

# Ballyclare Secondary School



**Year 13/14 Options  
2016-2018**

## **Ballyclare Secondary School**

The task any school faces is to build a curriculum, sufficiently broad, flexible and stimulating to engage the diverse range of aptitudes young people bring with them to school. It is our aim to assist pupils to acquire intelligence and to nurture their individual aptitudes and abilities to develop life-long learners.

Having reached the end of Key Stage 4 there are important choices to be made regarding the various routes available at Post 16. Our 6<sup>th</sup> Form provides an exciting and broad range of courses which will prepare young people for further study or to take their place in the world of work. The purpose of this booklet is to ensure that pupils and parents/carers are fully informed about the opportunities for further study in Ballyclare Secondary School and within the Ballyclare Learning Community.

The Entitlement Framework requires that we offer a wide range of subjects to pupils at Post 16 and for a number of years we have been working in collaboration with Ballyclare High School in an effort to increase the number of subjects available. We also continue to work closely with the Northern Regional College to ensure the availability of more applied subjects.

It is important that pupils make an informed choice when selecting their subjects for study at Post 16 and they are supported throughout this transition stage by the careers staff led by Mrs V Beattie, Senior Teacher CEIAG, assisted by Mr Adams and Ms Russell. Please do not hesitate to ask them or any of your subject teachers for advice.

Further advice is available from Mr Thompson, Senior Teacher - Educational Provision.

Best wishes for the future.

**Mrs K O Bell**

**Principal**

## Table of Contents

Principal's comment	1
Criteria for Admission to Year 13	3
<b>AS and A2 Courses:</b>	
Accounting	4
Art and Design	5
Biology	6
Business Studies	7
Chemistry	8
English Literature	9
French	10
Geography	12
Health & Social Care	14
History	15
ICT (Applied)	16
Life and Health Science	17
Mathematics	18
Media Studies	19
Moving Image Arts	20
Music	22
Nutrition and Food Science	24
Performing Arts	25
Physical Education	27
Religious Studies	28
Technology and Design	29
Travel and Tourism (Single Award)	31
Travel and Tourism (Double Award)	32
<b>Level 3 BTEC National Award in Children's Care, Learning and Development</b>	
	33
<b>Level 3 BTEC Extended Certificate in Sport</b>	34
<b>Cambridge Technical Diploma in Business (Level 2)</b>	36
<b>Level 2 BTEC Diploma in Sport</b>	37
<b>Level 1 Award in Sports Leadership</b>	38
<b>Level 2 Award in Sports Leadership</b>	39
<b>Level 3 Award in Sports Leadership</b>	40
<b>Coach Education</b>	41
<b>Sixth Form Enrichment</b>	42
<b>Careers Guidance</b>	44

## Criteria for Admission to Year 13

### **1. Pupils wishing to study 3 GCE Advanced Level Courses**

- i. At least 5 GCSEs at Grades A\* - C, **three** of which must be at least Grade B
- ii. A minimum of 8 points from 5 GCSE grades calculated on the basis of the GCSE results as follows:

A\*/A = 3 Points

B = 2 Points

C = 1 Point

**Applicants must achieve a B Grade or above in the subject they wish to study at A-Level or in a suitable subject specified in the options booklet.**

### **2. Pupils wishing to study 2 GCE Advanced Level Courses and either BTEC National Award in Children's Care, Learning and Development (Level 3) or BTEC Extended Certificate in Sport (Level 3).**

- i. At least 5 GCSEs at Grades A\* to C, **two** of which must be at least Grade B
- ii. A minimum of 7 points from 5 GCSE grades calculated on the basis of the GCSE results as follows:

A\*/A = 3 Points

B = 2 Points

C = 1 Point

**Applicants must achieve a B Grade or above in the subject they wish to study at A Level or in a suitable subject in the options booklet and a C Grade or above in either Child Development or Physical Education.**

### **3. Cambridge Technical Diploma in Business (Level 2)**

- i. At least 2 GCSEs at a minimum of Grade D
- ii. Interview

(Please note that this is a one year course)

### **4. BTEC National Award in Sport (Level 2)**

- i. At least 2 GCSEs at a minimum of Grade D
- ii. Interview

(Please note that this is a one year course)

## Accounting – AS and A2

**Staff: Mr Waldron**

**Specification/Examination Board: CCEA**

The AS and A2 Accounting specifications are designed so that students can develop a knowledge and understanding of the purposes of Accounting, its concepts and techniques and their development as well as an appreciation of the limitations of Accounting.

Students will have to select and apply this knowledge to a variety of accounting problems and to analyse and interpret information in different forms, for example, accounting statements, reports, tables, graphs and charts.

It is also hoped that students will be able to develop the skills of communication, numeracy, presentation and evaluation of accounting information.

### Summary of Subject Content

Unit 1	Introduction to Financial Accounting
Unit 2	Financial Management and Accounting
Unit 3	Further Aspects of Financial Accounting
Unit 4	Further Aspects of Management Accounting

### Summary of the Structures of AS and A2

Unit	Assessment Format	Weightings % of A Level
AS 1	Four compulsory questions	50% of AS 25% of A Level
AS 2	Four compulsory questions	50% of AS 25% of A Level
A2 1	Four compulsory questions	25% of A Level
A2 2	Four compulsory questions	25% of A Level

**Entry requirements for AS Accounting: Grade B or above in one of the following subjects:**

- **GCSE Business Studies**
- **GCSE Mathematics**

## Art & Design – AS and A2

**Head of Department: Miss Moody**

**Specification/Examination Board: CCEA**

The AS and A2 courses in Art and Design requires students to develop practical and theoretical knowledge and skills. The AS Level will be completed in Year 13. It may be used as a stepping stone to the A2 advanced level in Year 14 or used as a 'stand alone' qualification. Students should be encouraged to develop: intellectual, imaginative, creative and intuitive powers; investigative, analytical, experimental, practical, technical and expressive skills an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate; knowledge, understanding and application of art, craft, design and media, and technologies in contemporary and past societies and cultures; and an awareness of different roles, functions and audiences and consumers of art, craft and design practice.

### Summary of Subject Content

#### AS Level

Unit 1 Coursework combining a number of 2D/3D strands leading to one main outcome.

Unit 2 This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component. The theme/starting points for this unit will be presented in an examination paper.

#### A2 Level

Unit 1 A personal study combining practical and written work leading to a final outcome.

Unit 2 This unit consists of an externally set task requiring preparatory work and a final response completed as a controlled test component.

### Summary of the Structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Teacher assessment of student's coursework portfolio, with external moderation.	25%
AS 2	Teacher assessment of controlled test, with external moderation.	25%
A2 1	Teacher assessment of personal investigation, with external moderation.	25%
A2 2	Teacher assessment of controlled test, with external moderation.	25%

The AS and A2 level courses provide a very solid foundation for study at a higher level in a range of art and design areas of practice and/or to careers in the following areas:

- Advertising
- Fashion
- Architecture
- Printing
- Display
- Television
- Interior Design
- Teaching
- Graphic Design
- Theatrical Design
- Photography
- Product Design
- Visual Communication
- Film
- Landscape Architecture

**Entry requirements for Art & Design: Grade B or above in GCSE Art & Design.**

## Biology AS and A2

**Head of Department: Dr Flint**  
**Specification/Exam Board: CCEA**

The aims of the course are:

- To sustain and develop an enjoyment and interest in Biology.
- To develop essential knowledge and understanding of the concepts of Biology and the skills needed for the use of these in new and changing situations.
- To develop an understanding of scientific methods.
- To be aware of advances in technology, including Information Technology, relevant to Biology.
- To recognise the value and responsible use of Biology in society.

