



Sixth Form Information Booklet



OPEN EVENING

7.00 - 9.00pm

Thursday 21st March 2019

All Year 12 pupils and parents welcome

CONTENTS**Page**

Contents	1
Foreword	2
Welcome From the Principal (Mr C Millar)	3
Welcome From Head of Sixth Form (Mrs G Muldrew)	4
What Do I Need to Know About Sixth Form?	5
Enrichment	6
Life in the Sixth Form	9
Life in Sixth Form is Not all About Study	10
Our Aspirations	13
Sixth Form Subject Choices	16
Applied Law (BTEC)	17
Applied Science (Edexcel)	20
Art & Design (GCE)	21
Business Single Award (Cambridge Technical)	25
Business Double Award (Cambridge Technical)	29
Childcare Extended Diploma (CACHE)	36
Construction (BTEC)	38
Engineering (BTEC)	40
English Literature A-Level (CCEA)	41
Government and Politics (CCEA)	44
History A-Level (CCEA)	46
Hospitality (BTEC)	48
Information Technology (Cambridge Technical) Single Award	49
Information Technology (Cambridge Technical) Double Award	53
Media Studies A-Level (WJEC)	60
Moving Image Arts A-Level (CCEA)	61
Performing Arts (Diploma)	64
Public Services (BTEC)	65
Religious Studies	67
Sports Studies Diploma (Cambridge Technical)	69
Technology (Design & Technology) A-Level (AQA)	71
Travel & Tourism (BTEC)	72
<i>Specification for the above courses can be found at the designated page number by following the Sixth Form Banner on the home page of our website: http://www.forthillcollege.co.uk/</i>	

FOREWORD

Fort Hill Integrated College currently has the capacity to accommodate 150 students and this number is achieved year on year as our Year 12 students realise the benefits of qualifications in today's job market.

Sixth Form is a great environment for students to gain in maturity and confidence and many go on to Further or Higher Education either through local Colleges or University.

This Sixth Form booklet has been designed to help you decide what subjects you would like to study and to give you a brief insight in to what Sixth Form might be able to offer you. Each year we strive to offer an eclectic choice of subjects from Business Studies to Childcare Diploma and Art and Design to History. It is important that you choose subjects that are appropriate for you and that they fit in with any long term plans you may already have in terms of possible careers or University courses.

The following are teachers in Fort Hill Integrated College who teach Sixth Form subjects and would be more than happy to give advice with regards to your choices:

Head of Sixth Form:
Key Stage 5 Co-Ordinator:

Mrs G Muldrew
Mrs K McTurk

Subjects:

Art & Design:

Business Studies:

CACHE Extended Diploma:

English Literature:

History:

ICT:

Law:

MIA:

Public Services:

Physical Education:

Technology & Design:

Travel & Tourism:

Mrs A Curran, Mrs L Taylor
Mrs K McTurk, Mrs K Brown, Mr J Mills,
Mrs J L Lockhart
Mrs G Muldrew, Mrs P Kirkwood,
Mrs K Lathe, Mrs H Snape
Mrs N Johnston, Mrs T Patterson
Ms M Greene, Mr S Kitchen
Mrs D Patterson, Mrs C McCann,
Mrs N Fox, Mrs J L Lockhart
Mrs K McTurk, Mr J Mills
Mrs E Hunter, Mr B Heaney
Mr B Allison, Mr S Kitchen
Mr M Simpson, Mr R Aiken, Mrs R McGeary
Mrs N Stewart
Mrs K McLaughlin, Mrs J Young,
Mrs J Quinn
Mrs S Alton, Mrs C Higgins

We look forward to welcoming you and your family to our Open Evening on Thursday 21st March where you will be able to speak with relevant staff.

WELCOME FROM MR C MILLAR, PRINCIPAL



Within Fort Hill Integrated College, we offer a quality education as an 11 to 18 year-old, co-educational, all-ability, inclusive and integrated school, aiming to shape tomorrow's world by what we teach our children today. We encourage our students to give their best and to aim high. Our Core Values of **H**ear**t**, **E**ffort, **A**ttitude, **R**espect and **T**olerance are at the heart of all we do both in the classroom and beyond.

The transition from GCSE to Post-16 courses, whether that be at AS/A2, Diploma or BTEC, is significant because of the increased depth of study you are about to undertake. This is a challenging yet exciting period of your education and this booklet is designed to guide you through the choices available. By enrolling into Sixth Form you are indicating that you have the determination and ambition to invest the time and effort required to gain good results and achieve grades which will enable you to go on and study at University should you so wish. Opportunities for you to succeed will lie both in your academic study, but also through other responsibilities within the school community, for example, mentoring younger pupils, representing the student cohort, assisting in particular departments or organising an event. All of these will add to the skills and experience you will gain from your time in Sixth Form.

Sixth Form poses many challenges both academically, socially and personally and there is a requirement to take a greater personal responsibility. My staff and I consider it to be a privilege to help support you on your educational journey, and we look forward to seeing you realise your full potential.

WELCOME FROM MRS G MULDREW,

HEAD OF SIXTH FORM

Fort Hill Integrated College has been developing its Sixth Form for over 20 years and we currently have the capacity to accommodate 150 students. A variety of subjects are offered and reviewed on a yearly basis and availability is based on student demand, alongside changing employment trends of Further or Higher Education requirements.



We recognise that this is an exciting time as you reach a period of your lives where you are able to display responsibility in making informed decisions and choices about your future education.

Post-16 study is significantly more demanding than GCSE and the sooner you settle into a routine the better. You will have to develop the skills required for independent study as you will need to manage your time well in order to meet submission dates. Fort Hill Integrated College has an extremely experienced and supportive Sixth Form team of teachers and we are delighted to be a part of this process and will offer outstanding support and guidance.

When choosing your subjects, choose subjects which you will enjoy or you know you are good at. It is also crucially important to look at progression and the areas these subjects will lead into for further study and employment. Some subjects are taught in partnership with other Schools and Colleges and your progress is reported back to Fort Hill Integrated College.

We expect all our Year 13 and 14 students to:

- ensure their Post-16 studies always remain the priority
- use study periods effectively
- maintain full attendance
- adhere to the dress code
- register every morning with their tutor
- limit the amount of hours in part time work
- act as ambassadors for the school
- contribute fully to school life.

We hope you will embrace Sixth Form and rise to the challenges it will present. We very much look forward to welcoming you and preparing you for your future life and career.

WHAT DO I NEED TO KNOW ABOUT SIXTH FORM?

What are the entry requirements for Sixth Form and is anything else taken into consideration?

- Students should achieve 5 GCSE grades A*-C with preference for students who have English and Maths. Students who achieve level 2 equivalencies may use these to a maximum of two.
- Students must achieve a satisfactory mark in the selection interview.
- Students must have at least 90% attendance in senior school unless there have been mitigating circumstances and should have at least a 95% punctuality record.
- Students will not be considered for a place if they have undergone a school suspension or a strike sanction in senior school involving incidents directed at staff i.e. Year 11 or 12.

Application to University

It is the student's responsibility to carry out any research into the criteria necessary for courses at universities.

Criteria for Childcare & Education Diploma:

Students should achieve a score which reflects their aptitude for a Childcare qualification in their interview. They should also fulfil the 5 GCSE grades A*-C and again preference is given to students who have attained English and Maths. The above criteria for 6th Form selection also apply.

Any students who have not passed GCSE English and Maths must re-sit in Year 13.

How many subjects will I be expected to study?

All students in Year 13 will choose 3 A levels or equivalent subjects and there is a requirement to continue with 3 A levels or equivalent throughout the two years.

How will my progress be monitored?

Fort Hill Integrated College operates a pastoral referral system in Sixth Form, to ensure that all students meet the required submission dates for course work. All submission dates for each course will be outlined at the beginning of each academic year. Subject teachers will support and advise students if submission dates are not being met.

Students must pass Year 13 courses to enable progression into Year 14. Attendance in Year 13 must be 90% or more unless there are mitigating circumstances.

Students applying for sixth form must ensure they meet any deadlines set for application submission.

ENRICHMENT

In addition to your academic studies, Fort Hill Integrated College supports the development of students and would encourage all students to involve themselves fully in Sixth Form life. Fort Hill Integrated College offers the opportunities for Sixth Form to be involved in many areas where they can gain leadership skills, assist junior pupils in the school, gain experience to assist with charities and outside agencies and generally enjoy the opportunity to do something outside of Post-16 study. Participation in Music, Sport and other extra-curricular programmes and activities are offered and are detailed further below.

Some of the current opportunities for enrichment include:

School Student Voice

Sixth Form students can be appointed to represent the Sixth Form body at the Schools Student Voice. Students are encouraged to put themselves forward and are chosen for the appointments by their fellow peers.

Senior Prefects

Year 13 students are invited to apply for the role of Senior Prefect at the end of the academic year. Students are then selected by teachers on the basis of their applications.



Leadership in Peer Mentoring Level 2

Year 13 students can play a vital part in helping to mentor younger students. To be able to be effective and develop skills and abilities a training programme is run by the Youth Sector and takes approx. 30 hrs to complete.

Year 8 Reading and Partnership Programme

Many Sixth Form students wish to either gain experience for a career with children, or simply wish to become involved in a mentor role with younger children. Mrs Muldrew will provide more details of this scheme for those who are interested.

Outside Speakers

Fort Hill Integrated College has over the years formed links with many outside agencies who come into the school and talk to the students on a variety of subjects including Road Safety, Relationships and awareness of good mental health.

Law Trips to Laganside Courts

The purpose of the trip is to give students an insight into the workings of a real-life court, in line with A level law studies. Students are given the opportunity to sit in the public gallery and observe a number of cases that are dealt with by the presiding judge.

Careers Education

Post-16 students follow a programme including appropriate work experience, personal career plans, mock interviews, producing a Curriculum Vitae (CV) and preparation for University entrance through completion of UCAS application forms or employment. This is supported by visiting guest speakers from Colleges, Universities and workplaces. All students at Key Stage 5 attend a Career Convention.

Queens Film Theatre

Moving Image Arts offers students the chance to see screenings of the best student films at AS and A2 in the Queens Film Theatre. Screenings of the short listed films is followed by the announcement of the winners in the various categories and the chance to win prizes.

Special Olympics

Students enrolled on the CACHE Diploma may get the opportunity to do a residential voluntary day with the Special Olympics organisation. The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities.

Work Experience

All Year 14 students are offered the opportunity to gain experience in a work environment of their choice. It is students' responsibility to organise this. Details will be provided by the Careers teachers. Please start to think about this soon as

paperwork must be completed by the second week in June. Childcare students have a built-in programme of work experience throughout the two-year course.

Parkview Collaborative Learning Programme

This is a 10-week programme in working in collaboration with Parkview students who experience learning difficulties. This programme is designed to give you and students from Parkview a better understanding of each other. Each week we will cook a dish. You will assist your partner to understand instructions and contribute to the development of social skills together. It is very important that you commit to the 10 weeks as friendship with the Parkview students is very important.

