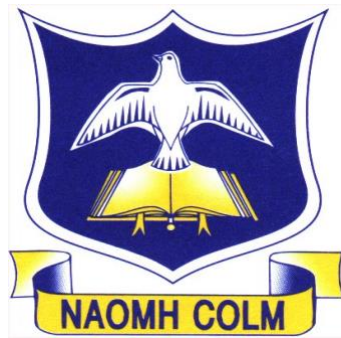


St. Colm's High School



Post 16 A-Level Options Information



2023-2024

CONTENTS

CONTENTS	Page 2
INTRODUCTION	Page 3
STEM	Page 4
EMA	Page 6
WHAT NEXT	Page 7
QUALIFICATIONS	Page 8
PROGRESSION ROUTES	Page 10
Post 16 COURSES	Page 11
EXAMPLE OF AN APPLICATION FORM	Page 12

COURSES

APPLIED HUMAN BIOLOGY	Page 13
ART & DESIGN	Page 14
CACHE	Page 15
CHILD CARE	Page 16
COACHING / SPORTS PARTICIPATION	Page 17
ENGLISH LITERATURE	Page 18
ENGINEERING	Page 19
FINANCE	Page 20
GOVERNMENT AND POLITICS	Page 21
HISTORY	Page 22
HEALTH & SOCIAL CARE	Page 23
HOSPITALITY	Page 24
LAW	Page 25
LIFE & HEALTH SCIENCE	Page 26
MATHS	Page 27
MEDIA STUDIES	Page 28
MOVING IMAGES	Page 29
PERFORMING ARTS	Page 30
TRAVEL & TOURISM	Page 31

Introduction

Your son/daughter has had the opportunity to develop a career plan which has included identifying:

- Their skills
- Their qualities
- Their learning style
- What subjects they are good at
- What subjects they enjoy
- The job family that they are suited to
- Job research – requirements for certain jobs.

The purpose of these learning opportunities help each pupil to make informed subject choices for A-Level and identify where their employability strengths lie.

To best support your son/daughter in this important transition period we recommend **that you discuss with your son/daughter their career plan and assist him/her to carryout research and make appropriate choices.**

To further assist you, we have included information on:

- Useful websites
- STEM Information
- Key School Contacts
- Controlled Assessment
- Careers Events

Key Contacts

This may be the first time that your child will have taken an important decision which will affect your future. It is important to know that you are not on your own – there a wide range of people within the school you and your child can discuss their career pathways and subject choices with.

- The Head of Careers
- Your Form/Class/Collect Teacher
- Your Year Head
- The Careers Adviser
- Subject Teachers

Remember the teachers are there to help. **Think, Discuss, and Decide!**

STEM (Science Technology Engineering and Maths)

The future prosperity of the UK is very much dependent upon young people choosing STEM-related subjects. Such subjects will play a key role in the country's future economic and social development.

Recent research has indicated that there has been a shortfall in the number of people

JOB SECTOR SKILL AREA	USEFUL WEBSITES	
STEM	www.sectorcareersinfo.co.uk www.careersserviceni.com www.activate.co.uk www.e4s.co.uk	www.futuremorph.org www.stemnet.org.uk www.mathscareers.org.uk www.jobs.ac.uk
Leisure	www.leisurejobs.com	www.skillsactive.com
Plumbing & Electrical	www.summitskills.org.uk www.ett-ni.org	www.pmst.co.uk www.ani.ac.uk
Business and IT	www.e-skills.com www.bringitonni.info	www.momentumni.org
Construction Industry	www.constructionskillsni.org.uk www.bconstructive.co.uk www.citbni.org.uk	www.buildingservicejobs.co.uk www.jobsinsurveying.co.uk
Creative and Cultural	www.ccskills.org.uk	www.creative-choices.co.uk
Creative Media	www.skillset.org	www.bigambition.co.uk
Energy and Utility Skills	www.euskills.co.uk	
Environment and Land-Based	www.lantra.co.uk www.afuturein.com www.animal-jobs.co.uk	www.environmentaljobs.co.uk www.environmentjob.co.uk www.greenjobs.co.uk
Facilities Management,	www.assetskills.org www.rics.org	www.cih.org www.bifm.org.uk www.canucutit.co.uk
Fashion and Textiles	www.skillfast-uk.org	
Financial Services	www.fssc.org.uk	
Food and Drink	www.improve-skills.co.uk	www.caterer.com
Manufacturing		
Health Sector	www.hscni.net www.skillsforhealth.org.uk www.dhsspsni.gov.uk	www.stepintothens.nhs.uk www.jobs.nhs.uk
Hospitality, Travel and Tourism	www.people1st.co.uk	www.uksp.co.uk
Justice Sector	www.skillsforjustice.com/careers	www.irecruit.nicsrecruitment.gov.uk
Lifelong Learning	www.lluk.org	
Logistics Sector	www.skillsforlogistics.org	www.deliveringyourfuture.co.uk
Northern Ireland Civil Service	www.nicsrecruitment.gov.uk	www.direct.gov.uk
Passenger Transport	www.qoskills.org	www.careersinpassengertransport.org
Process and Manufacturing	www.proskills.co.uk	www.prospect4u.co.uk
Retail	www.skillsmartretail.com	
Science Based Industries	www.coqent-ssc.com www.semta.org.uk	www.etcni.org.uk
Social Care and Children	www.nisc.info/careers	www.egsa.org.uk
Automotive Skills	www.motor.org.uk/careers	
Further and Higher Education	www.belfastmet.ac.uk www.serc.ac.uk www.stmarys-belfast.ac.uk www.ucas.com	www.qub.ac.uk www.ulster.ac.uk www.stran.ac.uk www.direct.gov.uk/en/EducationAndLearning

choosing to study STEM subjects. By 2023, it is expected that the UK will have to fill around three-quarters of a million additional jobs requiring highly numerate, analytical people with STEM skills.

