

2023/24

Post 16 Options at Lisneal College



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January 2023



Introduction & Welcome

Dear student,

Returning to 6th Form at Lisneal College will provide a stimulating, vibrant and friendly setting in which you can continue your academic education. The college offers a good range of academic provision, complimented by an array of extra-curricular opportunities and superb facilities.

At Lisneal College, you will be guaranteed excellent teaching, academic challenge, sound advice and strong pastoral care to ensure that you have every opportunity to develop your full potential. As a school we have an exceptional record of helping pupils achieve A' level outcomes which are comparable across Northern Ireland, enabling our students to access courses at university; modern apprenticeships and other higher- level institutions to continue on their career pathway. Each year we warmly welcome a number of students from other schools into year 13 at Lisneal College.

This time is very much a staging post between the directed learning of the GCSE years and the independent learning required for life beyond school. Within a context where appropriate direction is available, students in 6th Form are expected to develop the attitudes and skills which promote independence. It is absolutely essential that students in 6th Form enjoy their academic work and have a genuine desire to learn. Sixth Form study supports students to make the transition to adulthood and provides a passport to university and the world of work.

Academic work will be the priority in 6th Form however we also recognise that the world demands much more than a set of good A' level results. This time allows for the development and broadening of many other abilities besides the academic. The ability to work in a team; to communicate in a variety of contexts; to network; to lead others; to have fun and enjoy life appropriately; to accept responsibility and use it effectively. Our wide programme of extra-curricular and enrichment activities supports and promotes the development of these opportunities. We will do our best to meet individual needs for subjects requested however due to numbers, not all subjects will be guaranteed to run. We have an excellent careers department in school and our subject leaders are always on hand to provide advice and support before important decisions are taken. We advise you to research the career pathway you wish to follow.

This booklet will provide you with information about A' level pathways available to you at Lisneal College; subject options within the Foyle Learning Community (FLC); careers information; enrichment opportunities and entry requirements into 6th form.

In today's rapidly changing world, creativity, flexibility, adaptability and resilience are essential characteristics of successful individuals. We constantly endeavour to develop and foster these values and qualities through a wide range of academic and enrichment activities. Our key aim is to develop self-confident young men and women who will find fulfilment and happiness in their future lives. We look forward to you joining our vibrant 6th form where we know you will prosper and where your dreams and aspirations will be realised.

R Mullan

Rita Mullan
Vice Principal



Post 16 options – how does it all work?

What can you do?

School
Apprenticeships
College
University
Free time

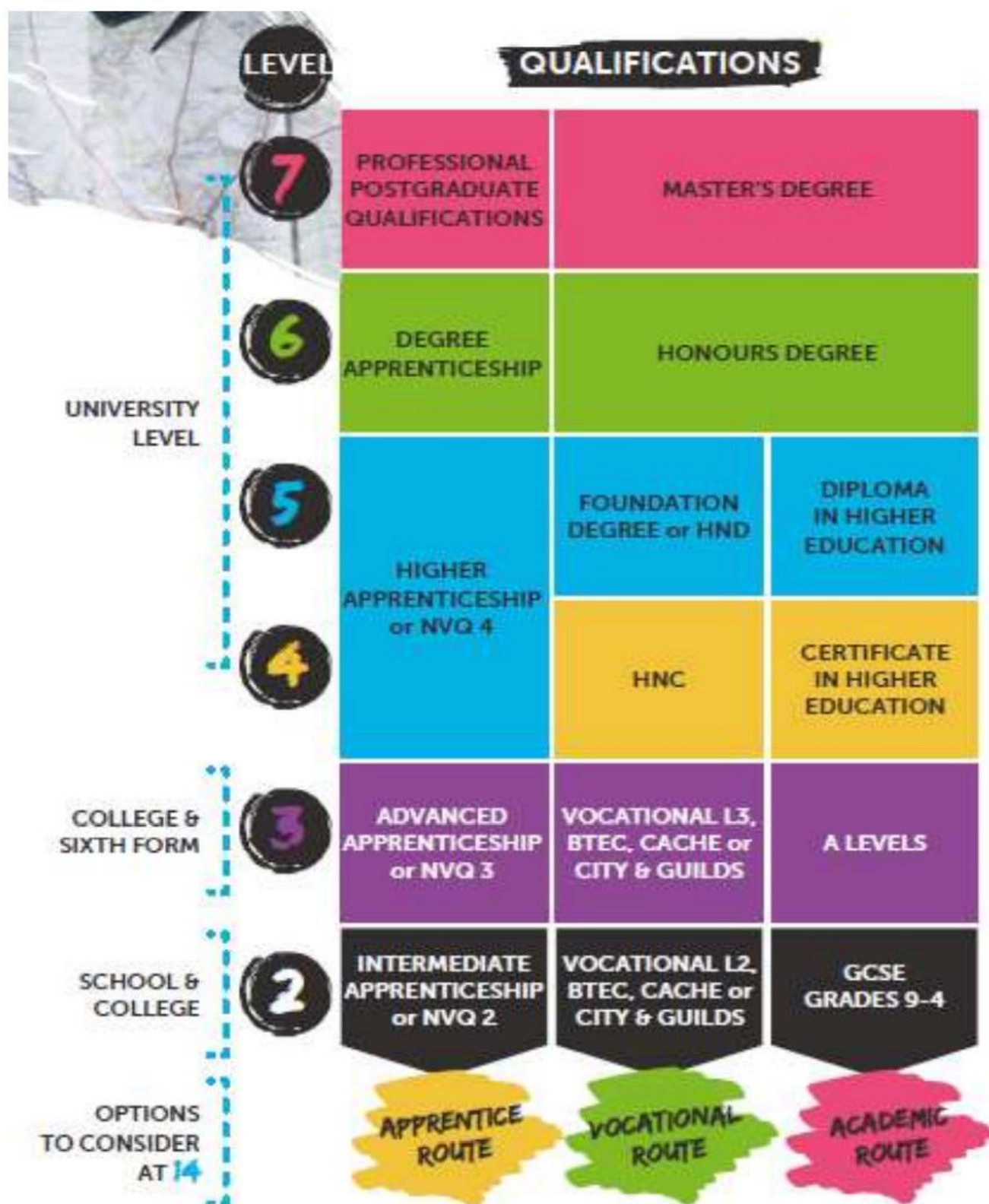
Travelling
Work
Hobbies
Traineeships
Volunteering

This booklet will help you to plan for your future.



Qualifications Level Guide

GCSE to Degree Level



Subjects offered at Lisneal College

Year 12 students are asked to complete an initial trawl with all of the subjects on offer both in school and across the FLC. From the information received, blocks will be composed with the most viable, in school, subject options. This option sheet provided must then be completed and returned to school. Where there are insufficient numbers to make a class viable, a place will be sought in another school within the learning community or an alternative subject should be chosen.

| |
|------------------------------------|
| Lisneal College |
| Art & Design (CCEA) |
| Business Studies (CCEA) |
| Business Studies (OCR) |
| English Literature (CCEA) |
| Health and Social Care (SA) (CCEA) |
| Health and Social Care (DA) (CCEA) |
| History (CCEA) |
| IT (OCR) |
| Life and Health Science (SA)(CCEA) |
| Life and Health Science (DA)(CCEA) |
| Performing Arts – Drama (CCEA) |
| Music Performance (PEARSON) |
| Religious Education (CCEA) |
| Sport & Physical Activity (OCR) |
| Technology & Design (CCEA) |
| Travel & Tourism (Btec) |
| Hospitality (Btec) |
| |
| Foyle Learning Community |
| Biology |
| English Literature |
| Chemistry |
| Geology |
| Geography |
| Mathematics |
| Modern Language (French /Spanish) |
| Physics |
| Digital Technology |

Options after Year 12

At the end of Year 12 you need to start thinking about the career path you want to take. You should find out what qualifications are required if you have a particular career in mind. You can carry on learning, get a job or do a training course or apprenticeship.



Staying on at school

You may decide to move on to sixth form at your current school or go to another school. It's worth taking some time to think about this before making your final decision. Consider the following:

- are you good at studying?
- do you enjoy studying?
- have your results been good enough for further study?
- do you need to study further for the type of job you want to do?
- do you understand the volume or difficulty of work you will expected to do?

The atmosphere in sixth form may be more relaxed but it will still be structured. You will have free periods but you will still be expected to go to school for the full day. You'll be given more responsibility though and will be expected to get on with homework or do further study in your free time, without a teacher checking up on you.



School offers a range of academic and vocational Level 3 subjects which will enable you lay strong foundations for your future.



Area Learning Communities

Many schools are now involved in Area Learning Communities which are a partnership of schools in an area which then work together to provide a greater choice of subjects. We work within the Foyle Learning Community and liaise with our colleagues to ensure you have access to the subjects you would like to do. We will always do our best to accommodate requests to study a particular subject if we feel it is suitable.

It is always a good idea to think ahead as some courses and/or jobs require you to study specific subjects. After Year 14, you could use your qualifications to enter further or higher education, training or employment.

When choosing your subjects for A'level, it is vital that you research the direction you want to go and also speak to the teachers of the subjects you hope to choose. They are likely to provide you with the information you need and advise if the subject will be suitably matched to both your academic ability and your chosen career pathway.

Further Education

Further Education (FE) colleges are for students aged 16 and over and offer a range of courses. These include academic, vocational or a mixture of both and can be full-time or part-time. There are different levels of course available to suit individual ability and learning support for those with learning needs.

Further Education can give you more time in education or help you into employment or further study at University.

The environment of a further education college is likely to be very different from that of school. It will probably be more laid back and you'll be able to wear your own clothes. You'll still be expected to stick to a timetable and go to lessons, but you might not have to stay in college during your free periods. You'll be given a lot of independence and expected to manage your own time. Think about whether this way of working would suit you.

Apprenticeships

An apprenticeship is a real job with training so you can earn while you learn and gain recognised qualifications. Your employer provides your on-the-job training and pays your wages. You will work alongside experienced staff to learn and develop your skills.

Your off-the-job training will usually be on a day-release basis with a training provider. This can be a college, training organisation or university. Further information about apprenticeships can be sought from our careers team in school, our careers adviser or the tech itself.



Training for Success

Training for Success provides you with the knowledge and skills you need to get a job or move onto the next level of training. The training is designed around you – your level, your interests and your goals. You will also get an Education Maintenance Allowance (EMA).

Employment

Going straight into a job can be very tempting, as this offers the chance to earn some 'real money'. But what might seem like a good wage now may not be quite as good in a few years time.