Habitat for Humanity

The Year 13 Public Services class have a long running collaboration between Fort Hill Integrated students, Friends School Lisburn and Habitat for Humanity. The Year 13 students from Fort Hill and Friends complete the 'Change Makers' programme with Habitat for Humanity before going onto completing a day of voluntary work at one of Habitat's local projects. The Year 13 class then complete a fundraising task for Habitat culminating in a night out sleeping rough. Over the last 3 years the groups have raised over £5500 for Habitat for Humanity.



Charities

Students run fundraising every year for a charity of their choice. Children in Need, Special Olympics, Action Cancer and the Wings Appeal are just some of the charities that Sixth Form students support.

All of the enrichment courses on offer will be discussed during the course of the first couple of weeks in school. If you have a genuine interest in anything you have seen, then do let Mrs Muldrew know.

LIFE IN THE SIXTH FORM

On behalf of the Sixth Form students and staff, we would like to welcome you to the Sixth Form. We are sure you will enjoy your time here, just as we have. Life in the Sixth Form is very different to Senior School. You will develop a greater sense of independence as well as responsibility for your own learning. You will also experience a less formal but more adult relationship with the staff.



During your 2-year study in Sixth Form, you will have the use of the school's iPads. This will form an integral part of your study and is incorporated into your lessons. The use of the iPads by Sixth Form students is governed by a strict iPad policy and more information will be given to students when they first enter Year 13.

Sixth Form is hard work and it is a lot more demanding than GCSEs. In every subject the work will be different from what you have done before and your teachers will be expecting more of you and do less for you. This takes a while to get used to but so long as you are organised and plan your study and revision time effectively you will reap the **RESULTS!**



A level students delighted with their achievements

GOOD LUCK WITH YOUR GCSEs

Life in Sixth Form is not all about indoor study!



↑ 6th Form students support Parkview students in learning to cook.

↓ Year 14 ICT students took part in the Lisburn and Castlereagh City Council Digital Youth Event, learning about the Digital Industry and careers within it. At the end, the students were given a chance to present their own concepts for a product or service, using the technology they learned about...



↑ ...and the winning group had an opportunity to present their concept to judges at an event at the Lisburn and Castlereagh Island Centre, and claimed 1st place.



Sophie Waring, Kaitlin McCourt and Zoe McLoughlin are members of the school orchestra and have been since Year 8.



↑ Year 13 and 14 Art students visiting Hillsborough Castle for a Print-Making workshop.



Year 14 Public Services enjoying teambuilding exercises through Colin Glen Trust



A-Level Law students along with students from St. Patrick's Academy visited the Laganside Courts in Belfast. They were given the opportunity to sit in the public gallery and observe a number of cases.



Year 13 History students enjoyed a 4-day trip to Berlin to experience many of the sites relevant to A-Level History.



Year 14 students taking part in the Mock EU Debate at Belfast City Hall



The Year 14 Business class enjoyed a trip to the Lagan Valley LeisurePlex as part of their Cambridge Technicals Level 3 Business course.

OUR ASPIRATIONS

Chloe Hanna

(Business Studies, History, Law)

Has an offer to study History with Education at
Ulster University

**“Sixth Form allowed me to further my
education and apply for courses in University
to study History”**

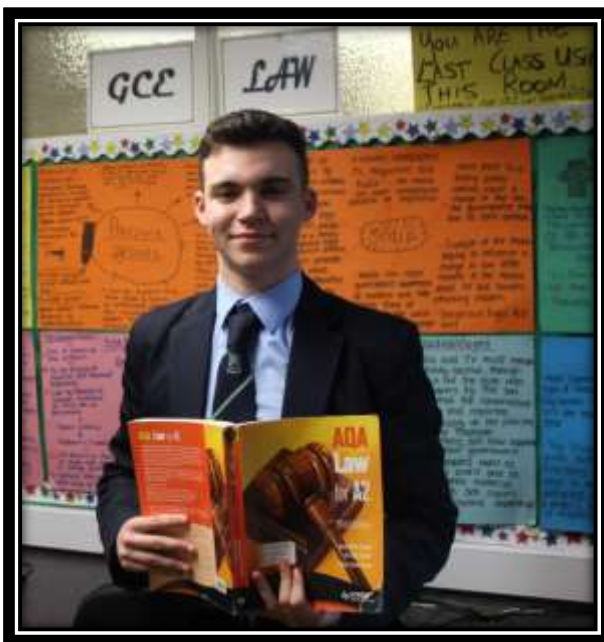


Jordan Kennedy

(History, Law, Public Services)

Has a conditional offer from Aberystwyth
University to study Strategy, Intelligence and
Security

**“Sixth Form at Fort Hill has been an amazing
experience which has allowed me to develop my
skills in the subjects I love, continue my
education with many of my friends and has
pushed me to pursue my love for learning once I
finish.”**



Sarah Walsh

(History, English Literature, Law)

Has an unconditional offer for Lancaster
University to study History & Politics

**“I feel lucky to have attended Fort Hill. I have
acquired more than just qualifications – how
to take responsibility, how to prioritise my
work and the skill to work hard no matter
what problems I encounter.”**



David Masters

(History, Travel & Tourism, Business Studies)

Has an offer to study Travel and Tourism at
Ulster University

**“Fort Hill has been a brilliant experience
during 6th Form and let me study the
subjects I want to study at University”**



Logan Bradley

(History, ICT, Business Studies)

Has an offer to study Ethical Hacking &
Cyber Security at Abertay University.

**“Sixth Form is good as long as you know
what you’re applying for. Most classes
will have stricter deadlines; however,
more respect is shown to you by
teachers”**

Maria Koycheva

(Moving Image Arts, Business Studies, Art &
Design)

Has an offer from London Metropolitan
University to study Film & Television.

**“Fort Hill Integrated College has been a
journey for me. Working with incredible
teachers and studying subjects has helped
me pursue my dream career.”**





Zoe McLoughlin

(CACHE Extended Diploma in Childcare)

Hoping to get into Belfast Bible College to study Theology. She feels studying Childcare will be invaluable for her future in Children's Ministry.

"I want to thank all the staff who cared enough to help and encourage me on my educational journey"

Ryan Lockhart

(English Literature, History, Law)

Has an offer from Queens University to study English Literature

"My time at Fort Hill has been a great experience. I have Fort Hill to thank for introducing me to all my friends, gaining life skills and preparing me for my life ahead"



Maksymilian Dimitrov

(Sports Studies, ICT, Technology and Design)

Has an offer from University of Derby to study Sport Exercise

"6th Form has been challenging, but has taught me how to manage my time for all my subjects and balance the work for each. I am thankful to my teachers, and hope to take the knowledge I have learned away with me into University and my working life."





FORT HILL INTEGRATED COLLEGE SIXTH FORM PROVISIONAL COURSES

(Subject to confirmation)

<u>Option A</u> FHIC Only	<u>Option B</u> Collaboration (Mon/Wed)	<u>Option C</u> Collaboration (Tues/Thurs)	<u>Option D</u> FHIC Only
Technology and Design Business Studies (Single Award) Business Studies (Double Award) English Literature Public Services	Moving Image Arts History Sports Studies Business Studies (Double Award) ICT (Double Award) Engineering(<i>SERC</i>)* Construction (<i>SERC</i>)* Religious Studies <i>CCEA (LHS)</i> * Hospitality (<i>SERC</i>)* Performing Arts (<i>LH</i>)* Applied Science (with Biology Units) (<i>LH</i>)*	Applied Law * Art & Design * ICT (Single Award) (FHIC Only) ICT (Double Award) (FHIC Only) Travel & Tourism (FHIC Only) Media Studies (<i>SPA</i>)* Gov. and Politics (<i>STC</i>)*	Extended Diploma in Child Care & Education

* Collaboration subject with other schools

If you select double award Business (equivalent to 2 A Levels) then choose your third subject from **Option C** only. If you select double award ICT (equivalent to 2 A Levels), then choose your third subject from **Option A** only.

Codes for collaboration off-site venues:

SPA = St Patrick's Academy
SERC = South Eastern Regional College
LHS = Lisnagarvey High School
LH = Laurelhill Community College
STC = St. Colm High School

BTEC LEVEL 3 APPLIED LAW

LEAD TEACHER: Mrs K McTurk

What do I need to bring to the course?

No prior knowledge of law is necessary. It is suggested, however, that candidates should be able to demonstrate good communication skills as essay writing forms a large part of the assessment, so at least a C grade at GCSE English is preferred. You will need an aptitude for hard work, coupled with an analytical mind, which enjoys the challenge of expressing difficult ideas clearly. You will be expected to research on your own initiative statute and case law.

What will I be studying?

Students will develop a knowledge and understanding of the legal system and an ability to evaluate its operation and performance. Students will also develop the ability to communicate legal arguments and conclusion, referring to legal authority as appropriate. Furthermore, you will develop techniques of logical reasoning, critical thinking and be able to solve problems by applying legal rules.

How will it be assessed?

UNIT 1

Dispute solving in Civil Law

External Assessment

We all need to be aware of how civil disputes are settled and where to seek advice when things go wrong. This unit uses the law of negligence and the way in which claims, such as damage or losses resulting from a car crash or causing injury to another person, are dealt with in English law.

In this unit, you will learn about the courts that deal with civil law disputes, in addition to alternative methods of resolution. The basic principles of the law of negligence are considered and applied, together with sources of advice, funding, resolution and remedies. You will develop legal skills in research and will use these research skills to investigate the way in which the law is developed and applied through precedent.

You will learn how to reference legal sources and how to communicate professionally with colleagues and clients. The legal skills, knowledge and understanding covered in this unit will help you progress to higher education and professional qualifications, either in law or another sector. It will also help you to progress to employment in the legal profession or in other forms of business.

UNIT 2

Investigating aspects of criminal law and the legal system

Internal assessment

Everyone has to live and operate within the law; punishments can be imposed for breach of the laws, and where advice on those laws can be obtained.

In this unit, you will develop the skills to investigate and research how different laws are made both inside and outside Parliament and then interpreted in courts. You will use these research skills to investigate the way in which the law is developed and applied. You will investigate who decides the outcome of criminal cases and where advice and representation can be obtained and how it can be paid for. You will apply and present this information professionally to clients with the aid of non-fatal offence case studies.

This unit will give you an understanding of the way the criminal justice system works in the United Kingdom. It will provide the opportunity to develop decision-making, communication, presentation and critical-thinking skills. These skills will be a good foundation for progression to higher education courses in law, business or any other sector.

Unit 3

Applying the Law

External assessment

Crime has an enormous impact on society and particularly on those directly involved in a case. In this unit, you will be encouraged to consider the impact and consequences of crime. You will examine homicide offences, including murder, voluntary manslaughter and involuntary manslaughter. You will examine crimes against property such as theft, robbery and burglary.