### Summary of Course Content

AS Level	A2 Level
Unit 1: Molecules and Cells	Unit 1: Physiology, Co-ordination and Control and Ecosystems
Unit 2: Organisms and Biodiversity	Unit 2: Biochemistry, Genetics and Evolutionary Trends
Unit 3: Assessment of Practical Skills	Unit 3: Assessment of Practical Skills

### Summary of Assessment

Unit	Assessment Format	% of A-Level
AS 1	Written paper – 1 hour 30 minutes	15%
AS 2	Written paper – 1 hour 30 minutes	15%
AS 3	External Examination and Internal Practical Assessment	10%
A2 1	Written paper – 2 hours 15 minutes	24%
A2 2	Written paper – 2 hours 15 minutes	24%
A2 3	One piece of Coursework	12%

The AS and A2 level courses provide a very solid foundation for study at a higher level in a range of scientific areas and/or to careers in the following areas: Forensic Science, Education, Research and Development, Healthcare Professionals, Environmental Studies.

**Entry requirements for Biology: Grade B or above in one of the following subjects:**

- GCSE Biology
- GCSE Additional Science
- GCSE Double Award Science
- GCSE Triple Award Science

## Business Studies – AS and A2

**Head of Department: Mrs Emerson**

**Specification/Examination Board: CCEA**

The AS and A2 Business Studies specifications are designed to encourage students to:

- Develop an enthusiasm for studying business.
- Provide enterprising and creative solutions to business problems and issues.
- Progress to study at further and higher education, training and employment.

### Summary of Subject Content

#### AS Level

Unit 1 **The Enterprising Business:** Portfolio work

Unit 2 **The Enterprising Manager:** Portfolio work

Unit 3 **External influences on Business Enterprise:** Supply and demand, International marketing, completion

#### A2 Level

Unit 7 **Finance:** Preparation and interpretation of final accounts

Unit 9 **Enterprise in practice:** Planning and running a mini enterprise. Portfolio work

Unit 10 **Investing in people:** Portfolio work

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Internally assessed coursework	33.3% of AS
AS 2	Internally assessed coursework	33.3% of AS
AS 3	External paper 1 ½ hrs	33.3% of AS
A2 7	External paper 1 ½ hrs	16.6% of A Level
A2 9	Internally assessed coursework	16.6% of A Level
A2 10	Internally assessed coursework	16.6% of A Level

The AS and A2 courses provide a very solid foundation for study at higher level in courses including; Business with Media, Business with Computing and Business with Spanish. There is a range of business careers including: Business Administration, Business Management, Business Accounting and Marketing.

**Entry requirements for Business Studies: Grade B or above in one of the following subjects:**

- **GCSE Business Studies**
- **GCSE Business Communication Systems.**

**NB: Completion of the 1 Year Cambridge Technical course will not be acceptable for entry on this course.**

## Chemistry AS and A2

**Head of Department: Dr Flint**  
**Specification/Exam Board: CCEA**

The aims of the course are:

- To develop an interest in and enthusiasm for Chemistry, including developing an interest in further study and careers in the subject.
- To appreciate how society makes decisions about scientific issues and how the science contributes to the success of the economy and society.
- To develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works.
- To develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other.

### Summary of Course Content

AS Level	A2 Level
Unit 1: Basic Concepts in Physical and Inorganic Chemistry	Unit 1: Further Physical and Organic Chemistry
Unit 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	Unit 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
Unit 3: Basic Practical Chemistry	Unit 3: Further Practical Chemistry

### Summary of Assessment

Unit	Assessment Format	% of A-Level
AS 1	Written paper – 1 hour 30 minutes	16%
AS 2	Written paper – 1 hour 30 minutes	16%
AS 3	Practical Examination – 2 hours 30 minutes	8%
A2 1	Written paper – 2 hours	24%
A2 2	Written paper – 2 hours	24%
A2 3	Practical Examination – 2 hours 30 minutes	12%

The AS and A2 level courses provide a very solid foundation for study at a higher level in a range of scientific areas and/or to careers in the following areas: Forensic Science, Education, Research and Development, Healthcare Professionals, Environmental Studies, Chemical Engineering, Pharmacology and many others.

**Entry requirements for Chemistry: Grade B or above in one of the following subjects:**

- GCSE Chemistry
- GCSE Additional Science
- GCSE Double Award Science
- GCSE Triple Award Science

## English Literature – AS and A2

**Head of Department: Mrs Oliver**

**Specification/Examination Board: CCEA**

A wide range of literary texts are studied across the three genres: poetry, prose and drama. AS is studied in Year 13, with the option of extending the level of study to A2 in Year 14.

### Why study Literature?

Reading is a lifelong pleasure and the skills developed through engaging with a wide and challenging range of texts provide students with a solid basis for future studies. This qualification is for students with an interest in reading texts from the canon of English literature and also texts by more modern writers. It is likely to appeal to anyone who enjoyed studying English Literature at GCSE. Students acquire skills that are valued in further and higher education, as well as in the workplace. These include advanced study skills, analysis, independent research, and higher order thinking skills.

### Summary of Subject Content

Unit	Assessment	Weighting
AS 1: The Study of Poetry 1900–Present and Drama 1900–Present	External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book.	60% of AS 25% of A level
AS 2: The Study of Prose Pre 1900	External written examination 1 hour Students answer one question. Closed book	40% of AS 15% of A level
A2 1: Shakespearean Genres	External written examination 1 hour 30 minutes Students answer one question Closed book	20% of A level
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry	External written examination 2 hours Students answer two questions, one from Section A and the question set in Section B. Closed book	20% of A level
A2 3: Internal Assessment	Internal assessment Students complete a 2500-word essay.	20% of A level

Study of English at Advanced Level leads to a wide range of careers, for example in the Media Industry, Teaching, Arts, Administration, Publishing, Journalism, Writing, Acting, Directing, Librarianship, Law, The Business Industry and Finance.

**Entry requirements for English Literature: Grade B or above in one of the following subjects:**

- **GCSE English**
- **GCSE English Literature**

## French – AS and A2

**Head of Department: Miss Dundas**

**Specification/Examination Board: CCEA**

The AS and A2 courses in French extend naturally from the skills developed and assessed at GCSE.

The courses encourage candidates to:

- Develop understanding of spoken and written forms of French in a variety of contexts.
- Communicate confidently, clearly and effectively in French, using increasingly accurate, complex and varied language.

### Summary of Subject Content

#### AS Level

Students will explore and develop understanding of the contemporary society, cultural background and heritage of France while building upon their linguistic knowledge and abilities. This will be achieved by listening, reading and responding to authentic material.

Assessment is in the form of two examinations covering the four skill areas of listening, speaking, reading and writing. These examinations are taken in May/June of Year 13.

#### A2 Level

Successful completion of the AS course leads to further study of the topic areas above in greater depth and developing a higher level of critical awareness. Study at A2 level includes issues of local and global citizenship and awareness. At A2 students also study French Literature.

Assessment follows a similar format to AS level.

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A Level
<b>AS 1 Speaking</b>	Presentation and Conversation (total 11 mins)	12%
<b>AS 2 Listening, Reading and Use of Language</b>	Section A Listening (40 min) Section B Reading (50mins) Section C Use of Language (translation and grammatical and lexical exercises) (30 mins) Total 2 hours	16%
<b>AS 3 Extended Writing</b>	One essay in French in response to a film or literary text (1 hour)	12% <b>AS: 40% of A level</b>
<b>A2 1 Speaking</b>	Presentation and Conversation (total 15 min)	18%
<b>A2 2 Listening and Reading</b>	Section A Listening (45 min) Section B Reading (2 hours) Total 2h 45mins	24%
<b>A2 3 Extended Writing</b>	One essay in French in response to a set literary text (1 hour)	18% <b>A2: 60% of A level</b>

The AS and A2 level courses provide a very solid foundation for study at a higher level in a range of linguistic areas of practice. The course could also lead to future careers in Advertising; Business; Banking; the Civil Service; Computer Game Software Design; Culture, Arts and Entertainment; Education; Fashion; Geoscience; Interpreting; Marketing; Publishing; Public Relations and Translation and Tourism.

