

Post 16 Options

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Option Blocks 2021

- When considering subject choices, pupils should think carefully about subjects you are good at, those that you enjoy, subjects that combine well together and subjects that will open up pathways for a future career
- Pupils should choose three subjects to study at post-16 level, with no more than one subject from any block
- Pupils who wish to do Health and Social Care Single Award should choose it from option Y; those pupils wanting to choose Health and Social Care Double Award must also choose it from block W
- Pupils who wish to do Life and Health Science Single Award should choose it from option X; those pupils wanting to choose Life and Health Science Double Award must also choose it from block Z
- Further guidance is available from our post-16 video or through Google Classroom

OPTION W	OPTION X	OPTION Y	OPTION Z
<ul style="list-style-type: none"> • Health & Social Care DA • Sport • Maths • English Literature 	<ul style="list-style-type: none"> • Art • History • Life & Health Science SA 	<ul style="list-style-type: none"> • Health & Social Care SA • ICT 	<ul style="list-style-type: none"> • Business • Travel & Tourism • Life & Health Science DA • Media Studies • AGS Options <ul style="list-style-type: none"> <input type="checkbox"/> Geography <input type="checkbox"/> Performing Arts <input type="checkbox"/> Politics <input type="checkbox"/> RE

Art & Design

Cambridge Technical Introductory Diploma Level 3: Equivalent to 1 A Level

COURSE OVERVIEW:

This qualification provides an understanding of art, design and craft through engagement with the work of artists and designers. Students have the opportunity to gain practical and creative skills by working with a variety of 2D and 3D materials, processes and techniques.

Assessment summary:

The course is 100% centre-assessed, including practical and wider project-based assessment opportunities, with an OCR visiting moderator providing centre feedback and support.



COURSE CONTENT:

Examination Board: OCR

Unit 1 - Art and Design in context

Unit 60 - Fine art drawing

Unit 61 - Fine art painting

Unit 10 - How artists and designers use 2D materials, techniques and processes

Unit 12 - Planning, researching and developing ideas for a specialist art or design brief

Unit 13 - Realising an outcome for a specialist art or design brief

ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES:

Pupils are required to achieve a minimum grade of a B at GCSE level or equivalent qualification with a portfolio or work as evidence and a grade C in GCSE English would be beneficial for this course.

Essential Personal Qualities

Creativity, time-management skills, organisational skills, research skills, communication, ability to work independently and an interest in Art and Design.

CAREER OPPORTUNITIES

The Introductory Diploma in Art and Design can and has led to advancement onto a variety of degree courses at a range of universities and higher education institutions for our graduating students or into career pathways in the creative industries such as:

Animation	Book illustration	Fine art	Industrial design
Architecture	Ceramics	Floral design	Photography
Art therapy	Fashion design	Graphic design	Teaching

Art can be preparation for any career that requires fine motor skills, an eye for aesthetics and creative thinking. Come create with us.

Business

BTEC Level 3 National Extended Certificate: Equivalent to 1 A Level

COURSE OVERVIEW:

The Extended Certificate is a two-year course for students who are interested in learning about the many aspects of the business world.

Assessment Summary:

The Extended Certificate in Business consists of four units. Of these units:

- Two units are assessed by assignments (42%).
- Two units are externally assessed using an examination or supervised task (58%).



COURSE CONTENT:

Examination Board: Pearson BTEC

Exploring business: In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

Developing a marketing campaign: Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service.

Personal and business finance: This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash-flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position.

Recruitment and selection process: You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. This unit gives you the opportunity, through role play, to take part in selection interviews. Through undertaking recruitment activities, the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review your individual performance and analyse your skills for development.

Business

BTEC Level 3 National Extended Certificate: Equivalent to 1 A Level

ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES

Previous study of a business-related course at GCSE or equivalent would be advantageous but not essential for entrance to this course of study.

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualifications in the UK. Successful completion of this course will require:

- Commitment to work hard
- Effective research skills
- Excellent attendance
- Good time-management skills

CAREER OPPORTUNITIES

Whether you decide to study further, go onto work or an apprenticeship, or set up your own business, your BTEC National will be your passport to success in the next stage of your life.

