

Sixth Form Subject Information For Parents and Pupils

2020-2021



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Name of Subject: **Health and Social Care: (SA & DA)**

Examination Board: **Pearson's BTEC**

Course overview: This course is designed to cover the areas of the Health and Social care sector. It comprises of a range of external exams, externally assessed tasks and assignments. It is literacy based and therefore a good competence in English at GCSE is required.

Level 3 National Extended Certificate: Equivalent to 1 A Level

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.

Level 3 National Diploma: Equivalent to 2 A Levels

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 (External 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.

Assessment summary: The majority of the component is coursework and external assessed task based with 2 external exams

Grading (A Level Equivalent)

Pass= E

Merit= C

Distinction= A

Distinction*= A*

Pathway:

This course naturally lends itself to:

- Working in the Health and Social Care sector e.g. learning support assistant, support worker
- Level 5 Health and Social Care
- Degree level e.g. Nursing, early years, social work, psychology, sociology

Career Opportunities

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

Essential Personal Qualities

- Communication skills
- Time management skills
- Organisational skills
- Research skills

Name of subject: **Cambridge Technical Introductory Diploma Level 3 IT (equivalent to 1 A Level)**

Examination Board: **OCR**

Course outline a brief summary of the number of units covered at AS and A2

This subject consists of 6 units, three units at AS and three at A2. Each unit has an equal weighting

Unit 1: Communication and employability skills for IT –

This unit allows students to understand what an employer expects of an individual and how to communicate effectively while developing their own personal development needs.

Unit 2: Information systems-

This unit will ensure that students have a greater understanding of how organisations use information internally and externally. The skills gained by completing this unit will give students knowledge of the functionality of information and the ability to produce management systems.

Unit 3: e-Commerce -

The aim of this unit is to help students understand the technologies required for an e-commerce system. They will then learn about the impact of e-commerce on an organisation and how this affects e-commerce in society. Finally, they will be required to create a plan for an e-commerce strategy. This unit will provide students with the skills to research the benefits of having an e-commerce strategy.

Unit 4: Website production-

This unit will prepare students to design, create and test a fully functioning website, while also providing essential grounding knowledge on the architecture and security issues that need to be considered. Websites need to be well designed to keep visitors returning and avoid excluding user groups by being inaccessible. Companies need to analyse the technical considerations to ensure that they do not hinder the user experience.

Unit 5: Business resources-

This unit looks at how human, physical, technological and financial resources are used and managed within business. Students will consider how human resources are managed and the employability and personal skills required of personnel. They will also explore how an organisation can access sources of finance, and how to interpret financial statements.

Unit 6: Understanding social media for business-

From marketing and sales to product and service innovation, social media for business is changing the way people in business connect and organisations compete. The aim of this unit is to give students an understanding of what social media is, the scope and impact it has, how it is evolving, and the opportunities these platforms provide to businesses when promoting themselves or utilising consumer information.

Assessment summary: All of the assessments are portfolio based. Each assessment is worth 17% of the overall qualification.

Pathway, why study this subject. This subject will lead to opportunities in the field of ICT. Skills gained in this course can be used when studying an ICT based course at university.

Name of subject: **BTEC Level 3 National Diploma Sport** - Examination Board – Pearson's (603/0460/1)
720 GLH (895 TQT) (SA & DA)

- Pearson BTEC Level 3 National Diploma in Sport Equivalent in size to two A Levels.
- 9 units of which 6 are mandatory and 3 are external.
- Exams - External assessment (45%) – 3 exam units
- Coursework - Internal assessment (55%) – 6 coursework units

Mandatory Units: -

Unit 1: Anatomy and Physiology – Exam – Year 13

Unit 2: Fitness Training and Programming for Health, Sport and Well-being – Synoptic Exam Paper – Year 14

Unit 3: Professional Development in the Sports Industry – Coursework – Year 13

Unit 4: Sports Leadership – Coursework – Year 14

Unit 22: Investigating Business in Sport and the Active Leisure Industry – Exam – Year 14

