



Sixth-form Subject Information for Parents



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2023 Option Blocks

- When considering subject choices, students should think carefully about subjects they are good at, those that they enjoy, subjects that combine well together and subjects that will open pathways for a future career
- Students should choose three subjects to study at post-16 level, with no more than one subject from any block and one reserve in each block.
- Students who wish to do Health and Social Care Single Award should choose it from option Y; those students wanting to choose Health and Social Care Double Award must also choose it from block W.
- Students who wish to do Life and Health Science Single Award should choose it from option Z; those students wanting to choose Life and Health Science Double Award must also choose it from block W.

Option W	Option X	Option Y	Option Z
1. Health and Social Care DA	6. History	10. Health and Social Care SA	15. Business
2. Sport DA	7. Maths	11. Sport SA	16. Media Studies
3. Travel and Tourism DA	8. English Lit	12. Geography	17. Drama
4. Life and Health Science DA	9. Employability	13. Art	18. Travel and Tourism SA
5. Public Services		14. ICT	19. Life and Health Science SA

Entrance Criteria

Art	Students 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.
Business	Previous study of a business-related course at GCSE or equivalent would be advantageous but not essential for entrance to this course of study.
Drama	A qualification of Drama at GCSE level would be beneficial but not essential. It is desirable for candidates to have a grade C* or higher in English Language .
Employability	To succeed in this course a GCSE English Grade C and above is desirable but not essential.
English Literature	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.
Geography	GCSE at grade C and above in Geography with English and Maths at C and above
Health and Social Care SA	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.
Health and Social Care DA	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.
History	It is desirable that students have a grade C* in either GCSE History or English.
ICT	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
Life and Health Science SA	Students must attain a B grade or higher in Single Award Science.
Life and Health Science DA	Students must attain a CC grade or higher in Double Award Science.
Maths	GCSE Mathematics grade B and have sat M4 & M8 or GCSE Mathematics and GCSE Further Mathematics grade C.
Media Studies	A GCSE in Media Studies – grade C*/5 or higher – or a grade B or higher GCSE in English Language or a Level 2 Award in Creative Arts and Digital Technologies (Media Studies)
Public Services	To succeed in this course a GCSE English Grade C* and above is desirable , with at least a Grade C in English being essential
Sport SA	BTEC Sport level 2 / GCSE Maths grade C / GCSE English grade C / GCSE Science grade C
Sport DA	BTEC Sport level 2 / GCSE Maths grade C / GCSE English grade C / GCSE Science grade C
Travel and Tourism SA	English and Maths at C and above and BTEC Level 2 in Travel and Tourism is preferred but not essential
Travel and Tourism DA	English and Maths at C and above and BTEC Level 2 in Travel and Tourism is preferred but not essential

Art & Design

OCR Level 3 Cambridge Technical Introductory Diploma:
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 will 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:

Students 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, students 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. They 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. Students will gain an understanding of how a marketing campaign is developed. They will explore different stages of the process that a business goes through when developing its campaign and develop their 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 money can help prevent future financial difficulties. The business finance aspects of the unit introduces 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 students to prepare and analyse statements of comprehensive income and statements of financial position.

Recruitment and selection process: Students 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. They 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 to develop the skills needed in an interview situation. Students will have an opportunity to review their individual performance and analyse 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 would be expected 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 students decide to study further, go onto work or an apprenticeship, or set up their own business, a BTEC National will be a passport to success in the next stage of 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.

Drama

AQA – 1 A-Level

COURSE OVERVIEW:

This qualification is linear. Linear means that students undertake all non-exam assessment (NEA) in the certification year and sit the written exam at the end of the course.

COURSE CONTENT:

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A-level Drama and Theatre is divided into three components:

- **Drama and theatre**
- **Creating original drama**
- **Making theatre**

ASSESSMENT:

- **Drama and theatre: Written exam: 3 hours • Open book • 80 marks • 40% of A-level**
- **Creating original drama: Working notebook (40 marks) Devised performance (20 marks) 60 marks in total 30% of A-level**
- **Making theatre: Working notebook (40 marks) Devised performance (20 marks) 60 marks in total 30% of A-level**

DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:

A qualification of **Drama at GCSE level** would be beneficial but not essential. It is desirable for candidates to have a **grade C* or higher in English Language**.