BTEC Business can open doors to careers in:

- Accounting
- Advertising and publicity
- Banking
- Event and retail management
- Financial services
- Human resource
- Insurance
- Sales and marketing
- Self-employment

...to name but a few.



English Literature

1 A Level

COURSE OVERVIEW:

English Literature encourages students to be independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading across three key genres: prose, poetry and drama.

Assessment summary:

AS level – two examinations;

A2 – two examinations and one controlled assessment task (2500 words).



COURSE CONTENT:

Examination Board: CCEA

AS 1: The Study of Poetry and Drama: 1900-Present: Section A – Poetry (Seamus Heaney & Robert Frost), Section B – Drama (Tennessee Williams' 'A Streetcar Named Desire') 40% of AS grade

AS 2: The Study of Prose Pre-1900: (Mary Shelley's 'Frankenstein') 60% of AS grade.

A2 1: The Study of Poetry 1300-1800 and Drama: Section A – The Poetry of Emily Dickinson
Section B - unseen poetry (20% closed-book examination)

A2 2 The Study of Shakespeare's 'King Lear' (20% closed book)

A2 3: The Study of Prose (theme-based). Theme: The American Dream – 'The Great Gatsby' with a 21st-century novel of pupil's choice for controlled assessment (2500 words & 20% open-book exam)

ENTRY REQUIREMENTS:

A GCSE English Language grade C* or higher is required to study this subject at A level. A grade C* or above in GCSE English Literature would be an advantage but not essential.

CAREER OPPORTUNITIES:

English Literature prepares students to go into careers that demand the analytical skills of such a rigorous academic subject.

These include: barrister, solicitor, marketing, sales and advertising, copy-writing, public relations, journalism, author/writer, animator, librarian, designer, public speaking, teaching, curator, TV producer, and there are many more.

Health & Social Care (SA)

Level 3 National Extended Certificate: Equivalent to 1 A Level



COURSE OVERVIEW:

This course provides a basic knowledge and skills for those wishing to work in the vocational areas of care, social care and health.

Assessment summary: the course is split into four units, two of which are external written examinations in addition to two units of written assignments.

COURSE CONTENT:

Examination Board: Pearson BTEC

Unit 1: Human lifespan (external exam): learners cover physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing.

Unit 2: Working in health and social care (external exam): learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

Unit 5: Meeting individual care and support needs (assignment): learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit 12: Supporting individual needs (assignment): learners explore the role of health and social care services in providing care and support to individuals with additional needs.

ENTRANCE CRITERIA/DESIRABLE QUALITIES:

A qualification of Child Development or Health and Social Care at GCSE level would be beneficial but not essential. It is desirable for candidates to have a grade C in English.

For applicants wishing to pursue a career in nursing, they must have at least five GCSE grades of C or above. GCSE passes in English, Maths and Science are essential.

CAREER OPPORTUNITIES

- Nursing.
- Counsellor.
- Dietician.
- Health and safety adviser
- Occupational therapist
- Mental health worker
- Care worker
- Primary teaching
- Nursery assistant or teacher.

Health & Social Care (DA)

Level 3 National Diploma: Equivalent to 2 A Level



COURSE OVERVIEW:

This course enables learners to develop a range of employability skills, such as interpersonal, communication and team-working skills and to develop their knowledge of the professional roles and responsibilities in the health and social care sector.

Assessment summary: the course comprises eight units, two of which are external written examinations, as well as one unit of external assessment and five units of written assignments.

COURSE CONTENT:

Examination Board: Pearson BTEC

Unit 1: Human lifespan (external exam): learners cover physical, intellectual, emotional and social development across the human lifespan and the factors affecting development and the effects of ageing.

Unit 2: Working in health and social care (external exam): learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

Unit 5: Meeting individual care and support needs (assignment): learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit 12: Supporting individual needs (assignment): learners explore the role of health and social care services in providing care and support to individuals with additional needs.

Unit 4: Enquires into current research in health and social care (externally assessed task): learners explore the methodologies of contemporary research and investigate the implications for health and social care practice and services.