Unit 23: Skill Acquisition in Sport – Coursework – Year 13

Optional Units: -

Unit 5: Application of Fitness Testing – Coursework – Year 13

Unit 7: Practical Sports Performance – Coursework – Year 14

Unit 8: Coaching for Performance – Coursework - Year 13

Course outline a brief summary of the number of units covered at AS and A2

Year 13 -

Unit 1: Anatomy and Physiology - explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. – Exam - Mandatory

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 - Mandatory

Unit 5: Application of Fitness Testing - gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness. Learners will explore the principles of fitness testing and examine the factors affecting the selection and administration of tests, including validity, reliability and suitability of tests. - Coursework - Optional

Unit 8: Coaching for Performance - you will develop the techniques, personal knowledge and ability to deliver coaching sessions. Learners will develop coaching skills, knowledge, qualities and best practices, allowing for sessions to incorporate progression over time. You will develop your planning, delivery and reflection skills, as well as your ability to use a variety of coaching practices. - Coursework - Optional

Unit 23: Skill Acquisition in Sport - study the factors that contribute to a skilled performance in sport and examine how sports performers learn and develop their skills. Learners will develop an understanding of skilled performance and how an individual's abilities contribute to the development of their skills. - Coursework - Mandatory

Year 14 -

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 - Mandatory

Unit 4: Sports Leadership: study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles. Learners will develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. – Coursework - Mandatory

Unit 7: Practical Sports Performance - study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports. – Coursework

Unit 22: Investigating Business in Sport and the Active Leisure Industry - investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business. you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses – Synoptic Exam Paper - Mandatory

Pathway, why study this subject.

The Pearson BTEC National Diploma in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector.

A broad basis of study for the sport sector. This qualification is designed to support progression to higher education and carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study.

Grading Equivalent

Distinction*:	Distinction*	=	A*A*	(112 UCAS points)
Distinction*:	Distinction	=	A*A	(104 UCAS points)
Distinction:	Distinction	=	AA	(96 UCAS points)
Distinction:	Merit	=	AB	(80 UCAS points)
Merit:	Merit	=	CC	(64 UCAS points)
Merit:	Pass	=	ME	(48 UCAS points)
Pass:	Pass	=	EE	(32 UCAS points)
Near Pass:		=	N	

Job opportunities include – sports coaching, fitness training, sports development, sport science, teaching etc.

To succeed in this BTEC Level 3 National Diploma in 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

Name of subject: **Life and Health Science: (SA & DA)**

Examination board: CCEA

Course outline:

- Single award pupils will complete 6 units; 3 units in AS and 3 units in A2.
 - Each year pupils will have to complete one portfolio and two external examinations.
- Double award pupils complete 12 units; 6 units in AS and 6 units in A2.
 - Each year pupils will have to complete 3 portfolios and 3 external examinations.

AS Level - Single Award = AS1, AS2 and AS3 Only. Double award = All units.

Content/Units	Assessment	Single Award Weightings	Double Award Weightings
AS1 Experimental techniques	Internal Assessment - Portfolio	33.34% of AS 13.34% of A Level	16.67% of AS 6.67% of A Level
AS 2: Human Body systems	External written examination 1 hr 30 mins	33.34% of AS 13.34% of A Level	16.67% of AS 6.67% of A Level
AS 3: Aspects of Physical Chemistry in Industrial Processes	External written examination 1 hr 30 mins	33.34% of AS 13.34% of A Level	16.67% of AS 6.67% of A Level
AS 4: Brain Science	Internal Assessment - Portfolio		16.67% of AS 6.67% of A Level
AS 5: Material Science	External written examination 1 hr 30 mins		16.67% of AS 6.67% of A Level
AS 6: Medicine, Drugs and Clinical Trials	Internal Assessment - Portfolio		16.67% of AS 6.67% of A Level

A2 Level - Single Award = AS1, AS2 and AS3 Only. Double award = All units.