CAREER AND FUTHER STUDY OPPORTUNITIES:

Actor	Runner (Film/video broadcasting)
Broadcaster	Theatre Director/stage manager
Secondary school teacher	
Community Arts worker	
Drama Therapist	



**A-LEVEL
DRAMA AND
THEATRE**
(7262)

Specification
For teaching from September 2016 onwards
For A-level exams in 2018 onwards
Version 5.7 26 April 2017



Employability

Open College Network (OCN) NI Level 3 Diploma

Are you determined to stand out to future employers?

Are you interested in making a name for yourself in the world of work?

Are you unsure about what you would like to do in the future?

Do you want to develop skills that will help you succeed in a range of jobs?

If this sounds like you, then you should consider our course in **Employability and Professional Development!**



COURSE CONTENT:

This course is taught over the two years of post-16, totalling 360 guided learning hours.

Each unit is weighted by credits – the longer or more challenging the unit, the more credits it is worth.

Each unit is designed to develop transferrable skills that will be useful to students across a wide range of jobs.

Some of the units include:

- Application and Interview Processes
- Developing Effective Time Management Skills
- Health and Safety Procedures in the Workplace
- Improving Presentation Skills
- Teamwork and Collaboration Skills
- Team Leading Skills
- Understanding Job Market Trends

ASSESSMENT:

All of the assessment for this course is **portfolio-based**. There are no exam or external units.

The completed portfolios are moderated by teachers and verified by OCN.

Therefore, attendance is crucial as all work completed in class counts towards the final grade.

Upon full completion of the portfolio, students will be awarded a Level 3 Diploma, which is equivalent to a Grade C at A Level and recognised by UCAS.

Employability

Open College Network (OCN)NI Level 3 Diploma

DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:

To succeed in this course a **GCSE English Grade C** and above is desirable but not essential.

Computer literacy skills will be required for the completion of some units – confident using word, PowerPoint, excel and publisher.

It is essential that students are prepared to work independently in study classes and at home to complete all required coursework.

CAREER AND FURTHER STUDY OPPORTUNITIES:

This course is ideal for anyone who is unsure of what career pathway they would like to take as it provides the opportunity to develop several transferrable skills which are appealing to employers from a wide range of sectors.

There is a pathway for students to continue to university with this qualification, undertake an apprenticeship or enter employment.

English Literature

CCEA Level 3 GCE: 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). Exemplar 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, copywriting, public relations, journalism, author/writer, animator, librarian, designer, public speaking, teaching, curator, TV producer, and there are many more.

Geography

CCEA Level 3 GCE: 1 A Level

This course will enable students to develop a wide range of **transferable and employment skills**, such as:

- investigating, collecting and recording data with accuracy,
- analysing, interpreting and evaluating information
- being able to contribute to important debates on the current global issues.

AS and A2 Geography continue to build on the knowledge, understanding and skills that students have built up during their GCSE Geography.



WHAT STUDENTS WILL STUDY:

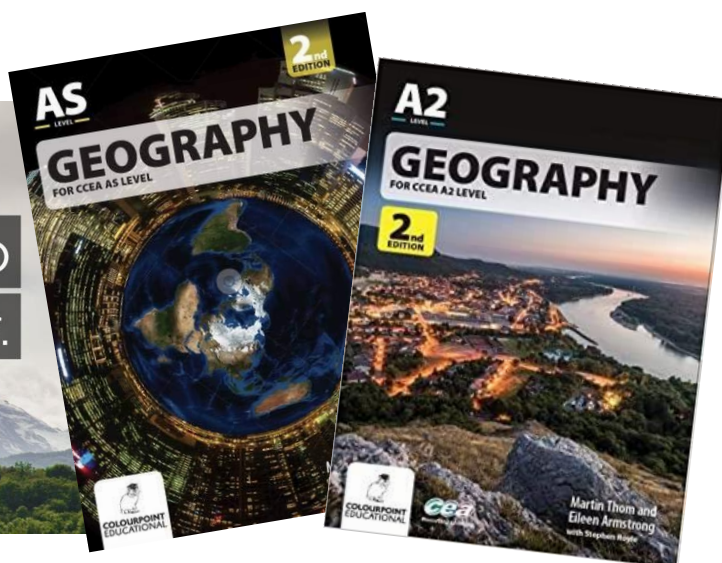
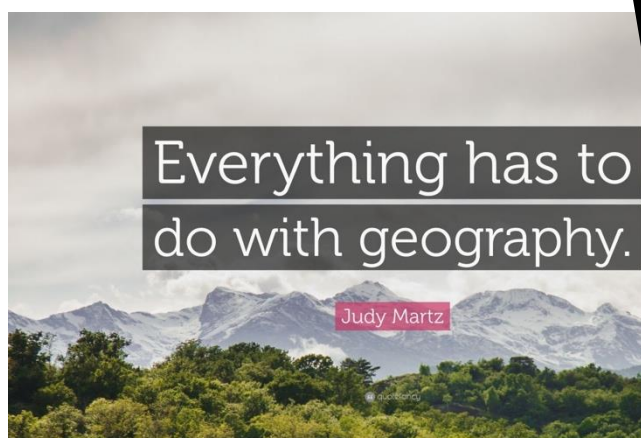
UNIT	CONTENT
AS 1: Physical Geography	<ul style="list-style-type: none"> • Rivers: processes, landforms, channel management and flooding; • Ecosystems: location, characteristics, how ecosystems function and plant succession; and • Weather and Climate: processes which create our weather, weather systems in the British Isles and global weather issues
AS 2: Human Geography	<ul style="list-style-type: none"> • Population: population data, fertility, mortality and population change, the balance between population and resources including fertility policies; • Settlement: issues in the rural-urban fringe, planning in rural environments, urban challenges in LEDCs and MEDCs; • Development: measuring development, development goals, aid, globalisation and emerging markets.
AS 3: Fieldwork Skills and Techniques in Geography	Students will have the opportunity to become conversant with the skills and techniques required for the collection of primary data, (including planning and carrying out fieldwork to investigate a geographical question), and the analysis of secondary data. Students will also develop data processing skills through constructing and analysing maps and graphs and applying statistical techniques.
A2 1: Physical Processes, Landforms and Management	<ul style="list-style-type: none"> • Tropical Ecosystems: Nature and Sustainability – locations and climate characteristics, irrigation in arid/semi-arid tropical ecosystems, sustainable development in the tropical forest ecosystem; • Dynamic Coastal Environments – coastal processes and features, regional coastlines, coastal management.
A2 2: Processes and Issues in Human Geography	<ul style="list-style-type: none"> • Planning for Sustainable Settlements – sustainability in relation to urban areas, the role of urban design and planning, the impact of transport modes and traffic management; • Tourism – the changing nature of tourism, mass tourism, ecotourism.
A2 3: Decision-making in Geography	<ul style="list-style-type: none"> • Students will be provided with a variety of resources relating to an issue which has arisen and which requires a decision. • Students will make and justify a decision based on the greater overall benefits.

Geography

CCEA Level 3 GCE: 1 A Level

ASSESSMENT:

Unit	Assessment Description	Weighting
AS 1:	External written examination: 1 hour 15 minutes	40% of AS 16% of A level
AS 2:	External written examination: 1 hour 15 minutes	40% of AS 16% of A level
AS 3:	External written examination: 1 hour	20% of AS 8% of A level
A2 1:	External written examination: 1 hour 30 minutes	24% of A level
A2 2:	External written examination: 1 hour 30 minutes	24% of A level
A2 3:	External written examination: 1 hour 30 minutes	12% of A level



ENTRANCE CRITERIA:

To study A-level Geography students must have **GCSE at grade C and above in Geography with English and Maths at C and above.**