Remember that skills, experience and qualifications are important in this very competitive job market. Job vacancies can be found in newspapers or online.

When you turn 16, you should receive your National Insurance Number. Keep this safe as you will need it when you start a job. If you lose this or for some reason do not receive one, contact your nearest Jobs and Benefits office.

Help with your decisions

Talking to a careers adviser may help you focus on what you are looking for and help you to work out how to get where you want to be. The careers adviser may already have called you this year but if you need further guidance speak with **Mrs. Hay**



Key differences between GCSE and Sixth Form

The way you work at A-level will be different; one example is that class sizes will probably be smaller. Representing as it does a fairly significant lifestyle change, the transition from GCSEs to 6th form brings with it a few new things to which you will **need to adjust**. These are nothing to be concerned about; they're just moving you towards the type of studying you'll be doing at university, preparing you for the time when you will experience a very different style of teaching and living to what you've had before.

Grade requirements

All students are required to undertake GCSE courses, A-levels are a bit more academically selective. You can expect to have to meet minimum GCSE grade requirements in order to return to study A' levels or they are included in the entrance criteria set by each organisation. The entry requirements for Lisneal College can be found on page 62.



Number of subjects

If you find mathematics a challenge, you don't need to carry it on at A'level. You'll have been used to studying nine or more GCSE subjects up to now, but at A-level, that number is drastically cut down. You'll usually select three full A-level subjects, plus one AS. This narrower selection of subjects allows you to focus more on the subjects that interest you, so you can drop the ones you did not enjoy at GCSE. This should mean that you find it easier to motivate yourself to study. However, when it comes to choosing your subjects, it's worth bearing in mind what university course you are likely to want to apply for.

Difficulty level

Think back to when you first started your GCSE courses; they may have seemed difficult however as you might expect, the difficulty of the level of A'level work is a step up from GCSE, and they will inevitably seem difficult at first. As you begin to develop the right skills, your grades should rise again. A' level courses will develop academic skills, such as critical and analytical thinking, which you won't have been used to at GCSE.

Expectations

A' level work is more focused on analysis than rote learning. Prepare to be pushed harder by your teachers, who will expect more from you now that you're that bit older and more mature. Original thinking is increasingly valued, preparing you for the fact that this will be expected of you at university. They won't expect an overnight transformation, and will encourage you to develop the skill set they want to see. You're likely to develop these skills without consciously thinking about them, so don't worry about this. Note that you may also have the added pressure of needing to succeed at AS level in order to carry on to A2 level.

Amount of freedom

In contrast to your GCSE timetable, your A' level timetable will include a generous helping of "free periods". It is important that you learn "effective time management" strategies to enable you to stay ahead with your workload and manage the new level of responsibility and learn to use your study time efficiently. It's during sixth form that you'll start the slightly daunting process of applying for university. This happens in the first term of your second (A2) year, so you'll have the summer to think about which area of study you want to apply to.

If you feel you can handle your workload, you may want to consider getting a part-time job while you're in 6th form, at least for the first year. As well as giving you some pocket money that you can put towards university or spend on yourself, a part-time job is also a valuable asset to your CV and university application, and it develops your maturity and life experience. It is important that this however does not take away from your academic studies and cause you to miss deadlines or struggle with your workload. It would be short-term gain for long-term pain so bear this in mind.



Extra-curricular activities

During your time in 6th form, is a good time to take up some new hobbies, or continue old ones. Not only do these help you relax and switch off from the pressure of your studies, but they'll also benefit you in that they teach valuable life skills that you can talk about on your university application. If you've had no hobbies or other interests so far, this is the time to acquire them so that you can include them on your UCAS personal statement. Taking on some extra-curricular activities is also good for honing those time management skills that we mentioned earlier. So, if you're worrying about the transition from GCSEs to 6th form, there's no need. You'll have plenty of guidance, and you'll almost certainly find that you relish the new-found freedoms offered by 6th form life. This is a big step towards adult life, so respect and enjoy it.



Choosing the right option for you...

When deciding what to do it is important to think about:

- What grades you are likely to get?
- What job or sector you might want to work in in the future?
- Your preferred way of being assessed, for example do you prefer coursework or exams?
- If you prefer course work then BTECs or vocational qualifications may be right for you.

Educational Maintenance Allowance (EMA)

The EMA scheme is a central government initiative to encourage retention attendance and performance in education. It is a payment of up to £30 per week paid directly to you, the student, when you remain in full-time education after compulsory schooling ends (16).

Bonus payments of £100 are payable to all EMA students depending on progress and performance in January and June. Mr White, the head of sixth form will provide you with more information about this.



Thinking about going to university?

If you are thinking of going to university then you will need a level 3 qualification and some courses may specify which subjects they accept as entry requirements. Some points that you need to take into consideration;

You will usually be asked for 3 A levels or equivalent, such as a BTEC level 3 Extended Diploma.

Each university or college will have their own entry requirements, including the grades you will need at GCSE and level 3 – check out each university's own online prospectus to find out more about entry requirements.



Some universities will not accept BTEC qualifications for certain courses or may require at least one A level alongside it.

Where can this option take me in the future?

If you are thinking about a destination after post-16, such as university or higher/degree apprenticeships, it is important to know whether the qualifications you are taking from 16-18 can help you to progress on to these pathways.

Use websites such as www.theuniguide.co.uk/ to find out whether the course you want to do after Year 12 will allow you to progress on to what you want to do afterwards.



How do I make my final decision about post-16?

Making a decision about where to go after Year 12 can be tricky, particularly while you are busy revising for your final GCSE exams, so it is important to consider the following that might help with decision making:

What will doing this option be like?

Whatever you choose to do after Year 12, you will probably be doing it for 2 years, so it is important that you know that the learning environment and style of learning will be right for you. Why not...

- Speak to your teachers about 6th form and students who are currently studying.
- Research more about what is on offer at schools, in colleges or apprenticeship providers online to find out about what you would study as part of your qualification or what support the organisation can provide you with while you are studying e.g. help finding work experience, financial support like a free bus, seek advice from the careers team to help you move on after finishing your course etc.





Lisneal College

Careers Department

Subject Choices

for Year 13

It is now time to make decisions about your future. You have the chance to focus solely on **your** personal, academic and vocational potential.

The economic circumstances around us are ever changing, and the world of work and opportunities to gain fulfilling employment are ever evolving.

The main purpose of education is concerned with the development and employability of young people and the Careers department at Lisneal College aim to assist every student on that pathway by providing tailored but impartial careers education, information, advice and guidance and give you the skills to make a smooth, confident transition from Key Stage 4 to sixth form and then from school on to higher education and employment.

We aim to;

- Prepare you for the responsibilities, experiences and opportunities of a working adult life.
- Help you make well informed educational, career and training choices.
- Encourage your strengths, interests, values, attributes, hopes and aspirations.
- Instil flexibility and adaptability.

To engage you in this, our sixth form programme includes;

- **Careers guidance from the Lisneal careers team and our Careers Service adviser Alison McMenamin.**
- Careers information, be it within our careers library or online. We assist you with research skills to help you evaluate this information.
- Opportunities for work experience, volunteering or work shadowing.
- Visits to Queen's University and Ulster University open days.
- Presentations in school from a selection of universities in England to inform you about course choices, options and finance.
- Individual guidance through the University and College Admissions Service (UCAS) and writing your personal statement.
- Completion of application forms and the creation of your CV.
- Employability skills and money management workshops.
- STEM workshops.



To start your research, click on the links to find out more about your options.

<https://www.nidirect.gov.uk/services/career-ideas-14-19-year-olds>

<https://www.prospects.ac.uk/job-profiles>

<https://www.ucas.com/careers-advice>



LISNEAL COLLEGE

LOOKING FORWARD TO Year 13

Lisneal College aims to deliver the following, to allow pupils to make informed subject choices at A Level

- Clear and detailed information about options (what subjects entail, coursework and content)
- Impartial advice about subjects
- Formal and informal support, through individual interviews with careers professionals, and through conversations with teachers who know their pupils well and can assess their skills and aptitudes
- Taster sessions and advice (on new subjects) for Year 12 pupils.

Lisneal College school leavers degree destinations since June 2016:

| | |
|--------------------------------|--|
| Queen's University | BSc (Hons) Adult Nursing |
| | BSc (Hons) Agricultural Technology |
| | BSc (Hons) Accounting |
| | BSc (Hons) Business Management |
| | BA (Hons) Criminology |
| | BA (Hons) Philosophy |
| | BSc (Hons) Microbiology |
| | BSc (Hons) Computing & IT |
| | BSc (Hons) Psychology |
| | BA (Hons) History |
| Stranmillis University College | Bed (Hons) Early Childhood Studies |
| | BEEd (Hons) Primary teaching |
| | |
| Ulster University | BEng (Hons) Renewable Energy Engineering |
| | BSc (Hons) Accounting |
| | BMus (Hons) Music |
| | BSc (Hons) Mental Health Nursing |
| | BSc (Hons) Adult Nursing |
| | BEng (Hons) Mechanical & Manufacturing Engineering |
| | BSc (Hons) Human Nutrition |
| | BSc (Hons) Psychology |
| | BSc (Hons) Diagnostic Radiography & Imaging |
| | BSc (Hons) Radiography |
| | BA (Hons) Sociology |
| | BSc (Hons) Computer Science |
| | BSc (Hons) Marketing |
| | BSc (Hons) Business & HR Management |
| | BSc (Hons) Business Studies |
| | BSc (Hons) Biology |
| | BSc (Hons) Exercise & Physical Activity |
| | BSc (Hons) Biomedical Science |
| | BSc (Hons) Social work |
| | BA (Hons) Travel & Tourism |
| | BSc (Hons) Information Technologies |
| | BSc (Hons) Computer Science |
| | BSc (Hons) Pharmaceutical Science |
| | BSc (Hons) Business with Accounting |
| | BSc (Hons) Food & Nutrition |
| | LLB (Hons) Law |