Content/Units	Assessment	Single Award Weightings	Double Award Weightings
A2 1: Scientific method	Internal Assessment - Portfolio	20% A Level	10% of A Level
A2 2: Organic chemistry	External written examination 1 hr 45 mins	20% A Level	10% of A Level
A2 3: Medical physics	External written examination 1 hr 45 mins	20% A Level	10% of A Level
A2 5: Genetics, stem cell research & cloning	External written examination 1 hr 45 mins		10% of A Level
A2 7: Dentistry and oral health	Internal Assessment - Portfolio		10% of A Level
A2 8: Histology and pathology	Internal Assessment - Portfolio		10% of A Level

Career Path

Career opportunities for students who study A Level health and life science include;

Biochemical Sciences, Chemistry, Food Technology, Human Physiology, Nursing, Sports Science, Materials Science, Medical Physics, Chemical industries, Healthcare, Medical and laboratory-based Science, Biomedical science.

Entry Requirements

. Double Award Life & Health Science

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

The following grades would also be beneficial; GCSE Maths Grade C, GCSE English Grade C.

. Single Award Life & Health Science

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

The following grades would also be beneficial; GCSE Maths Grade C, GCSE English Grade C

Name of subject: **Cambridge Technical Introductory Diploma Level 3 Art and Design**

Examination Board: **OCR**

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 the 2D and 3D materials, processes and techniques.

This subject consists of 6 units with one compulsory unit and 5 further units all selected by the centre. All units have equal weighting.

Year 13- OCR Cambridge Technical Certificate in Art and Design (equivalent to AS Level)

Year 14- OCR Cambridge Technical Introductory Diploma in Art and Design (equivalent to A Level)

The Units covered are as follows:

Year 13

1. Art and Design in context (MANDATORY UNIT)

Learners can choose to investigate the historical development of artists, designers or craftspeople from any specialist area, for example – fashion, textiles, painting, photography, animation, illustration, sculpture, ceramics, printmaking, product design etc.

60. Fine art drawing.

61. Fine art painting.

Year 14

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

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

13. Realising an outcome for a specialist art or design brief.

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

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

At Level 3 there are specialist pathways in photography, graphic design, 3D design, fashion, and fine art for students to choose from. These reflect the breadth of opportunities available within the art and design sector. Plus, students have the opportunity to engage in a broader way through non-specialist units where, as an example, they might plan, research and develop ideas in response to a client brief, or plan and prepare for an exhibition for a collection of artwork.

The great thing about Cambridge Nationals is that they still give you a choice of opportunities once you've completed them. The three choices open to you are:

Employment, where you can put your new practical skills towards generating an income.

Further education, such as a higher-level qualification at school or college.

Higher education, such as a degree course at university.

Access to higher education is possible if you take the Level 3 qualifications because they have UCAS points.

Grading (A Level Equivalent) at the end of the two year course Introductory Diploma

Distinction * /A*	56 UCAS points
Distinction/A	48 UCAS points
Merit/C	32 UCAS points
Pass/D/E	16 UCAS points

Essential Personal Qualities

- Creativity
- Time management skills
- Organisational skills
- Research skills
- Communication
- Ability to work independently
- Interest in Art and Design

Name of subject: **BTEC Level 3 Subsidiary Diploma in Travel and Tourism**

Exam Board: Edexcel

Staff: Mrs S. Feeney (HOD) and Mrs K. McKee

Tourism is the UK's fifth largest industry, it is the third largest export earner and worth £115 billion a year. It also employs 2.6 million people. BTEC travel and tourism course teaches you the knowledge and skills you need to work in this industry. There is a practical, real-world approach to learning and the work is assessed in variety of ways throughout the course. This course also provides a well-established route into a variety of specialist Higher Education (HE) courses in this sector.



How will the course be delivered?