You will also examine the law relating to arrest, detention and searching people and property. Criminal law applies to everyone and it is important that you keep up to date with changes in the law. In this unit, you will examine case law relating to real-life crimes. You will need to be aware of specific Acts of Parliament that relate to criminal offences and police procedures. You will develop problem-solving skills and legal research skills. You will use these research skills to investigate the way in which the law is developed and applied. You will have the opportunity to apply the relevant law to a scenario involving a crime. You will develop your decision-making and communication skills, as you may have to decide how to advise clients or how the police should respond to a particular situation. You will also develop analytical and critical-thinking skills.

Criminal law is a specialist area of study and the legal skills, knowledge and understanding covered in this unit will help you progress to higher education and

professional qualifications, either in law, criminology or criminal justice or another sector. It will also help you to progress to employment in the legal profession or in other forms of business.

Unit 4

Contract Law

Internal assessment

Contract law is an important part of our legal system. It governs all the purchases and sales that we make and the conditions under which we work. This unit will help you to understand how contracts are formed and why they are so vital.

In this unit, you will learn about the rules in relation to setting up a contract and how the contract is completed. You will study the terms that can be found in standard form contract and the ways parties to a contract can exercise their rights. You will investigate the remedies that are available when terms in a contract are breached. This unit will give you a valuable introduction to the ways that contract law affects your everyday life, and will help you to determine your rights in the day-to-day contracts you encounter.

Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

Which other subjects will complement this one?

Past students have combined Law with a wide range of other subjects, particularly Business Studies, History, ICT etc.

How will this subject help me in my application to Further/Higher Education and in my future career?

Studying Law provides a useful background for the further study of Law either as the main subject or subsidiary part of a degree, foundation degree or for the many professional qualifications which have a law component.

APPLIED SCIENCE (Biology)

Edexcel HC806 Year 13/ HC807 Year 14

LEAD TEACHER: Laurel Hill Community College

What do I need to bring to the course?

Students need to have an interest in all vocational aspects of the science that affects nearly every aspect of our lives.

What will I be studying?

Six units are covered over two years.

Year 13

- Unit 1: Fundamentals of Science
- Unit 11: Physiology of Human Body Systems
- Unit 18 Genetics and Genetic Engineering

Year 14

- Unit 4: Scientific Practical Techniques
- Unit 12: Physiology of Human Body Systems
- Unit 13: Biochemistry and Biomedical Techniques

How will it be assessed?

This course is 100% portfolio- based assessment.

How will this subject help me in my application to Further/Higher Education and in my future career?

This course provides students a route to employment in the science industry in a technical capacity e.g.: - carrying out analytical tests, working in research lab or supporting the use of X-ray and other scanning equipment. This course may also lead to scientific magazine or journal editing or through higher level education in a science related field.

GCE ART and DESIGN

AS & A2 LEVEL – CCEA SPECIFICATION

LEAD TEACHER: Mrs Curran, shared with Mrs Taylor

The specification includes the following options:

- Art, Craft and Design - Combined Studies
- Photography and Lens-Based Media
- Three-Dimensional Design
- Textiles

The information below summarises the structure of the AS and A level courses:

Aims

This specification aims to encourage students to develop:

- intellectual, imaginative, creative and intuitive capabilities;
- investigative, analytical, experimental, practical, technical and expressive skills;
- aesthetic understanding and critical judgement;
- independence in generating, refining and communicating their own ideas, intentions and personal outcomes;
- interest in, enthusiasm for and enjoyment of art, craft and design;
- experience of working with a broad range of media;
- understanding of the interrelationships between art, craft and design processes;
- awareness and experience of real-world contexts and the creative industries;
- knowledge of art, craft and design media and technologies in contemporary and past societies and cultures; and
- awareness of different roles, functions, audiences and consumers of art, craft and design.

Key features

The following are important features of this specification.

- This qualification is available as one of the following:
 1. a general art and design qualification (Art, Craft and Design – Combined Studies);
 2. a specialism in photography and lens-based media (Photography and Lens-Based Media);
 3. a specialism in three-dimensional design (Three-Dimensional Design);
or
 4. a specialism in textiles (Textiles).
- It includes four units that are internally assessed and externally moderated, with the exception of the written investigation element of Unit A2 1: Personal and Critical Investigation, which is externally assessed.
- There are variations in learning outcomes across units to reflect the assessment objective weighting and progression from AS level to A2. For this reason, each unit has an assessment matrix for its specific learning outcomes.
- It allows students to engage in integrated critical, practical and theoretical study in

art and design.

- It gives students a sound basis for progression to higher education courses in art and design or study related to other areas of the creative industries.
- A range of support is available, including specimen assessment materials, exemplar schemes of work and teacher guidance.

The course is designed to encourage students to progress from the study of GCSE Art and Design, GCSE Contemporary Crafts or similar art and design courses or qualifications. It builds on the knowledge, understanding and skills developed in Art and Design at GCSE and Key Stage 3 levels.

Students can take:

- the AS course as a final qualification; or
- the AS units plus the A2 units for a full GCE A level qualification.

AS 1:

Experimental Portfolio

Students develop, explore and record ideas.

Assessment Objectives 1, 2, and 3 only. 50% of AS, 20% of A level.

AS 2:

Personal Response

Students present a personal outcome. This is brought to completion during a 10 hour controlled test.

Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3

50% of AS, 20% of A level.

A2 1:

Personal and Critical Investigation written investigation 1000–3000 words (externally assessed) 20% of A2 12% of A level

40% of A2, 24% of A level

Written and practical work inform each other and are integrated, but are marked separately.

Assessment Objectives 1, 2 and 3 only. 60% of A2, 36% of A level.

A2 2:

Thematic Outcome

Students present an outcome in response to the theme. This is brought to completion

during a 12 hour controlled test.

Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3.

40% of A2, 24% of A level.

Art, Craft and Design – Combined Studies

Fine Art

- Painting and drawing in traditional or digital media
- Mixed media, including collage and assemblage in traditional or digital media
- Sculpture
- Land art
- Installation
- Printmaking: relief, intaglio, mono printmaking, screen processes and lithography
- Film, television, animation, video, photography, lens-based and/or
- Light-based media and new media (expressive rather than in response to a brief)

Graphic Communication (Two-Dimensional Design)

- Illustration
- Advertising
- Branding, packaging and/or signage design
- Communication and computer graphics
- Multimedia
- Animation
- Film and video
- Typography
- CGI, web design, app design and/or CAD

Photography and Lens-Based Media

- Fine art photography
- Staged photography
- Portraiture
- Constructed image (still life, man-made objects or nature-based stimuli)
- Landscape (sense of place, urban, rural or coastal-based stimuli)
- Documentary photography, narrative and sequential photography and/or photo journalism
- Fashion photography
- Film and video
- Animation (stop motion)
- Video installation

Three-Dimensional Design

- Domestic and utilitarian ceramics
- Decorative and aesthetic ceramics (functional or in response to a brief)
- Architectural design
- Furniture design
- Product design
- Stage and set design – TV, theatre, film and gaming
- Interior and landscape design
- Jewellery design and body adornment
- Sculptural commissions
- Assemblage
- Three-dimensional CAD processes

Textiles

- Expressive textiles
- Constructed textiles
- Printed textiles and surface design
- Textile installation
- Recycled or sustainable textiles
- Fashion design
- Costume design, including accessories
- Fashion accessories
- Textiles for interior design
- Textile-based millinery and shoe design
- Textiles heritage techniques
- Future textiles
- Textiles CAD

Which other subjects will complement this one?

Many other subjects complement Art and Design, depending on the career path you wish to take. A list of Art and Design based careers are available on line and in the Art and Design Department. Students who have any doubts about their choice of subject combinations should check with the universities and colleges that they would like to attend before beginning their studies.

How will this subject help me in my application to Further/Higher Education and in my future career? A GCE in Art and Design provides a solid foundation for further study of Art and Design at higher level degree courses as well as for degree courses in other fields.

Qualifications in Art and Design can also lead to employment in many areas, the list is long and varied.

GCSE Art & Design preferable at A*-B.

A minimum GCSE grade C in Art and Design is desirable.

OCR CAMBRIDGE TECHNICAL LEVEL 3 (2016 Suite)

EXTENDED CERTIFICATE in BUSINESS

(SINGLE) A Level – attracts same UCAS points as any other A Level

LEAD TEACHER: Mrs K McTurk

About the Course

This is a new and up to date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2018 and beyond. The Level 3 Cambridge Technical in Business course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector.

How will it be assessed?

Students will complete 2 units in Year 13 and 3 units in Year 14. There will be a mixture of internally/externally assessed units.

AS Level

Unit	Content
Unit 1 The business environment EXTERNAL ASSESSMENT	In this unit students will develop an understanding of how and why businesses operate in the way they do. They will look at a range of different types of business and business structures, and explore how the ownership of a business and its objectives are interrelated. They will learn about the importance of different functions within a business and how they work together. They will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. They will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan. They will appreciate the influence different stakeholders can have on a business, and they will learn how to assess business performance.
Unit 2	Businesses today need employees, managers and entrepreneurs who are multi-skilled independent thinkers. When working in business students will have to work in accordance with organisational protocols, be able to

INTERNAL ASSESSMENT	<p>are essential transferable skills that can be used for all projects whether it's traditional methodologies or more recently adopted agile approaches within the IT development environment. These skills can be adapted and used even on the smallest 'tasks' during the planning and implementation stages.</p> <p>Regardless of your job role, you will often be called upon to participate in projects for a wide variety of reasons, consequentially this unit is optional within all four pathways. This unit will assist you in developing your skills, knowledge and understanding of different project methodologies and the key factors that can influence the success or failure of a project.</p>
<p>Unit 11 – Accounting Concepts</p> <p>INTERNAL ASSESSMENT</p>	<p>All businesses require accurate bookkeeping records to ensure they meet the requirements and needs of a number of stakeholders. This unit is intended to give students vital skills and knowledge of maintaining business records, using books of original entry and double-entry bookkeeping. Due to an increase in the number of national and international accounting requirements, businesses are always in need of employees who possess bookkeeping and accounting skills.</p> <p>This unit will give them an introduction to the foundations of business accounting. The unit will allow them to gain essential skills in, and knowledge of, the purposes of accounting, and the accounting procedures used to produce final accounts. They will consider the reasons for keeping accurate financial records and the importance of updating cash books and preparing bank reconciliation statements.</p> <p>This will prepare students for work, in areas of business and accounting, which require accurate recording of financial transactions. The unit will ensure they are familiar with the basic requirements of International Accounting Standards (IAS).</p>

Why study this course?

- Business is at the heart of everyday life. Exciting and practical units will be delivered
- only 3 externally assessed units – can be sat January and June
- 2 internally assessed portfolio units
- it develops transferable skills for the workplace or future studies
- employment opportunities available due to the skills gap in the market

Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

Which other subjects will complement this one?

Past students have combined Business with a wide range of other subjects. It is the ideal complement to any AS course of study and offers a range of skills that can be transferred across the curriculum and to working life.