Young people can cut themselves off from a whole range of careers by not continuing their STEM education.

Keeping Options Open:

The skills gained from studying STEM subjects can often open up immense opportunities, something that pupils often don't realise! Did you know?

- 75% of the fastest growing occupations rely upon important STEM skills
- Studying STEM subject frequently leads to superb job prospects, high earning potential, variety, challenges, opportunity to travel, and a chance to make a real impact upon a sustainable future.
- STEM graduates are, and more importantly, will continue to be in high demand.

STEM related subjects include:

Science	Horticulture/Agriculture	Technology & Design
ICT	Food Science	Mathematics
Psychology	Geology	Manufacturing
Engineering	Health Science	Construction
Home Economics	Environmental Science	

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Payment to help you with costs whilst you remain in education. Payment amount depends on your household income:

- up to £22,331 per year - £30 per week
- £22,332 - £27,388 per year - £20 a week
- £27,389 - £33,061 per year - £10 a week
- more than £33,061 per year - no entitlement

EMA Customer Services Team:

Tel no: 0845 601 7646

www.emani.gov.uk

WHAT NEXT?

Once you get to 16, you've got some decisions to make about your future. Do you want to stay on in full-time education? Or would you prefer to start work and get training while you earn?

After Year 12, you have a lot more choice about what you want to do.

Whichever route you choose, it pays to keep learning. More and more, employers are looking for people with higher level skills and qualifications.

Although qualifications cannot guarantee you a job, people with the right skills and qualifications have a better chance of finding a job with good prospects and more money. They may also have more job security.

There are lots of different ways of gaining further qualifications, skills or work experience - and the range of options is growing.

You could:

- continue in full-time education, either at school or college
- continue your learning through work-based training

Staying in full-time education

You'll find a much wider range of subjects and qualifications than you've been able to choose from up until now.

As well as A levels, you can choose from a growing range of work-related qualifications.

Learning at work

If you want to start work, it's important to pick a job that offers you planned training leading to a nationally recognised qualification.

Apprenticeships

If you've got a good idea of where you want to go with your career and like the idea of earning while you learn, an Apprenticeship could be for you. You'll get top quality training, developing skills and gaining qualifications on the job.

To give yourself the best chance of success in your career, you'll need to carry on developing your skills throughout your working life. Apprenticeships are paid jobs which give you the chance to learn - and gain nationally recognised qualifications - while getting a weekly wage.

Apprenticeships are available in more than 190 roles across a wide variety of industry sectors. These range from accountancy and business administration to construction, engineering, manufacturing - and many more.

QUALIFICATIONS AND WHAT THEY MEAN

If you're interested in gaining a qualification, choosing from the huge range available can seem daunting.

A-LEVELS

A levels are made up of the AS level and the A2. AS Level is worth 40% of the total qualification and A2 is worth 60% of the qualification.

AS level

You can study the AS level as either a free standing qualification, or it can be the first part of the full A level.

At the end of the AS year, you have two options (depending on the preference of your school or college):

- take the AS level as the final qualification
- continue to the second year and go for the full A level

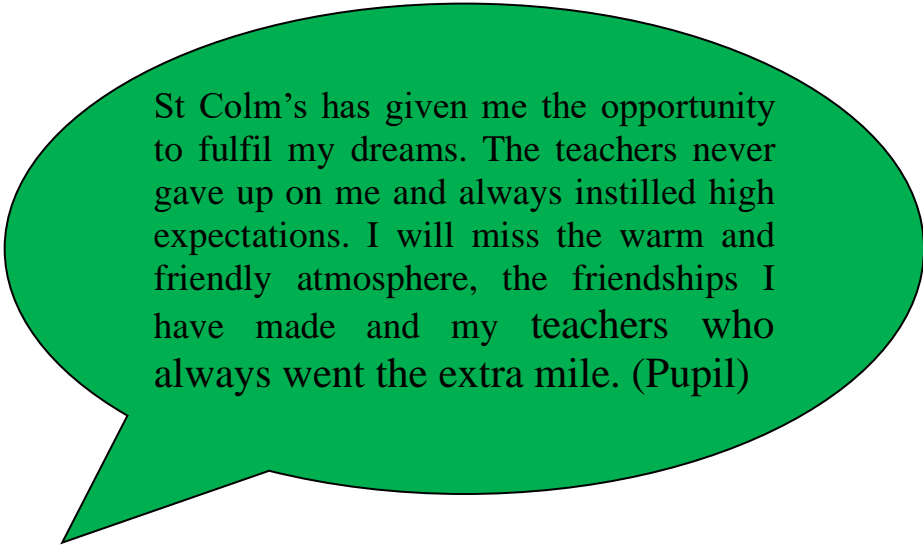
Year two: the A2

In year two of a full A level, you take the A2 - this is not a separate qualification, but the second half of the A level. The A2 is designed to deepen the knowledge you gained during the AS level.

BTEC Subsidiary Diploma- Level 3 qualification, equivalent to 1 A level.

BTEC Diploma - Level 3 qualification, equivalent to 2 A levels.

BTEC Extended Diploma - Level 3 qualification, equivalent to 3 A levels.