Unit 7: Principles of safe practice in health and social care (assignment): learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health and social care settings.

Unit 8: Promoting public health (assignment): learners explore the aims of public health policy and the current approaches to promoting and protecting health and encouraging behaviour change in the population.

Unit 19: Nutritional health (assignment): learners explore concepts of nutritional health and influences on dietary intake and learn how to assess and improve health through nutrition plans for individuals.

Health & Social Care (DA)

Level 3 National Diploma: Equivalent to 2 A Level

ENTRANCE CRITERIA/DESIRABLE QUALITIES:

A qualification of Child Development or Health and Social Care at GCSE Level would be beneficial but not essential. It is desirable for candidates to have a grade C in English.

For applicants wishing to pursue a career in nursing, they must have at least five GCSE grades at C or above. Passes in GCSE English, Maths and Science are essential.

CAREER OPPORTUNITIES

- Nursing
- Counsellor
- Dietician
- Health and safety adviser
- Occupational therapist
- Mental health worker
- Care worker
- Primary teaching
- Nursery assistant or teacher



History

1 A Level

COURSE OVERVIEW:

The four topics covered are Germany 1919-1955, Russia 1914-1941, The American Presidency 1901-2000 and the Partition of Ireland 1900-1925

Assessment summary: each year, pupils will have to complete two external examinations. There is no coursework in this subject.



COURSE CONTENT:

Examination Board: CCEA

AS Unit 1: Option 5 Germany 1918-1945. 50% of AS, 20% of A level.

External examination: 1 hour 30 minutes – short response question and a two-part source question. This option examines the Weimar Republic (1919-1933) and Nazi Germany (1933-1945). This includes the political and economic challenges the Weimar Republic faced up to 1923; the emergence of Hitler and the Nazi Party during the Weimar era; the creation of a Nazi dictatorship and the impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-45.

AS Unit 2: Option 5 Russia 1914-1941: 50% of AS, 20% of A level.

External examination: 1 hour 30 minutes – students answer two questions from a choice of three. The first part of this option focuses on the causes and consequences of the Russian Revolutions of 1917. It analyses the reasons why the Tsarist regime collapsed in February 1917 and the Bolsheviks' seizure and consolidation of power from October 1917. Students also evaluate the aims and consequences of Lenin's economic policies in the period 1917-1924. The option concludes with a study of Stalinist Russia.

A2 Unit 1 Option 2: Ireland Under the Union 1800-1900. 20% of A level.

External examination: 1 hour – students answer a synoptic essay question.

The first section of the course investigates Irish support for the Union from Ulster and Southern Unionists and their reasons for doing so. This is followed by an investigation of the development of constitutional, revolutionary and cultural nationalism in Ireland from 1800-1900.

A2 Unit 2 Option 4: Partition of Ireland 1900-1925. 40% of A level.

External examination: 2 hours 30 minutes – students answer three questions, two are source-based and one is an extended essay.

This option focuses on how Ireland was partitioned in the early years of the twentieth century. There is a broadly chronological approach, from the crisis over the Third Home Rule Bill for Ireland in the pre-war years through events in Ireland between 1914 and 1918, the Anglo-Irish War of 1919-21, the Government of Ireland Act of 1920, which established the state of Northern Ireland, the Anglo-Irish Treaty of 1921, which set up the Irish Free State and the subsequent Civil War.

History

1 A Level

ENTRANCE REQUIREMENTS

It is desirable that pupils have a grade B in both examined units in GCSE History and/or English. A good level of written and communication skills will be necessary for the essay-based structure of the examinations.

CAREER OPPORTUNITIES

History is a convenient stepping stone to any arts-based degree. Apart from careers that specifically use History, it is very relevant for anyone intending to study Law. Skills developed in A level History are transferable and very useful in a variety of careers that require the ability to collect, evaluate and analyse evidence.



IT

Cambridge Technical Introductory Diploma Level 3 IT : Equivalent to 1 A Level)

COURSE OVERVIEW:

We deliver the Emerging Digital Technology Practitioner pathway in this course. The pathway consists of five units. Two are exam-based and three are portfolio-based.