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|--------------------------------------|---|
| | BA (Hons) Architecture |
| Ulster University continued... | BEng (Hons) Electrical & Electronic Engineering |
| | BSc (Hons) Leisure & Events Management |
| | BA (Hons) History |
| Liverpool John Moores University | BSc (Hons) Business & Finance |
| | BSc (Hons) Accounting |
| | BSc Education Studies & Early Years |
| | BSc Primary Education |
| | BSc (Hons) Sport Psychology |
| | BSc (Hons) Biomedical Science |
| | BSc Business Management |
| | BSc (Hons) Forensic science |
| | BSc Science & Football |
| | BSc (Hons) Criminology |
| Liverpool Hope University | BSc Accounting & Finance |
| | BSc (Hons) Accountancy |
| University of Liverpool | BSc (Hons) Diagnostic Radiography |
| | |
| Queen Margaret University, Edinburgh | BSc (Hons) Physiotherapy |
| | |
| University of Stirling | BA (Hons) Professional Education (Primary) with Specialisms |
| | |
| University of Chester | BSc Forensic Psychology |
| | |
| Edinburgh Napier University | BSc (Hons) Business & Accounting |
| | BSc (Hons) Nursing |
| | |
| Royal Welsh School of Music & Drama | BA Music |
| | |
| University of Cumbria | BSc (Hons) Sports Rehabilitation |
| | |
| | BSc Business Management |
| | BA (Hons) Travel & Tourism |
| | |
| Cardiff University | BSc Sports Technology |
| | |
| Norwich University of Arts | BA Film & Moving Image Arts Production |
| Manchester Metropolitan University | BSc (Hons) Business Management |
| | BSc Biomedical Engineering |



Art and Design

CCEA

HoD: Mrs L. Douglas

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| Why study Art and Design? | The study of GCE Art and Design creates a pathway to a future career in a creative or cultural field. It builds on the knowledge and skills developed at GCSE and Key Stage 3 and prepares pupils for further study in Art and Design or related study in a creative field. This qualification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art and design disciplines. You can study Fine Art, Textiles, Ceramics, Animation and many more. | | |
| Course content/breakdown AS & A2 | <p>There are four internal assessment units in this specification, two at AS level and two at A2. At each level pupils will explore a theme with their own personal response.</p> <p>AS level.</p> <ul style="list-style-type: none"> • Unit AS 1: Experimental Portfolio. Pupils will have the opportunity to develop, explore and record ideas using a wide range of media. • Unit AS 2: Personal Outcome. Pupils will have the opportunity to produce a final outcome/outcomes. <p>A2 level.</p> <ul style="list-style-type: none"> • Unit A2 1: Personal and Critical Investigation (practical investigation) pupils have the opportunity to produce both a written (1000–2000-word) investigation and a practical response. • Unit 2: Thematic Outcome. Pupils will have the opportunity to produce a final outcome/outcomes. | | |
| How will I be assessed? | Unit | Assessment Description | Weighting |
| | AS 1 | Teacher assessment of work with external moderation. Assessment Objectives 1, 2, 3 only | 50% of AS 20% of A level |
| | AS 2 | Teacher assessment of controlled task with external moderation. Assessment Objective 4 more heavily weighted than 1, 2, 3. | 50% of AS 20% of A level |
| | A2 1 | Written investigation (1000–2000 words) externally assessed. Teacher assessment of practical element with external moderation Assessment Objectives 1, 2, 3 only. | 20% of A2 12% of A level 40% of A2 24% of A level |
| | A2 2 | Teacher assessment with external moderation. Assessment Objective 4 more heavily weighted than 1, 2, 3. | 40% of A2 24% of A level |

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| <p>What qualification do I need to start this course?</p> | <p>Pupils wishing to study Art and Design at AS and A2 level should have achieved a grade C at GCSE level. They should also display an interest and enthusiasm for the subject.</p> <p>Pupils who have not completed GCSE Art and Design have been admitted to the subject at Advanced level in the past; however, this will be at the discretion of the Head of Department.</p> |
| <p>What skills will I develop in this subject?</p> | <p>You will develop your ability to research and analyse artists' work. Effectively, make skilled visual enquiries and develop a creative working knowledge of a variety of media and materials when you are exploring projects as you will develop many practical skills within your chosen specialism.</p> <p>You will also build on your critical analysis skills by continuously evaluating and critiquing your work as your project develops.</p> <p>Art and Design is unique in its inherent requirement to develop key transferable skills such as:</p> <ul style="list-style-type: none"> • creativity, personal motivation; • project management and organisational skills; and innovation, higher level thinking skills and problem-solving. |
| <p>What careers pathways are available to me if I study this subject?</p> | <p>This qualification provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field.</p> <p>Possible careers include advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.</p> <p>The study of GCE Art and Design nurtures a range of qualities which are highly sought after by employers. These include creativity, problem-solving, resourcefulness, resilience, imagination, empathy and innovation.</p> |



Business Studies

CCEA

HoD: Ms. CL. Donnelly

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|--|---|
| <p>Why study GCE Business Studies?</p> | <p>GCE Business Studies is designed to provide students with an invaluable insight into how organisations strive to meet the discerning needs of stakeholders in a constantly changing external environment. Furthermore, they can develop a greater awareness of the ethical dilemmas and responsibilities that organisations and decision-makers face as they conduct their business activities. Students will develop a range of relevant business and generic skills including decision-making, critical thinking and problem-solving</p> |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p>The specification has four units:</p> <p>Unit AS 1: Introduction to Business - This unit introduces students to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students become familiar with different business ownership structures and the key stakeholder groups that may have an interest in how a business is managed.</p> <p>Unit AS 2: Growing the Business - Students explore the role of technology in growing a business and how it helps with decision making. They also understand the impact of competition on a business. Students develop a critical understanding of the marketing process, marketing strategy and the use of e-business.</p> <p>Unit A2 1: Strategic Decision Making - Students identify business objectives and the potential for these to conflict with those of various stakeholder groups. Students analyse and evaluate stakeholder management strategies. Students gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. They also analyse the importance of accounting and financial information in making strategic business decisions.</p> <p>Unit A2 2: The Competitive Business Environment - students examine the macroeconomic framework that businesses operate in. They evaluate the impact of globalisation on business activities. Students develop an appreciation of the importance of ethics and sustainability on business decision making and culture. They also evaluate the influence of stakeholders on business operations. Students examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.</p> |

| | |
|--|---|
| How will I be assessed? | <p>Content Assessment Weightings</p> <p>AS 1: Introduction to Business External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks) 50% of AS 20% of A level</p> <p>AS 2: Growing the Business External written examination 1 hour 30 mins Two compulsory structured data responses (80 marks) 50% of AS 20% of A level</p> <p>A2 1: Strategic Decision Making External written examination 2 hours Five compulsory structured data responses (90 marks) 30% of A level</p> <p>A2 2: The Competitive Business Environment External written examination 2 hours Six compulsory structured data responses (90 marks) 30% of A level</p> |
| What qualification do I need to start this course? | No prior attainment is required, although students would benefit from high standards of literacy and numeracy. |
| What skills will I develop in this subject? | An A level qualification in Business Studies offers an excellent foundation for many careers as you will have gained excellent transferable skills such as effective communication, problem-solving, data analysis, critical thinking, the challenging of assumptions and the quantification and interpretation of management information. Such skills are essential in today's changing society and are considered highly desirable by employers in all types of organisations. |
| What careers pathways are available to me if I study this subject? | This business qualification will benefit those wishing to pursue careers in management, marketing, project management, business accounting, management consultancy, human resources, business journalism, and self-employment as well as those interested in continuing on to further study. There is a very wide choice of specialist business courses offered by universities and further education colleges in Northern Ireland and elsewhere in the UK. Examples include Accountancy, Advertising, Information Management and Business Improvement. For those wishing to vary their study and enhance their skills set there is also an attractive range of combinations of courses available at both HND and undergraduate level. Examples include Advertising with Human Resource Management, Accountancy with Law, Business with International Development and Business Development and Innovation. There is no doubt that a business qualification could unlock an exciting future for you. |





Business Studies

OCR Cambridge Technical

Extended Certificate

HoD: Ms. CL. Donnelly

| | |
|---|---|
| <p>Why study an OCR Cambridge Technical in Business?</p> | <p>A Cambridge Technical is a vocational qualification at Level 3 for students aged 16+. They are designed with the workplace and progression to higher education in mind and provide a high-quality alternative to A Levels at level 3. The qualification has a mixture of internal and external assessments.</p> |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p>MANDATORY UNITS</p> <p>Unit 1 - The business environment - Businesses operate in an environment which is dynamic, competitive, uncertain and frequently hostile. They need to constantly adapt to changes in their internal and external environments in order to be successful. These changes may include anticipating the actions of competitors, reacting to economic or political changes or making use of new technologies. Whether you aspire to be a business professional, manager, charity worker or entrepreneur, understanding the business environment is key to ensuring that the business in which you work reaches its full potential.</p> <p>Unit 2 - Working in business - Businesses today need employees, managers and entrepreneurs who are multi-skilled, independent thinkers. When working in business you 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>Unit 4 - Customers and communication - 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. 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>OPTIONAL UNITS ALSO TO BE DELIVERED</p> <p>Unit 5 - Marketing & Market Research - Marketing is the function that makes sure a business sells the right products, at the right price, in the right place, using the most suitable promotion methods. Successful marketing is essential if a business is to survive in a very competitive business world.</p> <p>Unit 8 - Introduction to Human Resources - People are the most valuable resource to any organisation or business and in order to obtain the greatest value from them, they need to be managed and supported. It is the human resources (HR) function in a business that has a significant role in ensuring</p> |

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| | this happens. The human resources function will work with other key functions to ensure the success of the business |
| How will I be assessed? | <p>Unit 1 (120 Guided Learning Hours) – The Business Environment This unit is externally assessed by an OCR set and marked examination. There is a 2 hour exam worth 90 marks. The exam paper has a variety of multiple choice questions, short answer questions based on a pre-release research brief and a mixture of extended response/short answers based on unseen scenario.</p> <p>Unit 2 – Working in Business (60 Guided Learning Hours) This unit is externally assessed by an OCR set and marked examination. There is an 1 hour 30 minute exam worth 60 marks. There will be sections of short answer questions based on in-tray exercises across the functions. There will also be 2 longer questions, at least one of which will require an extended response</p> <p>Unit 4 – Customers and Communication (60 Guided Learning Hours) This unit is internally assessed and externally moderated by OCR.</p> <p>Unit 5 – Marketing & Marketing Research (60 Guided Learning Hours) This unit is internally assessed and externally moderated by OCR.</p> <p>Unit 8 – Introduction to Human Resources (60 Guided Learning Hours) This unit is internally assessed and externally moderated by OCR.</p> |
| What qualification do I need to start this course? | No prior attainment is required, although students would benefit from high standards of literacy and numeracy. |
| What skills will I develop in this subject? | <p>Students will also have opportunities to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities shown below.</p> <p>Cross-Curricular Skills</p> <ul style="list-style-type: none"> • Communication: – Talking and Listening – Reading – Writing • Using Mathematics • Using ICT <p>Thinking Skills and Personal Capabilities</p> <ul style="list-style-type: none"> • Problem Solving • Working with Others • Self-Management |
| What careers pathways are available to me if I study this subject? | Level 3 Cambridge Technicals in Business help students to achieve their potential and progress to the next stage of their lives, whether that is higher education, an apprenticeship or employment. Level 3 qualifications are awarded UCAS tariff points and offer an excellent foundation for students wanting to pursue careers in accountancy, banking, business management, advertising, retail, customer service or being self-employed. |