CAREER OPPORTUNITIES:

Geography introduces and enhances key skills in further education and employment, and students of Geography are highly prized for their broad-based and relevant knowledge and skills, entering professions such as: *Environmental Engineer, Urban Planner, Real Estate Developer, Demographer, Travel/Tourism Planning, Waste Management, Forestry Technician, Hydrologist, Ecologist, Geologist, Climatologist, Cartographer Ecotourism Planner, Remote-sensing Analyst, GIS/GPS Analyst, Field Surveyor, Conservationist, Outdoor Recreation Management, Computer Mapping and Software Developer*

Health & Social Care (SA)

Single Award

Pearson 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	Dietician	Occupational Therapist	Care Worker	Nursery assistant
Counsellor	Health & Safety Advisor	Mental Health Worker	Primary Teaching	Teacher

Health & Social Care (DA)

Double Award

Pearson Level 3 National Extended Certificate:
Equivalent to 2 A Levels

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: Enquiries 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.



History

CCEA Level 3 GCE: 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, students 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-Irish¹⁶ Treaty of 1921, which set up the Irish Free State and the subsequent Civil War.

History

CCEA Level 3 GCE: 1 A Level

ENTRANCE REQUIREMENTS

It is desirable that students have **a grade c* either GCSE History 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 steppingstone 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 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 – students will learn about both technologies and how they are used. They will research both technologies and design both a virtual and an augmented-reality resource. Finally, students will use their 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 students the opportunity to explore the possible impacts, both positive and negative, that may be generated by using social media as a digital marketing tool.

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

ENTRANCE REQUIREMENTS/DESIRABLE QUALITIES

Ideally, a student 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 Technical in ICT has 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 & Health Science (SA)

Single Award

CCEA Level 3 GCE: 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:

Students will complete six units: three units in AS and 3 units in A2.

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



COURSE CONTENT:

Examination Board: CCEA

AS Level	A2 Level
AS 1 – Experimental Techniques	A2 1 – Scientific Methods
AS 2 – Human Body Systems	A2 2 – Organic Chemistry
AS 3 - Aspects of Physical Chemistry in Industrial Processes	A2 3 – Medical Physics

ENTRY REQUIREMENTS:

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

CAREER OPPORTUNITIES:

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

Life & Health Science (SA)

Double Award

CCEA Level 3 GCE: 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:

Students will complete 12 units – 6 units in AS and 6 units in A2.

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



COURSE CONTENT:

Examination Board: CCEA

AS Level	A2 Level
AS 1 – Experimental Techniques	A2 1 – Scientific Methods
AS 2 – Human Body Systems	A2 2 – Organic Chemistry
AS 3 - Aspects of Physical Chemistry in Industrial Processes	A2 3 – Medical Physics
AS 4 - Brain Science	A2 4 – Genetics, Stem Cell Research & Cloning
AS 5 – Material Science	A2 5 – Dentistry & Oral Health
AS 6 – Medicine, Drug and Clinical Trials	A2 6 – Histology & Pathology

ENTRY REQUIREMENTS:

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

CAREER OPPORTUNITIES:

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

Mathematics

CCEA Level 3 GCE: 1 A Levels

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** 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

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

COURSE OVERVIEW:

Digital Media engages students in the in-depth study of media products in relation to real-world applications.

This course offers a more practical approach to Media Studies, with a focus on creating and working with media products.

ASSESSMENT SUMMARY:

Two exam papers: Media Products and Audiences and Pre-production and Planning.

Three internal assessments spread across two years:

Creating a Media Product, Pitching a Media Product and Scripting for Media Products.



COURSE CONTENT:

Examination Board: OCR

Across the two years, students will engage with a range of media products 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 a diverse range of media products and approach them in a much more practical way than at key stage 4.

Opportunities to study products such as the Marvel Universe in areas such as film, television, advertising, gaming, music, and social media and to examine how radio and television are created and how social media is changing the media landscape in real time.

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. Skills in creativity in combination with an engagement in media.