COURSE CONTENT:

Examination Board: OCR

Unit 1: Fundamentals of IT – a sound understanding of IT technologies and practices is essential for IT professionals. Information learned in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

Unit 2: Global Information – the purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations.

Unit 3: Virtual and augmented reality – you will learn about both technologies and how they are used. You will research both technologies and design both a virtual and an augmented-reality resource. Finally, you will use your research skills learned whilst designing and creating resources to suggest future applications of virtual and augmented reality.

Unit 4: Social media and digital marketing – this unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

Unit 5: Internet of everything – you will learn about the Internet of Everything (IOE) and how it is used. Using your knowledge, you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise their proposal.

ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES

Ideally, a pupil wanting to take this course should have a sound background knowledge in ICT and should have an ICT qualification at GCSE level at grade C or above, be self-motivated and able to deliver work on time and to a high standard.

CAREER OPPORTUNITIES

This qualification is designed to enable learners to enter employment at an operative or trainee level within a wide range of information and communication-technology environments. Such learners would normally enter employment through a work-related training programme. The OCR Cambridge Technicals in ICT have been designed to provide a broad educational basis for further education or for moving into employment within the ICT sector. Students will develop the general skills, knowledge and understanding needed in the sector.

Life and Health Science (SA)

1 A Level

COURSE OVERVIEW:

This course builds on learning from KS4 and gives students the opportunity to develop and demonstrate an appreciation of the skills, knowledge and understanding of how science works. On completion, students will have developed advanced study skills to help prepare them for higher education and the world of work.

Assessment summary: pupils will complete six units: three units in AS and 3 units in A2.

Each year, pupils will have to complete one portfolio and two external examinations.



COURSE CONTENT:

Examination Board: CCEA

AS 1: Experimental Techniques

AS 2: Human Body Systems

AS 3: Aspects of Physical Chemistry in Industrial Processes

A2 1: Scientific Method

A2 2: Organic Chemistry

A2 3: Medical Physics

ENTRY REQUIREMENTS:

Pupils must attain a B grade or higher in Single Award Science.

CAREER OPPORTUNITIES:

- Biochemical Sciences
- Chemistry
- Food Technology
- Human Physiology
- Nursing & Healthcare
- Sports Science
- Materials Science
- Medical Physics
- Chemical Industries
- Medical and Laboratory-based Science
- Biomedical science

Life and Health Science (DA)

2 A Levels

COURSE OVERVIEW:

This course builds on learning from KS4 and gives students the opportunity to develop and demonstrate an appreciation of the skills, knowledge and understanding of how science works. On completion, students will have developed advanced study skills to help prepare them for higher education and the world of work.

Assessment summary: pupils will complete 12 units – 6 units in AS and 6 units in A2.

Each year, pupils will have to complete three portfolios and three external examinations.



COURSE CONTENT:

Examination Board: CCEA

AS Units

- AS 1: Experimental Techniques
- AS 2: Human Body Systems
- AS 3: Aspects of Physical Chemistry in Industrial Processes
- AS 4: Brain Science
- AS 5: Material Science
- AS 6: Medicine, Drugs and Clinical Trials

A2 Units

- A2 1: Scientific Method
- A2 2: Organic Chemistry
- A2 3: Medical Physics
- A2 5: Genetics, Stem-cell Research & Cloning
- A2 7: Dentistry and Oral Health
- A2 8: Histology and Pathology

ENTRY REQUIREMENTS:

Pupils must attain a CC grade or higher in Double Award Science.

CAREER OPPORTUNITIES:

- Biochemical sciences
- Chemistry
- Food technology
- Human physiology
- Nursing & healthcare
- Sports science
- Materials science
- Medical physics
- Chemical industries
- Medical and laboratory-based science
- Biomedical science.

Maths

1 A Level

COURSE OVERVIEW:

GCE Mathematics is 100% external exam-assessed and is split into two AS modules (40%) and two A2 modules (60%). Candidates will sit two modules in June of year 13 and two in June of year 14.

Assessment summary:

Year 13:

AS1: Pure Maths

AS2: Applied Maths (Mechanics & Statistics)

Year 14:

A21: Pure Maths

A22: Applied Maths (Mechanics & Statistics)



COURSE CONTENT:

Examination Board: CCEA

AS/A2 Pure Maths covers content such as proofs, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, vectors, calculus and numerical methods.