English Literature

CCEA

HoD: Mrs H. Peoples

| Why study English Literature? | If you enjoy reading and studying a wide range of poetry, prose and drama texts, and you want to develop your analytical skills as well as seeing the texts in the context of the time when they were written, then you will get a lot out of this course. | | | | | | | | | | | |
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| Course content/breakdown AS & A2 | AS 1: The Study of Poetry 1900–Present and Drama 1900–Present AS 2: The Study of Prose Pre 1900 A2 1: Shakespearean Genres A2 2: The Study of Poetry Pre 1900 and Unseen Poetry A2 3: Internal Assessment | | | | | | | | | | | |
| How will I be assessed? | <table><tr><th>Content</th><th>Assessment</th><th>Weightings</th></tr><tr><td>AS 1: The Study of Poetry 1900–Present and Drama 1900–Present</td><td>External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book.</td><td>60% of AS 24% of A level</td></tr><tr><td>AS 2: The Study of Prose Pre 1900</td><td>External written examination 1 hour Students answer one question. Closed book</td><td>40% of AS 16% of A level</td></tr></table> | | | Content | Assessment | Weightings | AS 1: The Study of Poetry 1900–Present and Drama 1900–Present | External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book. | 60% of AS 24% of A level | AS 2: The Study of Prose Pre 1900 | External written examination 1 hour Students answer one question. Closed book | 40% of AS 16% of A level |
| Content | Assessment | Weightings | | | | | | | | | | |
| AS 1: The Study of Poetry 1900–Present and Drama 1900–Present | External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book. | 60% of AS 24% of A level | | | | | | | | | | |
| AS 2: The Study of Prose Pre 1900 | External written examination 1 hour Students answer one question. Closed book | 40% of AS 16% of A level | | | | | | | | | | |

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| | A2 1: Shakespearean Genres | <p>External written examination</p> <p>1 hour 30 mins</p> <p>Students answer one question.</p> <p>Closed book</p> | 20% of A level |
| | A2 2: The Study of Poetry Pre 1900 and Unseen Poetry | <p>External written examination</p> <p>2 hours</p> <p>Students answer two questions, one from Section A and the question set in Section B.</p> <p>Closed book</p> | 20% of A level |
| | A2 3: Internal Assessment | <p>Internal assessment</p> <p>Students complete a 2500-word essay.</p> | 20% of A level |
| What qualification do I need to start this course? | It would be important to have GCSE in English Literature to provide the foundation required for this qualification. | | |
| What skills will I develop in this subject? | <ul style="list-style-type: none"> • Research skills. • Critical thinking. • Essay writing. • Analytical skills. • An attention to detail. • Crafting arguments. | | |
| What careers pathways are available to me if I study this subject? | <ul style="list-style-type: none"> • Journalist. • Copywriter. • Teacher. • Paralegal. • Marketing executive. • Editor. • Museum curator. • Freelance writer. • Digital copywriter. • Editorial assistant. • Lexicographer • Publishing copy-editor. • Web content management | | |



Performing Arts - Drama

CCEA

HoD: Ms. M. Lake

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| Why study Performing Arts – Drama? | <p>This course aims to encourage students to develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The techniques and approaches required in the performing arts industry – music performance • Working methods linked to practice • How pupils' own skills and aptitude's could be best employed in further study and/or work in the music industry • The breadth of the sector through exploring its products and processes • the outcomes of industry practice in terms of people, products, services, and contexts • social, cultural, and historical influences |
| <p>Course content and assessment</p> <p>AS & A2</p> | <p>Across two years of study there are four units:</p> <p>AS 1: Developing skills and repertoire: A portfolio-based unit, including a summary of research, skills audit, record of work, risk assessment, live performance and presentation and evaluation</p> <p>AS 2: Planning and Realising a Performing Arts event: In response to a stimulus student create a performing arts event in groups and present this event to an audience. Supporting documentation will be prepared under controlled conditions</p> <p>A2 1: Planning for Employment: A record of work, including a written report in three sections, promotional portfolio and evaluation</p> <p>A2 2: Performing to a Commission Brief: In response to a brief, students research, promote, plan and perform an event to an audience and an external examiner</p> |
| What qualification do I need to start this course? | <p>There is no particular level of attainment required to study this specification. However, it builds on knowledge, understanding and skills developed in any GCSE creative and expressive arts subject, for example Music, Drama or Performing Arts.</p> |

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| <p>What skills will I develop in this subject?</p> | <p>This course also develops ways of working that encourage students to:</p> <ul style="list-style-type: none"> • develop their skills, techniques and work attitudes to a standard that allows progression to further training and work • apply working methods used by professionals as individuals and in teams as well as with audiences and commissioners • explore independently, through creative and reflective experimentation, how meaning is communicated • emphasise practical independence, self-management and improvement of performance <p>-</p> |
| <p>What careers pathways are available to me if I study this subject?</p> | <p>Performing arts is a huge growth industry in Northern Ireland: the Game of Thrones phenomenon has resulted in a burgeoning film industry, with many other major productions, such as Derry Girls, Line of Duty and The Fall creating a range of employment opportunities here.</p> |





Music Performance

Pearson – Btec Level 3

HoD: Mrs K. Flanagan

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| Why study the National Extended Diploma in Music Performance? | This course is aimed at post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the music sector or the creative sector as a whole. The qualification is equivalent in size to one A Level and aims to provide a coherent course of study covering both performance and the music industry. No prior study of the sector is needed , but learners should normally have a range of achievement at level 2, in GCSE or equivalent qualifications. |
| Course content/breakdown AS & A2 | <p>Learners taking this qualification will study three mandatory units:</p> <ul style="list-style-type: none"> Unit 1: Practical Music Theory and Harmony - In this unit you will: <ul style="list-style-type: none"> ➤ Examine the signs and symbols used in musical notation ➤ Explore the application of melodic composition based on musical elements ➤ Explore the application of chords and cadences for composition or arrangement ➤ Produce correct musical notation for performance Unit 2: Professional Practice in the Music Industry - In this unit you will gain an understanding of what is meant by the term 'professional practice' as well as what it means to be a freelancer working in the music industry. You will understand the professional skills that are important in the industry and learn the importance of financial management, effective interpersonal skills and working with others. The unit emphasises the importance of continual self-development in a rapidly-changing sector and how essential it is to communicate clearly to give you the best chance when competing for roles in the industry. Taking a professional approach to working in the industry is as essential as having a good product to market. Unit 3: Ensemble Music Performance - In this unit, you will become part of a musical group and will develop your ensemble skills by taking part in rehearsals. As an ensemble, you will be given a list of songs from which you must choose three. You will then learn, rehearse and perform these songs to an audience. You will also provide a presentation on how you used different techniques, stylistic and musical elements in the musical parts you performed. To complete the assessment task within this unit, you will need to select and apply learning from across your programme. It is suggested that you complete the assessment towards the end of the course after you have completed learning from the other units. |

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| How will I be assessed? | <p>Learners choose one optional unit. These have been designed to support progression to more specialist music courses in higher education and to link with relevant occupational areas, such as:</p> <ul style="list-style-type: none"> • Composing music - In this unit, you will look at how composers work, using the same fundamental building blocks across all styles and genres. You will explore musical material, developing your ideas into a final composition using acoustic or electronic instruments. • Improvising music - In this unit, you will explore a range of genres and styles, investigating their scales, tonality, rhythms, riffs and groove. It will give you greater insight into the skills and knowledge needed to be a working session musician. You will develop your own musical skills as well as the skills of collaboration for performance in different settings, such as the recording studio and the stage. • Solo performance - In this unit you will: <ul style="list-style-type: none"> ➢ Explore the skills required for solo performance ➢ Develop skills for solo performance ➢ Carry out a solo performance |
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| What qualification do I need to start this course? | Having a GCSE in music would be required for this qualification. |
| What skills will I develop in this subject? | <p>This course develops ways of working that encourage students to:</p> <ul style="list-style-type: none"> • Develop employability skills through cognitive and problem-solving skills, interpersonal skills and intrapersonal skills including self-management, adaptability and resilience, self-monitoring and development • Develop the ability to learn independently • Develop the ability to research actively and methodically • Develop the ability to give presentations and be active group members • Develop the knowledge and skills required for particular degree courses, including effective writing, analytical skills, creative development and performance skills and preparation for assessment methods used in degree courses. |
| What careers pathways are available to me if I study this subject? | <p>Music producer. Music therapist. Musician. Private music teacher. Secondary school teacher. Sound designer. Sound engineer. Sound technician, broadcasting/film/video.</p> |





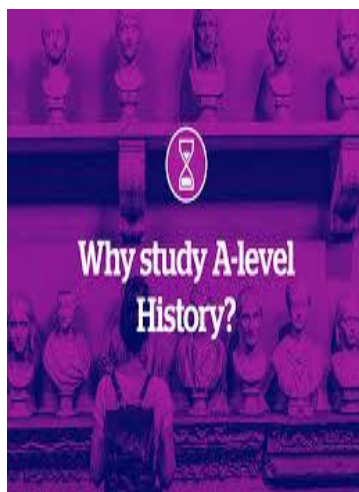
History

CCEA

HoD: Miss C. Bell

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| Why study History? | History is and always has been a highly regarded subject by employers and by universities. Studying GCE History will give you the opportunity to explore key political, economic and social events which have shaped our present, as well as develop and demonstrate a number of high level skills. |
| Course content/breakdown AS & A2 | <p>Unit AS 1 Historical Investigations and Interpretations Option 5: Germany 1919–45</p> <p>Unit AS 2 Historical Conflict and Change Option 5: Russia 1914–41</p> <p>Unit A2 1 Change Over Time Option 2: Ireland Under the Union 1800–1900</p> <p>Unit A2 2 Historical Investigations and Interpretations Option 4: Partition of Ireland 1900–25</p> |
| How will I be assessed? | <p>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, 20% of A level</p> <p>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, 20% of A level</p> <p>A2 1: Change Over Time External written examination 1 hour 15 minutes Students answer a synoptic essay question. 20% of A level</p> <p>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</p> |