You will be taught the background information by doing class activities and research tasks. Then you will be given a tasks or assignments to complete. The tasks or assignment will be written or practical with simple tasks first to give you the opportunity to achieve the basic Pass level, then the more complex tasks that require more research and independence will allow you to achieve Merit and Distinction grades. It is important to meet the deadlines so that you can get feedback from your teacher and understand how to reach the higher grades. The Scheme of Assessment for Years 13 and 14 follows.

This course is made up of 6 units; each unit will take 60 hours to complete. This course is made up of 6 units; 4 mandatory and 2 optional but all will be internally assessed by your teacher.

Investigating the Travel and Tourism Sector

This unit enables learners to develop their knowledge and understanding of the travel and tourism sector, its component industries, their role and the interrelationships within the sector. Learners will develop knowledge and understanding of how the sector has developed over the last 50 years, what it is today and how it is being affected by current trends and factors.

The Business of Travel and Tourism

This unit will enable learners to gain knowledge and understanding about travel and tourism as a business and appreciate that travel and tourism organisations operate and have a role to play in a business environment. They will learn about how travel and tourism organisations gain competitive advantage to meet their aims and be successful. This has proven to be a real student favourite!

The UK as a Destination

This unit enables learners to develop their skills in locating destinations in the United Kingdom and also gain an overview of the UK tourism product and how it attracts and meets the needs of domestic and inbound visitors. Learners will develop their understanding of the factors that affect tourism to and within the UK.

Customer Service in Travel and Tourism

This unit enables learners to gain understanding of how excellent customer service contributes to the success of travel and tourism organisations. Learners will develop knowledge and skills to provide customer service and achieve sales in travel and tourism situations including role play.

We have chosen **European Destinations** and **Long-haul Travel Destinations** as our optional units.

What are the career / progression opportunities?

The Travel and Tourism Diploma 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
- ✓ Rural Tourism
- ✓ Adventure tourism
- ✓ Cruise industry management
- ✓ International Tourism Management
- ✓ International Travel Management
- ✓ Leisure Management
- ✓ Venue and Events management
- ✓ Business and Tourism studies
- ✓ For many more options view UCAS online



You may also go straight into employment or apprenticeship in the industry e.g. *currently we have students applying to Hays Travel apprenticeships.*

This course has UCAS tariff points that give a clear comparison to A-level points. It is broadly equivalent to one A-level.

We look forward to welcoming you into our department.

Name of subject: **History (CCEA)**

The Course and Assessment

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 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.

Why Study History?

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.

Criteria

A grade B in a GCSE subject can only be used ONCE towards entrance into this subject. Students should have at least a B grade 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.

Additional Information

Specifications and additional guidance available at: www.ccea.org

QAN AS level: 601/8551/X

QAN A level: 601/8552/1

Name of Subject: **BTEC LEVEL 3 National Extended Certificate in Business**

Examination Board: **Pearson BTEC**

Course outline: **The Extended Certificate in Business consists of 4 units as detailed below:**

Unit	Topics	Mandatory/ Optional	Method of Assessment	Unit Weighting	Completion
Exploring Business	<ul style="list-style-type: none">• Features of different businesses• Business organisation• Business Environments• Business Markets• Innovation and Enterprise	Mandatory	Assignment	25%	Year 13
Developing a Marketing Campaign	<ul style="list-style-type: none">• Principles and practices of Marketing• Researching for a Marketing Campaign• Planning and Developing a Marketing Campaign	Mandatory	Pre-seen case study and examination	25%	Year 14
Personal and Business Finance	<ul style="list-style-type: none">• Managing Personal Finance• The Personal Finance Sector• Purpose of Accounting• Sources of Finance• Break-even and Cash-flow forecasts• Complete Business Accounts and evaluate their performance.	Mandatory	Written Examination	33.3%	Year 13

Assessment Summary

As you can see the Extended Certificate in Business has:

- ▶ 58% External Assessment - Exam and Supervised Task set and marked by BTEC
- ▶ 42% Internal Assessment - Assignments marked by your teacher and verified by BTEC
- ▶ **Pathway/Why study this subject?**

The Pearson BTEC Level 3 National Extended Certificate in Business is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A Level and aims to provide a broad introduction to study of the business sector.