AS/A2 Applied Maths covers content such as sampling, presenting and interpreting data, probability, statistical distributions, kinematics, forces and Newton's Laws.

ENTRY REQUIREMENTS:

GCSE Mathematics grade B **and** have sat M4 & M8

or

GCSE Mathematics grade C **and** GCSE Further Mathematics grade C

CAREER OPPORTUNITIES:

Most jobs and careers will need you to use maths in some way, and it's particularly useful in job families like accountancy, banking and finance, management, environmental sciences, construction, engineering and manufacturing, medical technology, and science and research.

Media Studies

1 A Level

COURSE OVERVIEW:

A-level Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries, and media audiences.

This is a continuation of the theoretical framework covered at GCSE.

ASSESSMENT SUMMARY:

Two exam papers: Media one and Media two at the end of year 14, each of two-hour duration. Equal weighting (35% each).

Non-exam assessment

A choice of one of six annually changing briefs, set by AQA. 60 marks. 30% of A level



COURSE CONTENT:

Examination Board: AQA

Across the two years, students will engage with close study products and a range of media theories through research, analysis, and practical tasks. Students will use contemporary sources and engage with the ever-changing media industry. Students are required to study media products from the following media forms: television, film, radio, newspapers, magazines, advertising and marketing, online, social and participatory media, video games and music videos.

Opportunities to study products such as 'The Missing' television series, 'Teen Vogue' magazine, and 'Tomb Raider Anniversary' video game. Students will also work independently and collaboratively to create their own media products for a practical and interactive non-exam assessment by their teacher.

ENTRY REQUIREMENTS/ DESIRABLE QUALITIES

The skills required to succeed in this course include:

The development of high-order reading skills, research skills, analytical skills, organisational skills and the skills associated with framing, sustaining and communicating a coherent argument. It also further develops understanding of media as an industry and the business and career opportunities within a range of media industries.

A GCSE Media Studies C* / 5 or higher is required to study this subject at A level. A GCSE English Language grade B or higher is required to study this subject at A level. A GCSE in English Literature at grade C* above would be an advantage but not essential.

Media Studies

1 A Level

CAREER OPPORTUNITIES:

There is a range of vocational qualifications (BTECs, NVQ/SVQs and Diplomas) in Media Studies, including:

- performing arts
- broadcast & media
- publishing and journalism
- advertising and marketing

There is a range of apprenticeships including:

- arts, media and publishing, e.g. digital design, digital journalism
- advertising & marketing, e.g. digital marketing, social media & digital marketing
- information technology, e.g. web developer

There is a range of degree pathways open to a Media Studies student:

- 89 UK universities offer degrees in Media Studies.
- Other pathways include a range of BA Hons in Creative Writing, Digital Arts, Game Development, Cinematography and Journalism .

Careers linked to Media Studies:

Broadcast journalist
Cinematographer
Computer games tester
Copywriter
Editorial assistant
Medical illustrator
Newspaper journalist
Photographer
Advertising account executive
Magazine journalist
Advertising media buyer
Arts administrator
Primary/secondary school teacher
Social media manager
Television/film producer
Theatrical producer
TV or film camera operator
User acceptance tester
Video editor
Web content manager
Web editor
Writer



SPORT (SA)

Level 3 National Extended Certificate: Equivalent to 1 A Level



COURSE OVERVIEW:

Level 3 BTEC PE is an ideal foundation to continue your study of Sports at degree level.

This course contains:

Four units – a mixture of practical and theory – two exam-based units with 67% of the course assessed externally and two portfolio-based units with 33% of the course assessed internally.

COURSE CONTENT:

Examination Board: Pearson BTEC

Compulsory

Unit 1: Anatomy and Physiology: explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems (exam 33%).

Unit 2: Fitness Training and Programming for Health, Sport and Well-being: explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being (synoptic exam paper 33%).

Unit 3: Professional Development in the Sports Industry: explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities (coursework 17%).

Optional

Unit 7: Practical Sports Performance: study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports (coursework 17%).

ENTRANCE CRITERIA/DESIRABLE QUALITIES

To succeed in this BTEC Level 3 Sport qualification, the following GCSE grades would be beneficial and prepare the pupil for success at BTEC Level 3 in Sport: BTEC Sport level 2 / GCSE Maths grade C
GCSE English grade C / GCSE Double Award Science grade C.

CAREER OPPORTUNITIES

Sport and exercise science
Sports management
Outdoor education
Sports development
Sports coaching and leadership

Teacher training
Sports marketing
Event management
Sport, leisure and business
Fitness training

Travel & Tourism

BTEC Level 3 Extended Certificate (Pearson): Equivalent to 1 A Level

Do you have a passion for travel? Are you interested in learning about the world's fastest growing industry? Are you a 'people' person? Can you see yourself joining one of the 3.3 million people employed in the travel and tourism industry in the UK alone? If you have answered 'yes' to any of the above questions, then this is the course for you.

The course is taught over 360 hours (over two years) and has 3 mandatory units (M) and an optional unit (O).

Your assessment will either be external (E), such as an official exam set by Pearson, synoptic (S), which means that the task is set by Pearson, or Internal (I), which means that it is approved by Pearson but assessed by your teacher.



COURSE CONTENT:

Unit 1: The World of Travel and Tourism

Unit type: **external exam / mandatory unit**

Guided learning hours: **90**

Unit in brief:

The travel and tourism industry in the UK is growing and is of major importance to the economy. In this unit, you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK. There are many influences on the industry, and they are changing all the time, especially currently, with the long-term effects of Covid. Some of them are within the control of travel organisations, while others are beyond their control. You will need to know how organisations react to changes and trends to determine their present and future operating policies.

Unit 2: Global Destinations

Unit type: **external synoptic exam / mandatory unit**

Guided learning hours: **120**

Unit in brief:

Global destinations are a key aspect of travel and tourism, and their appeal is strongly influenced by factors such as their location, access and changing trends. In this unit, you will use a range of resources to investigate the location and features of global destinations and explain the features that give appeal to global destinations and support different types of tourism. This unit will enable you to progress to higher-education courses by developing your knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry, as you apply geographical knowledge and evaluate travel and tourism data in order to meet a given brief.

Travel & Tourism

BTEC Level 3 Extended Certificate (Pearson): Equivalent to 1 A Level



Unit 3: Principles of Marketing in Travel and Tourism

Unit type: **internal portfolio/mandatory unit**

Guided learning hours: **90**

Unit in brief:

Marketing is an important focus for any successful organisation in travel and tourism, where products, services and the expectations of customers are constantly changing. A successful business must have a strategy for understanding its customers and targeting them with a profitable offer. In this unit, you will develop a marketing plan through examining the specific aims and objectives of the marketing function and researching the needs and expectations of different customer types.

Unit 9: Visitor Attractions

Unit type: **internal portfolio/optional unit**

Guided learning hours: **60**

Unit in brief:

Visitor attractions can draw both domestic and overseas visitors by providing opportunities for relaxation, amusement and education. They are a major source of revenue for the travel and tourism industry, as well as for the UK and the global economy. In this unit, you will investigate visitor attractions and the different ways they are funded. You will explore what is meant by the visitor experience and how visitor attractions develop, diversify and use technology in order to meet the needs of their different types of visitors.

What other subjects go well with Travel and Tourism?

This qualification is designed to be taken as part of a broad and balanced curriculum at key stage 5. It can be complementary learning for a wide range of subjects. It will particularly complement Geography, putting into context much of the knowledge and skills developed in the study of that subject, and there are strong links with Business and Sport.

CAREER OPPORTUNITIES

The Travel and Tourism Extended Certificate can and has led to advancement onto a variety of degree courses at a range of universities and higher education institutions for our graduating students e.g.

Tourism operational management
Adventure tourism
International tourism management
Leisure management
Business and Tourism studies

Rural tourism
Cruise industry management
International travel management
Venue and events management
For many more options, view UCAS online

Antrim Grammar School Post-16 Subjects

Performing Arts (CCEA)

Performing arts is a growth industry in Northern Ireland especially with the Titanic Quarter now becoming a firm favourite with many leading networks and production companies This GCE specification gives students opportunities to research and gain insights into the industry, engage with effective practice and prepare for employment, further training and/or study.

Unit	Assessment Overview	Unit Overview
AS 1: Developing Skills and Repertoire	Portfolio 60% of AS 24% of A Level	A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation.
AS 2: Planning and Realising a Performing Arts Event	Externally assessed 40% of AS 16% of A Level	Externally set pre-release stimulus material Supporting document in three sections produced under controlled conditions. Live performance and/or presentation.
A2 1: Planning for Employment	Internal Assessment 36% of A Level	A record of work, including a written report in three sections, promotional portfolio and evaluation.
A2 2: Performing to a Commission Brief	Externally assessed 24 % of A level	Externally set pre-release stimulus material. A record of work including a research project, summary of findings, evidence of tasks completed and evaluation. Live performance and/or presentation.

Criteria

It is recommended that pupils who opt for Performing Arts A-level have either studied GCSE Drama or Performing Arts, or have qualifications in Drama or Musical theatre awarded by LAMDA or Trinity/Guildhall. Experience in performance is essential for this course. For those pupils with no acting experience an audition will have to be conducted prior to entry.

Additional Information

Careers linked to drama include: actor/actress; stage manager; arts administrator; drama teacher; drama therapist television production assistant and radio presenter.

Further details can be found at: <https://ccea.org.uk/post-16/gce/subjects/gce-performing-arts-2016>

Geography (CCEA)

Geography is a versatile and relevant academic subject, which will help you to develop extensive knowledge of current issues like global warming, desertification, deforestation, loss of biodiversity, groundwater pollution and flooding.

Unit	Assessment Overview	Unit Overview
AS 1: Physical Geography	External Examination 1 hour 15 mins 40% of AS 16% of A Level.	This unit is concerned with physical processes and systems and human interaction with them. Students investigate fluvial environments, local and global ecosystems, and the processes that shape weather and climate. They study physical processes and environments at a range of scales and in a range of places.
AS 2: Human Geography	External Examination 1 hour 15 mins 40% of AS 16% of A Level	This unit has three themes covering key aspects of Human Geography. Students investigate how different human systems and relationships across our world change over space and through time. Students explore a range of places at a variety of scales.
AS 3: Fieldwork Skills and Techniques in Geography	External Examination 1 hour 20% of AS 8% of A Level	In this unit, students become actively involved in collecting geographical data first-hand through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies.
A2 1: Physical Processes, Landforms and Management	External Examination 1 hour 30 mins (2x45 minute questions.) 24% of A Level	In this unit, students choose two options from the four available. We do: Option A: Plate Tectonics – Theory and Outcomes. This option enables students to develop an understanding of the dynamic nature of crustal movement and related events. Students increase their knowledge of the processes of tectonic activity and appreciate the potential beneficial and detrimental outcomes of natural hazards. Option C: Dynamic Coastal Environments. This option enables students to gain a deeper understanding of coastal systems and processes by developing their understanding of the nature and potential threat of dynamic adjustments to coastal environments over time. Students investigate the changing role and nature of management in coastal environments and evaluate the effectiveness of management strategies. Students also consider the need for sensitivity and sustainability of human activity in coastal environments.

Unit A2 2: Processes and Issues in Human Geography	External Examination 1 hour 30 mins (2 x 45 minute questions.) 24% of A Level	In this unit, students choose two options from the four available. We do: Option C: Ethnic Diversity. This option enables students to understand how to define ethnicity. They investigate the processes that create and maintain ethnic diversity and evaluate the social, economic and spatial outcomes of this diversity. Students enhance their understanding of the causes, the nature of and possible responses to conflict. Option D: Tourism This option enables students to develop their understanding of the changing nature and characteristics of tourism and to appreciate the role of tourism in the global economy. They have an opportunity to understand the challenges that may arise because of tourism development in a region or country and the role of management policies to address these issues. Students also consider the issues associated with ecotourism and its regulation.
Unit A2 3: Decision Making in Geography	External Examination 1 hour 30 mins 12% of A Level	In this unit, students develop decision-making skills in a real world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations.