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| What qualification do I need to start this course? | The specification builds on some of the knowledge, understanding and skills developed in GCSE History so it is desirable that students would have a grade C in GCSE, but it is not essential that history has been previously studied. |
| What skills will I develop in this subject? | <p>By studying history, you will have the opportunity to develop skills that are transferable and are highly sought after by employers.</p> <p>You will develop critical thinking skills which will enable you to evaluate a range of evidence and appreciate different interpretations of the past.</p> <p>It is useful to study history as it stretches your ability to think for yourself. You will have opportunities to develop your skills in:</p> <ul style="list-style-type: none"> • Creating and presenting an argument • Analysing source material • Making judgements and supporting them with evidence • Writing in a clear and coherent way |
| What careers pathways are available to me if I study this subject? | <p>Studying history will not limit your career path, history students go on to have challenging and interesting careers in many fields, for example in the media, politics, teaching, law, business, finance or the civil service.</p> <p>An interest in history may even direct you to a more specialist career as an archaeologist, museum curator, historical researcher or genealogist.</p> |





Single Award Health and Social Care

CCEA

HoD: Mrs C. McHugh

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| Why study Health & Social Care? | Students will learn about good quality care and how this can be achieved in Health, Social Care and Early Years settings. They will learn how to communicate effectively with service users in the work place and also about the importance of health and well-being for individuals, and how government and other agencies contribute to the health and well-being of the population. |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p>AS 1 Promoting Quality Care</p> <p>AS 2 Communication</p> <p>AS 3 Health and Well-Being</p> <p>A2 1 Applied Research</p> <p>A2 2 Body Systems and Physiological Disorders</p> <p>A2 3 Providing Services</p> |
| How will I be assessed? | <p>AS 1: Written report based on a health, social care or early years setting that you have experienced 12.5% of AS / 5% of A level</p> <p>AS 2: Written report based on communication in a health, social care or early years setting 12.5% of AS / 5% A level</p> <p>AS 3: 2-hour external examination paper 25% of AS / 10% of A level</p> <p>A2 1: Research report on a health and social care topic 7.5% of A level</p> <p>A2 2: Practical investigation of the physiological status of individuals and a written report on the diagnosis and treatment of a disorder. 7.5% of A level</p> <p>A2 3: 2 hour external examination based on pre-release material, 15% of A level</p> |

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| What qualification do I need to start this course? | 5 GCSE's or Equivalent Subjects including GCSE English. GCSE Health and Social Care is preferred but is not essential. |
| What skills will I develop in this subject? | Studying health and social care will enable you to gain skills that are valued in further and higher education as well as in the workplace. You will have opportunities to develop valuable skills such as research, analysis, communication, working with others, independent learning, creative thinking and problem solving. |
| What careers pathways are available to me if I study this subject? | Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses including degree courses are available at colleges and universities. |

Further Information is available at:

[Health and Social Care \(Double Award\) Student Guide.pdf \(ccea.org.uk\)](https://www.ccea.org.uk/health-and-social-care-double-award-student-guide)

[Health and Social Care \(Single Award\) Specification Snapshot.pdf \(ccea.org.uk\)](https://www.ccea.org.uk/health-and-social-care-single-award-specification-snapshot)





Double Award Health and Social Care

CCEA

HoD: Mrs C. McHugh

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| Why study Health & Social Care? | Students will learn about good quality care and how this can be achieved in Health, Social Care and Early Years settings. They will learn how to communicate effectively with service users in the work place and also about the importance of health and well-being for individuals, and how government and other agencies contribute to the health and well-being of the population. |
| Course content/breakdown AS & A2 | <p>AS 1 Promoting Quality Care</p> <p>AS 2 Communication</p> <p>AS 3 Health and Well-Being</p> <p>AS 4 Safeguarding Children</p> <p>AS 5 Adult Service Users</p> <p>AS 6 Holistic Therapies</p> <p>A2 1 Applied Research</p> <p>A2 2 Body Systems and Physiological Disorders</p> <p>A2 3 Providing Services</p> <p>A2 4 Health Promotion</p> <p>A2 5 Supporting the Family</p> <p>A2 6 Understanding Human Behaviour</p> |
| How will I be assessed? | <p>AS 1: Written report based on a health, social care or early years setting that you have experienced 12.5% of AS / 5% of A level</p> <p>AS 2: Written report based on communication in a health, social care or early years setting 12.5% of AS / 5% A level</p> <p>AS 3: 2-hour external examination paper 25% of AS / 10% of A level</p> <p>AS 4: Written report outlining developmental norms of a child and an information resource for staff working in an early years setting 12.5% of AS / 5% of A level</p> <p>AS 5: 2-hour external examination paper 25% of AS / 10% of A level</p> <p>AS 6: Information resource describing three holistic therapies and an evaluation of the management of a medical condition using medical treatments and holistic therapies 12.5% of AS / 5% of A level</p> <p>A2 1: Research report on a health and social care topic 7.5% of A level</p> <p>A2 2: Practical investigation of the physiological status of individuals and a written report on the diagnosis and treatment of a disorder.</p> |

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| | <p>7.5% of A level</p> <p>A2 3: 2 hour external examination based on pre-release material 15% of A level</p> <p>A2 4: A report on health improvement priorities 7.5% of A level</p> <p>A2 5: A review of changes to family structures, case study of a family outlining the needs of individuals and the support provided and a report on families experiencing issues 7.5% of A level</p> <p>A2 6: 2-hour external examination paper 15% of A level</p> |
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| What qualification do I need to start this course? | 5 GCSE's or Equivalent Subjects including GCSE English. GCSE Health and Social Care is preferred but is not essential. |
| What skills will I develop in this subject? | Studying health and social care will enable you to gain skills that are valued in further and higher education as well as in the workplace. You will have opportunities to develop valuable skills such as research, analysis, communication, working with others, independent learning, creative thinking and problem solving. |
| What careers pathways are available to me if I study this subject? | Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses including degree courses are available at colleges and universities. |

Further Information is available at:

[Health and Social Care \(Double Award\) Student Guide.pdf \(ccea.org.uk\)](#)

[Health and Social Care \(Single Award\) Specification Snapshot.pdf \(ccea.org.uk\)](#)





Level 3 Cambridge Technical Introductory Diploma in IT

OCR

HoD: Mrs E. Gibbons

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| <p>Why study Information Technology?</p> | <p>During this level 3 course you will study a range of applications that will allow you to develop and perfect a variety of digital skills that are widely sought after by employers.</p> <p>The Cambridge Technical qualifications offer learners the opportunity to:</p> <ul style="list-style-type: none"> • <i>prepare for further education or training</i> • <i>develop essential knowledge, transferable skills and personal skills in IT with the aim of enhancing their employability</i> • <i>move into different areas of employment</i> • <i>achieve a nationally recognised vocational qualification.</i> |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p>The course offers a range of IT units over two years, you will study 3 units in year 13 and 3 units year 14</p> <ul style="list-style-type: none"> • Information systems • Databases • Understanding social media for business • Spreadsheet modelling • Communication and employability skills for IT • E-Commerce |
| <p>How will I be assessed?</p> | <p>All 6 units of work are portfolio based and therefore there is no written examinations, all units have equal weighting.</p> <p>The units in this qualifications are internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.</p> <p>The qualification is graded: Pass, Merit, Distinction, Distinction*.</p> |

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| What qualification do I need to start this course? | There are no formal entry requirements for this qualification, however it may be beneficial if you have completed a level 2 IT qualification. |
| What skills will I develop in this subject? | <p>Learners will have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication, it will also encourage learners to think logically in order to solve problems.</p> <p>This course will also provide you with the opportunity to develop solid practical skills - in database design, spreadsheet modelling, E- commerce and employability skills.</p> |
| What careers pathways are available to me if I study this subject? | <p>For students considering higher education, Cambridge Technicals provide a proven path to a university place. They provide the same UCAS tariff points as A Levels or BTECs.</p> <p>Over the last 20 years, technology has dramatically changed the way in which we live and communicate, therefore there is demand in the labour market for technical roles such as Software Engineers and Developers, especially in emerging areas such as cyber security, Game Development and Mobile Application developer. An ICT qualification will also provide opportunities in other sectors of employment such as Media, Business and Finance.</p> |





**Single Award Life &
Health Sciences
CCEA
HoD: Mr C. Louden**

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| <p>Why study Life & Health Sciences?</p> | <p>The CCEA GCE 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.</p> <p>Life and health science related industries 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.</p> <p>There are a range of reasons why learners should choose this qualification:</p> <p>Innovative Qualification developed in partnership with life and health sciences industry</p> <p>Career options Wide range of careers including pharma, biomedical science, nursing and radiography</p> <p>Skills-led Equips learners with the skills and knowledge required by the life and health sciences sector</p> <p>Varied topics Relevant topics include genetics, medicine, clinical trials and analytical chemistry</p> <p>Embedded practical science Practical science stimulates enthusiasm and offers fresh insight into industry .</p> |
| <p>Course content/breakdown</p> <p style="text-align: center;">AS & A2</p> | <p>The GCE Single Award qualification requires 6 units: Three at AS level and three at A2</p> <p>AS 40%</p> <ul style="list-style-type: none"> • Unit AS 1: Experimental Techniques • Unit AS 2: Human Body Systems • Unit AS 3: Aspects of Physical Chemistry in Industrial Process |

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| | <p>A2 60%</p> <ul style="list-style-type: none"> • Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation • Unit A2 2: Organic Chemistry • Unit A2 3: Medical Physics |
| How will I be assessed? | 33.34% coursework & 66.66% examination |

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| What qualification do I need to start this course? | <p>B grade and above in GCSE Single Award Science OR C* C* grades and above in Double Award Science AND C grade and above in GCSE Mathematics C grade and above in GCSE English</p> |
| What skills will I develop in this subject? | <p>The specification aims to encourage you to:</p> <ul style="list-style-type: none"> • develop their interest in and enthusiasm for science; • appreciate how the sciences contribute to the success of the economy and society; • develop competence in a range of practical, mathematical and problem solving skills; • develop and demonstrate a deeper appreciation of how science works; • develop essential knowledge and understanding of different areas of the subject; and • develop advanced study skills that help them prepare for higher education. |
| What careers pathways are available to me if I study this subject? | <p>During this course you will develop competence in a range of practical, mathematical and problem-solving skills that are important in Further and Higher Education and valued in the workplace. In addition, you will develop an understanding of different aspects of science and how they relate to each other. This qualification was developed in partnership with industry to foster essential skills required by this growing sector and is appropriate for entering a range of careers such as biomedical sciences, nutrition, nursing, occupational therapy, speech and language therapy, sports studies, laboratory work or research.</p> |