St Colm's has given me the opportunity to fulfil my dreams. The teachers never gave up on me and always instilled high expectations. I will miss the warm and friendly atmosphere, the friendships I have made and my teachers who always went the extra mile. (Pupil)

HNCs (Higher National Certificates) and HNDs (Higher National Diplomas) are work-related (vocational) higher education qualifications. While bachelor's degrees tend to focus on gaining knowledge, HNCs and HNDs are designed to give you the skills to put that knowledge to effective use in a particular job.

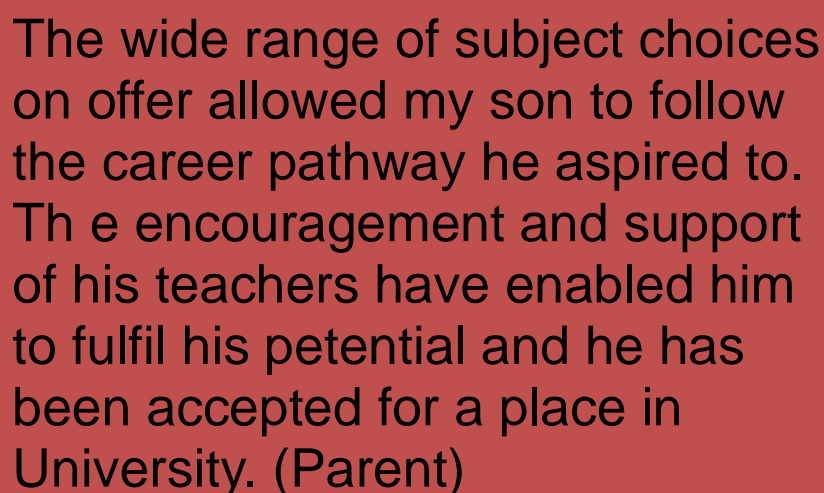
They are highly valued by employers both in the UK and overseas, and can also count towards membership of professional bodies and other employer organisations.

HNCs and HNDs are provided by over 400 universities and further education colleges.

HNCs can take one year to complete full time and two years part time (or in other situations such as distance learning). HNDs take two years full time and can also be taken part time (which takes longer).

NVQ

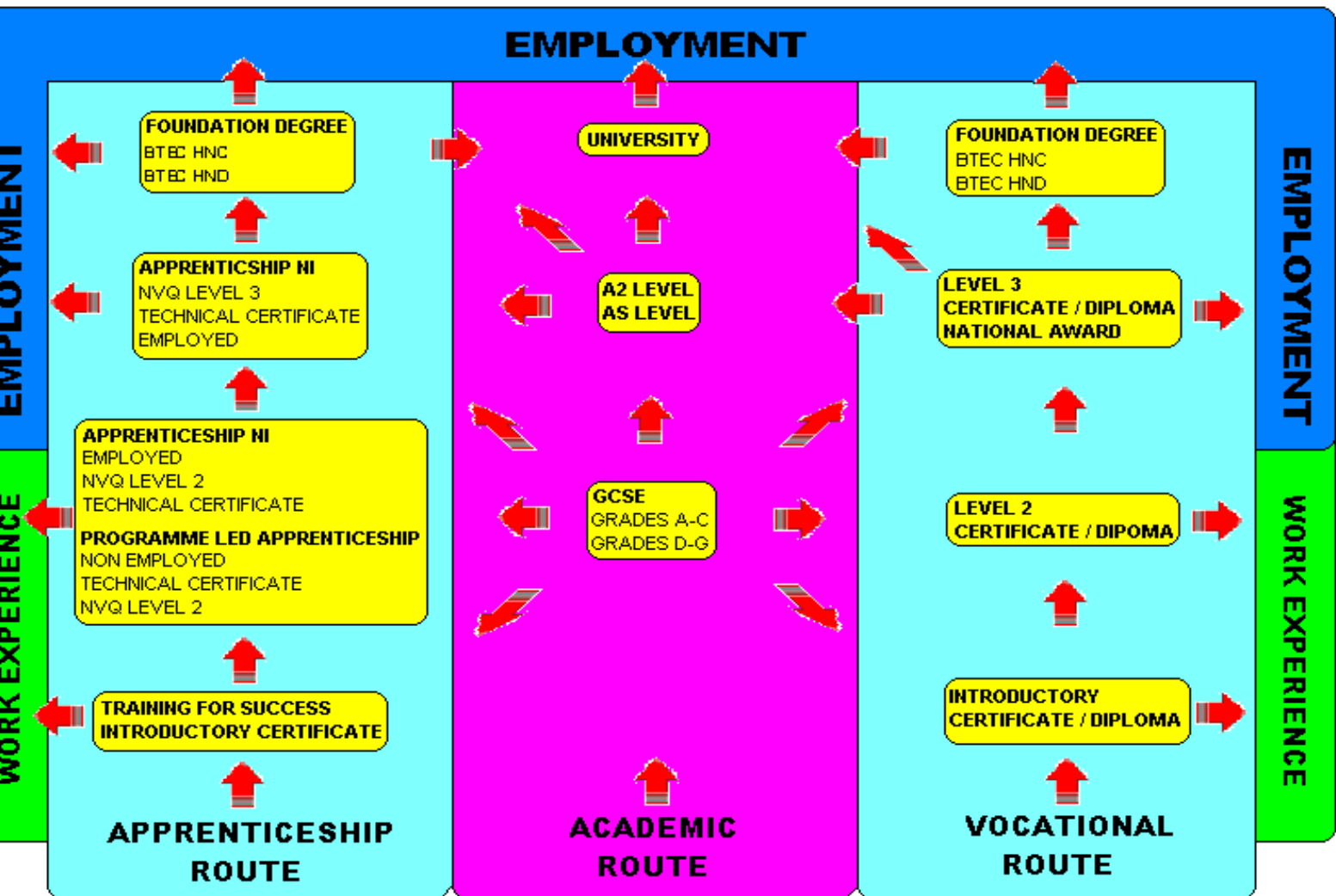
An NVQ (National Vocational Qualification) can be completed while in full-time education or as part of a job or apprenticeship. A wide variety of practical courses are available such as plumbing, hairdressing and social care.