A GCSE in Media Studies – grade C*/5 or higher – or a grade B or higher GCSE in English Language or a Level 2 Award in Creative Arts and Digital Technologies (Media Studies). A **grade C* or above GCSE in English Literature** would be an advantage but not essential.

Media Studies

Cambridge Technical Introductory Diploma Level 3
Equivalent to 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	Arts administrator
Cinematographer	Primary/secondary school teacher
Computer games tester	Social media manager
Copywriter	Television/film producer
Editorial assistant	Theatrical producer
Medical illustrator	TV or film camera operator
Newspaper journalist	User acceptance tester
Photographer	Video editor
Advertising account executive	Web content manager
Magazine journalist	Web editor
Advertising media buyer	Writer

Public Services

Pearson BTEC Level 3 Extended Certificate

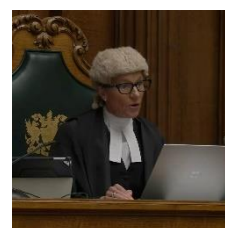
COURSE OVERVIEW:

Are you interested in how the uniformed protective services work together to support our communities?

Have you always wanted to explore the world of criminology? Are you keen to explore how the country is tackling crime?

Do you follow criminal trials and want to learn more about the legal processes?

If this sounds like you, then you should consider our course in Public Services!



COURSE CONTENT:

Examination Board - Pearson

This course is taught over the two years of post-16, totalling 360 guided learning hours.

There are two compulsory units of work (units 2 and 5) and two optional units (units 13 and 15).

Unit 2: Behaviour and Discipline in the Uniformed Protective Services

Unit type: Exam unit

Unit overview: The uniformed protective services are defined as armed services, police, fire and rescue service and custodial services. There are many influences on the behaviour of those working in the uniformed protective services. In this unit, students will examine a range of theories that underpin behaviour and how they are applied in the uniformed protective services. They will explore how authority is used to benefit both the individual and society, based on key types of authority in the public sector, making connections between theory and practice. This unit will support progression to higher-education courses that focus on behavioural dynamics, organisation and behaviour in the public sector and investigative psychology in public service, and to degree programmes specifically related to the uniformed protective services, such as policing, fire and rescue or offender management.

Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services

Unit type: Coursework unit

Unit overview: In this unit, students will learn about leadership, investigating the different styles of leadership and how they are best used in the uniformed protective services. They will learn how to be an effective team member, while developing leadership skills and will have the opportunity to apply these skills in different situations. Students will gain an understanding of the different types of communication systems used by the uniformed protective services, and the importance of clear communication, together with learning how these systems have enabled the services to become more efficient.

Public Services

Pearson BTEC Level 3 Extended Certificate

Unit 13: Introduction to Criminology

Unit type: Coursework unit

Unit overview: Criminology is the study of crime and criminal behaviour, drawing on psychology, sociology, law, and other disciplines, to explain the causes and prevention of crime. In this unit, students will study the theories of the causes of criminal behaviour and any other contributory factors that may lead to criminality and antisocial behaviour. Students will look at the impact of crime on society, exploring concepts such as 'fear of crime' and how this may manifest itself in both individuals and communities. They will determine why, according to criminological theories, that certain groups are more likely to commit crimes than others. Students will look at the theories underlying the various methods of crime prevention and the different punishment methods used for those convicted of crime. Finally, students will explore how those who have been victims of crime or who have witnessed crime, and those who may be at risk of threats and intimidation, can be supported by the uniformed protective services, other public services, and other related bodies.

Unit 15: Police Powers and the Law

Unit type: Coursework unit

Unit overview: In this unit, students will develop an understanding of the criminal justice system. They will look at the criminal trial process and examine the procedures that must be followed before the trial and during the trial itself. To understand why certain offenders, receive specific sentences, students will explore the different types of sentencing and what the aims of sentencing are. This unit will introduce the various personnel involved in the administration of justice and their respective roles in the criminal trial process. Students will explore the legal framework within which the police must work when searching, arresting, detaining, and interviewing individuals, including how the rights of the individual are safeguarded. Students will investigate the procedure for making a complaint against the police when an individual feels that their rights have been infringed.