For more information Right Click and 'Open Hyperlink'

<file:///C:/Users/smode/Downloads/A-Level-Life-and-Health-Sciences-Leaflet.pdf>





Double Award

Life & Health Sciences

A level CCEA

HoD: Mr C. Louden

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| <p>Why study Life & Health Sciences?</p> | <p>The CCEA GCE 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.</p> <p>Life and health science related industries 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.</p> <p>There are a range of reasons why learners should choose this qualification:</p> <p>Innovative Qualification developed in partnership with life and health sciences industry</p> <p>Career options Wide range of careers including pharma, biomedical science, nursing and radiography</p> <p>Skills-led Equips learners with the skills and knowledge required by the life and health sciences sector</p> <p>Varied topics Relevant topics include genetics, medicine, clinical trials and analytical chemistry</p> <p>Embedded practical science Practical science stimulates enthusiasm and offers fresh insight into industry</p> |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p>The GCE Double Award qualification requires 12 units: six at AS level and six at A2</p> <p>AS 40%</p> <ul style="list-style-type: none"> • Unit AS 1: Experimental Techniques • Unit AS 2: Human Body Systems • Unit AS 3: Aspects of Physical Chemistry in Industrial Processes • Unit AS 4: Brain Science • Unit AS 5: Material Science • Unit AS 6: Medicine, Drugs and Clinical Trials <p>A2 60%</p> <ul style="list-style-type: none"> • Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation • Unit A2 2: Organic Chemistry • Unit A2 3: Medical Physics • Unit A2 4: Sound and Light • Unit A2 9: Analytical Chemistry Techniques • Unit A2 10: Enabling Technology |

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| How will I be assessed? | 50% coursework & 50% examination |
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| What qualification do I need to start this course? | B grade and above in GCSE Single Award Science OR C* C* grades and above in Double Award Science AND C grade and above in GCSE Mathematics C grade and above in GCSE English |
| What skills will I develop in this subject? | The specification aims to encourage you to: <ul style="list-style-type: none"> • develop their interest in and enthusiasm for science; • appreciate how the sciences contribute to the success of the economy and society; • develop competence in a range of practical, mathematical and problem solving skills; • develop and demonstrate a deeper appreciation of how science works; • develop essential knowledge and understanding of different areas of the subject; and • develop advanced study skills that help them prepare for higher education. |
| What careers pathways are available to me if I study this subject? | During this course you will develop competence in a range of practical, mathematical and problem-solving skills that are important in Further and Higher Education and valued in the workplace. In addition, you will develop an understanding of different aspects of science and how they relate to each other. This qualification was developed in partnership with industry to foster essential skills required by this growing sector and is appropriate for entering a range of careers such as biomedical sciences, nutrition, nursing, occupational therapy, speech and language therapy, sports studies, laboratory work or research. |

For more information Right Click and 'Open Hyperlink'.

<file:///C:/Users/smode/Downloads/A-Level-Life-and-Health-Sciences-Leaflet.pdf>





Sport and Physical Activity

OCR Cambridge Technical

Extended Certificate

HoD: Miss S. Brown

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| <p>Why study a Cambridge Technical in Sport and Physical Activity?</p> | <p>Cambridge Technicals are vocational qualifications for students aged 16+. They are designed with the workplace in mind and provide a high quality alternative to A Levels, supporting progression to higher education. Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.</p> |
| <p>Course content/breakdown</p> <p>AS & A2</p> | <p><u>Mandatory content:</u></p> <p>Unit 1 Body Systems and the Effects of Physical Activity (90GLH) - Whether you are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help you to ensure that clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems, you can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing, and will help them to persuade others to pursue and maintain a balanced, active and healthy lifestyle. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport and physical activity, and the effects that physical activity, training and lifestyle can have on them.</p> <p>Unit 2 Sports Coaching and Leadership (90GLH)- At some point throughout their lives, everyone will have experienced being coached or taught about sport and physical activity. The importance of a high-quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and National Governing Bodies (NGBs). Through coaching and leading, you can learn a set of skills in communication, adaptability and inclusivity which will prove valuable in other aspects of their life such as work and study. This unit will give an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants. You will explore the roles and responsibilities of coaches and leaders and how these differ from each other and be involved in delivering and teaching sport and physical activity. The main part of the unit is related to you developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions, reflecting on your own practice and using this feedback to improve your performance as a sports coach or activity leader.</p> <p>Unit 3 Sports Organisation and Development (60 GLH) - The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of</p> |

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| | <p>participation in sport and physical activity, to not only improve the health of the nation, but also to aid the development of elite athletes who can compete and achieve on an international level.</p> <p>In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. You will also gain an understanding of sports development including the organisations involved, who sports development is targeted at, why sports development is carried out and how the success of sports development initiatives can be measured.</p> <p><u>Optional content:</u> These units are mostly 60GLH, all internally assessed and 2 or 3 will be delivered from:</p> <ul style="list-style-type: none"> • Performance analysis in sport and exercise • Organisation of sports events • Biomechanics and movement analysis • Physical activity for specific groups (30GLH) • Nutrition and diet for sport and exercise (30GLH) • Sports injuries and rehabilitation • Practical skills in sport and physical activities • Sport and exercise psychology • Sport and exercise sociology |
| How will I be assessed? | <p>Unit 1 Body Systems and the Effects of Physical Activity is assessed by a 90-minute written exam made up of multiple, short or long answer questions</p> <p>Unit 3 Sports Organisation and Development is assessed by a 60-minute written exam made up of short or long answer questions</p> <p>42% of course is assessed by exam</p> <p>Remaining units are all internally assessed and externally moderated by OCR.</p> |

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| What qualification do I need to start this course? | <p>Although having completed the BTEC Level 2 in Sport (especially at a merit level) would be beneficial (as some units will cover similar content to the Level 2 qualification but obviously in more detail), it is not required. Students however would benefit from high standards of literacy and numeracy.</p> |
| What skills will I develop in this subject? | <p>There will be opportunities for practice in developing employability skills such as:</p> <ul style="list-style-type: none"> • cognitive and problem-solving skills - critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology • intrapersonal skills - communicating, working collaboratively, negotiating and influencing, self-presentation • interpersonal skills - self-management, adaptability and resilience, self-monitoring and development. <p>There will also be opportunities to develop transferable knowledge and skills that prepare learners for progression to university. These include:</p> |

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| | <ul style="list-style-type: none"> the ability to learn independently the ability to research actively and methodically being able to give presentations and being active group members. <p>There will also opportunities to continue to develop cross-curricular skills such as:</p> <ul style="list-style-type: none"> communication – talking and listening using mathematics using ICT. |
| What careers pathways are available to me if I study this subject? | Higher education, apprenticeship or employment opportunities in such career areas as sports development, coaching and teaching, and leisure management. |





TECHNOLOGY

& DESIGN

CCEA

HoD: Mrs A. McCrudden

Why study GCE
Technology & Design?

This course gives you the opportunity to get involved in the world of design. It will equip you with the skills required to take an initial idea through the process of design, utilising a range of scientific and engineering principles, with the ultimate goal of realising a practical outcome.

Course
content/breakdown

AS & A2

AS 1:
Design and Materials
and Systems and
Control or Product
Design

In this unit you will:
study a common core of design and
materials; and
study a specialised area of Product Design.

AS 2:
Internal Assessment –
Product Development

In this unit you will:
apply knowledge and skills covered in Unit
AS 1; and
carry out a product development exercise
on an existing product or an aspect of it
involving the production of a design folder
and a developed product outcome.

A2 1:
Systems and Control or
Product Design

In this unit you will:
study in greater detail than at AS level a
specialised area of Product Design.

A2 2:
Internal Assessment –
Product–System Design
and Manufacture

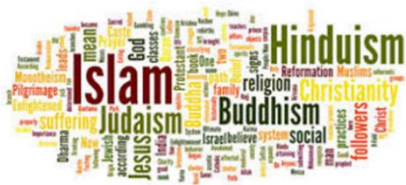
In this unit you will:
apply knowledge and skills covered in all
units but your work must reflect the
specialist area of study chosen in Unit A2 1;
and
carry out a design and make exercise
involving the production of a design folder
and a product outcome.

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| How will I be assessed? | AS 1: Design and Materials and Systems and Control or Product Design | External written examinations Paper 1: Core area of study Paper 2: Specialist area of study Each paper is one-hour long. There will be a 20-minute break between papers. | 50% of AS 20% of A level |
| | AS 2: Product Development | Internal assessment You will produce a design folder and a practical outcome. Externally moderated | 50% of AS 20% of A level |
| | A2 1: Systems and Control or Product Design | External written examination You will answer two questions on your specialist area of study. The paper is two hours long. | 30% of A level |
| | A2 2: Product-System Design and Manufacture | Internal assessment You will produce a design folder and a practical outcome. Externally moderated | 30% of A level |

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| <p>What qualification do I need to start this course?</p> | <p>Students embarking on AS and A level study in Technology and Design are expected to have achieved at least grade C in GCSE Technology and Design. In addition, students will be expected to have some further background knowledge and a genuine interest in technology, design or engineering. The desire to develop CAD skills (Solidworks) is essential at this level.</p> |
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| What skills will I develop in this subject? | <p>This course will allow you to:</p> <ul style="list-style-type: none">develop creative and innovative ideas;develop higher order thinking skills;recognise and overcome challenges;use skills from other subject areas as necessary;develop design and making skills;study a specialist area of technology and design in depth;develop an understanding of contemporary design and technology practices; anddevelop ICT skills in communication, graphics and making. <p>This course will allow you to develop a range of skills which you will be able to use in your other subjects and in your career after school, whether in the world of work, or in study at a higher level.</p> |
| What careers pathways are available to me if I study this subject? | <p>A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design.</p> <p>The qualification could also be used as an entry route into an apprenticeship in a career such as engineering.</p> <p>The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design.</p> <p>This can provide you with a useful basis for entry into careers such as product design, engineering, graphic design, teaching and architecture.</p> |