The wide range of subject choices on offer allowed my son to follow the career pathway he aspired to. The encouragement and support of his teachers have enabled him to fulfil his potential and he has been accepted for a place in University. (Parent)

PROGRESSION ROUTES

Many paths can be taken to get to your goal, the traditional route of GCSE's, A'levels then university is not always the best suited option.



POST-16 COURSES

Studies are taken within St Colm's High School and also other schools / colleges within the Lisburn area, these schools include:

- Forthill College
 - Laurelhill Community College
 - Malone College
 - Lisnagarvey
 - St Patricks College
 - SERC Lisburn
-
- ❖ Together these schools form the Lisburn Area Learning Community or LALC.
 - ❖ The school has developed outstanding relationships with our partnership schools and this has been evidenced by the increased numbers of our pupils successfully embarking on courses in other schools.
 - ❖ Working in partnership with others schools also allows us to offer a much wider range of qualifications which enhances both the employment and chances of progression to further education for our pupils.
 - ❖ It is also a great opportunity for pupils to gain experience of working in different organisations and to meet and befriend people from other cultures.
 - ❖ Pupils are bused from St Colm's to their collaboration school and return by bus to St Colm's.

POST 16 2023 /24

Subject	School	Grades/ Criteria	Indicate Preference in order 1-4 (you must pick one from each block)
Block 1 Tues , Thurs		9.30am – 12.00pm	
Art and Design	FHC	B GCSE Art	
Coaching*	STC		
English Literature	LCC	B GCSE Eng	
Business Finance	STC		
Law	FHC	B GCSE Eng	
Life & Health Science	LHS		
Media Studies	SP	Access to Laptop	
Moving Images (Limited spaces)	LHS		
Child Care	LHS /SERC		
Travel & Tourism	MC		
Block 2 Mon, Wed		9.30am – 12.00pm	
Applied Human Biology	LCC		
Coaching*	STC		
Engineering	SERC	C GCSE Maths	
Government & Politics	STC		
History	LCC		
Hospitality	SERC		
Life & Health Science	STC		
Performing Arts	LCC		
Travel & Tourism	LCC		
Block 3 Tues Wed Thurs		1.30pm – 3.15pm	
Health & Social Care	STC		
Coaching*	STC		
GCE Maths	LHS	B GCSE Maths	

*subject is equivalent to 3 A-levels and is timetabled from Monday – Friday. Students are expected to contribute £100 to help meet the costs of the personalised training gear which retails at £200.

St Colms- STC
Malone College- MC

FHC – Forthill College

LCC – Laurehill
Lisnagarvey- LHS

SERC – South Eastern Regional College
St Patricks Lisburn- SP

Applied Human Biology

Subject Title	Applied Human Biology	
Awarding Body	BTEC National Extended Certificate (Pearson)	
Course code	QAN 603/3041/7	
Location	Laurelhill	
Specific Entry Requirements	It builds on the knowledge, understanding and skills developed in KS3 Science and Double Award Science. A minimum GCSE grade CC in Double Award Science is desirable.	
Course Content	Unit	Compulsory / Optional
	Principles of Applied Human Biology	M
	Practical Microbiology and Infectious Diseases	M
	Human Biology and Health Issues	M
	Functional Physiology	O
	Diseases, Disorders, Treatments and Therapies	O
	Genetics and Genetic Engineering	O
	Biomedical Science	O
	Human Reproduction and Fertility	O
Assessment Methods	All units are externally assessed with the exception of Unit 2 : Practical Microbiology and Infectious Diseases which is internally assessed.	
Progression	The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant applied human biology/health science courses, if taken alongside other Level 3 qualifications as part of a programme of learning. It will help in preparing for degree programmes for which some knowledge of human biology may be an advantage. Examples are: • BSc (Hons) in Public Health and Health Promotion, if taken alongside, for example, A levels in Psychology and Sociology • BSc (Hons) in Health Informatics, if taken alongside, for example, an A level in Sociology and a Pearson BTEC Level 3 National Extended Certificate in Information Technology.	

Art & Design

Subject Title	GCE in Art and Design
Awarding Body	CCEA
Course code	Subject Code: 3510, AS Level Qan: 601/8450/4, A2 Level Qan: 601/8451/6
Location	Fort Hill College
Specific Entry Requirements	<p>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.</p> <p>It builds on the knowledge, understanding and skills developed in Art and Design at GCSE and Key Stage 3 levels.</p> <p>GCSE Art & Design preferable at A*-B.</p> <p>A minimum GCSE grade C in Art and Design is desirable.</p>
Course Content	<p>This specification aims to encourage students to develop:</p> <ul style="list-style-type: none"> • intellectual, imaginative, creative and intuitive capabilities; • investigative, analytical, experimental, practical, technical and expressive skills; <p>The specification includes the following options:</p> <ul style="list-style-type: none"> • Art, Craft and Design - Combined Studies • Photography and Lens-Based Media • Three-Dimensional Design, Textiles
Assessment Methods	<p>AS 1: Experimental Portfolio Students develop, explore and record ideas. Assessment Objectives 1, 2, and 3 only. 50% of AS, 20% of A level.</p> <p>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.</p> <p>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 works informs each other and are integrated, but are marked separately. Assessment Objectives 1, 2 and 3 only. 60% of A2, 36% of A level.</p> <p>A2 2: Thematic Outcome Students present an outcome in response to the theme. This is brought to completion during a 15-hour controlled test. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3. 40% of A2, 24% of A level.</p>
Progression	<p>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. Qualifications in Art and Design can also lead to employment in many areas; the list is long and varied.</p> <p>Valuable preparation for careers in design, graphics, architecture, advertising, photography, fashion, publishing, teaching.</p>

