52 credits from any of the optional units. Units taken each year are subject to change.</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Website Software – 8 credits 2. Database Software – 6 credits 3. Presentation Software – 6 credits 4. IT User Security – 3 credits 5. IT Software Fundamentals – 3 credits <p>Year 2</p> <ol style="list-style-type: none"> 1. Spreadsheet Software – 4 credits 2. Word Processing Software – 6 credits 3. Imaging Software – 5 credits 4. Using Digital Imaging & Printing Tools – 4 credits 5. Using Multimedia Software – 4 credits 6. Using Email – 3 credits 		<p>Assessment:</p> <p>AS Level</p> <p>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.</p> <p>A2 Level</p> <p>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.</p> <p>A final grade is awarded based on the marks from both the AS units and A2 units.</p>	
<p>Course Requirements:</p> <p>Students must have a grade C or above (or equivalent L2 Pass) in an IT-based subject, as well as a grade C or above in English Language.</p>		<p>Course Requirements:</p> <p>Students wishing to take this course should have obtained at least a 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 C*C*.</p>	
<p>Additional Information:</p> <p>Grading for these qualifications is pass/fail.</p> <p>The OCN NI Level 3 Certificate and Diploma in Information Technology Applications qualifications are recognised by UCAS, with 32 points allocated to the Diploma. The allocation to the Diploma is comparable to a Grade C at A Level.</p>		<p>Additional Information:</p> <p>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.</p> <div style="background-color: red; color: white; padding: 10px; display: flex; align-items: center;"> <p>Please note:</p> </div> <p><i>In the event of oversubscription, priority will be given to students who have:</i></p> <ol style="list-style-type: none"> 1. Chosen to study Double Award Life & Health Science 2. Studied GCSE Double Award Science 3. The highest overall GCSE performance 	

Life and Health Sciences Double Award		Maths	
Leader of Learning	Mrs L Murphy	Leader of Learning	Mrs L Watson
Examination Board & Syllabus	CCEA Double Award A-Level in Life and Health Sciences	Examination Board & Syllabus	CCEA A-Level Mathematics
QAN Code:	603/0498/4	QAN Code:	603/1717/6
<p>Course Description:</p> <p>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.</p> <p>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.</p>		<p>Course Description:</p> <p>This is a two-year programme of study. The AS qualification will be completed in Year 1 and the A2 qualification in Year 2. The programme of study comprises the following mandatory units:</p> <ul style="list-style-type: none"> ➤ UNIT AS 1: Pure Mathematics ➤ UNIT AS 2: Applied Mathematics ➤ UNIT A2 1: Pure Mathematics ➤ UNIT A2 2: Applied Mathematics. 	
<p>Assessment:</p> <p>AS Level</p> <p>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.</p> <p>A2 Level</p> <p>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.</p> <p>A final grade is awarded based on the marks from both the AS units and A2 units.</p>		<p>Assessment:</p> <p>All units of study are assessed by a written examination. Two examinations will be completed in each year of study.</p>	
<p>Course Requirements:</p> <p>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 C*C*.</p>		<p>Course Requirements:</p> <p>It is essential that students have studied Higher Mathematics GCSE and achieved a grade A in this examination. An additional requirement is the study of aspects of the Further Mathematics GCSE course in Year 12. If Further Mathematics has been examined at GCSE, students must have attained at least a grade B.</p>	
<p>Additional Information:</p> <p>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.</p>		<p>Additional Information:</p> <p>The use of technology, in particular, mathematical and statistical graphing tools and spreadsheets, will be used throughout the teaching of all units in this qualification. Calculators used must include an iterative function, and the ability to compute summary statistics and access probabilities from standard statistical distributions.</p> <div style="text-align: center;">  Please note: </div> <p><i>Entry to the A-Level programme will be by selection only.</i></p>	

Music - Creative Arts and Digital Technologies		Performing Arts	
Leader of Learning	Mrs R Ashe	Leader of Learning	Mrs R Ashe
Examination Board & Syllabus	OCN NI Level 3 Diploma in Music and Sound	Examination Board & Syllabus	CCEA A-level in Performing Arts
QAN Code:	603/0241/0	QAN Code:	601/8906/X
Course Description: A course designed to facilitate learning of music performance techniques and sound production required in the Music industry, such as practical skills, composition and professional practice.		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: All units are internally assessed and externally verified by portfolio of evidence, practical demonstrations/assignments, coursework, aural examination and e-assessment. Each unit consists of different assignments linked to the practical tasks. 1. Composition - 8 credits 2. Event Organisation within the Fine Arts or Performing Arts - 6 credits 3. Song Writing Skills - 3 credits 4. Sound Checking an Ensemble - 4 credits 5. Studio Mixing - 6 credits 6. Multi-Track Recording - 6 credits 7. Musical Ensemble Skills - 6 credits 8. Undertaking a Solo Performance - 6 credits 10. Performance Realisation Skills - 9 credits		Assessment: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ Excellent attendance and high level of self-motivation ➤ Attendance at singing/instrumental lessons weekly ➤ A love of performing and writing music ➤ A high standard of written English (A-C at GCSE) ➤ Ability to play an instrument/ sing or an interest in learning an instrument ➤ A commitment to meet deadlines ➤ An interest in sound mixing/manipulation and sound equipment 		Course Requirements: <ul style="list-style-type: none"> ➤ Excellent attendance ➤ A passion for learning and developing your skill ➤ A grade C or above in Performing Arts, Drama or Music ➤ 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 have no prior experience of GCSE Music or singing/instrumental grades, a place may be granted on the successful completion of an audition. If you have any questions, you should speak to Mrs Ashe.		Additional Information: If you have no prior experience of GCSE Performing Arts, Drama or Music, a place may be granted on the successful completion of an audition.	