**Entry requirements for French: Grade B or above in GCSE French.**

## Geography - AS and A2

**Head of Department: Mrs Campbell**

**Specification/Examination Board: CCEA**

The course is suited to those interested in the world around them. It offers the opportunity to learn how people are affected by natural phenomena and how human activity has shaped the world in which we live. Students have the opportunity to carry out a fieldwork investigation and to develop geographical and statistical skills. It builds upon the knowledge gained at GCSE and relates well to environmental technology and the sciences.

Students acquire skills in report writing, investigation, the analysis and interpretation of data and justifying complex decisions. These skills are valued in further and higher education as well as in the workplace. The department is well resourced for this level of study in respect of conventional textbooks, information technology and professional expertise.

### Summary of Subject Content

#### AS Level

##### Unit 1: Physical Geography

Includes the study of human interactions in fluvial environments; global biomes and small scale ecosystems; the processes that shape our weather and climate, weather in the British Isles and global weather issues.

##### Unit 2: Human Geography

Students learn about population data, change and resources; settlement change, planning in rural environments and urban challenges; and the measuring of development, reducing the development gap and emerging markets.

##### Unit 3: Fieldwork Skills and Techniques in Geography

This involves a fieldwork study relating to topics studies unit 1 or 2.

#### A2 Level

##### Unit 1 Physical Processes, Landforms and Management

Four options of which students will study **two** from:

Option A - Plate Tectonics: Theory and Outcomes

Option B - Tropical Ecosystems: Nature and Sustainability

Option C – Dynamic Coastal Environments

Option D – Climate Change: Past and Present

##### Unit 2 Processes and Issues in Human Geography

Four options of which students will study **two** from:

Option A – Cultural Geography

Option B – Planning for Sustainable Settlements

Option C – Ethnic Diversity

Option D – Tourism

##### Unit 3 Decision Making in Geography

This unit is uses a range of resources, based on a real world scenario, which the students will analyse and produce a written report.

## Summary of the structures of AS and A2

Unit	Assessment Format – 6 externally assessed units	Weightings % of A level
AS 1	External exam 1 hour 15 minutes	16%
AS 2	External exam 1 hour 15 minutes	16%
AS3	External exam paper 1 hour	8%
A2 1	External exam paper 1 hour 30 minutes	24%
A2 2	External exam paper 1 hour 30 minutes	24%
A2 3	External exam paper 1 hour 30 minutes	12%

A Post-16 Geography qualification is useful and relevant for many careers, such as:

- Agriculture
- Armed Services
- Estate Management
- Housing Management
- Landscape Architecture
- Town Planning
- Recreational Management
- Teaching
- Transport Management

- **Entry requirements for Geography: Grade B or above in GCSE Geography.**

## Health & Social Care – AS and A2

**Head of Department: Mrs McCrea**

**Specification/Examination Board: CCEA**

This broad based qualification gives students the opportunity to study an eclectic range of subjects relevant to the health, social care and early years sectors. The qualification will appeal to students with an interest in health and well-being and the care of others. Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others.

The GCE Health and Social Care specification consists of 3 AS and 3 A2 units. A Work placement will also form part of the course and it is expected that the placement will be in an area of health, social care and early years relevant to the area being studied in order to gather research information to aid report writing.

### **Assessment Format**

Internal assessment involves the completion of a written report which is restricted to a word count limit. External assessment involves the completion of a two hour exam paper which contains 3 questions.

### **Summary of the structures of AS and A2**

#### **AS Level**

<b>Unit Title</b>	<b>Form of Assessment</b>
AS 1: Promoting Positive Care	Internal assessment 5000 word report
AS 2: Communicating in a Care Setting	Internal Assessment 5000 word report
AS 3: Health and Well Being	2 hour examined unit (3 questions)

#### **A2 Level**

<b>Unit Title</b>	<b>Form of Assessment</b>
A2 10: Providing Services	2 hour examined unit based on pre-release material. 3 questions based on one service group user
2 further units to be confirmed	

This is a 2 year course which aims to prepare individuals for careers in the Health Sector including: Nursing, Midwifery, Occupational Therapy, Speech and Language Therapy, Psychology, Environmental Science, Clinical Science, Consumer Studies, Health Education and Promotion, Counselling, Social and Community Work, Early Years, Child Development, Nursing, Government or Teaching.

### **Entry requirements for GCE AS Health & Social Care (Single Award):**

**GCSE Grade B or above in one of the following subjects:**

**Business and Communication, Business Studies, Child Development, English, English Literature, Geography, History, Home Economics, ICT, PE, Core Science, Additional Science, Biology, Leisure and Tourism.**

**NB: Completion of the 1 Year Cambridge Technical course will not be acceptable for entry on this course.**

## History – AS and A2

**Head of Department: Miss Morrow**

**Specification/Examination Board: CCEA**

Students will follow a two year course, with two AS modules in the first year and two further A2 modules in the second year.

(N.B. Specification under review)

Unit	Assessment Format	% of A level
<b>AS 1</b>	1hr 30 min external exam paper Option 5: Germany 1919–45	20%
<b>AS 2</b>	1hr 30 min external exam paper Option 3: Ireland 1823–67	20%
<b>A2 1</b>	1hr external exam paper Option 5: Clash of Ideologies in Europe 1900–2000	20%
<b>A2 2</b>	2hr 30mins external exam paper Option 4: Partition of Ireland 1900–25	40%

### Summary of the structures of AS and A2

A-Level History provides students with opportunities to explore key political, economic and social events which have helped to shape today's institutions, governments and societies. It also develops skills which are transferable and which can be adapted to all work related contexts. Students will develop the ability to analyse and evaluate evidence, reaching conclusions and judgements. They will develop the ability to present arguments or debates in a logical and clear manner, and to think critically, drawing rational conclusions based on evidence. These skills are highly valued by employers in various fields of work including Journalism, Media, Teaching, Administration, Law, Archaeology, Research, Business and Museums.

**Entry requirements for AS History: Grade B or above in GCSE History.**

## ICT (Applied) - AS and A2

**Head of Department: Miss Nevin**

**Specification/Examination Board: CCEA**

This course is designed to encourage students to:

- Develop a broad range of ICT skills and knowledge of the uses of ICT in vocational contexts.
- Develop knowledge and understanding of components, functions and applications of information systems within a range of organisations.
- Develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this understanding and apply their knowledge and understanding of ICT and use skills e.g. planning, research, evaluation, problem solving in vocational contexts.
- Develop an understanding of the impact of information systems on organisations' personnel, policies and practices and develop project management skills and an understanding of the need to work with others.

### Summary of Subject Content

#### AS Level

Unit 1 Information and Communication looks at the importance of information and communication within an organisation.

Unit 2 Software Applications and Tools examines the role of operating systems and utility software applications.

Unit 3 Organisations and Information Systems investigates the nature of organisations and how they are structured and managed.

#### A2 Level

Unit 7 Investigating Systems will consider the role of systems analysis, systems design and how to conduct a systems investigation.

Unit 8 Database Design looks at how databases are structured and used in organisations, also facilities provided by a typical relational database and the importance of testing a user specified system.

Unit 9 Website Design and Management examines how to develop and design websites: also students will study different site models and evaluate site structure, ease of navigation and dynamic content.

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Portfolio	33.33%
AS 2	Practical Computer Exam - 2 ½ hrs	33.33%
AS 3	Case Study – Portfolio	33.33%
A2 7	Written Exam - 2 hrs	33.33%
A2 8	Portfolio	33.33%
A2 9	Portfolio	33.33%

This course will develop students' ICT skills and is an advantage in all fields of employment. It can also lead to particular careers and higher study in ICT and digital technologies.

**Entry requirements for ICT: Grade B or above in GCSE ICT**

## **Life and Health Science AS and A2**

**Head of Department: Dr Flint**

**Specification/Exam Board: CCEA**

This is a new course which will be offered by CCEA for first teaching in September 2016. Full details of the course are not yet available. When the details are published we will circulate an appendix fully outlining the course.

The units available for study cover all three Science disciplines and will be assessed through examination and portfolio work.

This course is designed to give a broad introduction to employment or further study in higher education. Possible career paths include:

- Health, Leisure and Sport Studies
- Forensic, Pathology and Research laboratories
- Nursing
- Chemical Engineering
- Construction Industry
- Environmental Science and many more Science based careers

### **Entry Requirements**

Entry requirements will be confirmed when full details of the course are published.

## Mathematics – AS and A2

**Head of Department: Mrs Woods**

**Specification/Examination Board: CCEA**

The AS Mathematics is studied in Year 13 and the A2 Mathematics in Year 14. These are demanding courses in the amount of effort and time required but the department is well resourced in terms of professional expertise, textbooks and electronic material. The course includes modules in pure mathematics, mechanics and statistics. Students must complete 3 units to gain an AS-level and 6 units to gain an A-level.

Many other subjects require knowledge of Mathematics in order to explain ideas and theories that would otherwise be difficult to comprehend. At University many subjects, such as Biology, Business Studies, Geography and Accounts, require the study of Mathematical Methods Modules, which can prove difficult if Mathematics has not been taken to at least AS Level.

The examining body is CCEA and the Modules offered are as follows.

### Summary of Subject Content

#### AS Level

Unit 1 C1 – Pure Mathematics  
Unit 2 C2 – Pure Mathematics  
Unit 3 S1 – Statistics

#### A2 Level

Unit 1 C3 – Pure Mathematics  
Unit 2 C4 – Pure Mathematics  
Unit 3 M1 – Mechanics

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Written exam - 1h 30 min	16.66%
AS 2	Written exam - 1h 30 min	16.66%
AS 3	Written exam - 1h 30 min	16.66%
A2 1	Written exam - 1h 30 min	16.66%
A2 2	Written exam - 1h 30 min	16.66%
A2 3	Written exam - 1h 30 min	16.66%

The AS and A2 level courses provide a very solid foundation for study at a higher level in a range of mathematical areas of practice and/or to careers in the following areas:

- The Physical Sciences – Engineering, Chemistry and Physics.
- The Life and Health Sciences – Biology, Psychology, Pharmacy, Nursing and Optometry.
- The Social Sciences – Communications, Economics, Linguistics, Education and Geography.
- Technology – Computer Science and Software Development.
- Business and Commerce.
- Actuarial Science (used by insurance companies).
- Medicine.

**Entry requirements for Mathematics: Grade B or above in one of the following subjects**

- GCSE Mathematics
- GCSE Further Mathematics

## Media Studies – AS and A2

**Subject Teacher: Mrs McKay**

**Specification/Examination Board: AQA**

### **Students' Development**

This course will encourage students to develop and enhance their enjoyment and appreciation of the media and its role in their daily lives. They will develop a critical understanding of the media through an engagement with media products and concepts and through creative application of practical skills by exploring production processes, technologies and other relevant contexts. They will become independent in research skills and in their application of their practical work in developing their own views and interpretations.

### **Facilities and Resources**

The Media Suite provides filming and editing equipment to allow students to shoot on DV cameras and edit on Apple Mac computers. There are screenings of films, documentaries and television programmes and there is an extensive library of text books, exemplar and stimulus material.

### **Assessment Methods**

Students will be closely monitored throughout the course; they will be shown past pupils' exemplar work and past papers in preparation of their portfolios and for the June exam.

### **Summary of the structure of AS and A2**

<b>Unit</b>	<b>Assessment Format</b>	<b>Weightings % of A level</b>
<b>MEST 1</b>	Investigating the Media: Cross Media Study (Written, externally assessed exam)	25%
<b>MEST2</b>	Creating Media (Practical Unit, internally assessed coursework)	25%
<b>MEST 3</b>	Critical Perspectives (Written, externally assessed exam)	25%
<b>MEST 4</b>	Research and Production (Practical Unit, internally assessed coursework)	25%

### **Future Careers**

This course will suit most degree courses and would be help in careers such as Media, Film and Television work, English, Publishing, Creative Writing, Design, Photography, Public relations, Publishing, Marketing, Journalism, Radio, Communications, Business Management, Teaching, Advertising, Acting, Retail, Law, Social Work or Tourism.

**Entry requirements for AS Media Studies: Grade B or above in GCSE Media Studies.**

## **Moving Image Arts – AS and A2** **(Collaborative Course with Ballyclare High School)**

### **The Course**

Moving Image Arts is the study of films and film making through the process of making short films. Through hands-on experience, students develop the creative and practical skills needed to make moving image products. Students gain an understanding of the separate art forms that combine to create the cinematic experience: photography, cinematography, editing, art direction, sound design and animation. They also study the language and history of film and animation, through the work of a range of directors, artists and movements. This practical, exciting A-Level course is designed primarily for students who are creative and self-motivated.

### **Students' Development**

You will learn to problem solve, work independently, develop and make your own ideas. You will develop excellent organisational skills.

### **Facilities and Resources**

The newly equipped Media Suite provides state of the art filming and editing equipment to allow students to shoot on Digital Video cameras and edit on Apple Mac computers. Classroom teaching will utilise interactive whiteboards, film clips and group exercises. Pupil work could also be entered for competitions. Pupils from this collaborative course were winners at Cinemagic in 2010 and 2015, as well as being nominated for awards in 2013 and 2014.

### **Assessment Methods**

Students will be closely monitored throughout the course to ensure progress.

### **Course structure**

The **AS course** comprises of 2 modules:

**AS/1** is the practical side of the course where students produce 1 x 3-4 min film (final piece). Production research to accompany the films will be part of the assessment. Students will embark on filmmaking from September and learn to use digital cameras and digital editing packages. This module accounts for 60% of the A level, therefore candidates will need to enjoy researching art and film in order to create their own films.

**AS/2** is the 1.5hr online exam where students will analyse film clips. Classroom teaching will prepare students thoroughly for the exam with students analysing the styles of film directors and film movements. This accounts for 40% of the A level.

The **A2 course** comprises of 2 modules:

**A2/1** is the film-making element to the A2 course. In the second year of the A level students produce 1 x 4-7 min film alongside an advanced portfolio. They will build upon the filming techniques they have learned at AS and produce more creative and experimental pieces for A2.

**A2/2** is the 2 ¼ hr online exam where students will answer questions based on clips from set study areas and an unseen script.

### **Future Careers**

The moving image is a key driver of the creative industries. Moving Image Arts A level is ideal for students who wish to pursue Further or Higher education in courses such as Art, Film, Photography, Media, Graphics, Drama or a combination of any of these subjects. As this is a creative and communications course, Moving Image Arts will be a solid base for those seeking work in any visual related courses. With the film industry booming in Northern Ireland, now is the best time to join this exciting and developing industry.

### **Entry requirements for Moving Image Arts:**

- **Pupils meeting the criteria to return for AS level study will be accepted on this course.**
- **Media, Performing Arts, Art, Drama and ICT at GCSE are desirable but not essential.**

## Music - AS and A2

**Head of Department: Mrs Beattie**

**Specification/Examination Board: CCEA**

This course is designed for students who have taken GCSE Music. A Level Music incorporates the three fundamental musical activities of composing, performing and listening and appraising. Students will be encouraged to develop their own interests in performing or composing due to the flexibility within the units of assessment. The aim of the course is to promote knowledge of past and present musical styles, traditions and contexts. It will develop skills as a basis for further study, leisure or both.

### Summary of Subject Content

Content	Assessment	Weighting
<b>AS 1: Performing</b>	<ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Viva Voce</li> </ul>	35% of AS 14% of A level
<b>AS 2: Composing</b>	<ul style="list-style-type: none"> <li>• A: Composition task Or B: Composition with technology task</li> <li>• Written Commentary</li> </ul>	35% of AS 14% of A level
<b>AS 3: Responding to Music</b>	Two external written examinations <ul style="list-style-type: none"> <li>• Test of aural perception 1 Hour</li> <li>• Written Examination 2 hours</li> </ul>	30% of AS 12% of A level
<b>A2 1: Performing</b>	<ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Viva voce</li> </ul>	21% of A level
<b>A2 2: Composing</b>	<ul style="list-style-type: none"> <li>• A: Composition task Or B: Composition with technology task</li> <li>• Written commentary</li> </ul>	21% of A level
<b>A2 3: Responding to Music</b>	Two external examinations <ul style="list-style-type: none"> <li>• Test of aural perception 1 hour 15 mins</li> <li>• Written examination 2 hours</li> </ul>	18% of A level

### AS Level and A2 Course Information

#### Performance

##### AS

Performance duration - 5 to 7 minutes

Technical demands – The standard of performance should be at a level equivalent to at least Grade 4 of the accredited graded music examination boards.

##### A2

Performance duration – 8 – 10 minutes

Technical demands – The standard of performance should be at a level equivalent at least Grade 6 of the accredited graded music examination boards.

## **Composition**

### **AS**

Candidates compose one piece of music. They may choose their own brief, compositional style and resources. They submit their composition in the form of a performance, which may be live or sequenced, recorded on audio CD with optional score. The recording must be accompanied by an analytical and reflective commentary.

Composition duration 1 and a half to 2 and a half minutes.

### **A2**

Candidates compose one piece of music.

Composition duration 2 – 3 minutes

## **Written Examinations**

One test of aural perception - The examinations test the candidates' ability to make critical judgements about unfamiliar music and the use of musical elements, structures and resources across a range of styles, genres, periods and traditions. The knowledge and understanding of set extracts from works related to the compulsory Area of Study

**AS** – Music for Orchestra 1700-1900, Sacred Vocal Music and Secular Vocal Music

**A2** – Music for Orchestra in the twentieth century, Sacred Vocal Music and Secular Vocal Music

This course opens up many opportunities in the field of music and performing arts both in the world of employment and further study. Suggested career paths could be Teaching, Performance related jobs, Music Therapy and Ethnomusicology.

### **Entry requirements for AS Music:**

**Grade B or above in GCSE Music or Grade 5 in Theory and Practical Examinations.**

## Nutrition and Food Science – AS and A2

**Head of Department: Mrs McCrea**

**Specification/Examination Board: CCEA**

### **Why Choose GCE Nutrition and Food Science?**

Nutrition and Food Science are currently high in the public's perception and there could not be a better time to develop knowledge and understanding of the subject, given the current global and national food issues. Nutrition is a fast-moving discipline that focuses on understanding the role of diet in maintaining a healthy human body and preventing disease.

### **Summary of Subject Content**

#### **AS Level**

##### **Unit 1 Principles of Nutrition**

In this unit students study macronutrients and micronutrients and other dietary constituents. They also study nutritional requirements and current dietary recommendations for each life stage.

##### **Unit 2 Diet, Lifestyle and Health**

In this unit students investigate current research on diet, lifestyle and health.

#### **A2 Level**

##### **Unit 1 Food Safety and Quality**

This unit requires the study of consumer issues prevalent in today's society. It involves consideration of factors which affect the ability of consumers to make informed decisions and manage available resources.

##### **Unit 2 Research project**

In this unit students submit a report on a research project of their own choice which should not exceed 4,000 words. Students must take their research area from AS1, AS2 or A21. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process.

### **Summary of the structures of AS and A2**

<b>Unit</b>	<b>Assessment Format</b>	<b>Weightings % of A level</b>
<b>AS 1</b>	External Exam (1hr 30 min)	20%
<b>AS 2</b>	External Exam (1hr 30 min)	20%
<b>A2 1</b>	External Exam (2hr 30 min)	30%
<b>A2 2</b>	Internal Assessment (4000 words)	30%

A Post-16 Nutrition and Food Science qualification is useful and relevant for many careers, such as: Consumer Studies, Environmental Health, Health and Social services, Nutrition and Dietetics, Food Technology and Production, Hospitality and Catering Industry, Education (Teaching and Health Education).

### **Entry requirements for Nutrition and Food Science:**

#### **Grade B or above in one of the following subjects**

- **GCSE Home Economics**
- **GCSE Double Award Science**

## Performing Arts – AS and A2

**Subject Leader: Mr Beattie**

**Specification/Examination Board: CCEA**

The aim of this course is to widen participation in vocationally-related learning to allow the students to make valid personal choices on completion of the qualification. It encourages students to develop knowledge, skills and understanding of techniques and approaches required in one or more performing arts area of study. It enables them to see how their own skills and aptitudes could be best employed in further study and/or work within related sectors.

### Summary of subject content

AS - 3 compulsory modules	A2 - 3 modules
1. Exploring Skills for Performance	4. Employment
2. Planning for an event	5. Advanced Performance or Production practice
3. Performing to a Commission	6. Production Delivery

The AS Performing Arts course encourages pupils to develop knowledge, skills and understanding of:

- techniques and approaches required in one or more performing arts areas of study.
- working methods linked to industry practice.
- how their own skills and aptitudes could be best employed in further study and/or work.
- Social, historical and cultural influences.

### Summary of the structures of AS and A2

Each unit is assessed using the following 4 objectives:

- Knowledge and understanding of the performing arts industry.
- Acquisition of skills and techniques.
- Application of skills and techniques.
- Analysis and evaluation.

These are given the following weightings in each unit

Unit		Assessment	Weighting % of A Level
1	Exploring Skills for Performance	Internal	16.66%
2	Planning for an Event	Internal	16.66%
3	Performing to a Commission	External	16.66%
4	Employment opportunities	Internal	16.66%
5	Advanced Performance/ Production	Internal	16.66%
6	Production Delivery	External	16.66%

Performing Arts A-Level is ideal for students in preparing them for further study or training in the Performing Arts Industry. It allows them to reflect on the numerous job opportunities such as Performers, Technicians and Arts Administrators.

**Entry requirements for Performing Arts: Grade B or above in one of the following subjects**

- GCSE Music
- GCSE Drama
- GCSE Performing Arts
- GCSE Media
- GCSE ICT
- GCSE English Literature

## Physical Education – AS and A2

**Head of Department: Miss Miniss**

**Specification/Examination Board: AQA**

P.E. at A Level builds on the student's experience from Key Stage 4 GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in P.E. At AS, the specification will develop knowledge and skills to help understand the opportunities for and effects of leading a healthy and active lifestyle. At A2, the specification enables candidates to further develop their understanding of physiological, psychological and biomechanical aspects that optimise performance.

**Summary of subject content: AS Level**

### Unit 1

- The physiological effects of adopting a healthy lifestyle.
- The short term effect of exercise/performance and the long term effects of training.
- Analysis of movement across a range of sporting actions.
- Opportunities for physical activity, benefits to the individual and society.

### Unit 2

- Execution of skills/techniques in two roles (performer, official/referee/umpire/judge or leader/coach) in a chosen physical activity.
- Analysis of own performance and application of theoretical knowledge to achieve effective performance.

### A2 Level

#### Unit 3

- Energy sources and systems.
- Elite preparation and training, specialised training and sports injuries.
- The use of psychological theories and techniques to optimise performance.
- Concepts and characteristics of world games.
- Development and impact of sports technology on performers, equipment and facilities.
- The development of sport from rational recreation to its modern day format.

#### Unit 4

- Optimising performance in competitive or performance conditions in one role.
- Evaluation of own performance in identifying weaknesses.
- Suggesting cause of own weakness and an appropriate corrective measure.

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Written paper (2 hrs)	30%
AS 2	Internal assessment with external moderation	20%
A2 1	Written paper (2 hrs)	30%
A2 2	Internal assessment with external moderation	20%

### Career opportunities:

Physiotherapist, Sports Management, Sports Coaching, Teaching, Sports Technology, Sports Psychology and Fitness Instructor.

**Entry requirements for PE: Grade B or above in GCSE PE long course**

**Grade B or above in GCSE Science or Science related subject following the successful completion of an interview.**

## Religious Studies – AS and A2

**Head of Department: Mrs Coombs**

**Specification/Examination Board: CCEA**

The AS course builds on knowledge, understanding and academic skills developed within GCSE Religious Studies. It can be taken as a standalone 1 year course, or as a foundation for A2 studies.

We have adopted the specification approved by CCEA Examination Board.

### Course Content

#### Year 1 AS

- An Introduction to the Acts of the Apostles – Unit 2
- The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure – Unit 4

#### Year 2 A2

- The Study of Acts, Galatians and 1 Corinthians – Unit 2
- The Continued Development of the Christian Church in the Roman Empire to AD 325 – Unit 4

### Assessment

There is no coursework at AS or A2 Level.

All modules are assessed by examination at the end of the course in May/June each year.

Unit	Assessment Format	Weightings % of A level
AS Unit 2	Written paper (1h 20)	25%
AS Unit 4	Written paper (1h 20)	25%
A2 Unit 2	Written paper (2 hrs)	25%
A2 Unit 4	Written paper (2 hrs)	25%

**Entry requirements for Religious Studies: Grade B or above in one of the following subjects**

- GCSE RE (Long course)
- GCSE English
- GCSE RE (Short course) following the successful completion of an interview.

## Technology & Design – AS and A2

**Head of Department: Mr White**

**Specification/Examination Board: CCEA**

The course has been designed to allow progression from GCSE and it encourages students to:

- Develop and sustain their own innovation, creativity and design skills.
- Develop an understanding of the influences and processes of products and their design.
- Apply knowledge, understanding and skills of design, production processes and industrial practices.
- Develop an understanding of health and safety issues within an industrial context.
- Analyse and critically evaluate products in technical, aesthetic, economic and environmental contexts.

### Summary of Subject Content

#### AS Level

##### Unit 1 Portfolio of Creative Skills

Students are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. They will produce 1 portfolio with 3 sections demonstrating their creativity and flair when investigating, designing and making products.

##### Unit 2 Design and Technology in Practice

Students will develop a knowledge and understanding of a wide range of materials and processes used in the field of design and technology. They will learn about industrial and commercial practices, and the importance of quality checks and health and safety issues that have to be considered at all times.

#### A2 Level

##### Unit 1 Designing for the Future

Students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. This will include ICT and systems and control technology.

##### Unit 2 Commercial Design

Students are given the opportunity to apply the skills they have acquired and developed throughout the course, to design and make a product of their choice. They must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

### Summary of the structures of AS and A2

Unit	Assessment Format	Weightings % of A level
AS 1	Internally set and marked	30%
AS 2	1hr 30min exam externally set and marked	20%
A2 1	2hr exam externally set and marked	20%
A2 2	Internally set and marked	30%

AS/A2 in Design and Technology (Product Design) is suitable for students wishing to pursue a career within the broad field of Manufacturing, Design, Engineering and Construction. It also offers routes into further study, including higher education.

**Entry requirements for Technology & Design: Grade B or above in one of the following subjects:**

- **GCSE Technology & Design**
- **GCSE Mathematics**
- **Any other Technological based GCSE**

## **Travel and Tourism (Single Award)**

**Subject Leader:** Mrs E Colgan

**Specification/Examination Board:** OCR

This qualification provides a vocational perspective where pupils develop skills required in the Travel and Tourism industry. Three units are studied in each year with assessment consisting of one written exam plus two portfolios of coursework. Each module carries an equal weighting (16.6%).

### **AS Modules:**

#### **1. Introducing Travel and Tourism (2 hour written exam)**

Pupils will investigate the reasons for the rapid growth in the modern travel and tourism industry and its significance in the UK economy. The exam is based on pre-released case study material.

#### **2. Customer Service in Travel and Tourism (Coursework Portfolio)**

Pupils will review the customer service provided by Flybe by researching their customer service policies, interviewing staff and customers and taking a return flight to one UK airport to complete primary research. Pupils will also undertake a variety of customer-service activities to demonstrate their understanding of customer-service practices and procedures, for example acting as a tour guide for prospective pupils on Open Night.

#### **3. Travel Destinations (Coursework Portfolio)**

Pupils investigate the appeal of two contrasting travel destinations (one short-haul and one long-haul). This unit involves researching the location and features of the Iceland and Dubai and matching the needs of potential customers with the destinations by evaluating their suitability.

### **A2 Modules:**

#### **1. Tourism Development (2 hour written exam)**

Pupils will learn about the aims and objectives of tourism development throughout the world and the positive and negative impacts of tourism development in the UK and overseas. This unit investigates why tourism development needs to be managed effectively to ensure long-term sustainability.

#### **2. Event Management (Coursework Portfolio)**

Pupils plan and carry out an event, usually in the form of a day trip for Year 10 pupils, and afterwards evaluate the success of the event and the performance of the team.

#### **3. Ecotourism (Coursework Portfolio)**

Pupils will conduct a research project into the aims and objectives of ecotourism in Costa Rica and its contribution to social, cultural and environmental issues.

### **Career Opportunities**

Studying Travel and Tourism can lead to a wide range of career pathways in the industry such as Retail Travel, Wholesale Travel, Visitor Information, Tour Operators, Cruising, Transportation, Events and Services and Marketing.

### **Entry requirements for Travel and Tourism:**

- **Pupils meeting the criteria to return for AS level study will be accepted on this course.**
- **Leisure and Tourism, Geography and Business Studies at GCSE are desirable but not essential.**

## Travel and Tourism (Double Award)

**Subject Leader:** Mrs E Colgan

**Specification/Examination Board:** OCR

**This course is worth 2 A-Levels.** Six units are studied in each year with assessment consisting of two written exams plus four portfolios of coursework. Each module carries an equal weighting (8.3%).

**Year 13 Modules:**

<b>Exam</b>	<b>Introducing Travel and Tourism</b> 2 hour written paper based on pre-released material. Pupils explore the reasons for rapid growth in the travel and tourism industry.
<b>Exam</b>	<b>International Travel</b> 2 hour written paper based on stimulus material incorporating factors influencing international travel, transportation and consumer issues.
<b>Portfolio</b>	<b>Customer Service in Travel and Tourism</b> Pupils investigate and review the customer service provided by their case study organisation Flybe. Pupils also demonstrate their own customer service skills.
<b>Portfolio</b>	<b>Travel Destinations</b> Pupils investigate the appeal of two contrasting travel destinations : Iceland & Dubai
<b>Portfolio</b>	<b>Organising Travel</b> Pupils will investigate the products and services offered by two different travel providers, and practice preparing travel itineraries.
<b>Portfolio</b>	<b>Hospitality</b> Pupils will investigate two organisations in the sector, one which provides hospitality services and one which provides a corporate-hospitality package.

**Year 14 Modules:**

<b>Exam</b>	<b>Tourism Development</b> 2 hour written paper based on stimulus material about positive and negative impacts of tourism development in the UK and overseas.
<b>Exam</b>	<b>Marketing in Travel &amp; Tourism</b> 2 hour written paper based on pre-released material. Pupils will investigate the marketing process including market research, promotion and distribution.
<b>Portfolio</b>	<b>Event Management</b> Pupils plan and carry out an event, usually a day trip for Year 10 pupils, and afterwards evaluate the success of the event and the performance of the team.
<b>Portfolio</b>	<b>Ecotourism</b> Pupils will conduct a research project into the aims and objectives of ecotourism in Costa Rica and its contribution to social, cultural and environmental issues.
<b>Portfolio</b>	<b>Cultural Tourism</b> Pupils will investigate the reasons for cultural tourism in two diverse international destinations.
<b>Portfolio</b>	<b>Human Resources in Travel and Tourism</b> Pupils will investigate the management and planning of human resources within two travel and tourism organisations and participate in one interview.

**Entry requirements for Travel and Tourism:**

- Pupils meeting the criteria to return for AS level study will be accepted on this course.
- Leisure and Tourism, Geography and Business Studies at GCSE are desirable but not essential.

## Level 3 BTEC National Award in Children's Care, Learning and Development

The Edexcel Level 3 BTEC National Award in Children's Care, Learning and Development consists of five core units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

There are no examinations and teachers mark coursework which is awarded either Pass, Merit or Distinction status. For the Level 3 BTEC National Award to contribute to A\*- C students must achieve Merit and above.

### Core Units – all five units must be taken for the Level 3 BTEC National Award

Unit	Unit Title	Guided Learning Hours
1	Positive Relationships for Children's Care, Learning and Development	60
2	Positive Environments for Children's Care, Learning and Development	60
3	Promoting Children's Development	120
5	Safeguarding Children	60
38	Reflecting on Practice in the Children's Care, Learning and Development Sector*	60

\*Unit 38: Reflecting on Practice in the Children's Care, Learning and Development Sector requires 60 hours of work experience to be completed.

### Career Opportunities

Nursery assistant, nursery nurse, nursery manager, pre-school early years co-ordinator, classroom assistant, health visitor assistant, child minder, early years assistant.

### Entry requirements for Level 3 BTEC National Award in Children's Care, Learning and Development

- Pupils meeting the criteria to return for AS level study will be accepted on this course.
- GCSE Child Development at grade C is essential. ICT and English are also desirable.

## Level 3 BTEC Extended Certificate in Sport

This specialist work-related qualification is an excellent choice for learners who want to prepare for employment as well as progressing to Further and Higher Education – BTEC Nationals earn UCAS points.

The Edexcel Level 3 BTEC Extended Certificate in Sport consists of three mandatory units plus one optional unit that provide a combined total of 360 guided learning hours. This approach gives teachers and pupils a high degree of freedom. There are no examinations and teachers mark coursework. This qualification is broadly equivalent to one A' Level.

### Mandatory Units – all seven units must be taken.

Unit	Unit Title	How it Will Be Assessed	Guided Learning Hours
1	Anatomy and Physiology in Sport	External	120
2	Fitness Training & Programming for Health, Sport & Well-Being	External	120
3	Professional Development in the Sports Industry	Internal	60

### Optional Unit – this unit must be taken

Unit	Unit Title	How it Will Be Assessed	Guided Learning Hours
4	Sports Leadership	Internal	60

### How does the qualification provide employability and technical skills?

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities. Many units, particularly those with applied technical skills encourage learners to develop the specific practical skills that employers are looking for.

### How does the qualification provide transferable knowledge and skills for higher education?

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

- The ability to learn independently.
- The ability to research actively and methodically.
- To be able to give presentations and be active group members.

### **Career Opportunities**

Physiotherapist, Sports Management, Sports Coaching, Teaching, Sports Technology, Sports Psychology and Fitness Instructor.

### **Entry requirements for Level 3 BTEC Diploma in Sport (Performance and Excellence):**

- Pupils meeting the criteria to return for AS level study will be accepted on this course.
- GCSE PE – C in long course or B in short course
- ICT, Leisure and Tourism, Geography, Media, English and Science at GCSE are desirable but not essential.

## Cambridge Technical Diploma in Business (Level 2)

Students who undertake this course follow a broad vocational programme of study which keeps their options open for employment, further training or further education.

The course is for **ONE** year and is broadly equivalent to three GCSEs at Grade C or above. To gain a full Level 2 Diploma worth 60 credits, a student must complete 5 Mandatory Units (worth 5 credits each) plus 5 additional Optional Units to get a further 35 credits.

### **5 Mandatory Units**

- Unit 1 – Business Purposes
- Unit 2 – Business Organisations
- Unit 3 – Financial Forecasting for business
- Unit 4 – People in Organisations
- Unit 5 – The Marketing Plan

### **5 Optional Units**

- Unit 6 - Verbal and non-verbal communications in business contexts
- Unit 8 - Training and employment in business
- Unit 9 - Personal selling in business
- Unit 10 - Customer relations in business
- Unit 11 - Business online

**All units are assessed through portfolio work.**

Students may also be given the opportunity to study and gain accreditation in the following Key Skills Level 2:

- Application of Number
- Communication
- Information Technology

Students will have **work experience one day a week** and will attend school for the remainder of the week. Students will have the opportunity to re-sit GCSE Maths and English alongside their Diploma.

**Entry Requirements:**

- **2 GCSE Grades at D or above following the successful completion of an interview.**

## BTEC Diploma in Sport (Level 2)

### Course Overview

The BTEC Level 2 Diploma in Sport offers students an opportunity to study sport in the context of the exercise and fitness industry. It is a practical course including a variety of sport-related modules and the chance to gain a range of additional coaching and leadership qualifications as well as literacy and numeracy. The course is equivalent to 4 GCSEs (A\*-C level) and prepares students for employment in the sports sector or progression onto higher level courses.

### Course Content

Learners will take a total of 11–12 units to complete this qualification. These units will include:

● 3 core units (totalling 120 GLH) ● 4 mandatory units (totalling 120 GLH) ● 4–5 optional specialist units (totalling 240 GLH), of which at least three must be chosen from Group A. This BTEC First Diploma has units that your centre assesses (internal) and units that Pearson sets and marks (external).

#### Core Units

Unit	Unit Title	Assessment	Guided Learning Hours
1	Fitness for Sport and Exercise	External	30
2	Practical Sports Performance	Internal	30
14	Carry Out a Sports Related Project	Internal	60

#### Mandatory Units

Unit	Unit Title	Assessment	Guided Learning Hours
3	The Mind and Sports Performer	Internal	30
4	The Sports Performer in Action	Internal	30
5	Training for Personal Fitness	Internal	30
7	Anatomy and Physiology for Sports Performance	Internal	30
9	Lifestyle and Well-Being	Internal	30
13	Profiling Sports Performance	Internal	30

### Progression Opportunities

Students have the opportunity to move straight into employment for example as a Leisure Centre Attendant, an Assistant Fitness Instructor or an Assistant Coach. Progression onto higher level qualifications is also a possibility, for example, BTEC Level 3 Subsidiary Diploma course or equivalent qualifications in the sport and exercise field.

#### Entry Requirements:

- **2 GCSE Grades at D or above following the successful completion of an interview.**

## Level 1 Award in Sports Leadership

The Level 1 award in Sports Leadership (SL1) is a nationally recognised qualification on the Qualifications and Credit Framework.

### AIM

This qualification provides the ideal starting point for learners wishing to develop their leadership skills. It is a practical course that aims to give learners an appreciation of what is required to lead a sports session successfully. 'Leadership' is the primary focus and the assessment of learners will be made on their leadership skills and not their sports ability.

Both during the course and upon completion a Level 1 Sports Leader only leads under direct supervision of either the Tutor/Assessor or another suitably qualified and insured adult.

Learners must be a minimum age of 13 years upon registration, however there is no upper age limit.

### CONTENT

Learners will cover 6 units of work:

Unit	Unit title
1	Plan, lead and review a sport/activity.
2	Developing leadership skills.
3	Lead activities that promote a healthy lifestyle.
4	Fair play in sport.
5	The role of the official.
6	Opportunities in sport and recreation.

### TIME ALLOCATION

An average course will run approximately 33 hours to cover 6 units. Learners must also complete 1 hour of leadership demonstration as part of Unit 1. The amount of time allocated to the Level 1 Award in Sports Leadership will vary depending on the prior experience, attitude and skills of the group.

**Entry Requirement: None**

## Level 2 Award in Sports Leadership

The Level 2 Award in Sports Leadership (SL2) was introduced to provide developmental opportunities for learners aged 14 years and over.

### AIM

The aim of this qualification is to prepare responsible, motivated and confident people who can lead safe, purposeful and enjoyable sport/activity whilst under direct supervision. The qualification focuses on developing learner's leadership skills to be used within the organisation.

### CONTENT

Learners will cover eight units of work:

Unit	Unit Title
1	Plan, lead and evaluate a sport/activity session.
2	Developing leadership skills.
3	Lead activities that promote a healthy lifestyle.
4	Making activity sessions inclusive.
5	Positive role models in sport.
6	Organise and deliver a sports event or competition.
7	Pathways in sport and recreation.
8	Using leadership skills.

### TIME ALLOCATION

Units 1-8 will take approximately 48 guided learning hours which includes 10 hours of sports leadership being carried out as part of Unit 1.

**Entry Requirement: None**

## Level 3 Award in Sports Leadership

### AIM

The Level 3 Certificate in Higher Sports Leadership (HSL) is a nationally recognised qualification that enables successful learners to lead unsupervised groups of people in sports and recreational activities. This qualification builds upon the skills and experience previously gained through the Level 2 Award in Sports Leadership.

The HSL teaches generic leadership skills such as organisation, planning, communication and teamwork with different community groups. It is a fun and practical qualification; with only entry being that learners should have successfully completed the Level 2 Award in Sports Leadership.

Learners must be a minimum of 16 years upon registration, and a minimum of 18 years upon to be certificated. There is no upper age limit.

### CONTENT

Learners will cover eight units of work:

Unit	Unit Title
1	Developing leadership skills.
2	Provision of sport within the community.
3	Lead sessions designed to improve fitness.
4	Organise and lead a sports event or competition.
5	Legal and ethical responsibilities.
6	Lead sport/activity sessions for children.
7	Lead sport/activity sessions for older people.
8	Lead sport/activity sessions for disabled people.

### TIME ALLOCATION

Units 1-8 will take approximately 77 guided learning hours, with additional time allocated for the learners to complete 30 hours of demonstration of leadership.

**Entry Requirement: Completion of Level 2 Award in Sports Leadership**

## **Coach Education**

Pupils in Year 13 and 14 have the opportunity to undertake a variety of Governing Body coaching qualifications. Qualifications vary each year.

These qualifications not only enhance a pupil's Curriculum Vitae and UCAS application but will also provide them with opportunities to gain part time employment within public and private leisure establishments. In addition to this, pupils act as role models for Ballyclare Secondary School by coaching in local feeder primary schools.

## Sixth Form Enrichment

At Ballyclare Secondary School we firmly believe that education should be challenging, enriching and fun. This is especially true in the Sixth Form where we believe learning should extend beyond the classroom. The opportunities available in the Sixth Form Enrichment Programme are designed to help pupils develop a wide range of skills to be able to enrich their own lives and the lives of others.

### Leadership and Personal Development

Being in the Sixth Form is a very special time, when pupils become young adults and role models within their school community. Being a role model carries with it responsibility and also the huge opportunity of being able to have a positive impact on the lives of others. At Ballyclare Secondary School students have the opportunity to contribute to school life and develop their interpersonal and leadership skills in the following ways:

- **Prefects:** Sixth Form pupils act as prefects carrying out duties during the school day and representing the school at school and community functions. Some prefects are also placed with year 8 classes to help these new pupils in their transition from Primary to Secondary education.
- **Study Buddy Programme:** Year 13 and 14 students have the opportunity to volunteer to provide support in a particular subject area. This may be supporting students who are struggling on a particular topic or who need help to focus. Working alongside younger pupils and acting as academic role models gives Sixth Formers valuable experience but also improves younger students' chances of success.
- **Peer Mentoring:** Mentors take part in a 2 day training programme designed to equip them to carry out this important role providing pastoral support to their peers. Mentors can provide tips, tools, and advice that can reduce stress and promote confidence in younger students.
- **Student Forum:** Each class elects two representatives to the Student Forum; from these class representatives two go forward to represent their year group. These pupils have a vital role in ensuring the pupil voice is heard.
- **Social Committee:** Year 13 and 14 students are encouraged to take responsibility for the social area in the Youth Centre and to plan an end of term celebration for those leaving at the end of the academic year.
- **Yearbook Committee:** A team of students work to develop a yearbook for Upper Sixth and those on the one year course to have as a memento of their time in Sixth Form. Through this project they will learn valuable skills in project and time management and working with others.
- **Community Sports Leadership:** The Level 2 Award in Community Sports Leadership is a nationally recognised qualification that enables successful learners to lead groups of people in sport/activity, under indirect supervision.

### Extra Curricular Activities

Sixth Form students are encouraged to take part in the wide range of extra-curricular activities offered by the school. These include Drama, Sport, Music, Scripture Union, and ICT. Year 13 and 14 pupils often find that they can take an active role in the planning and running of these clubs and societies.

**Sixth Form Enrichment Workshops**

Sixth Form students benefit from guidance and advice provided in the form of workshops run in partnership with outside agencies. Topics covered in years 13 and 14 include presentation skills, mental and physical health, communication skills, survival cookery, safe driving and money matters. Some of these workshops and programmes may lead on to accredited qualifications if there is sufficient interest from the students.

**Social Provision**

Sixth Form students have use of the Youth Centre at break, lunch and nominated social periods. The annual school formal is held in January or February. A student committee assist with the planning and preparation for this popular event.

## Careers Education Information Advice and Guidance (CEIAG)

Our aim in Careers Education, Information, Advice and Guidance is to prepare young people for the opportunities, responsibilities and experiences of adult and working life. This equips them with the knowledge, skills and attitudes which they require in order to manage their lifelong career and personal development. At Ballyclare Secondary School we promote equality of opportunity and put the needs of the learner above all other considerations.

At Sixth Form level, support and advice is available to all students. They have 1 period per week of careers but can speak to a careers teacher at any time. Our aim is to help the students to make realistic and informed decisions about their future beyond the 16 – 19 Curriculum and to help students to manage the transition from the sixth form into Higher Education, Training or Employment. The range of careers available is explored with both individuals and groups. Students have the opportunity to reflect carefully on how they can best present themselves and how they can increase their chance of success in their career. In Year 14 the formal process of UCAS application begins and students are supported so that they undertake this from an informed, confident perspective. Visits are arranged to the Open Days at Queen's University Belfast, Ulster University, Stranmillis College and Methody College Belfast, Career Convention, where students have the chance to experience student life and career opportunities first hand.

### Making Choices in Year 12

In Year 12 students are given opportunities for personal development and self-knowledge through practical and interactive activities, for example Work Experience, Interview Skills Day, Study Skills, Career Convention and individual interviews with the Career Team from the Department for Education and Learning (DEL).

Before making any decisions pupils are told to be sure to speak to their parents/carers, teachers, careers staff and DEL advisers and exhibitors at the Career Convention.

It is also a good idea to look at the content of A Level courses, how they are taught and assessed as these factors will have an impact on their enjoyment of the course. Remember certain courses at university require specific subjects at A Level, (e.g. medicine requires chemistry), as well as subject combinations, so you should do some **research** on this as well. Some universities also recommend subjects, or have a list of preferred and non-preferred subjects at A Level. You can find information on some of these in the document 'Informed Choices', downloadable at [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

If you are unsure but do want to study A Levels then consider taking 1 or 2 '**facilitating subjects**'. **These are subjects that provide a broad range of skills and keep your options open in a range of areas.** For example:

- English
- Maths
- Biology
- Chemistry
- Physics
- Languages
- History
- Geography

**When making your decisions remember:**

- If you know what you want to do in the future check university entry requirements for any required/recommended subjects/courses.
- If you are not sure what subjects to do keep your options open and take the ‘facilitating’ subjects.
- GCSE grades matter! Many university courses, training courses and jobs have specific GCSE grade requirements beyond the basic 5 GCSEs at grades A\* to C. You should check this before choosing your Post-16 course.
- Your choices should reflect a balance of your abilities, interests and strengths.
- Make sure you know WHY you are choosing a course, especially if you are taking a ‘new’ subject for the first time at A Level.

## Career Progression Routes