The learning programme covers the following areas:

- business environments
- marketing
- finance
- recruitment and selection

Career possibilities within business include accounting/finance, marketing, human resources, retail and event management to name but a few.

This qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses if taken alongside other Level 3 qualifications as part of a programme of learning.

Name of Subject: **LEVEL 3 Sports Diploma (coaching academy)**

Examination Board: **YMCA**

Course outline: ***LEVEL 3 DIPLOMA IN INCREASING PARTICIPATION IN SPORT & ACTIVE LEISURE IN A COMMUNITY SETTING (1 A-LEVEL EQUIVALENT)***

- The Coaching Academy is for both male and female students and is a must for any sports/football enthusiasts. Students will gain a broad knowledge of the Principles of Sports Development and Coaching and get the opportunity develop their practical coaching skills.
- This 2 year course is a mix of both theoretical and practical knowledge with students also getting the opportunity to avail of work based learning with local feeder Primary Schools.
- The programme will enable successful graduates to attain a Level 3 Diploma. The course is accredited by pass/fail only. A pass grade is equivalent to an A level grade C.
- This course is 100% portfolio based (**No Exam**)
- Students will cover **12 Units** over the course of two years.
- Students will also have the opportunity to complete the Sports Leaders UK Level 3 Award in Higher Sports Leadership which is worth 16 UCAS points.

- Students will develop a broad range of theoretical and practical skills throughout this course that will assist them pursue careers in the sports industry.
- Students will receive a comprehensive coach mentoring programme delivered by UEFA qualified coaches, with the opportunity to work with local Primary Schools.
- Students will have the opportunity to undertake a number of recognised sports coaching qualifications throughout the course.

The skills and knowledge gained through this course are transferable across most sport and leisure settings

Potential Career Paths

- This Level 3 Vocational Qualification will enhance student's opportunities to go on to study at further education and prepare them for employment in the Sports/Football industry.
- Job opportunities in this industry include Sports Development, Coaching, Leisure Attendants, Sports Scientists, Personal Trainers, Fitness Consultant etc
- Due to the vocational nature of this qualification the decision to award University entrance points for this course and the Sports Leaders Award is at the discretion of the individual university admissions teams.



Name of subject: CCEA English Literature A-level

The Course

Year 13 – AS level

AS Level – Content and Assessment

AS 1: The Study of Poetry and Drama: 1900 - Present

(External Written Examination: 2 hours)

Section A: The Study of Poetry 1900–Present

In Section A, students explore and respond to a range of poetry by two poets they have studied. Students learn to analyse, evaluate, and compare and contrast.

Robert Frost and Seamus Heaney

Section B – Drama

Tennessee Williams – A street car named Desire

AS 60% A2 24%

AS 2: The Study of Prose Pre 1900

(External Written Examination: 1 hour)

AS 40% A2 16%

Mary Shelley - Frankenstein

A2 Level – Content and Assessment

Year 14

A2 1: The Study of Poetry 1300 – 1800 and Drama

Section A – The Poetry of John Donne

(External Assessment: 2 hr examination)

AS 50% A2 25%

A2.2 Section B – Shakespearian Play – King Lear

A2 3: The Study of Prose – theme based

Unit A2 3: Internal Assessment

In this unit, students draw on skills developed in their AS study, in particular the study of prose pre-1900 in Unit AS 2, to communicate effectively their knowledge and understanding of the novel form. The unit encourages independent study, wider reading and enjoyment of modern literature.

Students engage in a detailed study of two novels, one of which must be a twenty-first-century novel. We encourage centres to allow students to select their own novels, with teacher guidance and support. They explore a theme and analyse how authors shape meaning. They also explore the contexts in which each novel was written and analyse connections across the texts. In writing the internally assessed essay, students develop their research abilities and writing skills.

Theme – American Dream The Great Gatsby with 21st Century novel of pupil choice

Why Study English Literature?

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.

Careers:

The study of English Literature teaches students a great deal about life, history, and society, as well as about literature itself. Research shows there is a huge range of jobs on offer for those with an academic background in English Literature.

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.

Criteria

A GCSE English Language Grade C* or Higher is required to study this subject at A' Level. A GCSE in English Literature Grade C* above would be an advantage but not essential.

Additional Information

Further details can be found at www.ccea.org.uk/specifications

Name of subject: **GCSE Mathematics**

Examining Board: CCEA

Course Outline:

GCE Mathematics is split into four modules. Candidates will sit two modules in June of Year 13 and two in June of Year 14. AS/A2 Pure 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 covers content such as sampling, presenting and interpreting data, probability, statistical distributions, kinematics, forces and Newton's Laws.

Assessment:

Year 13

AS Modules	Assessment	Results, weightings
AS Pure Mathematics	External Exam	60% of AS Level 24% of A2 Level
AS Applied Mathematics	External Exam	40% of AS Level 16% of A2 Level

Year 14

A2 Modules	Assessment	Results, weightings
Pure Mathematics	External Exam	36% of A2 Level
Applied Mathematics	External Exam	24% of A2 Level

Minimum Course Requirement:

GCSE Mathematics Grade B **AND** have sat M4 & M8

OR

GCSE Mathematics Grade C **AND** GCSE Further Mathematics Grade C

Useful Websites:

<http://www.rewardinglearning.org.uk/microsites/mathematics/gce/specification/index.asp>

KS5 OPTION CHOICES SUMMARY

January 2020

OPTION W	OPTION X	OPTION Y	OPTION Z
1. Health and Social Care DA 2. Sport SA 3. Maths SA 4. Eng Lit SA 5. Coaching SA	1. Art SA 2. History SA 3. Life and Health Science SA	1. Health and Social Care SA 2. ICT SA 3. Sport DA	1. Business SA 2. Travel and Tourism SA 3. Life and Health Science DA

Options W, X, Y and Z

OPTION W	OPTION X	OPTION Y	OPTION Z
1. Health and Social Care DA 2. Sport SA 3. Maths SA 4. Eng Lit SA 5. Coaching SA	1. Art SA 2. History SA 3. Life and Health Science SA	1. Health and Social Care SA 2. ICT SA 3. Sport DA	1. Business SA 2. Travel and Tourism SA 3. Life and Health Science DA

Pupils must indicate a second choice for all Options. Pick 3 from 4 options

	Option W	Option X	Option Y	Option Z
Example 1	Sport SA	Life and Health Science SA		Life and Health Science DA
Example 2		History SA	Health and Social Care SA	Travel and Tourism SA
First Choice				
Second Choice				

Decisions regarding the awarding of a place in sixth form will be made as soon as possible following the completion of interviews on **Thursday 20 August 2020**

Signature of interviewer _____ Thursday, 20 August 2020

Entrance Criteria for KS5 Parkhall Integrated College

As you will be aware we now have the potential to admit 60 pupils into sixth form for post 16 study for September 2020 and we will carry out interviews on either Thursday 20th or Friday 21st August for those pupils who hope to return to school. In order to be accepted back into school we will consider the following criteria:

- A minimum of 5 A*-C GCSE grades or equivalents
- A 'C' grade in either GCSE Maths or English and a 'D' in the other
- Strong evidence of successful performance in a related subject area
- A good record of attendance and punctuality
- A good record of behaviour and positive attitude to school life.

As explained at our Parents information sessions, all subjects that have been proposed will be deemed viable subject to sufficient numbers and where a subject is oversubscribed, further selection criteria may have to be applied. Decisions regarding the awarding of a place in sixth form will be made as soon as possible following the completion of interviews on Friday 21st August.