Career Opportunities

The course provides students with a progression route to higher education and further training for employment. It offers students the chance to personalise their path of study and obtain qualifications that meets their individual aptitudes and interests. Career paths followed may include:

- | | |
|-----------------------|--------------------|
| ▪ Business Management | ▪ Finance |
| ▪ Accounting | ▪ Administrator |
| ▪ Marketing | ▪ Business Planner |
| ▪ Human Resources | ▪ Teacher |
| ▪ Public Relations | |

OCR CAMBRIDGE TECHNICAL LEVEL 3 (2016 Suite)

DIPLOMA in BUSINESS

(DOUBLE AWARD) (2 A Level's) – attracts the same UCAS points as any other A Level

LEAD TEACHER: Mrs K McTurk

About the Course:

This is a new and up to date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2018 and beyond. The Level 3 Cambridge Technical in Business course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

Students will learn how a business might evolve. From a small start-up business to a large multinational organisation, your students will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives that are set. Students will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. Plus, by looking at the external constraints under which a business must operate, your students will gain an understanding of the legal, financial and ethical factors that have an impact. Students will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and your students will have the opportunity to gain these vital skills. Alongside this they will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage their time effectively.

How will it be assessed?

Students will complete 10 units over 2 years. These will comprise of both internally and externally assessed units. In Year 14 they will follow a specialist pathway of accounting.

AS Level

Unit	Content
Unit 1	In this unit students will develop an understanding of how and why businesses operate in the way they do. They will look at a range of different types of business and business structures,

<p>The business environment</p> <p>EXTERNAL ASSESSMENT</p>	<p>and explore how the ownership of a business and its objectives are interrelated. They will learn about the importance of different functions within a business and how they work together. They will understand the legal, financial, ethical and resource constraints under which a business must operate and how these can affect business behaviour. They will explore ways in which businesses respond to changes in their economic, social and technological environment, and the necessity for a business to plan. They will appreciate the influence different stakeholders can have on a business, and they will learn how to assess business performance.</p>
<p>Unit 2</p> <p>Working in business</p> <p>EXTERNAL ASSESSMENT</p>	<p>Businesses today need employees, managers and entrepreneurs who are multi-skilled independent thinkers. When working in business students will have to work in accordance with organisational protocols, be able to prioritise work and communicate effectively with others in a meaningful way.</p> <p>This unit will cover the skills and understanding needed to work effectively within a business environment. This includes arranging meetings, working with business documents, making payments, prioritising business activities and communicating with stakeholders. The way that these activities are dealt with will vary according to the specific business protocols in place. Some of these will be specific to a functional area; however, many are common to almost all job roles.</p> <p>The skills and understanding students will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.</p>
<p>Unit 3 –</p> <p>Business Decisions</p> <p>EXTERNAL ASSESSMENT</p>	<p>All businesses make decisions. Key decisions could include extending a product range, a business changing direction and targeting a new market, or whether it should expand. The decisions made could affect the day to day operational activities of the business and could also impact on their short and long term success.</p> <p>The ability to make decisions depends on the effective collation, processing and analysis of relevant information. In this unit students will develop their skills of business decision-making using multiple sources of information. They will explore the criteria on which business decisions should be based, and the methods to interpret and analyse this information. In this unit they will learn to consider the many variables involved and encouraged to analyse possible solutions, investigating each for potential drawbacks and benefits, before they reach their preferred decision. The learning contained within this unit will</p>

	<p>provide a framework that they will be able to apply in a business setting.</p> <p>Students will have the opportunity to showcase their skills by making a business decision based on evidence and you will be required to justify the decision you make.</p>
<p>Unit 4</p> <p>Customers and communication</p> <p>INTERNAL ASSESSMENT</p>	<p>Customers are vital to the success of any business. It is essential that businesses consider the importance of the customer experience and ensure that they communicate effectively with them, whether internal or external.</p> <p>Repeat business is crucial for future revenue and financial certainty. Businesses depend on customer satisfaction and customer loyalty. To build this you need to know who your customers are and what influences their behaviours.</p> <p>In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations. They will develop the skills that will help them create a rapport with customers and have the opportunity to practice and develop their business communication skills.</p> <p>Students will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.</p>
<p>Unit 11 –</p> <p>Accounting Concepts</p> <p>INTERNAL ASSESSMENT</p>	<p>All businesses require accurate bookkeeping records to ensure they meet the requirements and needs of a number of stakeholders. This unit is intended to give students vital skills and knowledge of maintaining business records, using books of original entry and double-entry bookkeeping. Due to an increase in the number of national and international accounting requirements, businesses are always in need of employees who possess bookkeeping and accounting skills.</p> <p>This unit will give them an introduction to the foundations of business accounting. The unit will allow them to gain essential skills in, and knowledge of, the purposes of accounting, and the accounting procedures used to produce final accounts. They will consider the reasons for keeping accurate financial records and the importance of updating cash books and preparing bank reconciliation statements.</p> <p>This will prepare students for work, in areas of business and accounting, which require accurate recording of financial transactions. The unit will ensure they are familiar with the basic requirements of International Accounting Standards (IAS).</p>

A2 Level

Unit	Content
<p>Unit 12 – Financial Accounting</p> <p>INTERNAL ASSESSMENT</p>	<p>Profit is a key driver for most business organisations. It is, in fact, the main reason that many businesses are created and continue to trade for many years. This unit will allow students to look at the financial aspects of recording financial transactions and consider the role they might play in ensuring business success.</p> <p>The role of a financial accountant is to accurately record business transactions and prepare appropriate financial statements from these records. This unit will allow students to understand the impact of legislation and accounting concepts and principles on organisations' accounting policies and procedures.</p> <p>This unit aims to give students a sound understanding of why financial statements are prepared in the way they are. They will cover the final accounts of a range of business types, such as sole traders, partnerships, private and public limited companies and non-profit making or third sector organisations. They will explore the difference between a cash flow forecast, and a cash flow statement, and understand why a large profit does not necessarily result in an abundance of cash for use by the business.</p> <p>Whatever business career path you choose to follow, an understanding of business financial statements will give them an insight into the strength and monetary worth of a business.</p>
<p>Unit 13</p> <p>Management Accounting</p> <p>INTERNAL ASSESSMENT</p>	<p>All businesses have to spend money before they can make a profit, and when they spend money, they incur costs. For you to make a success of a business, finance or accounting career, it is vital that you understand the key areas of management accounting.</p> <p>All businesses require the ability to use management accounting information, for the purposes of planning and control of cash and other resources. Students will gain an understanding of the nature of these costs, and the impact of these costs on expanding the organisation, or increasing business activity. This will include developing an understanding of the pricing methods used by businesses. Appropriate pricing of an organisation's products or services will play a large part in its future profitability.</p> <p>This unit will look at costing and budgeting, and how to use current or historical financial data, to plan for the effective finances and costs of the business for the future. Students will develop their ability to critically analyse information, to help</p>

	<p>with both short-term and long-term decision making, and analyse variances between actual and predicted data. As part of their study, they will learn to assess and make judgements on a range of business projects using capital investment appraisal techniques.</p> <p>Students will gain an understanding of how break-even analysis allows managers to assess optimum activity levels, and how historical data can be used to look for trends that can forecast more accurately the figures that are used in budgets.</p> <p>On completion of this unit, students will have a good appreciation of the skills and understanding necessary to manage the finances of an organisation, be able to assess the problems highlighted by variance analysis, and make realistic decisions on the likely courses of action.</p>
Unit 15 Change Management EXTERNAL ASSESSMENT	<p>In order to be successful, businesses must be proactive in responding to changes in their day-to-day and longer term activities. These changes may be the result of the introduction of new technologies or legislation, changes in corporate objectives, changing customer tastes or market conditions. Businesses must constantly be aware of the changes that are taking place locally, nationally as well as globally, in order to adapt and adjust their business activities accordingly. Businesses need to evolve from these changes. This might include having to rethink their range of products, service provision or their communication strategies.</p> <p>A business needs to understand the possible impacts that change might bring, before strategies for managing change can be devised. In this unit, students will learn the importance of managing change, potential barriers to change and that these barriers can be removed. They will also investigate the different approaches to managing change, and the advantages and disadvantages of these approaches.</p>
Unit 16 Principles of Project Management INTERNAL ASSESSMENT	<p>Businesses undertake projects of all kinds that vary in terms of purpose and scope. Some examples of business projects are running an event, launching a marketing campaign, carrying out market research and setting up book keeping for local clubs or charities. A project comprises a set of tasks and activities to be carried out in order to reach an intended purpose. Being able to prepare and manage a project is an important skill needed by many different people working in business.</p> <p>In this unit students will learn about the stages of project management, and the type of skills a project manager should have. They will also learn why you need to monitor the</p>

	<p>progress of projects as it is vital to their successful completion and implementation.</p> <p>Students will plan a project, and prepare a project plan. They will learn about the different planning tools available for project planning. Whilst preparing the project plan, they need to be aware of internal and external factors which might have an impact on the planning process, as well as the successful completion and implementation of a project.</p> <p>This unit will help students to develop the skills required to plan projects and be aware of possible obstacles that can impact on the outcome of a project.</p>
<p>Unit 22</p> <p>Delivering a Business Project</p> <p>INTERNAL ASSESSMENT</p>	<p>A business project comprises tasks and activities to be carried out in order to reach intended outcomes. Being able to scope and deliver a project is an important skill used in business. Projects require the involvement of many different people both internally and externally to the organisation. The role of the project manager is important in enabling a business project to run smoothly and deal with issues as they arise, such as a change in stakeholder needs, while making sure that the project's objectives are met.</p> <p>Whilst scoping the project, students need to be aware of internal and external factors which might have an impact on the planning process, as well as how you intend to measure the successful completion and implementation of the project.</p> <p>As a team, students will collectively take responsibility for project management to ensure the successful planning, implementation, monitoring and control of a project. Team members need to be adaptable, i.e. to be able to work with different people in a range of different ways. Team roles and tasks need to be assigned to the correct individual in order to achieve objectives. Students will also create an individual plan that defines their own role in the project administration, delivery and support. This unit will require students to learn and apply the skills necessary to deliver a business project. This could be, for example, to research a marketing campaign and carry out the launch event or arrange a sponsored event for charity and then review the extent to which the project has been successful.</p>

Why study this course?

- Business is at the heart of everyday life. Exciting and practical units will be delivered
- It follows both a business course and a specialist accounting route.
- it develops transferable skills for the workplace or future studies
- employment opportunities available due to the skills gap in the market

Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

Which other subjects will complement this one?

Past students have combined Business with a wide range of other subjects. It is the ideal complement to any AS course of study and offers a range of skills that can be transferred across the curriculum and to working life.

Career Opportunities

The course provides students with a progression route to higher education and further training for employment. It offers students the chance to personalise their path of study and obtain qualifications that meets their individual aptitudes and interests. Career paths followed may include:

- | | |
|-----------------------|--------------------|
| ▪ Business Management | ▪ Finance |
| ▪ Accounting | ▪ Administrator |
| ▪ Marketing | ▪ Business Planner |
| ▪ Human Resources | ▪ Teacher |
| ▪ Public Relations | |

CACHE LEVEL3 EXTENDED DIPLOMA
for
CHILDREN'S CARE, LEARNING and DEVELOPMENT

LEAD TEACHER: Mrs G Muldrew

Entry Requirements:

- 5 GCSE passes at grade C or above, with preference given to those including Maths and English. GCSE Child Development is helpful but not essential.
- A successful interview by an interview panel whereby the candidate shows an aptitude for working with children.
- A satisfactory criminal record check is completed in May.