ASSESSMENT:

In Year 13, units 2 and 13 are assessed. Unit 2 is an **external examination** which is 2 hours in duration. Unit 13 is a **coursework-based unit** assessed internally.

In Year 14, units 5 and 15 are assessed both as **internal coursework units**.

DESIRABLE PERSONAL QUALITIES / ENTRANCE CRITERIA:

To succeed in this course a **GCSE English Grade C* and above** is desirable, with **at least a Grade C in English** being essential.

It would be beneficial for students to have completed the **Level 2 Public Services** qualification at GCSE level; however, this is not compulsory.

It is essential that students are prepared to work independently in study classes and at home to complete all required coursework.

CAREER AND FURTHER STUDY OPPORTUNITIES:

This course is ideal for anyone who is wishing to apply to university to study law, criminology, psychology, social work, or any uniformed services related degree areas.

It will also open doors when applying for higher level apprenticeships or junior roles within the emergency or armed services.

Sport (SA)

Single Award

Pearson BTEC Level 3 Extended Certificate
Equivalent to 1 A-Level

COURSE OVERVIEW:

Level 3 BTEC Sport is an ideal foundation to continue the 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 Science grade C.**

CAREER OPPORTUNITIES:

Sport and exercise science	Teacher training
Sports management	Sports marketing
Outdoor education	Event management
Sports development	Sport, leisure, and business
Sports coaching and leadership	Fitness training

Sport (DA)

Double Award

Pearson BTEC Level 3 Extended Certificate
Equivalent to 2 A-Levels

COURSE OVERVIEW:

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

This course contains:

Nine units – a mixture of practical and theory – **three exam-based** units with 45% of the course assessed externally and **six portfolio-based units** with 55% of the course assessed internally.

COURSE CONTENT:

Examination Board: Pearson BTEC

Compulsory

Unit 1: Anatomy and Physiology (**exam**).

Unit 2: Fitness Training and Programming for Health, Sport, and Well-being (synoptic **exam**).

Unit 3: Professional Development in the Sports Industry (**coursework**).

Unit 4: Sports Leadership (**coursework**).

Unit 22: Investigating Business in Sport and the Active Leisure Industry (synoptic **exam**).

Unit 23: Skill Acquisition in Sport (**coursework**).

Optional

Unit 5: Application of Fitness Testing (**coursework**).

Unit 7: Practical Sports Performance (**coursework**).

Unit 8: Coaching for Performance (**coursework**).

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 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 (SA)

Single Award

Pearson BTEC Level 3 Extended Certificate
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).

Assessment will either be External (E) such as an official exam set by Pearson, Synoptic (S) which means the task is set by Pearson or Internal (I), approved by Pearson but assessed by the 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, students 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, currently the long-term effects of COVID. Some of them are within the control of travel organisations, while others are beyond their control. Students will need to know how organisations react to changes and trends to determine their present and future operating policies.

Unit 2: Global Destinations

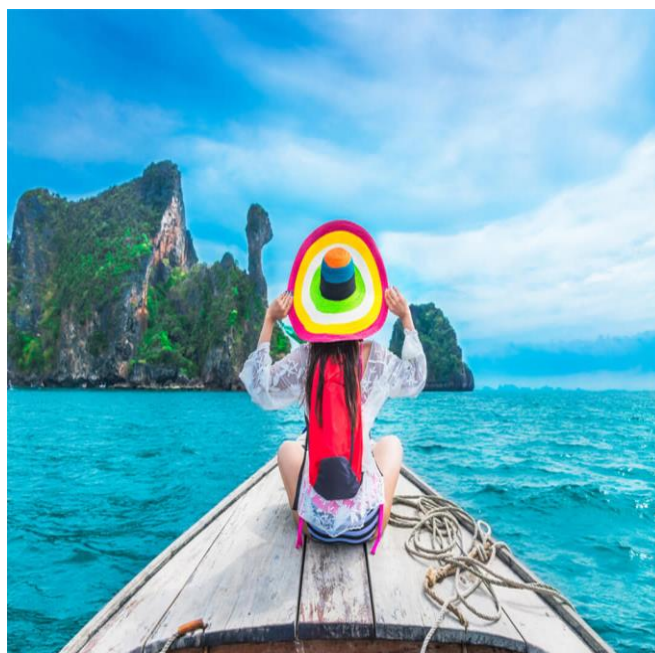
Unit type: **External Synoptic Exam / Mandatory Unit**