Religious Studies		Sociology	
Leader of Learning	Mrs L Dalzell	Leader of Learning	Mrs M Fitzpatrick
Examination Board & Syllabus	CCEA A-level in Religious Studies	Examination Board & Syllabus	WJEC A-level in Sociology
QAN Code:	601/8452/8	QAN Code:	601/5258/8
<p>Course Description: In Religious Studies A-Level, students will study two topics in Year 13 and two topics in Year 14</p> <p>AS Level:</p> <ul style="list-style-type: none"> ➤ UNIT 2 – An Introduction to the Acts of the Apostles ➤ UNIT 4 – The Origins and Development of the Early Christian Church to AD 325 <p>A2 Level:</p> <ul style="list-style-type: none"> ➤ UNIT 2 – Themes in Selected Letters of St. Paul ➤ UNIT 4 – Themes in the Early Church and the Church Today 		<p>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.</p>	
<p>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.</p> <ul style="list-style-type: none"> ➤ 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 		<p>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.</p> <ul style="list-style-type: none"> ➤ AS UNIT 1: Acquiring Culture - families and households ➤ AS UNIT 2: 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. 	
<p>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.</p>		<p>Course Requirement: Grade B or above in English Language GCSE or a grade C* or above in 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.</p>	
<p>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.</p>		<p>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.</p>	

Sport and Physical Activity		Travel & Tourism	
Leader of Learning	Mrs J Doherty-Clarke	Leader of Learning	Mrs S Woods-McAdam
Examination Board & Syllabus	OCR Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity	Examination Board & Syllabus	Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism
QAN Code:	601/7094/3	QAN Code:	601/9023/1
<p>Course Description: This is a two-year programme of study. There are three mandatory units and two optional.</p> <p>Mandatory units:</p> <ul style="list-style-type: none"> ➤ 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) <p>Optional units:</p> <ul style="list-style-type: none"> ➤ Will be completed in Year two of the course and will be confirmed on completion of Year 1. 		<p>Course Description: This is a two-year programme of study and can be taken alongside other A-Level or equivalent courses. There are three mandatory units and one optional.</p> <p>Year 1 Mandatory Units:</p> <ul style="list-style-type: none"> ➤ UNIT 1 The World of Travel and Tourism ➤ UNIT 2 Global Destinations <p>Year 2 Mandatory Unit:</p> <ul style="list-style-type: none"> ➤ UNIT 3 Principles of Marketing <p>Year 2 Optional Unit:</p> <ul style="list-style-type: none"> ➤ UNIT 9 Visitor Attractions 	
<p>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.</p>		<p>Assessment: You will study 4 units over 2 years and they are assessed in different ways:</p> <ul style="list-style-type: none"> ➤ UNIT 1 - Externally assessed written examination ➤ UNIT 2 - Externally assessed written work with set tasks ➤ UNIT 3 Internally assessed coursework ➤ UNIT 9 - Internally assessed coursework <p>Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P). D* grades are awarded for excellent performance throughout.</p>	
<p>Course Requirements:</p> <ul style="list-style-type: none"> ➤ It is not essential for students to have studied Sports Science at KS4 level but this will be a sound platform for this course. ➤ A sound level of written English (grade C or above) is essential. ➤ Attendance must be excellent as this course requires practical work to be completed. ➤ A PE kit is required. 		<p>Course Requirements: This course is suitable for students who have completed GCSE Leisure, Travel 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.</p>	
<p>Additional Information: Students will also participate in a practical Sports Coaching programme in partnership with Community Sports Network (CSN) where they will gain grassroots sports coaching qualifications and the L3 Higher Sports Leadership Award, which will earn students 16 additional UCAS tariff points.</p>		<p>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.</p>	

Employability and Professional Development Skills

Examination Board & Syllabus	OCN NI Level 3 in Employability and Professional Development Skills
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QAN Code:	603/4357/6
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Course Description:

This course aims to provide learners with a range of employability and professional development skills, which promote self-confidence, self-esteem and motivation.

The objectives of the qualifications are to assist learners in acquiring the skills, attributes, behaviours and values that are needed to enter and succeed in the world of work. Learners will study a wide range of units to achieve this qualification split across two years. At the end of year 13 pupils will have enough credit to be awarded a Level 3 Certificate and at the end of year 14 learners will be awarded a level 3 Diploma.



Assessment:

Learners will study a wide range of units to achieve this qualification split across two years.

At the end of year 13 pupils will have enough credit to be awarded a Level 3 Certificate. At the end of year 14 learners will be awarded a level 3 Diploma.

Examples of units that may be studied include:

- Anti-bullying Awareness
- Application and Interview Processes
- Health and Safety Procedures
- Developing a Personal Statement
- Effective Time Management Skills
- Presentation Skills
- Innovation and Enterprise
- Managing a Project
- Mental Health, Wellbeing and Building Resilience

Course Requirements:

This is a compulsory subject for students following Pathway 3.

Additional Information:

This qualification is designed to support learners who are interested in proceeding to Further Education, training or employment after school.