Mandatory Units

- Promote communication in health, social care or children's and young people's settings
- Engage in personal development in health, social care or children's and young people's settings
- Promote equality, diversity and inclusion in health, social care or children's and young people's settings
- Principles for implementing duty of care in health, social care or children's and young people's settings
- Understand child and young person development
- Understand how to safeguard the wellbeing of children and young people
- Support children and young people's health and safety
- Develop positive relationships with children, young people and others involved in their care
- Working together for the benefit of children and young people
- Understand how to support positive outcomes for children and young people
- Context and principles for early years' provision
- Promote learning and development in early years
- Promote children's welfare and well-being in the early years
- Professional practice in early years' settings
- Support children's speech, language and communication

Optional Units

- Work with babies and young children to promote their development and learning
- Care for physical and nutritional needs of babies and young children
- Promote creativity and creative learning in young children

Extended Diploma

The basic diploma is graded as an 'E' level grade. To achieve the extended diploma and grades D-A* students will complete 3 external assessments. These will consist of 3 extended essays of approximately 5000 words based on a choice of 'set' themes. The Extended Diploma work will be taken in the second and third term of year 14.

In year I practical training takes place 3 days out of 5. In year II the training will be 2 days.

Training placements will consist of 2 placements each year, one in a day nursery and one in a primary school.

What can I do with a Level 3 DCE?

The level 3 DCE is a rigorous academic award requiring commitment, maturity and dedication. Previously as the CACHE Diploma in Nursery Nursing (NNEB), it has changed a lot since it was first available in 1945.

The qualification will give you a solid foundation of knowledge and practical skills, allowing you to work unsupervised, or to supervise other staff. With a Level 3 DCE, you can gain job and career development opportunities not just in Britain, but also abroad.

The CACHE Level 3 Diploma in Childcare & Education (DCE) has just been awarded a maximum of UCAS tariff points, giving it Higher Education entry-level status.

It may also be used as a route into both adult and children's nurse training, teaching or social work as long as you also have a GCSE Grade C in English, Mathematics and for some universities a scientific subject.

With a DCE, your career opportunities will range from working with children in families to a variety of partnerships with other health and education professionals.

This includes jobs such as:

- Nanny
- Nursery Supervisor
- Pre-school Leader/Crèche Leader
- Special Educational Needs Supporter
- Nursery Nurse
- Early Years Primary
- Nursing

CONSTRUCTION BTEC

Edexcel Specification

LEAD TEACHER: South Eastern Regional College

Edexcel Level 3 Subsidiary Diploma
Construction

What do I need to bring to this course?

An interest in the world of construction!
From Quantity Surveyors to Site Managers, Technical Engineers to Architects, the industry has a variety of roles that require different abilities and strengths. If you tend to prefer more technical or mathematical exercises, Architects and Quantity Surveyors are perhaps more suited to you. But if you prefer a more hands-on or labour intensive role, then a Bricklayer or Site Manager position is probably more your cup of tea.



What will I be studying?

The BTEC Level 3 Subsidiary Diploma in Construction is a great starting point for someone wanting to become a professional within the Construction Industry. This 2-year course is designed to reflect the working methods of the construction industry covering topics such as Health and Safety, Surveying, Construction Technology, Building Design, Construction Detailing, Sustainable Construction, Material Properties, 2D and 3D Computer Aided Design. The course consists of 6 units (the equivalent of 1 A-level). The course includes the following units:

Unit 1: Health, Safety and Welfare in Construction

Unit 2: Sustainable Construction

Unit 4: Science and Materials in Construction

Unit 5: Construction Technology and Design in Construction

Unit 10: Surveying in Construction

Unit 18: Computer-Aided Drafting and Design for Construction



Assessment Information

All assessment is coursework based and designed around industrial related scenarios.

The Subsidiary Diploma in Construction is the equivalent of 1 A-level.

Why Study Construction?

The BTEC Level 3 Subsidiary Diploma in Construction has been designed to inspire and enthuse learners to consider a career in construction as well as giving learners the opportunity to gain a broad knowledge and understanding of, and develop the skills in, the Construction and Built Environment sector.

As part of this course you will develop practical skills including linear and topographical surveying as well as both 2D CAD (using Autodesk AutoCAD 2017) and 3D CAD (using Trimble Sketch Up Pro 2016) skills.

Studying this course gives learners the potential opportunity, in due course, to enter employment within a wide range of job roles within the industry or continue their education within Higher Education as indicated below.

How will this subject help me in my application to Further/Higher Education and in my future career?

Progression includes access into employment or Higher Education courses as follows:

- Foundation Degree in Sustainable Construction (SERC)
- Foundation Degree in Architectural Technology with Sustainable Design (SERC)
- HND/ C Construction
- Degree Programmes

** All entry requirements are subject to UCAS tariff points and vary from course to course.

BTEC LEVEL 3 ENGINEERING

LEAD TEACHER: South Eastern Regional College

What do I need to bring to the course?

An interest in the engineering industry and a good level of Mathematics.



BTEC Level 3 Subsidiary Diploma in Engineering (QCF)

- 2 year course equivalent to 1 A Level
- Subjects studied include:
Mechanical Principles / Mathematics/ CAD
Electronics / Fabrication Processes
- Entry Requirements:
A minimum of 4 GCSE's at grade C (incl. Maths & English) OR
BTEC Level 2 Certificate in Engineering together with Level 2
Essential Skills in Literary and Numeracy.
- Progression: University Degree at QUB or UU, Foundation
Degree at SERC, Higher Level Apprenticeship)

For further information contact:

Paddy McShane
Email: pmcshane@serc.ac.uk



BTEC Level 3 Subsidiary Diploma in Engineering (QCF)

- Why study Engineering?

Engineering is a fun, interactive subject that combines a broad base of technical skills and knowledge that will enable progression to Higher Education and ultimately provide opportunities for employment in Northern Ireland's vibrant manufacturing industry.
- What types of career are available to Engineering students?
Careers in Engineering can be found in a wide range of sectors such as Manufacturing, Aerospace, Biomedical Science & Renewables.

For further information contact:

Paddy McShane
Email: pmcshane@serc.ac.uk



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0845 600 7555
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ENGLISH LITERATURE

AS & A2 LEVEL – CCEA SPECIFICATION

LEAD TEACHER: Mrs T Patterson

What do I need to bring to the course?

It is the aim of the course to introduce students to a detailed textual study of a variety of genres and the contexts in which they were written, therefore enabling students to express informed and relevant responses to what they have read. Students will be expected to have an enthusiasm for independent reading and demonstrate, depending on the text studied, relevant knowledge of generic conventions and display critical understanding of ways in which writers craft their work in order to shape meaning.

Students will need to attend all lessons, well prepared, having completed all background reading. Students will be expected to participate fully in class and be able to respond to texts through extended, written responses.

A dedicated and conscientious attitude is necessary for students to gain fully from the course. Although demanding, this course will prove enjoyable and rewarding for those prepared to meet its challenges.

What will I be studying?

AS UNIT 1: The Study of Poetry 1900- present and Drama 1900 to present.

Section A- The Study of Poetry-

Students explore and respond to a range of poetry by two poets learning to analyse, evaluate and compare and contrast.

Section B- The Study of Drama-

Students communicate their knowledge and understanding of a play by a modern dramatist.

AS UNIT 2: The Study of Poetry Pre 1900

Students communicate their knowledge and understanding of a novel, demonstrating the significance and influence of contexts in which the novel was written and received.

A2 Unit 1: The Study of Shakespeare

In this unit, students analyse a single play from a chosen Shakespearean genre- Tragedy, Comedy, Problem Plays or Last Plays. Each question offers an extract as a basis for answering the question on the play as a whole.

A2 Unit 2: The Study of Poetry Pre 1900 and Unseen Poetry

Section A- The Study of Poetry Pre 1900

Students explore and respond to a range of poetry by a poet they have studied. They draw on the skills developed in their study of AS poetry.

Section B- Unseen Poetry

Students demonstrate critical skill and personal engagement in response to an unseen poem. Students analyse poetic methods to determine how poet's shape meaning.

A2 Unit 3: Internal Assessment

Students draw on the skills developed in their AS study, in particular the study of prose to communicate effectively their knowledge and understanding of the novel form.

How will it be assessed?

AS Level-

Unit 1- 2 Hour Examination: two questions, one per text. (60% of AS and 24% of A Level)

Unit 2- 1 Hour Examination- one question (40% of AS and 16% of A Level)

A2 Level

Unit 1- 1 Hour 30-minute Examination- one question (20% of A Level)

Unit 2- 2 Hour Examination: two questions, one on each text (20% of A Level)

Unit 3- Internal Assessment- 2500-word essay (20 % of A Level)

Which other subjects will complement this one?

Almost any other subject will combine well with English Literature as it encourages students to develop key skills such as creativity, analysis and evaluation through the

exploration of texts and their contexts. In particular, English Literature might complement the study of History, Law, Politics or Journalism.

How will this subject help me in my application to Further/Higher Education and in my future career?

AS/A2 English Literature will support students' skills in other AS/ A2 subject areas and equip them with an excellent grounding for a wide range of employment opportunities and courses in Further Education. The qualification would be ideal in providing a conceptual framework for degree courses such as Media Studies, Sociology, Law, English Literature, Education or other communicative subjects. Successful students will profit from excellent skills in both written and verbal argument as well as developed critical thinking, awareness of broad social, cultural and political issues and a comprehensive understanding of a wide range of literary genres.

GCE GOVERNMENT AND POLITICS

AS & A2 Level – CCEA SPECIFICATION

LEAD TEACHER: St Colm's High School

Introduction

This specification aims to encourage students to:

- develop a lifelong interest in government and politics;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example creative thinking and problem-solving;
- carry out research;
- think critically about the political systems in which they live and how they may participate in those systems;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate, through external assessments, that they are able to understand and apply key concepts and can think and write critically.

Key features

The following are important features of this specification.

- It includes four externally assessed units.
- The AS units provide students with a valuable introduction to the study of government and politics.
- The AS units give students the opportunity to study the political systems that directly affect their lives.
- The A2 units give students the opportunity to develop their skills of analysis and evaluation, extended writing and synoptic assessment.
- The A level prepares students for progression to higher education.
- A range of support is available, including specimen assessment materials, exemplar schemes of work and teacher guidance.

Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, it is recommended that students should have attained at least a C grade in GCSE English.

Specification at a Glance

The table below summarises the structure of the AS and A level courses:

Content	Assessment	Weightings
AS 1: The Government and Politics of Northern Ireland	External written examination with one source and four questions 1 hour 15 mins	40% of AS 16% of A level
AS 2: The British Political Process	External written examination with five questions 1 hour 45 mins	60% of AS 24% of A level
A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom or Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom	External written examination with one source and six questions 2 hours 15 mins	35% of A level
A2 2: Option A: Political Power or Option B: Political Ideas	External written examination with one source and five questions 1 hour 30 mins	25% of A level

GCE HISTORY

AS & A2 Level – CCEA SPECIFICATION

LEAD TEACHER: Miss Greene

What do I need to bring to the course?