We would like to wish your child every success for these results and whatever their future holds. Further information will be available for pupils over the coming weeks and please do not hesitate to contact the college if we can be of further assistance.

Contacts and Websites

www.ccea.org.uk

CCEA is a unique educational body in the UK, bringing together the three areas of curriculum, examinations and assessment

www.ucas.com

Universities and Colleges admission services

www.ofqual.gov.uk

The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments

www.nidirect.gov.uk/careers

The Careers Service provides an impartial, all-age careers information, advice and guidance service, to help young people and adults make informed choices about their future career paths. Find out below how you can contact one of the Careers Service's professionally qualified careers advisers.

www.qca.org.uk

The Qualifications and Curriculum Authority (QCA) is committed to building a world-class education and training framework that meets the changing needs of individuals, business and society. We lead developments in curriculum, assessments, examinations and qualifications.

www.icould.com

icould is a small, dynamic charity, providing career inspiration and information for young people. We show what is possible in work and offer different ways to think about careers through free access to over 1000 personal video stories, detailed job information, plus practical tips, insight and advice.

www.examzone.co.uk

Examzone produces exam preparation materials for the Series 6, 7, 63, 65, and 66 securities licensing exams

www.edexcel.org.uk

Our World Class Qualifications programme is bringing together international assessment and education experts to develop qualifications that will support young people in the UK to meet the challenges of today and tomorrow.

www.aqa.org.uk

We are an independent education charity and the largest provider of academic qualifications taught in schools and colleges. We set and mark the papers for around half of all GCSEs and A-levels taken every year

www.nijobs.co.uk

Create your profile now to get noticed and we'll help you find the job you've always wanted. With NIJobs.com, open the door to countless job opportunities with an extensive list of registered employers.

www.belfastmet.ac.uk

Belfast Met offers a wide-ranging selection of full and part time further and higher education courses offered across the College, designed to meet your needs and aspirations whether you have just left school or are returning to education to upgrade your qualifications for a new career.

www.nrc.ac.uk/

Northern Regional College will provide students with a life-changing, supportive and innovative experience, which will equip them with the skills to compete successfully in the global employment market and meet the needs of local industry and employers.

www.serc.ac.uk

We have stayed true to our roots and remain the lifeblood of the local community and economy, and in doing so have become a top 30 UK College. We have built our reputation as a trusted and respected part of our local community by delivering an industry focused curriculum.

www.src.ac.uk

Southern Regional College is the largest Further and Higher Education College outside of Belfast in Northern Ireland. With a total of six campuses in Armagh, Banbridge, Kilkeel, Lurgan, Newry and Portadown and covering two of the newly appointed district councils, the College offers first class education and an exciting learning environment for further and higher education.

www.qub.ac.uk

This is the older of the two NI universities based in South Belfast. Over 22,000 students study the 300 degree programmes that are on offer. The university of a member of the prestigious Russell Group of leading research intensive universities.

www.ulster.ac.uk

This is the largest university in NI based over four campuses – Belfast, Jordanstown, Coleraine and Londonderry. It has around 25,000 students studying for courses within the four faculties of Arts, Humanities and Social Sciences, Computing Engineering and the Built Environment, Life and Health Sciences and Business.

www.jobcentreonline.com

This site contains all of the current jobs advertised in JobCentres in NI. It gives a quick and easy snapshot to what jobs are available and what qualifications and experience you need to get them.

www.careersbox.co.uk

Careersbox is an online library of careers film, news and information. They aim to deliver the right information at the right time to students and parents. Their case study films show real people doing real

jobs, giving views an insight into careers across all sectors. They also support *Skills Explorer* - a way for student to explore their skills and career opinions.

www.adviza.org.uk

Adviza is a registered charity inspiring young people to make better decisions that help them progress in learning and work. Their passion is to support young people and others at key transition times in their lives when key decisions need to be made.

www.prospects.ac.uk

Prospects offers expert careers advice and guidance and relevant topics such as job applications, CV writing and career planning.