Criteria

For entry into AS, students must have achieved **at least a grade B** at GCSE with **at least a grade B in each of the three units** (Physical Geography, Human Geography and Fieldwork.) Students not meeting these criteria will be considered only in **exceptional circumstances** at the discretion of the Subject Leader.

Additional Information

Geography is a broad based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change. For further information on the CCEA Geography course, go to: <https://ccea.org.uk/post-16/gce/subjects/gce-geography-2018>

Government and Politics (CCEA)

AS/A2 level Government and Politics is a new subject in the Sixth Form, although it builds on skills acquired in other GCSE subjects. A good writing style is essential since all responses in the examinations require a lucid and direct approach. A significant part of the course is structured in response to contemporary sources, but extended writing is also necessary, particularly at A2.

Unit	Assessment Overview	Unit Overview
AS1 The Government and Politics of Northern Ireland	External examination 1 hr 15 mins 40% of AS 16% of A level	This option examines the roles and effectiveness of the NI Assembly, NI Executive, and the reasons for electoral success or failure for the NI political parties. It is a source-based examination.
AS2 The British Political Process	External examination 1 hr 45 mins 60% of AS 24% of A level	This unit examines the inter-relationships between the UK legislature (Conns and Lords), the Executive (PM and Cabinet) and judiciary (UK judges) and comprises both short answers and longer, discursive responses.
A2 1 A Comparative Study of the Government and Politics of the USA and UK	External examination 2 hrs 15 mins 35% of A level	Although the module initially focuses on the powers and effectiveness of the Executive (President) and Congress (House of Representatives and the Senate), this information is used to compare the US Executive and Legislature with their UK equivalents.
A22: Political Power	External examination. 1 hr 30 mins 25% of A level	This module is synoptic, drawing examples of political power from across the two-year course. It is very conceptually based and develops understanding of political theories, such as Marxism and Feminism.

Criteria

This subject may be taken at A level without having been studied at GCSE level. Students should have at least a B grade in **both** examined units in GCSE History, English Literature or Geography. A good level of written and communication skills will be necessary for the essay based structure of the examinations.

Additional Information

This is a very contemporary subject as it is based around working institutions of government and these are constantly undergoing change. If students like this sort of fast-paced, being up to date with current affairs approach, then this subject may well be for them. The subject is very relevant to our world now and many who choose it use it as an access subject for Law, Social Policy and PPE. In recent years, past pupils have been working in No 10, based in NI political parties, as researchers in Stormont, and following careers in the law. It is also a good subject for anyone thinking of Journalism and media work.

Further information on the course can be found here:

<https://ccea.org.uk/post-16/gce/subjects/gce-government-and-politics-2016>

Additional Information

ENTRANCE CRITERIA

Pupils must have a minimum of five A*-C grades or equivalents, to include at least a C in English or a C in Maths and at least a grade D in the other subject. Please check the desired entrance requirements for each subject in this booklet. All subject decisions will be assessed on an individual basis in order to provide the curriculum best suited for each pupil. A good record of attendance and behaviour throughout key stage 4 will be essential for return to post-16 study

LEADERSHIP OPPORTUNITIES

All pupils will have the opportunity to contribute to the prefect system within the school and to be considered as head boy or head girl. Pupils will also be able to participate in a range of other leadership opportunities throughout the two years.

ENRICHMENT COURSES

Throughout year 13 and year 14, pupils will have the opportunity to engage in a range of enrichment opportunities including Spanish, Media, Sport, Young Enterprise and Volunteering, in addition in having the opportunity to resit English or Maths if needed.

CAREER PATHWAYS

All pupils will engage in a Careers programme designed to identify possible pathways after post-16 study. This will include producing a CV, a personal statement and preparing applications for both university entry through UCAS and to higher education colleges. All pupils are allocated a staff mentor to assist with this process. Additional time will be spent investigating possible apprenticeship and employment opportunities. All pupils will have the opportunity to undergo relevant work experience during year 13.

Please click [here](#) for your option choices form