CACHE

Qualification title	NCFA CACHE Level 3 Diploma for children’s care, learning and development (Northern Ireland)
Qualification number (QN)	603/6039/2
Entry Guidance	This qualification is designed for learners who work or wish to work in children’s care, learning and development in Northern Ireland.
Aims and objectives	<p>The qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of children’s care, learning and development in Northern Ireland • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. <p>The objective of this qualification is to build knowledge and skills needed to work with children in Northern Ireland.</p>
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Progression	<p>The qualification confers occupational competence for childcare, learning and development in Northern Ireland. Learners could progress to the following job roles:</p> <ul style="list-style-type: none"> • day care room supervisor • childcare assistant • childminder • nursery practitioner • pre-school worker • out-of-school childcare worker. <p>Learners who achieve this qualification could also progress on to the Level 3 Extended Diploma for Children’s Care, Learning and Development (Northern Ireland) or a Foundation Degree in a related subject.</p>

Child Care

What stands out about this course?

- Valuable work experience so that you know what it is like to work in the profession
- Highly qualified tutors in both assessing academic work and practical work placements
- Additional First Aid qualification to help with your employability
- Excellent classrooms and IT facilities
- Access to a cyber-baby for realistic practical learning

What will I study?

- The Children's Care, Learning & Development profession
- GCSEs English & Maths which will help you with your studies as well as providing the skills that employers are looking for

Units may include:

- Communication with Children & Adults
- Keeping Children Safe
- Understanding Children's Growth & Development

How is the course taught?

- Theory and practical teaching in the classroom
- Group discussion
- Practical activities
- Presentations
- Individual and group study
- Work placement

How will I be assessed?

- Assessments include individual and group presentations
- Work based assignments
- Assessment within an early years setting
- Case Studies

Career Progression

- Employment in Children's Care Setting, Degree in Childrens Care, Learning & Development

Coaching

Subject Title	BTEC Level 3 Extended National Diploma in Sport (3 A-Level Equivalent / 168 UCAS Points)
Awarding Body	Pearson
QAN Code	500/6764/3
Location	St Colm's High School
Entry Requirements	A passion for Sport / Football
Course Content	The Coaching Academy at Post 16 is a unique and innovative work based learning programme of study that will enhance the student's opportunities to progress to Further Education and prepare them for employment in the Sports/ Football Industry. The vocational programme contains a mix of both theoretical and practical knowledge with students also getting the opportunity to avail of work based learning in local schools, football academies and potential employers. Students will also get the opportunity to gain industry recognised qualifications such as the Irish FA Introductory Coaching Award, Child Protection and First Aid Qualifications which will aid their transition into employment.
Assessment Methods	100% coursework / practical assessment Work based learning opportunities at local schools, sports/football academies
Progression	Students will attain the necessary qualifications to gain entry to all of the major Northern Ireland and UK Universities. It would hope that graduating students would progress to the many Football based University Degree Courses now available at University of Ulster or at UCFB based at Wembley, Eithad Campus or Burnley This course will provide the students with a range of Football coaching qualifications. Students will also be provided with the opportunity to avail of life changing work placements in the U.S.A.

English Literature

Subject Title	English Literature 'A' Level
Awarding Body	CCEA
Course code	Course Code 5110
Location	Laurelhill CC
Specific Entry Requirements	Essential: English Language, grade C and above. Desirable: English Literature, grade C and above.
Course Content	<p>AS Part 1: The Study of Poetry 1900 – Present and Drama 1900 - Present</p> <ul style="list-style-type: none"> • Students explore and respond to a range of poetry by two poets (Robert Frost and Seamus Heaney) they have studied. Students learn to analyse, evaluate and compare and contrast; • Students communicate their knowledge and understanding of a play (Brian Friel Translations) by a modern dramatist • External written examination 2hrs; <p>AS Part 2: The Study of Prose Pre-1900</p> <ul style="list-style-type: none"> • Students communicate their knowledge and understanding of a novel (Mary Shelly's Frankenstein) • External written examination 1hr. <p>A2 Part 1: Shakespearean Genres</p> <ul style="list-style-type: none"> • Students analyse a single play from a chosen Shakespearean genre – Tragedy, Comedy, Problem Plays or Last Plays (Othello); Each question offers an extract as a basis for answering the question on the play; • External written examination 1hr 30mins. <p>A2 Part 2: The study of Poetry Pre-1900 and Unseen Poetry</p> <ul style="list-style-type: none"> • Students explore and respond to a range of poetry by a poet (John Donne) they have studied. They draw on the skills developed in their AS study of Poetry; • Students analyse poetic methods to determine how poets shape meaning; • External written examination 2hrs.
Assessment Methods	80% Examination 20% coursework
Progression	The course affords opportunities to explore and develop literary interests and promotes an awareness of the socio-economic, political, historical and cultural contexts which influence literature. All career paths which rely upon good communication, interpersonal and analytical skills can be enhanced by a study of English Literature. Many of our students may aspire to study English or Arts/Humanities based degrees at University. A number of former students have pursued courses in English Literature opening up numerous career opportunities.