A good grade in GCSE History will indicate your ability to take the AS and A2 courses. However, it is not a requirement that students should have taken GCSE History. Indeed, we welcome students who want to take the subject again after a break and who have not studied History since Key Stage 3.

The most important criteria are to have a keen interest in History, and enquiring mind, a fascination for the lives of people in the past, the initiative to work independently, an enjoyment of reading and the ability to communicate ideas and arguments in debate as well as writing.

You will also be expected to have a Grade C or above in GCSE English Language.

What will I be studying?

You will learn about the significance of major and key individuals in History, and how and why societies have developed and changed in the past. There will be opportunities to study both broad topics and particular themes, and to study the past from political, social, economic, religious and cultural perspectives. You will be encouraged to draw parallels with today whilst learning to respect and enjoy the uniqueness of earlier societies and their achievements.

Your course will include modules on historical periods and themes from the nineteenth and twentieth centuries. This will include aspects of European, British and Irish History. Your course will be varied and challenging.

The modular approach will be a strong base for hoping to continue their study of History at University. This approach also provides variety and interest for all who take the course, whatever their future plans.

In A Level History you will develop your skill of analysis and evaluation of historical evidence. You will also develop your historical ideas through debate and discussion; you will learn to express your arguments effectively in writing.

You will read and discover the ideas and theories of contemporaries and historians interested in your areas of study, you will develop an understanding of how the past have been interpreted.

How will it be assessed?

Each module at AS and A2 History will be assessed by examination.

AS Level Examinations

Unit 1 – Historical Investigations and Interpretations

Germany 1919 – 1945

- 50% of AS, 20% of A Level
- Externally assessed examination, 1 hour 30 minutes
- Candidates answer 3 questions, one historical knowledge based question and 2 source based questions
- Examined in June 2018

Unit 2 – Conflict and Change in Europe

Russia 1914 – 1941

- 50% of AS, 20% of A Level
- Externally assessed examination, 1 hour 30 minutes
- Candidates answer 2 questions both focusing on historical knowledge and analytical skills
- Examined in June 2018

A2 Level Examinations

Unit 3 – Change Over Time

The American Presidency

- 20% of A Level
- Externally assessed examination, 1 hour
- This is a synoptic paper focusing on changes throughout a century
- Candidates answer 1 question focusing on historical knowledge, analytical and evaluative skills
- Examined in June 2019

Unit 4 – Historical Investigations and Interpretations

Partition of Ireland 1900 – 1925

- 40% of A Level
- Externally assessed examination, 2 hours 30 minutes
- Candidates answer 3 questions, one question of two parts, set in the context of an historical enquiry which includes the use of sources and an extended essay question focusing on historical knowledge, analytical and evaluative skills
- Examined in June 2019

HOSPITALITY (BTEC)

LEAD TEACHER: SERC College

What do I need to bring to the course?

An interest in the hospitality and catering sector. This course will equip students with skills and knowledge to work in the hospitality and catering industry or progress to further study.

What will I be studying?

This is an interesting course which aims to develop practical skills and the knowledge essential to working in the hospitality industry.

There are 3 core units and 3 specialist units in this course.

Core units:

- Exploring the hospitality industry
- Customer relations in hospitality
- Safety in hospitality

Specialist units:

- Planning and running a hospitality
- Healthy lifestyle
- Developing employability skills for hospitality and related industries
- Basic culinary skills
- Serving food and drink
- Accommodation and the front office

How will the course be examined?

A range of assessment techniques will be used to assess all units of study. You will be expected to actively participate in practical work in both the training restaurant and kitchen.

How will this subject help me in my applications to Higher Education?

Successful completion of the course will enable you to enter employment in the hospitality industry at a junior level.

Alternatively, further study of the National Certificate in Hospitality can lead to supervisor positions in the hospitality industry. The course can also lead to further study of tourism programmes.

OCR CAMBRIDGE TECHNICAL LEVEL 3 (2016 Suite)

INTRODUCTORY DIPLOMA in IT – SINGLE A Level

LEAD TEACHER: Mrs D Patterson

About the Course

This is a new and up to date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2018 and beyond. The Level 3 Cambridge Technical in IT course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

This pathway focuses on the development of skills on a range of applications. Students will be able to demonstrate the skills of writing specifications, designing, building, testing and implementing applications.

How will it be assessed?

Students will complete 2 external assessments in Year 13, which will be set and marked by OCR; there will be two opportunities for students to take them, in January and June.

There will be 3 internally assessed portfolio based units, 1 in Year 13 and 2 in Year 14.

AS Level

Unit	Content
Unit 1 Fundamentals of IT Externally Assessed	A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt 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. <u>1 hour 30 minutes written paper 80 marks</u> <ul style="list-style-type: none">• Section A comprises multiple choice questions• section B comprises short answer and extended response questions
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.

Externally Assessed	<p>This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter.</p> <p>This unit will help you to understand the legislation and regulation governing information which flows in to and out of an organisation and the constraints and limitations that apply to it. You will also learn the relationship between data and Information.</p> <p><u>1 hour 30 minutes written paper 80 marks</u></p> <ul style="list-style-type: none"> • section A comprises short answer and extended response questions based on a pre-released case study. A new case study is released for each examination series and will include research prompts which learners will need to respond to prior to the external assessment • section B comprises short answer and extended response questions. These questions will not relate to the pre-release case study
Unit 15 Game Design & Prototyping Internally Assessed	<p>Gaming is a continuously developing market. There are a number of platforms available for amateur and professional game developers to release games that they have designed and developed.</p> <p>This unit will help you develop skills in designing and developing a prototype for a simple game. It will enable you to consider the logic of the programming structures required, as well as the interface design. You will then build a prototype to demonstrate an element of your game.</p> <p>Games designers and developers design and develop games across a wide range of applications and platforms.</p>

A2 Level

Unit	Content
Unit 6 Application Design Internally Assessed	<p>The world is increasingly reliant on applications that help individuals, business and organisations achieve specific activities or purposes. In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. The application that you will design could be for any sector and for any purpose. You will have the opportunity to present your ideas, prototype them and gain feedback before refining your design.</p> <p>Besides the technical knowledge that you will gain about designing an application, you will also learn key transferable skills about liaising with clients, questioning people effectively to gain the information you need to develop successful designs, and presenting your ideas to an audience and getting feedback from them.</p>
Unit 8 Project Management Internally Assessed	<p>This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.</p> <p>The key to any project being a success is the planning and management that takes place. Project management skills are essential transferable skills that can be used for all projects whether it's traditional methodologies or more recently adopted agile approaches within the IT development environment. These skills can be adapted and used even on the smallest 'tasks' during the planning and implementation stages.</p> <p>Regardless of your job role, you will often be called upon to participate in projects for a wide variety of reasons, consequentially this unit is optional within all four pathways. This unit will assist you in developing your skills, knowledge and understanding of different project methodologies and the key factors that can influence the success or failure of a project.</p>

Why study this course?

- ICT is at the heart of everyday life, at home, work and in our leisure time from computer graphics and control systems to communications and problem solving
- exciting and practical units will be delivered
- only 2 externally assessed units – can be sat January and June
- 3 internally assessed portfolio units
- it develops transferable skills for the workplace or future studies
- employment opportunities available due to the skills gap in the market

Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

All of the Assessment objectives will then be added up to combine to give the final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

Which other subjects will complement this one?

Past students have combined ICT with a wide range of other subjects. It is the ideal complement to any AS course of study and offers a range of skills that can be transferred across the curriculum and to working life.

Career Opportunities

The course provides students with a progression route to higher education and further training for employment. It offers students the chance to personalise their path of study and obtain qualifications that meets their individual aptitudes and interests. Career paths followed may include:

OCR CAMBRIDGE TECHNICAL LEVEL 3 (2016 Suite)

DIPLOMA in IT – DOUBLE AWARD

LEAD TEACHER: Mrs D Patterson

About the Course:

This is a new and up to date vocational course that has been designed with refreshing and exciting content. It aims to be engaging, fit for purpose and suitable for the needs of our students in 2018 and beyond. The Level 3 Cambridge Technical in IT course will focus on the requirements that today's universities and employers demand as well as the transferable skills required such as communication, problem solving, time management, research and analytical skills.

This pathway focuses on the development of skills on a range of applications. Students will be able to demonstrate the skills of writing specifications, designing, building, testing and implementing applications.

How will it be assessed?

Students will complete 2 external assessments in Year 13 and 1 in Year 14, which will be set and marked by OCR; there will be two opportunities for students to take them, in January and June. There will be 8 internally assessed portfolio based units, 4 in Year 13 and 4 in Year 14.

AS Level

Unit	Content
Unit 1 Fundamentals of IT Externally Assessed	<p>A sound understanding of IT technologies and practices is essential for IT professionals.</p> <p>Information learnt 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.</p> <p><u>1 hour 30 minutes written paper 80 marks</u></p> <ul style="list-style-type: none">• Section A comprises multiple choice questions• Section B comprises short answer and extended response questions
Unit 2 Global Information	<p>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.</p>

Externally Assessed	<p>This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter.</p> <p>This unit will help you to understand the legislation and regulation governing information which flows in to and out of an organisation and the constraints and limitations that apply to it. You will also learn the relationship between data and Information.</p> <p><u>1 hour 30 minutes written paper 80 marks</u></p> <ul style="list-style-type: none"> • section A comprises short answer and extended response questions based on a pre-released case study. A new case study is released for each examination series and will include research prompts which learners will need to respond to prior to the external assessment • section B comprises short answer and extended response questions. These questions will not relate to the pre-release case study
<p>Unit 9</p> <p>Product Development</p> <p>Internally Assessed</p>	<p>The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments.</p> <p>The key to any product development being a success is the analysis, client review, design, testing and final acceptance that takes place. The skills that you will learn can be applied to the development of any product, large or small.</p> <p>It is recommended that you develop a product alongside the other units you are studying so that you can explore the units holistically as a wider project. This will align to your chosen pathway and support progression into your chosen field within the IT industry.</p> <p>Whether you are building a network, and interactive package or developing a website, they are all products. It is therefore important that you understand the processes required for the development of products and that you can apply them to a variety of situations.</p>

Unit 13 Social Media & Digital Marketing Internally Assessed	<p>The use of social media has increased massively over recent years and is now a world-wide phenomenon. Users of social media are able to share ideas and files, compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe.</p> <p>Digital marketing is part of the overall process of marketing as is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services.</p> <p>This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a tool.</p>
Unit 15 Game Design & Prototyping Internally Assessed	<p>Gaming is a continuously developing market. There are a number of platforms available for amateur and professional game developers to release games that they have designed and developed.</p> <p>This unit will help you develop skills in designing and developing a prototype for a simple game. It will enable you to consider the logic of the programming structures required, as well as the interface design. You will then build a prototype to demonstrate an element of your game.</p> <p>Games designers and developers design and develop games across a wide range of applications and platforms.</p>
Unit 17 Internet of Everything Internally Assessed	<p>This unit is about the use of the Internet and how it is impacting people and society.</p> <p>You will learn about the Internet of Everything and how it is used. Using your knowledge, you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.</p>

A2 Level

Unit	Content
Unit 3 Cyber Security Externally Assessed	<p>The need for secure digital systems is more crucial than ever before. We rely on computerised systems and networks to collect, process, store and transfer vast amounts of data and to control critical systems such as water and power supplies.</p> <p>Business and e-commerce can be undertaken 24 hours a day, 7 days a week and telecommunications enable us to keep in touch with family and friends and collaborate with colleagues at any time.</p> <p>Mobile devices offer us freedom and flexibility of where and how we learn and work. However, for all the advantages that these systems offer us, some people have found ways to exploit them and this poses a threat to our safety and security in the real world, as much as in the cyber world. To deal with this problem, the cyber security industry is expanding at a rapid rate.</p> <p>This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges and make recommendations for ways to best protect digital systems and information.</p> <p><u>1 hour written paper 60 marks</u></p> <ul style="list-style-type: none">• section A comprises short answer and extended response questions based on a pre-released case study. A new case study is released for each examination series and will focus on either a personal or a corporate perspective. It will also contain a series of research prompts which learners will need to respond to prior to the external assessment• section B comprises short answer and extended response questions and will focus on the theme (i.e. personal or corporate) that is not covered in the pre-released case study).