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, students 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 students to progress to higher-education courses by developing knowledge of how to carry out research and make decisions based on information from a variety of sources. It will also help prepare students for a career in the travel and tourism industry as they apply geographical knowledge and evaluate travel and tourism data to meet a given brief.



Travel & Tourism (SA)

Pearson BTEC Level 3 Extended Certificate
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, students 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, students will investigate visitor attractions and the different ways they are funded. They 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.

ENTRANCE CRITERIA:

GCSE Maths and English at Grade c or above and BTEC L2 in Travel and Tourism is preferred but not essential.

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

Travel & Tourism (DA)

Double Award

Pearson BTEC Level 3 Extended Certificate
Equivalent to 2 A-Levels

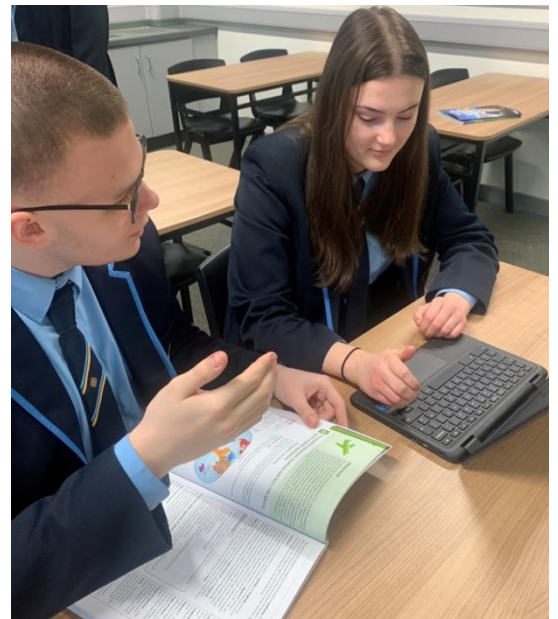
This double award course is taught over 720 hours (over two years) and has six mandatory units (**M**) and two optional units (**O**).

Assessment will either be External (**E**) such as an official exam set by Pearson, Synoptic (**S**) which means the task is set by Pearson or Internal (**I**), approved by Pearson but assessed by your teacher.

In addition to the four units studied for the Extended Certificate, four additional units are added. Each of these are listed below.

ENTRANCE CRITERIA:

GCSE Maths and English at Grade c or above and **BTEC L2 in Travel and Tourism** is preferred but not essential.



COURSE CONTENT:

Unit 4: Managing the Customer Experience

Unit type: **Internal Portfolio/ Mandatory Unit**

Guided learning hours: **90**

Unit 5: Travel and Tourism Enterprises

Unit type: **Internal Portfolio / Mandatory Unit**

Guided learning hours:

Unit 7: Sustainable Tourism

Unit type: **Internal Portfolio/ Optional Unit**

Guided learning hours: **90**

Unit 16: Researching Current Travel Trends and Key Issues in Travel and Tourism

Unit type: **Internal Portfolio/ Mandatory Unit**

Guided learning hours: **120**

Additional Information

ENTRANCE CRITERIA

Students 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 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 students will have the opportunity to contribute to the prefect system within the school and to be considered as Head Boy or Head Girl. Students 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, students will have the opportunity to engage in a range of enrichment opportunities including Spanish, Sport, Young Enterprise and Volunteering, in addition in having the opportunity to re-sit English or Maths if required.

CAREER PATHWAYS

All students 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 students are allocated a staff mentor to assist with this process. Additional time will be spent investigating possible apprenticeship and employment opportunities. All students will have the opportunity to undergo relevant work experience during year 13.