Engineering

Subject Title	BTEC Level 3 Subsidiary Diploma in Engineering
Awarding Body	BTEC
Course Code	500/7841/0
Location	SERC, Lisburn
Specific Entry Requirements	GCSE Maths grade C essential.
Course Content	Subjects studied include: Mechanical Principles / Mathematics/ CAD Electronics / Fabrication Processes
Assessment Methods	Continual assessment
Progression	<p>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.</p> <p>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 & Renewables.</p> <p>Have a look at the following site for some examples http://www.prospects.ac.uk/types_of_jobs_engineering.htm</p> <p>Progression to Higher Education (Foundation Degree, Degree) Employment or Training</p>

Finance

Subject Title	Diploma in Financial Studies
Awarding Body	The London Institute of Banking & Finance
Course code	600/8551/4
Location	St Colm's
Specific Entry Requirements	GCSE Maths
Course Content	<p>Unit 1 Financial Capability for the Immediate and Short Term FCIS highlights the importance of financial education in meeting immediate and short term financial needs</p> <p>Unit 2 Financial Capability for the Medium and Long Term The importance of planning for medium and long term financial needs, with particular reference to the importance of the need to budget for future aspirations and life events</p> <p>Unit 3 Sustainability of an Individuals Finances To enable the development of skills to make sure that an individual's financial education is sustained over a period of time.</p> <p>Unit 4 Sustainability of the Financial Services System Explore the financial services system and look at how financial service providers work and compete with one another.</p>
Assessment Methods	<p>All four units can be assessed by paper based examination or by the <u>LIBF e-test</u> electronic testing system.</p> <p>Each unit is assessed through a combination of Multiple Choice Questions (Part A) and a written paper (Part B).</p>
Progression	The financially-related content of DipFS serves as a strong grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, business, finance and banking.

Government & Politics

Subject Title	Government and Politics A' Level
Awarding Body	CEA
Course code	QAN 601/8374/3 QAN 601/8375/5
Location	St Colm's
Specific Entry Requirements	Ideally students should have achieved at least grade C in GCSE English and History
Course Content	<p>There are two units at AS and two units at A2</p> <p>AS 1 The Government and Politics of Northern Ireland [16% of A Level course] AS 2 The British Political Process [24% of A Level course]</p> <p>A2 1 Comparative Government: Britain and the Republic of Ireland [35% of A Level course] A2 2 Political Power [25% of A Level course]</p>
Assessment Methods	100% Examination
Progression	<p>There are many challenging and interesting careers followed by students of Government and Politics – media, journalism, public relations, advertising, civil service, law, lecturing and teaching.</p> <p>Many with a strong interest in the subject go on to careers in politics itself or as political researchers. Government and Politics offers the opportunity to study a wide range of courses in further and higher education and the prospect of interesting and rewarding careers. Employers value the range of skills that are developed in studying this subject.</p> <p>Through studying Government and Politics, you will have the opportunity to increase your self-confidence and develop the skills necessary to locate information, to evaluate evidence, to present your point of view both clearly and coherently both orally and in written form. These skills are readily transferable and will serve you well both in further education and in future employment.</p>

History

Subject Title	GCE History AS/A2		
Awarding Body	CCEA		
Course code	100/4401/2 100/4402/4		
Location	Laurelhill		
Specific Entry Requirements	N.A		
Course Content	<p>AS Level AS 1: Historical Investigations and Interpretations AS 2: Historical Conflict and Change</p> <p>A2 Level A2 1: Change Over Time A2 2: Historical Investigations and Interpretations</p>		
Assessment Methods	AS 1: Historical Investigations and Interpretations	External written examination 1 hour 30 mins Students answer a short response question and a two-part source question.	50% of AS
	AS 2: Historical Conflict and Change	External written examination 1 hour 30 mins Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS
	A2 1: Change Over Time	External written examination 1 hour 15 minutes Students answer a synoptic essay question.	20% of A level
	A2 2: Historical Investigations and Interpretations	External written examination 2 hours 30 mins Students answer three questions; two are source based and one is an extended essay.	40% of A level
Progression	A-Level in History will help you attain the UCAS points needed for entry into university. There are a range of degree's a History A-Level can allow you onto including Law, Politics, Public sector, Business and many more. This course is perfect if you want to kick-start your career as an archaeologist, lawyer or teacher.		

Health & Social Care

Subject Title	Applied Health and Social Care AS/A2
Awarding Body	CCEA
Course code	100/4401/2 100/4402/4
Location	St. Colm's High School
Specific Entry Requirements	Students should be enthusiastic about the area of health and wellbeing and human behaviour.
Course Content	<p>There are three units at AS level and a further three units at A2 level.</p> <p>Unit 1: Promoting Positive Care: Examines how legislation impacts upon the rights and responsibilities of service users and carers. The unit provides the opportunity for students to evaluate the practices of a health and social care setting.</p> <p>Unit 2: Communication in Care Settings: Investigates the importance of communication in health and social care setting. Students will have the opportunity to explore two communication methods in a care setting.</p> <p>Unit 3: Health and Well Being Students will learn about health and well-being and the factors that can affect it. Study a range of organisations that are responsible for the provision of health and well-being strategies.</p> <p>Unit 7: Applied Research Methods Students carry out their own research task on a health and social care topic of their choice.</p> <p>Unit 9: Providing Services Students will learn how health and social care and early years' services are organised. Also explore how these organisations meet the needs of service users.</p> <p>Unit 10: Health Promotion Students will plan, implement and evaluate a small-scale health promotion activity. This task can be carried out individually or as part of a small group of students.</p>
Assessment Methods	<p>Unit 1: Internal assignment</p> <p>Unit 2: Internal Assignment</p> <p>Unit 3: External examination 2 hours</p> <p>Unit 7: Internal assignment</p> <p>Unit 9: External examination</p> <p>Unit 10: Internal assignment</p>
Progression	Many students with a qualification in GCE Health and Social Care go on to degree-level study in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing and/or social work. Some students go straight into employment in the fields of health and social care.

Hospitality

Subject Title	Hospitality	
Awarding Body	BTEC Pearson Subsidiary Hospitality	
Course code	50081974	
Location	SERC	
Specific Entry Requirement	GCSE English	
Course Content	Year 13	Overview
	The Hospitality Industry	You will gain knowledge and understanding of the hospitality industry.
	Principles of Supervising Customer Care in Hospitality	You will gain knowledge of how to supervise customer service performance in the hospitality.
	Providing Customer Service in Hospitality	You will gain understanding of the role of communication, presentation and teamwork in customer service and develop customer service skills.
	Alcoholic Beverage Service	The aim of this unit is to enable learners to gain knowledge and understanding of different types of alcoholic beverages and service.
	Year 14	Overview
	Contemporary World Food	You will gain knowledge of the commodities used in contemporary world food and gain skills to plan menus, prepare, cook, present and review contemporary world dishes.
	Hospitality Business Enterprise	You will gain knowledge of legal and financial considerations, gain skills to produce a proposal, plan, set up and evaluate a hospitality business.
	Personal Selling and Promotional Skills for Hospitality	You will gain knowledge of how personal selling and promotional activities benefit hospitality businesses use personal selling skills to promote and sell hospitality products and services.
Assessment Methods	This course has no examination assessment. As part of the assessment, you will produce reports, PowerPoint, posters and perform practical skills. Each module will have a number of assignments which will be graded Pass, Merit or Distinction	
Progression	This course is designed to equip students with the knowledge, understanding and skills required for success in current and future employment or for progression to a foundation degree.	

Law

Subject Title	BTEC Applied Law
Awarding Body	Pearson
Course Code	601/9043/7
Location	Fort Hill College
Course Content	<p><u>UNIT 1: Dispute solving in Civil Law</u></p> <p><u>External Assessment:</u> 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.</p> <p><u>UNIT 2 :Investigating aspects of criminal law and the legal system</u></p> <p><u>Internal assessment:</u> Everyone must 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. Unit 3</p> <p><u>External assessment:</u> 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.</p> <p><u>Internal assessment:</u> 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.</p>
Assessment Methods	Both internal and external assessment
Progression	<p>In addition, the specification provides a worthwhile course for candidates of various ages and from diverse backgrounds, in terms of general education and lifelong learning. Equally, material studied would be useful for candidates intending to pursue a business career.</p> <p>Study at level 3 provides a useful background for the further study of law either as a main subject or subsidiary part of a degree or for the many professional qualifications which have a law component.</p>

Life & Health Sciences

Subject Title	GCE Life & Health Sciences			
Awarding Body	CCEA			
Course code	Subject Code: 0008, AS Level Qan: 603/0500/9, A2 Level Qan: 603/0499/6			
Location	St Colm's High School and Lisnagarvey High School			
Specific Entry Requirements	Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland. It builds on the knowledge, understanding and skills developed in KS3 Science and Double Award Science. A minimum GCSE grade in Double Award Science is desirable.			
Course Content	The course is divided into 16 units: 6 units are available at AS level and 10 units at A2 level. Compulsory Units include: AS 1: Experimental Techniques AS2: Human Body Systems AS3: Aspects of Physical Chemistry in Industrial Processes A2 1: Scientific Method, Investigation, Analysis and Evaluation A2 2: Organic Chemistry			
Assessment Methods	Content	Assessment	Weighting	
	Unit AS 1: Experimental Techniques	Internal assessment Core unit	33.34% of AS 13.34% of A level	
	Unit AS 2: Human Body Systems	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level	
	Unit AS 3: Aspects of Physical Chemistry in Industrial Processes	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level	
	Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation	Internal assessment Core unit	20% of A level	
	Unit A2 2: Organic Chemistry	External written examination 1 hour 45 mins Core unit	20% of A level	
Progression	It gives students a sound basis for progression to higher education courses in Life and health science related industries. These make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.			

Maths

Subject Title	Maths		
Awarding Body	CCEA		
Course code	A2211		
Location	Lisnagarvey High School		
Specific Entry Requirements	GCSE Mathematics Grade A or above.		
Course Content	<p>In Year 13 (AS Level Mathematics) pupils will study the following 3 modules.</p> <p>C1 + C2 Content Includes;</p> <ul style="list-style-type: none"> • Algebra and functions • Sequences and Series • Coordinate geometry • Trigonometry • Calculus • Exponential and logarithms <p>M1 Content Includes</p> <ul style="list-style-type: none"> • Kinematics of a particle moving in a straight line. • Basic statics: - moments, equilibrium, friction. • Basic Dynamics: - Newton's Laws, • Impulse, momentum. <p>The AS constitutes the first half of the A Level course.</p> <p>In Year 14 (A2 Level Mathematics) pupils study the following 3 modules.</p> <p>C3 + C4 Content Includes</p> <ul style="list-style-type: none"> • Algebra and Functions • Trigonometry • Numerical Methods • Integration • Differentiation • Vectors <p>S1 Content Includes</p> <ul style="list-style-type: none"> • Mathematics of Uncertainty. • Discrete Random Variables and Probability Distributions. • Continuous Random Variables and Probability Distributions. 		
Assessment Methods	A2 Level	Time	Weighting
	6 Written papers	1 hour 30 minutes each	Each paper is 16 2/3 % of the total mark.
Progression	Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Information and communication technology, Computing		

Media Studies

Subject Title	A Level Media Studies
Awarding Body	WJEC
Course code	603/1149/6
Location	St. Patrick's Academy, Lisburn
Specific Entry Requirements	5 GCSEs – Grade C or above. English is essential.
Course Content	Media Studies is a popular and well-established subject in which you study a variety of media forms, including television, film, print and online media. Media is primarily an academic course with a strong emphasis on research. However, unlike other A-levels, 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.
Assessment Methods	<p><u>Component 1: Media Products, Industries and Audiences</u> (Written Exam 2 hours 15 minutes) [35% of qualification] Section A: Analysing Media Language and Representation Section B: Understanding Media Industries and Audiences</p> <p><u>Component 2: Media Forms and Products in Depth</u> (Written Exam – 2 hours 30 minutes) [35% of qualification] Section A: Television in the Global Age Section B: Magazines: Mainstream and Alternative Media Section C: Media in the Online Age</p> <p><u>Component 3: Cross-Media Production</u> (Internally Assessed) [30% of qualification] An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.</p>
Progression	The 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 degree and other courses offered such as Advertising (BSc), Communications, Advertising & Marketing (BSc Hons), Film Studies (BA Hons).

Moving Images

Subject Title	Moving Image Arts
Awarding Body	CCEA
Course code	60184668
Location	Lisnagarvey High School
Specific Entry Requirements	5 GCSEs – Grade C or above.
Course Content	<p>This qualification aims to provide students with an in depth understanding of film, television, radio and media production. The skills developed are very relevant to contemporary employment. Students have to apply their knowledge using IT skills, they have to plan, organize, and execute complicated ideas and they have to work in teams to achieve their objectives.</p> <p>This course will give students an excellent understanding of film production. The course is based on academic achievement, practical content and real experiences of working with others.</p> <p>Topics Covered: Film language and conventions. Camera and sound production. Performance skills. Digital recording and post-production. Self-evaluation.</p> <p>Mandatory Units Critical understanding of creative and technical production. Management and industry context. Comparative analysis.</p>
Assessment Methods	<p>AS 1: Moving Image Arts Creative Production: Foundation Portfolio. AS 2: Moving Image Art Critical Response. AS 1 will be assessed internally through a teacher-assessed e-portfolio AS 2 will be assessed externally in an on-line exam. A satisfactory standard must be achieved in year 13 before acceptance to year 14.</p>
Progression	<p>The course is appropriate either as further vocational/academic study in Moving Image Arts or as an A Level for students taking two other A level subjects.</p> <p>This course has been designed to provide a pathway into film and television and to help develop a broad educational and experience basis for employment.</p> <p>Employment opportunities include film production, television product, radio production, performance arts and game development.</p>

Performing Arts

Subject Title	Performing Arts (Acting) Level 3 Subsidiary Diploma
Awarding Body	BTEC
Course code	Course code LL 637
Location	Laurelhill CC
Specific Entry Requirements	5+ A-C GCSE to include English
Course Content	<p>The BTEC in Performing Arts (Acting) consists of two core units:</p> <p>Performing to an audience Principles of Acting</p> <p>Four specialist units will also be studied over the two-year course. There is a wide variety of specialist units, egg:</p> <p>Contemporary Theatre Performance Devising Plays Applying Acting Styles Drama Improvisation Musical Theatre Performance Mime</p>
Assessment Methods	100% performance – internally assessed
Progression	<p>Related Career Path</p> <p>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.</p> <p>Further Education</p> <p>Many students may wish to progress to professional training in their specialised area or to study Performing Arts at degree level in University</p>

Travel & Tourism

Subject Title	Travel & Tourism BTEC Level 3 Subsidiary Diploma
Awarding Body	Edexcel
QAN Code	500/9863/9
Location	Lisnagarvey / Malone College
Entry Requirements	
Course Content	<p>The qualification consists of 6 units. Three units are delivered in Yr13 in St Colm's. These are</p> <p>Unit 2: The Business of Travel and Tourism This unit provides you with an introduction to the business world that will be invaluable to your understanding of how business operate, particularly in the travel and tourism sector.</p> <p>Unit 4: Customer Service in Travel and Tourism Providing excellent customer service is essential to remain competitive in any business. In Travel and Tourism, it is paramount. Products and services are often intangible and it is the quality of the customer service that helps the customer chose the right product for their needs.</p> <p>Unit 6: Preparing for employment in Travel and Tourism This Unit gives you the opportunity to prepare for working in the travel and tourism sector. You will already have observed some career opportunities and job roles in travel and tourism when you have been on holiday or visited tourist attractions. In this unit, you will investigate those roles, but will also be introduced to other 'behind-the scenes' opportunities.</p>
Assessment Methods	All six units are assessed internally through the production of coursework assignments, which are then reviewed by external verifiers.
Progression	There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in an area of work