Unit 6	
Application Design	The world is increasingly reliant on applications that help individuals, business and organisations achieve specific activities or purposes. In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. The application that you will design could be for any sector and for any purpose. You will have the opportunity to present your ideas, prototype them and gain feedback before refining your design.
Internally Assessed	Besides the technical knowledge that you will gain about designing an application, you will also learn key transferable skills about liaising with clients, questioning people effectively to gain the information you need to develop successful designs, and presenting your ideas to an audience and getting feedback from them.
Unit 8	
Project Management	This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.
Internally Assessed	<p>The key to any project being a success is the planning and management that takes place. Project management skills are essential transferable skills that can be used for all projects whether it's traditional methodologies or more recently adopted agile approaches within the IT development environment. These skills can be adapted and used even on the smallest 'tasks' during the planning and implementation stages.</p> <p>Regardless of your job role, you will often be called upon to participate in projects for a wide variety of reasons, consequentially this unit is optional within all four pathways. This unit will assist you in developing your skills, knowledge and understanding of different project methodologies and the key factors that can influence the success or failure of a project.</p>

Unit 21 Web Design & Prototyping Internally Assessed	<p>Organisations are increasingly reliant on their website to market goods or services and interact with clients and customers. In this unit you will research, design and produce an interactive responsive website that is specific to a client's needs, culminating in presenting the concept of the website using the prototype to the client.</p> <p>You will learn about the security risks within website design, and how to minimise these threats. This unit will also allow you to incorporate existing interactive elements, as well as prototyping your own website.</p>
Unit 22 Big Data Analytics Internally Assessed	<p>Data is all around us and the amount of data being gathered is growing. Big Data deals with extremely large data sets that can be analysed computationally to reveal patterns, trends and associations. This is especially the case in relation to human behaviour and interactions.</p> <p>In this unit you will learn what Big Data is, how it can be gathered, analysed and used by businesses. You will also look at how a company could use Big Data for planning for the future.</p>

Why study this course?

- ICT is at the heart of everyday life, at home, work and in our leisure time from computer graphics and control systems to communications and problem solving
- exciting and practical units will be delivered
- only 3 externally assessed units – can be sat January and June
- 8 internally assessed portfolio units
- it develops transferable skills for the workplace or future studies
- employment opportunities available due to the skills gap in the market

Assessment

Each unit you cover is split up into Assessment Objectives. You will cover this by completing tasks set by your teacher. For each Assessment Objective you will be awarded a grade:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

All of the Assessment objectives will then be added up to combine to give your final grade for that unit.

At the end of the two years all of your grades from each unit will be added together to give you your overall grade for the qualification. It will be graded as the following:

Pass (grade E) Merit (grade C) Distinction (grade A) Distinction*(grade A*)

Which other subjects will complement this one?

Past students have combined ICT with a wide range of other subjects. It is the ideal complement to any AS course of study and offers a range of skills that can be transferred across the curriculum and to working life.

Career Opportunities

The course provides students with a progression route to higher education and further training for employment. It offers students the chance to personalise their path of study and obtain qualifications that meets their individual aptitudes and interests. Career paths followed may include:

- Software Developer
- Multimedia
- Marketing
- Graphic Designer
- Administrator
- Business Planner
- Teacher
- Web Designer
- App Developer
- Mobile Technology
- Games Designer
- IT Technician

MEDIA STUDIES **A Level WJEC**

LEAD TEACHER: St Patricks's Academy Teachers

What do I need to bring to the course?

You will need to have an interest in studying media forms, including television, film, print and online media. The subject is both practical and academic with a strong emphasis on research and will particularly appeal to students who are creative and artistic.

What will I be studying?

Media has a strong practical element that will enable you to develop your creative and technical skills through filming, editing, photography, print and web design.

How will it be assessed?

This specification is divided into four units:

Two AS units (MS1 and MS2)

Unit 1: MS1 Media Representations and Responses (50%) (External Assessment)

Unit 2: MS2 Media Production Process (50%) Internal Assessment

Two A2 units (MS3 and MS4)

Unit 3: MS3 Media Investigation and Production (50%) (Internal Assessment)

Unit 4: MS4 Media Text, Industry and Audience (External Assessment)

What other subjects compliment this?

English, ICT and Art & Drama

How will this subject help me in my application to Further/Higher Education and in my future career?

This course should give you an excellent introduction to the most important aspects of the media and the various career opportunities in this and related fields. If you want to continue with Media Studies in higher education you will find a great number of degrees and other courses offered such as advertising, communications and media related degrees.

GCE MOVING IMAGE ARTS

AS & A2 LEVEL – CCEA SPECIFICATION

LEAD TEACHER: Mrs Hunter

What do I need to bring to the course?

AS & A2 Moving Image Arts does not require you to have taken the subject at GCSE level or have any artistic ability, all you need to have is an interest in film and film making, creative ideas and a willingness to complete parts of the coursework in your own time (generally filming). Previous experience with cameras and editing software are not essential either as you will receive training in these areas.

What will I be studying?

AS & A2 Moving Image Arts is designed to help students develop their creative and critical abilities, through hands-on learning in the craft of moving image arts. The basis of the subject is the students' creation of their own moving image production either a live action film or an animation. Exploring the rich and diverse heritage of the moving image and its relationship with other art forms and disciplines should inform and inspire the students' work.

At a glance:

Content	Assessment	Weightings
Unit AS 1: Realist & Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio	Students produce: <ul style="list-style-type: none">• A statement of Intention;• Pre-production materials;• One 3 – 4 minute narrative film sequence or 1½ - 2 minute animation sequence based on provided stimuli; and• An evaluation Teachers mark the coursework and CCEA moderate the results.	60% of AS 24% of A level
Unit AS 2: Critical Response	Students take a 1 hours 30 minute online examination with questions on clips from set study areas. <ul style="list-style-type: none">• Section A - Hitchcock and the Classical Hollywood Style• Section B - Formalism: Early European Cinema and American Expressionism CCEA set the examination and mark it.	40% of AS 16% of A level

Unit A2 1: Creative Production and Research: Advanced Portfolio	Students produce: <ul style="list-style-type: none"> • An illustrated essay; • Pre-production materials; • One 4 - 7 minute narrative film or 2 - 3½ minute animation; and • An evaluation Teachers mark the coursework and CCEA moderate the results.	36% of A level
Unit A2 2: Advanced Critical Response	Students take a 2 hour and 15 minute online examination with questions based on clips from set study areas and an unseen script/ <ul style="list-style-type: none"> • Section A - Realism: Narrative and Visual Style • Section B - Creative Exercise • Section C - Comparative Analysis CCEA set the examination and mark it.	24% of total GCE

Other key information

This course aims to:

- Enable students to create their own moving image products'
- Develop technical and expressive competence in using film-making and animation techniques;
- Allow students to acquire knowledge and understanding of moving image genres, movements and contexts;
- Develop a critical understanding of film language, narrative and audience in both theory and practice;
- Investigate and research the work of others, demonstrating the ability to analyse and evaluate creative purpose;
- Develop knowledge and understanding of the role that moving image has in contemporary society and an awareness of what is involved in moving image production and consumption;
- Encourage students to take responsibility for the content of their work and its potential impact on a target audience;
- Develop the ability to manage resources, processes and equipment at the different stages of moving image production;
- Develop creativity, teamwork and problem-solving skills;
- Allow students to demonstrate enterprise and initiative in making their own films; and
- Encourage students to evaluate the effectiveness of their own practice as film-makers.

Students should be aware they will need:

- GOOD ATTENDANCE at school is vital to be successful in this course;
- To film others and be willing to be filmed themselves;
- To take equipment home and be responsible for it; and
- Adhere to strict deadlines throughout the school year (AS and A2) to ensure all portfolio is completed on time and all required knowledge for the online examinations is covered.

Which other subjects will complement this one?

This subject will teach you very valuable and highly transferable skills and, as such, can stand-alone. Subjects that would, however, complement it are Art & Design, ICT, English and Technology.

How will this subject help me in my application to Further/Higher Education and in my future career?

- It promotes the development of audio-visual literacy and creativity through hands-on learning in the craft of moving image arts.
- It encourages ownership, self-expression and independence in the exploration of thoughts, ideas and creative practices.
- It facilitates broad creative, technical and critical experiences of different moving image art forms and styles.
- It exploits new digital technologies and the creative learning possibilities they now offer, increasing computer-literacy levels.
- It enables flexible, inter-disciplinary learning, encouraging synergies across multiple art forms and curricular areas.

PERFORMING ARTS

(ACTING) LEVEL 3 SUBSIDIARY DIPLOMA

LEAD TEACHER: Laurelhill Community College

What do I need to bring to the course?

A love of theatre, performing to an audience and the desire to perhaps work and understand the principles of this profession.

What will I be studying?

Four specialist units will be studied over the two year course these may include:

Contemporary Theatre Performance
Devising Plays
Applying Acting Styles
Drama Improvisation
Musical Theatre Performance
Mime

How will it be assessed?

100% performance-internally assessed

Which other subjects will compliment this one?

English Literature, Music and Art & Design.

Performance courses can help you with English, Media, Law, Management, Marketing, Events and many more careers which are communications and public relations related.

How will this subject help me in my application to Further/Higher Education and in my future career?

Successful students may wish to pursue a career in the world of theatre, film, television, radio and entertainment. Employment opportunities also exist in arts administration, teaching, marketing and arts therapy.