RELIGIOUS EDUCATION

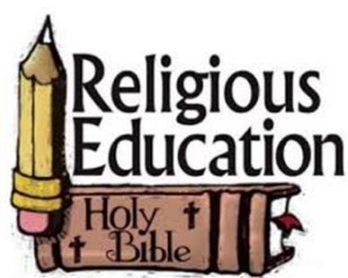
CCEA

HoD: Mrs A. Thompson

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| Why study Religious Education? | Religious Studies A'level lets you study the various philosophies and beliefs that underlie popular religions and helps you understand the perspectives and motivations of believers. The study of religion can also give you a broader outlook on life and increase your skills in abstract thinking. |
| Course content/breakdown AS & A2 | AS 1: An Introduction to the Gospel of Luke AS 7: Foundations of Ethics A2 1: Themes in the Synoptic Gospels A2 27: Global Ethics |
| How will I be assessed? | In AS = Two 1 hour 20 minute external written examinations In A2= Two 2 hour external written examinations |



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| What qualification do I need to start this course? | You don't need to have studied GCSE RE – it may help but it is not necessary. GCSE English Language at Grade C and above is essential |
| What skills will I develop in this subject? | <ul style="list-style-type: none"> • Higher problem solving skills – You will think creatively through problems that exist in society today, their causes and a range of possible solutions. • Patience – RE teaches tolerance. All jobs require patience in dealing with difficult situations. • Communication – All jobs require communication skills. You will be highly skilled in listening, negotiating or being persuasive. • Literacy – You will develop high standards of reading, writing and spoken language. |
| What careers pathways are available to me if I study this subject? | LAW TEACHING HEALTH & SOCIAL CARE PHILOSOPHY JOURNALISM YOUTH & COMMUNITY WORK |





BTEC Level 3 National Extended Certificate in

Travel and Tourism

Pearson

HoD: Mrs N. Mullan

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| Why study Travel and Tourism? | The travel and tourism industry is an employment sector that has been expanding at a rapid pace. With the development of short-breaks and growing access to internal and external flights this industry is dynamic and there is a demand for a flexible and highly skilled workforce. |
| Course content/breakdown | Units are Delivered over two years- Unit 1 : Travel & Tourism Organisations and Destinations Unit 2 : Influences on Global travel & Tourism Unit 3 : Customer Needs in Travel & Tourism Unit 4 : Visitor Attractions |
| How will I be assessed? | Unit 1 : Internally assessed Unit 2 : Externally assessed Unit 3 : Internally assessed Unit 4 : Internally assessed |

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| What qualification do I need to start this course? | Whilst there is no prerequisite to have studied this qualification to GCSE level, GCSE English Language is essential. |
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| <p>What skills will I develop in this subject?</p> | <ul style="list-style-type: none"> - Higher order thinking skills for example independent learning and problem-solving - Working with others - Apply knowledge to real life situations - Carry out research and present findings - Develop study skills |
| <p>What careers pathways are available to me if I study this subject?</p> | <ul style="list-style-type: none"> - Students can progress into undergraduate study at university/college - Careers in airline/airport industries - Management (Hotel manager, tour manager) - Business - Marketing - Retail travel - Hotel industries - Tour operations - Transport (Air cabin crew) - Holiday representative. - Tourism officer. - Tourist information centre manager. - Travel agency manager. |





BTEC Subsidiary Diploma in

Hospitality

Pearson

HoD: Mrs K. McCollum

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| Why study Hospitality | <p>Hospitality is the art of making a guest feel welcome, usually through comfort and entertainment. The hospitality industry stretches across hotels, restaurants, resorts, luxury spa facilities, bars and lounges. It is the business of providing high quality service to ensure an enjoyable experience for all who participate.</p> <p>The industry has expanded immensely in recent years in Northern Ireland and there are job opportunities internationally.</p> |
| Course content/breakdown | <p>Six units are delivered over two years -</p> <p>Mandatory units;</p> <ul style="list-style-type: none"> • The Hospitality Industry • Environment and Sustainability in the Hospitality Industry • Customer Service in Hospitality <p>Plus optional units to include Contemporary Global Cuisine, The Cuisine of your Country and European Cuisine.</p> |
| How will I be assessed? | Assessment is through a set assignment or internal assessment. |

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| What qualification do I need to start this course? | There is no prerequisite to have studied this qualification prior to GCSE level |
| What skills will I develop in this subject? | <ul style="list-style-type: none"> - Higher order thinking skills for example cognitive and problem-solving skills, applying expert and creative solutions whilst using systems and technology - Interpersonal skills such as communicating, working collaboratively, negotiating and influencing alongside self-presentation - Intrapersonal skills such as self-management, adaptability and resilience, self-monitoring and development. |
| What careers pathways are available to me if I study this subject? | <ul style="list-style-type: none"> - Students can progress into undergraduate study at university/college in Hospitality Management, International |

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| | <p>Tourism with Hospitality Management, Event Management, Consumer Studies.</p> <ul style="list-style-type: none">- Other jobs available in this area include; Front Office receptionist Chef de Partie Restaurant Supervisor Entertainment Supervisor Event's Organiser |
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Questions I may need to ask?

How does the course timetable fit in with arrival/departure times of the transport?

What will happen if not enough people apply for the course?

Is transport provided by the college, sixth form or training provider and at what cost?

What careers guidance is available to help with my next steps?

What GCSE grades do I need for the course/apprenticeship?

If I apply, what happens next?

What help will the sixth form/college give me to find a suitable placement?

Are there extra costs for equipment, uniform, visits, text books, meals etc?

What support is available to students with special educational needs or disabilities?

What financial help is available if I cannot meet the costs associated with the course e.g. transport, trips, uniform, equipment etc?

Which days of the week do students attend – every day or on specific days of the week?

If, once I have started the course, I feel that it is not right for me who should I speak to?

What is the usual class size for the course?

When will I hear whether I have an interview or are to be offered a place?

What is the balance between taught and independent study time e.g. lectures, classes and self-study?

If I am applying for a one-year Level 1 or 2 course, what can I move on to afterwards?

What are the pass rates for particular courses and what are the average grades that students achieve on the programme?

Do you need GCSE grades in particular subjects and what happens if I do not achieve particular entry grades?



What opportunities are there for work experience as part of the course?

What do students typically progress on to after completing the course?

Are specific grades required to move on to the next level?



UCAS Tariff points explained

UCAS Tariff points are used by some universities and colleges to set their entry requirements and to make offers. Currently, one third of courses in the UCAS search tool have a Tariff entry requirement.

Instead of asking for grades, a university might express the offer as a number of points. To help understand how many points a qualification is worth, UCAS has a [Tariff calculator](#) that you can use.

From September 2017, a new Tariff is in place. The new Tariff provides a fair and more transparent process of allocating Tariff points across a wider range of qualifications.

What the new points mean to you

- The new UCAS Tariff points should not have any impact on your decisions about qualification choices at school or college, or your preparation for or application to a higher education course.
- You'll still need to achieve the same A level, or BTEC grades (or grades in any other qualification you're taking) to meet the higher education course entry requirements.
- The new Tariff is based on a different approach, using a qualification's size and grades to calculate total Tariff points.
- The numbers are much lower, for example an A level grade A* gets 56 points under the new Tariff.
- The AS level is now worth 40% of an A level – this is more accurate according to qualification regulators.
- Approximately one third of courses on UCAS search currently refer to Tariff points. Many courses will refer to the new Tariff.

Example of a UCAS Tariff table

This table shows the Tariff points for some popular qualifications.




| AS level | A level | New Tariff points | BTEC Extended Diploma | BTEC Diploma | BTEC Subsidiary Diploma | BTEC Certificate |
|----------|---------|-------------------|-----------------------|--------------|-------------------------|------------------|
| | | 168 | D*D*D* | | | |
| | | 160 | D*D*D | | | |
| | | 152 | D*DD | | | |
| | | 144 | DDD | | | |
| | | 128 | DDM | | | |
| | | 112 | DMM | D*D* | | |
| | | 104 | | D*D | | |
| | | 96 | MMM | DD | | |
| | | 80 | MMP | DM | | |
| | | 64 | MPP | MM | | |
| | A* | 56 | | | D* | |
| | A | 48 | PPP | MP | D | |
| | B | 40 | | | | |
| | C | 32 | | PP | M | |
| | | 28 | | | | D* |
| | D | 24 | | | | D |
| A | | 20 | | | | |
| B | E | 16 | | | P | M |
| C | | 12 | | | | |
| D | | 10 | | | | |
| | | 8 | | | | P |
| E | | 6 | | | | |




There is also a helpful [video which explains the Tariff in more detail](#) on the UCAS website.

6th Form Enrichment Opportunities at Lisneal College

The more involved you become in the life of the college, the more you will develop your own interpersonal skills and aptitudes. Getting involved and immersing yourself in the opportunities available to you will be invaluable for future applications to university, employment and others experiences where you may have to demonstrate your ability to work with others and be flexible and adaptable to a wide range of situations.

Some of the opportunities available are listed below.

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| <p>OCN Level 2 in Leadership Skills.</p>  | <p>This is provided as part of the prefect training in year 14. It is provided in conjunction with Reach Across and the Shared Education Programme.</p> |
| <p>Student Senior Leadership Team</p>  | <p>This is an opportunity to become involved in the decision-making process for what happens in school. It provides those on the team with excellent organisational, time-management and leadership skills whilst at the same time make an excellent contribution to the life of the school. To become a senior leader an application process and interview is required in the spring of year 13.</p> |
| <p>Young Enterprise</p>  | <p>This is a wonderful opportunity to become involved with a team of people interested in setting up a company. This company design and market a product of their choice. This equips participants with the opportunity to learn about organising and managing a career in business and the importance of a quality approach in management. Lisneal College have had a wealth of success with Young Enterprise under the direction and leadership of Mrs McMorris. They have been very successful, winning many prizes, both at a local and a regional level.</p> |

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| <p>Core PE</p>  | <p>Every student is provided with the opportunity to participate in a wide and varied range of physical activities based in school and sports venues locally. The PE department, under the direction of Miss Brown is very flexible in providing and facilitating suitable enrichment activities.</p> |
| <p>Study Skills Programme</p>  | <p>This programme is an integral part of 6th Form careers education. You will learn how to read, skim, scan, summarise, analyse and write essays. Emphasis will be placed on the learning of revision and examination techniques.</p> |
| <p>The Start Programme</p> | <p>This is an OCN level 2 course. It is offered to year 14 students in October and takes place over 6 weeks after school and supports the development of leadership skills.</p> |
| <p>University Visits</p>  | <p>These are organised by the careers department and take place in early September of year 14. They provide students with the opportunity to visit local university open days to see what is on offer.</p> |
| <p>Careers Conventions</p>  | <p>The careers department organise students to visit local careers conventions in the Foyle Arena and Altnagelvin hospital where information is provided on a range of career options. Students are given the opportunity to meet individuals from a range of professions and backgrounds and can network accordingly.</p> |
| <p>Road Traffic Awareness Programme</p>  | <p>Road Safety Awareness programme provides 6th form students the opportunity to see how emergency services deal with a road traffic accident. This programme is designed to educate young people about the dangers of speed and carelessness whilst driving.</p> |

Me4Mental



This is a 6 week course designed to raise awareness of mental health and the services available for support.