Many students may wish to progress to professional training in their specialised area or to study Performing Arts at degree level in University.

BTEC LEVEL 3 PUBLIC SERVICES

LEAD TEACHER: Mr B Allison

What do I need to bring to the course?

This course is targeted at those who would like to gain employments in the Public Services.

- You have an interest in pursuing a career in the uniformed services- Army, Navy Police Service.
- You have an interest in Citizenship modules covered in Key Stage 111 & 1V.
- You enjoy opportunities to organise events, enjoy charity work and love to be involved in team work.
- You are keen to learn about how our country is run and who makes the decisions which affect how we live.
- You are interested in learning about health, fitness and lifestyle.
- You would like to learn more about crime and anti-social behaviour and how the public services tackle such behaviour.
- Perform better at coursework assignments than examinations and can take responsibility for your own learning.
- Would like to develop skills, techniques, attitudes and understanding for working life.
- You are not yet decided on a particular career path and want to learn more about opportunities in the world of work.

This course attracts UCAS points equivalent to one A level. (subsidiary diploma)
It is graded at Pass, Merit, and Distinction with assignment based assessment.

What will I be studying?

- **3 core units**
- Government policies and the Public Services
 - Responsibilities of the different levels of government in the UK.
 - Role of Government departments in relation to Public Service and their responsibility.
 - The electoral process in the UK.
 - Impact of government policies on Public Services.
 - How society is affected by government policies.
 - How government policies are developed.

- Responsibilities of the different levels of government in the UK.
 - Understand concepts and impact of citizenship equality and diversity.
 - Assess benefits of good citizenship to Public Services in respecting equality.
 - Legal and human rights in the UK.
 - Diversity in the work place – legislation.
 - Current affairs in Public Services.
 - Media reporting and Public Services.
- Leadership and teamwork in the Public Services
 - Different leadership styles used in Public Services.
 - Role of team leaders.
 - Briefing and de-briefing teams.
 - Carry out team tasks. Participate in teams.
 - Different types of teams in Public Services.
 - Team building and cohesion in Public Service.

2 focus elements;

- Physical preparation, health and lifestyle for the Public Services
 - Understand the components of fitness.
 - Understand the structure and function of the muscular-skeletal, cardiovascular and respiratory systems.
 - Undertake fitness activity.
 - Lifestyle factors that affect health.
 - Plan and complete 6-week health related improvement plan.
- Volunteering in Public Services
 - Different types of volunteering.
 - Benefits, impacts and importance of volunteering.
 - Demonstrate skills required to volunteer.
 - **Carry out voluntary work.**
 - **&**
 - **Fund raise £100**

How will it be assessed?

This course is 100% coursework

What other subjects compliment this one?

Business, Sport and Health & Life Science.

How will this subject help me in my application to Higher Education and future career.

You can progress into a career within the Public Services sector or alternatively you can go on to study at University on courses such as criminology, policing, business, sports, disaster management, Law and IT to name but a few.

CCEA AS & A2
RELIGIOUS STUDIES

LEAD TEACHER: Lisnagarvey High School

What do I need to bring to the course?

An interest in religion and an understanding of the important role it plays in our society in the way it can influence what people think, feel and believe.

What will I be studying?

The specification has a modular structure and students are required to study **two** units of study at each level. Students study the same two units at AS level as at A2.

Below are some of the units:

AS Units	A2 Units
AS 1: An Introduction to the Gospel of Luke	A2 1: The Theology of the Gospel of Luke
AS 2: An Introduction to the Acts of the Apostles	A2 2: A Study of Acts, Galatians and 1 Corinthians
AS 3: An Introduction to Old Testament Covenant and Prophecy	A2 3: The Covenant Community: Prophecy and Renewal
AS 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure	A2 4: The Continued Development of the Christian Church in the Roman Empire to AD 325
AS 5: The Origins of the Celtic Church in Ireland and the Beginnings of its Missionary Outreach	A2 5: A Study of the Development and Impact of the Celtic Church in the 5th, 6th and 7th Centuries
AS 6: Religious Ethics: Foundations, Principles and Practice	A2 6: Ethics and Society
AS 7: An Introduction to Philosophy of Religion	A2 7: Religious Belief and Competing

How will it be assessed?

In GCE Religious Studies, students are assessed against two assessment objectives.

Students are assessed on their ability to:

AO1 select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study; in addition, for synoptic assessment, A-Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study; and

AO2 critically evaluate and justify a point of view through the use of evidence and reasoned argument; and in addition, for synoptic assessment, A-Level candidates should relate elements of their course of study to their broader context and to aspects of human experience.

Which other subjects will compliment this one?

A Level Religious Studies complements other Humanities subjects, such as History or English. It can also be combined successfully with the Sciences.

How will this subject help me in my application to Further/Higher Education and in my future career?

Religious Studies also helps students develop marketable skills and aptitudes including:

- analytical and strategic thinking;
- research skills;
- critical judgement;
- the ability to work with abstract, conceptual ideas;
- an ability to 'understand both sides' and negotiate and resolve conflict;
- problem-solving skills;
- leadership skills;
- understanding of the impact of conflicting ideologies; and
- an appreciation of human diversity, belief systems, cultural and spiritual experiences.

These skills are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

Level 3 CAMBRIDGE TECHNICAL INTRODUCTORY

DIPLOMA in SPORT

LEAD TEACHER: Mr Simpson

What do I need to bring to the course?

An interest and knowledge in the world of sport, be self-motivated and have a desire to succeed. The course is assessed by portfolio with no external exams therefore all students must be willing to spend time outside the classroom researching and producing assignments.

A background in sports participation at competitive level is desirable as this gives student an insight into the world of sport.

What will I be studying?

UNITS STUDIED

Principles of anatomy and physiology in sport

Human anatomy and physiology is one of the key underpinning themes for anyone aspiring to work in sport - and the focus of this unit. By exploring how bodies work and are changed by exercise, students start to identify methods to bring about changes in others through sports sessions and activities.

Sports coaching

In this unit, students consider the underlying roles, responsibilities and techniques employed by coaches before putting their knowledge to use in planning and delivering sports coaching sessions.

The physiology of fitness

This unit builds on the knowledge developed in OCR Cambridge Technical in Sport Unit 1 Anatomy and Physiology, and extends it further to look at changes that occur in the body after long term physical activity.

Practical individual sports

Through this unit, students will develop their skills, techniques and use of tactics/strategies in selected individual sports, and their understanding of rules and regulations. They'll be able to use a number of methods to analyse their own performance and that of others.

Fitness training and programming

This unit is designed to provide students with the understanding and skills to plan and design fitness training sessions and programmes, as well as reviewing and evaluating their own. It will aim to give them experience of working with a client.

Current issues in sport

This unit will give students an insight into how sport has evolved from an uncodified and often violent beginning to a multi-billion-pound worldwide industry. They'll consider a range of media influences and contemporary issues that shape how we view and participate in sport.

Organising sports events

While the unit will require students to deliver a sports event and consider promotional material and effective planning, the focus is on them understanding their role in a team and their input, and reflecting on personal development.

How will it be assessed?

Units are internally assessed using a variety of assessment methods from posters to PowerPoint's, session plans, training diaries, video files and essays.

There is no external exam

How will this subject help me in my application to Further/Higher Education and in my future career?

Cambridge Technical' s allows students to progress to Further and Higher Education with a recognised qualification valued at the UCAS points listed below. Equally this qualification gives students practical hands on experience which will be of benefit in employment within the sports industry.

UCAS POINTS

DISTINCTION* = 140	Equivalent to A* at 'A' level
DISTINCTION = 120	Equivalent to A at 'A' level
MERIT = 80	Equivalent to C at 'A' level
PASS = 40	Equivalent to E at 'A' level

GCE DESIGN & TECHNOLOGY: PRODUCT DESIGN (3-D DESIGN)

AS & A2 LEVEL – CCEA SPECIFICATION

LEAD TEACHER: Mrs McLaughlin

We offer A-Level CCEA Technology & Design: Product Design in the department.

From this specification, students can take:

- the AS course as a final qualification; or
- the AS units plus the A2 units for a full GCE A level qualification.

The AS units include a common core of design and materials and a specialized study of:

- systems and control (either electronic and microelectronic systems or mechanical and pneumatic systems); or
- product design- This is what we offer at FHIC

Students also complete a product development task that is internally assessed.

Students who continue to A2 explore systems and control (either electronic and microelectronic systems or mechanical and pneumatic systems) or product design in greater detail than at AS level. The A2 course includes an internally assessed design-and-make task.

Unit Breakdown

- In Year 13 there is a 2-hour exam worth 20% of the A-Level course and a design and make project which includes a ten page A3 portfolio, also worth 20% of the course.
- In Year 14 there is a 2-hour exam worth 30% of the A-Level course and a design and make project which includes a twenty page A3 portfolio, also worth 30% of the course.

See the full specification for more details. This can be found at:

<http://ccea.org.uk/technology/>

TRAVEL AND TOURISM

EDEXCEL BTEC LEVEL 3 EXTENDED CERTIFICATE

LEAD TEACHER: Mrs S Alton

What do I need to bring to the course?

You will need a Lever Arch folder for your portfolio as well as a Lever Arch folder for your class work. You will also need to bring your fully charged iPad to each lesson as research and internet access is an essential part of the course. Good attendance and a willingness to work hard independently as well as contribute within a group are also necessary.

What will I be studying?

There are 4 units in total, studied over 2 years:

Unit 1 – The World of Travel and Tourism

Unit 2 – Global Destinations

Unit 3 – Managing the Customer Experience

Unit 15 – Visitor Attractions

You will study and research travel organisations, visitor attractions and working in the tourist industry. You will look at holiday destinations around the world and learn what makes them so appealing. You will also learn valuable skills such as dealing with customers and manage their needs. The course is designed to develop personal skills as well as an academic understanding of the Travel and Tourism industry. You will get the chance to see tourism in action with various trips and visits from guest speakers involved in the tourism sector

How will it be assessed?

Unit 1 The World of Travel and Tourism is assessed through a written exam and Unit 2 – Global Destinations is a research based task carried out under exam conditions. The other two units take the form of teacher marked assessments which may take the form of reports, role plays, case studies, presentations, leaflets, professional discussions and workbooks. In each unit of study, work will be graded at Pass, Merit, Distinction or Distinction*. Grades in all of your units will lead to an overall grade for the qualification.

Which other subjects will complement this one?

Business Studies, ICT, Geography, Languages, Hospitality Management

How will this subject help me in my application to Further/Higher Education and in my future career?

Successful completion of this course is equivalent to an A Level and allows you to progress to Further/Higher Education, where you could study degrees or foundation degrees such as International Tourism Management, Aviation Management or Event Management. Alternatively, the course can also lead directly into a career in the airline industry, event management, within the cruise sector, marketing, as a resort representative or in a travel agency. Further study at a higher level may lead to jobs such as management positions in the Travel and Tourism Industry. According to YouGov research 62% of large companies have recruited employees with a BTEC qualification and 4 out of 5 BTEC students now in employment consider their BTEC an important step towards their desired job.