BOSSS Project

(Dept. of Global Business & Enterprise)

Organised and delivered through the University of Ulster.



This programme is designed to build leadership capacity, provide challenges and invite students to consider their future life and educational decisions. Workshops will be focused on leadership, management and marketing. Year 13 will have the opportunity to take part in this programme.

Catalyst

"Generation Innovation"








This programme is an opportunity for young people across the city to come together and get to work with 8 innovative companies; Bank of Ireland UK, Seagate, O'Neills, FoodsConnected, Coca Cola, AllstateNI, Aveva and Learning Pool. It aims to inform, upskill and empower the young people of this generation to thrive as the next leaders, innovators and entrepreneurs of the future.

Open Nights and School Events



Throughout the school year there are numerous events happening both in school and in the wider community. We can always count on our senior students to get involved and represent the school. We rely on senior students to help out with year 8 introductory days; open nights, school shows/performances; musical events such as carol services and spring concerts; blood transfusion days; events planned for the junior school; sporting events; charity events and year group assemblies.

Senior pupils are also encouraged to help out with after school activities such as sport; clubs and Scripture Union.

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| <p>Company Visits</p>  | <p>Whilst Studying for your A' levels there are many opportunities for you to visit local companies to gain an insight into their business and learn a lot more about what it might take to work there or run a successful company.</p> |
| <p>Work Experience</p>   | <p>A range of different opportunities are available to gain an insight into the world of work. Some subjects will require you to observe or carry out activities within a range of different contexts. Some subjects will bring in visiting speakers to provide you with information needed to meet the demands of your specification. These experiences are invaluable. In the past few years our senior pupils helped out in local primary schools at Christmas and several pupils also visited a local primary school to teach the primary 7 pupils Spanish! As part of H&SC, students need access to health care settings to carry out interactions and the science students visit the ulster university.</p> |
| <p>School Formal</p>  | <p>Senior pupils organise the annual school formal. This is an excellent chance to work in a team environment and develop event management skills.</p> |
| <p>Sports Academy</p>  | <p>There may be an opportunity this year to become involved in the Sports Academy to develop football and coaching skills as part of the enrichment activities on offer.</p> |

Key Staff involved with Sixth Year

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| Mrs R. Mullan Mr C. Johnston | Vice Principal for Learning & Teaching Vice Principal for Pastoral Care |
| Mr G White & Mrs D Hay | Heads of Sixth Form |
| Miss U Bradley | Responsibility for Prefects and the Leadership Team |
| Mrs L Gardiner | Curriculum and Timetable |
| Mrs D Hay & Mrs S Street | Careers Department |

If you have any questions or queries, please do not hesitate to ask any of the staff above. If your query is in relation to a specific subject, please do not hesitate to contact the head of department whose name is listed beside each A'level option.

This booklet contains general guidelines. Students should discuss individual queries with careers staff. The most up to date information, including entry requirements, on all UK university courses can be found at the Universities and Colleges Admissions Service (UCAS) website:

www.ucas.com.

School Telephone Number: 028 71 348888

LISNEAL COLLEGE



Policy for Entry into 6th Form

February 2023

6TH FORM ADMISSIONS CRITERIA FOR SEPTEMBER 2023

Dear Parent/Guardian,

In order that your son/daughter is best prepared for September 2023 it is important that they are informed of the admissions criteria for entry into our 6th Form. In order to be admitted to Year 13 the following criteria must be met:

- Pupils must have a good record of attendance at school (**Minimum 90% shown on school attendance module on 31st March 2023**). Pupils who have exceptional reasons for absence may be considered for a return. (**Any case made for exceptional circumstances must be supported by absence notes/communication records provided at the time of each absence**).
- Pupils must have a record of exemplary behaviour in school. This includes co-operation with teachers and pupils, wearing the school uniform correctly and complying with all school rules. Pupils who do not meet these standards are not eligible to return to 6th form at Lisneal College.
- Pupils must have an excellent record of punctuality to school and to lessons.
- Pupils must have achieved a minimum of 6 GCSE grade Cs or equivalent. One of these C grades must be in English or Maths. This also applies to pupils applying from other schools.
- Pupils must choose 3 subjects to study. Pupils will only be permitted to 'drop' a subject where there are exceptional circumstances. Pupils will not be permitted to study only 2 AS/A"/Level 3 qualifications and this may result in the pupil leaving 6th Form
- Pupils must complete the 6th Form enrolment application form and sign a pupil/parent/school contract.
- Pupils must discuss entry to each chosen subject with the subject teacher/Head of Department.

The application process will be managed in the following stages:

| Stage | Date | Action |
|-------|------------------|--|
| 1 | 06 February 2023 | Applications open. |
| 2 | 27 February 2023 | Applications close. |
| 3 | 27 March 2023 | Principal and Vice Principals review applications and prepare information for Governors. |

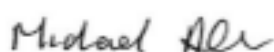
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|---|---------------|--|
| 4 | 31 March 2023 | Governors review applications based on each applicant's record of behaviour, overall attendance, and punctuality to school and lessons. |
| 5 | 21 April 2023 | Each applicant informed of decision in writing. Pupils who meet the criteria shown at stage 3 will be made a conditional offer. A successful admission to 6 th form will be dependent on pupils achieving 6 or more GCSE grade Cs or equivalent including English or maths. |

| | | |
|---|----------------|--|
| 6 | 28 August 2023 | Each applicant who successfully meets the qualification requirements will be admitted to 6 th form. |
|---|----------------|--|

It is essential that you and your son/daughter plan an alternative pathway to 6th form in the event that your son's/daughter's application is not approved. Careers advice and guidance is available in school for pupils to discuss post 16 options. Young people with additional learning needs will be supported throughout the transition process by our Learning Support Co-ordinator, Mrs McAvoy.

Over the next number of weeks and months it is essential that your child is fully up to date with all coursework and studying independently at home for written examinations. Preparation is the key to success!

Yours sincerely,



Mr M Allen
Principal

Lisneal College offers a vibrant and varied curriculum to pupils wishing to join our 6th Form. Students can study from a range of subjects that are tailored to suit their individual needs and aspirations, and we are confident that our Post 16 Curriculum provides career progression for all of our students.

Our 6th Form is led by Mr White and he provides support, encouragement and pastoral care for every pupil in 6th Form. We are really proud of the relationship between our staff and pupils and we believe that this is the key to ensuring success for each young person.

It is important for pupils and parents to understand that the AS/A2 and Level 3 Applied subjects are very challenging and require dedication and hard work on the part of the student. 6th Form students are required to work more independently and be relied upon to meet deadlines for all work. This requires students to show a much greater sense of maturity and an acceptance of responsibility for their own achievements and outcomes.

Each pupil wishing to return to 6th Form must complete an application form and a pupil, parent, school contract must be signed. Schools must provide compulsory education to all young people up until the end of year 12, but entry into 6th Form is at the discretion of the Principal and the Board of Governors. In order to return to 6th Form each student must meet the criteria listed below.

| Criteria for Studying AS/A2 Levels/ Level 3 Subjects in Year 13 | |
|---|---|
| 1. | Pupils must have an excellent record of behaviour. This includes co-operation with teachers and pupils; wearing the school uniform correctly and complying with all school rules. Pupils who frequently challenged school rules will not be accepted into 6 th Form. Records of incidents, lesson monitor and teacher reports will be used to determine if a pupil has met the threshold to return to 6 th form. |
| 2. | Pupils must have a good record of attendance at school (Minimum 90%). Pupils who have exceptional reasons for absence may be considered for a return to 6 th Form. |
| 3. | Pupils must have a good record of punctuality to school and to lessons. SIMS lesson monitor is used to record pupil lateness to class. Each pupil's punctuality record will be assessed as part of the application to 6 th form process. Pupils who are found to be consistently late to class will not be permitted to return to 6th form. |
| 4. | Pupils must have achieved a minimum of 6 GCSE grade Cs or equivalent. One of these C grades must be in English or Maths. Pupils who completed GCSEs at another school must have achieved a minimum of 6 GCSE grade Cs or equivalent including English <u>or</u> Maths. |
| 5. | Pupils must choose 3 subjects to study. Pupils will only be permitted to 'drop' a subject where there are exceptional circumstances. Pupils will not be permitted to study only 2 AS/A"/Level 3 qualifications and this may result in the pupil leaving 6 th Form. |
| 6. | Where a subject is oversubscribed the pupil with the best GCSE grade performance will be accepted. Lisneal College pupils will take priority over pupils applying to join 6 th form from other schools. |
| 7. | Pupils must complete the 6 th Form enrolment application form and sign a pupil, parent, school contract. |
| The Governor's decision on each application is final | |

Admission to 6th Form September 2023

Application Form



Name

Form Class

Subjects Studied in Year 12

English

Maths

LLW

(Principal and Vice Principals use only)

Attendance on 31 March 2023 ____%

If you are applying to study A2/ Level 3 courses, please indicate your 3 subject choices. Pupils will NOT be permitted to study only 2 subjects.

Subject 1

Subject 2

Subject 3

Please note that subjects will only run if minimum pupil number levels are met. If classes are oversubscribed GCSE performance will be used to select students for affected courses.

Pupils who need to repeat English or Maths may have to study the course out of school due to timetable clashes with AS/Level 3 subjects chosen. This is the responsibility of the pupil to arrange additional studies.

Pupils will only be accepted to 6th Form if they met the criteria listed in the 6th Form Enrolment Policy.

Signed:

Date:

Principal and Vice Principals use only

| Criteria | Met | Not Met |
|--|-----|---------|
| 1. A good record of attendance at school (Minimum 90% shown on school attendance module on 31 March 2023). | | |
| 2. A record of exemplary behaviour in school, including co-operation with teachers and pupils; wearing the school uniform correctly and complying with all school rules. | | |
| 3. An excellent record of punctuality to school and to lessons. | | |

(Principal and Vice Principals use only)

Application approved and conditional offer made: (circle appropriate answer)

Yes

No

Signed:

Date:

Notes: