



HAZELWOOD
INTEGRATED COLLEGE

Post 16 Prospectus

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www.hazelwoodcollege.co.uk



Tes Schools Awards 2022
Winner: Secondary School of the Year
Hazelwood Integrated College



The Journey to

Excellence



One of the great pleasures of working as a Professor of Education at Queen's University is that I get to meet some remarkable school principals in Northern Ireland and beyond. One of the very best, and most inspirational, is Máire Thompson, and I couldn't have been more pleased when she became Principal of Hazelwood College, a school I know very well.

Máire combines enormous energy, deep commitment and boundless imagination, all of which is harnessed towards providing a first class educational experience for her students, in whom she wishes to instil a clear sense of hope for the future.

Her approach is based on a strong moral compass and a core belief in the positive potential of education. She recognises there is talent in every child and sees the teachers' role as helping to draw out and encourage this talent. But Máire's approach is not based solely on an empathetic orientation towards her students – though undoubtedly this exists and is one of her driving motivations – but also on a steely determination actually to do something and make a difference for each one of them.

And I'm not the only one to notice! In 2017 Máire received the Pearson UK Head Teacher of the Year Award. She has worked as an Associate Assessor for the Education & Training Inspectorate(ETI) since 2014, is the Chairperson of the Department of Education Newcomers' Reference Group and was appointed to the 14-19 Innovation Labs last year. In her first year at Hazelwood, the College was shortlisted for the TES UK Secondary School of the Year and also won the Derrytrasna Award for Outstanding Pastoral Care. During 2020 and 2021 Hazelwood was again shortlisted by TES and Pearson for the UK School of the Year. The school won the TES UK School of the Year award in 2022.

In 2022, Maire was also awarded an Honorary Doctorate from the Ulster University for Service to Education.

Foreword by Tony Gallagher

(Professor of Education and Dean of research for Arts, Humanities and Social Sciences; Queen's University Belfast



Ms. M. Thompson

Principal of Hazelwood Integrated College

I am delighted you are considering joining our sixth form for the next stage of your education journey. You will be joining a highly successful and diverse student body where our core values of community and achievement run as deep as they do in our main school. We have a strong tradition in securing our students with positions in universities, higher level apprenticeships, FE study and industry. We strongly promote leaver destinations linked to employment trends and evidence-based research from the Northern Ireland Skills Barometer.

We understand that not everyone knows what they want to do with their future at the age of sixteen, therefore we provide advice on what subjects to study. Our students must select a minimum of three subjects. We remain committed to providing an education that is both challenging and engaging. We specialise in offering a range of traditional academic A- Levels complimented by a core selection of Advanced Level 3 qualifications such as BTEC and OCR. Our staff have a full understanding of recent curriculum changes and they continue to successfully support our Year 12 students and parents to understand these. As a result, every member of staff understands your "starting point" and will be there to successfully support you through the big transition from GCSE to sixth form study.

We provide high quality advice and guidance to prospective new students during August enrolment days to ensure the students select options needed to achieve their aspirations beyond Hazelwood. Conscious that academic achievement is only part of your story, we have a diverse enrichment programme for you to gain skills and experiences outside of your timetabled study, from First Aid, British Sign Language, Sistersin and Youth and Community work. Dedicated weekly Careers lessons puts a focus on students creating robust Plan A and Plan B action plans. This maintains our cohesive and friendly sixth form community.

We are so proud of our students, past and present, for their range of achievements and love nothing more than hearing about them, when they return to visit the College. Our students are our main priority in everything we do.

So, all that's left to say is the best of luck for your exams, and we hope you will choose to be part of our great sixth form in September.

If you have any further enquiries, please do not hesitate to speak to a member of the team.



Mrs. A. Leslie

Vice Principal for Senior and Upper School



Head of Sixth Form

As Head of Sixth Form, I would like to give a warm welcome to students considering Sixth Form education in Hazelwood Integrated College. The decision to continue into Sixth Form is an important one in the personal development of any student, as it involves a commitment to study for a considerable amount of time. In Hazelwood Integrated College students have the opportunity to study with us for two years, to achieve the required qualifications. Our goal is to help equip our students with the skills and achievements that will help them in life afterschool.

In Post 16 our integrated ethos and values are at the heart of everything we do. We are very proud of the inclusive nature of our sixth form which provides each student with an outstanding education. Our goal is to help equip our students with the skills and achievements that will help them in life afterschool.

Sixth form students at Hazelwood Integrated College are inspired to achieve academic excellence and personal success and are actively supported to reach their full academic potential.

We have a dedicated pastoral team in Sixth Form and our aim is to develop our students to be independent, lifelong learners. We encourage our sixth form to set an example to the remainder of the school by their high standard of behaviour, their enthusiasm towards study, their leadership qualities and by their concern for others. We try to give our students not only a wide range of academic options but also a variety of non-academic activities designed to broaden the scope of their Sixth Form experience.

Our Sixth Form students are encouraged to get involved in the decision making process in the school. Sixth form students have the opportunity to become senior prefects and some become mentors to students in the junior school. Sixth Form students also elect a Senior Student Council who along with our Head Girl and Head Boy have an important leadership role in the College.

Pupil voice plays an important role in our post 16 community, and it is something we believe will enable our students to speak up for themselves and put their views across in a diplomatic and respectful manner that will benefit them both inside and outside of school.

All students have a wide range of enrichment opportunities to build upon their extra-curricular experiences. These opportunities offer invaluable skills for our students that they will take with them into their next stage or education or the world of work.

I am incredible proud of our Sixth form family and its students, and it is a pleasure to be a part of your journey. We are delighted that you are considering joining Hazelwood sixth form and look forward to welcome you into this thriving and successful community.

Miss Jennifer Maguire

Head of Sixth Form



WHEEL OF CARE

An Adult in School

- ❖ e.g. Form Tutor, Subject Teacher, Head of Year, Assistant Principal
- ❖ Vice Principal/SLT or Supervisor

The School Nurse

❖ Mrs Parish

Learning Mentors

- ❖ Mrs Gallagher
- ❖ Ms McKinley
- ❖ Mrs McIlroy

The Study Centres or The Library

- ❖ Year 13: Ms Havlin
- ❖ Year 14: Miss McCart
- ❖ Ms Braun (Library)

Classroom Assistants

Your Friends

The School Counsellors

Student Council Leader

❖ Mrs Maltman

Careers Department

- ❖ Mr Cole
- ❖ Mrs Morgan

GSW: Gay Straight Whatever

❖ Miss Haveron

Outreach Social Worker

❖ Miss Rafferty

Your Parents/Carers

Youth Support

❖ Mrs Wardlow

Our Designated Child Protection Officers

- ❖ Mr McIlveen,
- ❖ Mrs Drennan,
- ❖ The Safeguarding Team

School Mental Health Nurse

❖ Mr Buick



Ethos and Vision

Integrated Ethos Diversity & Inclusion

Diversity and Inclusion are values at the heart of Hazelwood College. We cherish the social, cultural and religious identities of all our children. It is our mission to help remove barriers to mutual understanding. Through a range of Diversity and inclusion programmes, we encourage in our students a growing awareness of an ever-changing world. Lessons focused specifically on the evils of prejudice and discrimination are regularly taught.

Hazelwood College is dedicated to promoting social, cultural and religious integration through the pursuit of educational excellence. We are forward-thinking, we welcome educational innovation, and we live in the values we promote. We are dedicated to nurturing an active and increasingly diverse community of students, parents, staff and governors and neighbours. We believe that the values of openness, tolerance and mutual understanding are inextricably linked with high academic achievement.

You can expect

- High quality teaching using a variety of teaching strategies and methods.
- Careers advice to help you choose courses to suit your ability and aspirations.
- Support for independent learning outside of the classroom.
- Guidance and support from all the Sixth form staff.
- Regular feedback on your progress and discussions about your targets and how to reach them.
- A wide selection of extra-curricular activities and travel opportunities. Opportunities for Work Placements.

We will expect

- Students to take advantage of leadership opportunities.
- You will act as a role model and ambassador for the younger students.
- You will give your best effort in all areas of study.
- You attend school and all lessons punctually and have an excellent attendance rate.
- You will wear your uniform in an appropriate way.
- You will involve yourself in the wider life of the school.
- You will respect your fellow students, staff and the Sixth Form facilities.



Our Vision for Sixth form

"An innovative and dynamic sixth form that inspires all students to reach their full potential"

Head Girl & Boy Message



Bethany Millar Head Girl

Upon entering Hazelwood in year 8, it was clear to me the impact Hazelwood would have on my school life. My school has helped me to grow as a person through the relationships I have established with students and staff. It is welcoming and a unique place to learn. I am a true believer in the ethos of my school and have a better understanding of different cultures and religions.

I was thrilled to be selected as Head girl as I always dreamed of supporting other students and representing the school and its message of integration. Hazelwood has given me a countless number of opportunities to develop my links to the world of work, but also have fun and make new friendships with students from other schools. I have been involved in programmes such as Sisters IN, which has developed my leadership, taken sign language classes and played key roles in running and performing in school plays. I have met political figures, royalty and been interviewed on TV and radio by the BBC. The college has allowed me to build upon my confidence while also developing my skills and preparing me for my future.

Overall, I'm so glad I chose Hazelwood as my secondary school. I will be sad to leave next year. The support the school has given me during my GCSEs and my A levels has allowed me to achieve my goals to the fullest potential, putting me on track to excel in my four A levels. I am proud of my time at Hazelwood and will always remember its message to work hard, aim high, be nice and have no excuses.



Jake Meadows Head Boy

In the almost 7 years I have been attending Hazelwood, I have learnt so much and achieved more than I could ever have hoped for. This is because of the amazing staff within the college who have inspired me and always encouraged me to Aim High, Work Hard, Be Nice and have No Excuses.

Throughout my years in Hazelwood Integrated College, I have had so many opportunities. As a member of the school council, I work collaboratively with other students to achieve agreed aims to improve school life. I have also been extremely proud to sing with the college choir and to represent the school at many events over the years. I have always been so proud and honoured to represent the college. There are also so many other opportunities at Hazelwood College which inspire me, such as the Sports club and Drama club where people can come together and simply be themselves.

As I look towards the future, I know that I will always be motivated by everything I learnt at Hazelwood such as the importance placed on valuing diversity and inclusion and being an advocate for peace. Hazelwood has helped me become the person I am today, and I will forever be grateful for that, and I am honoured to serve as Head Boy of Hazelwood Integrated College 2023-24 and know that I will carry my experience at Hazelwood with me for the rest of my life as I embark on a new journey.



Deputy Head Girl & Boy



Kiera Pollock
Head girl of
Junior school

From the start of my journey at Hazelwood I have always been passionate about becoming Head Girl of the college and when I was selected to be Head Girl of junior school , I felt extremely privileged and overjoyed! Being a member of the student leadership team has given me so many amazing opportunities already such as taking part in the opening assembly, meeting important visitors and helping to start up an afterschool drama club. All of these things have helped me form a great relationship with the younger members of the college. I am able to give them guidance for their years ahead and serve as a role model for them. Hazelwood has always supported me from year 8 to year 14 giving me amazing guidance for both school life and home life. When I leave at the end of this year , I aim to take these life lessons on board when I move on to study Social Work in University. I am honoured to serve as Head Girl for Hazelwood Integrated College for 2023-2024 and I am confident that I will take each part of this experience along with me as I embark on my next chapter of life.



Blake Martin
Head boy of
Junior school

I joined Hazelwood at the start of year 9 and initially felt I had missed out. The thought of becoming head boy seemed impossible to me, a big factor of it being my confidence but with the friendly environment provided by the staff and students, this helped me develop and speak out more to where it felt as if head boy became more of a possibility for me rather than an unachievable goal. My journey throughout the years in Hazelwood has had its difficulties and through those experiences I was able to surround myself with groups of people I will stay friends with long after I leave school. The school itself has helped me discover my strengths and weaknesses with their supportive staff and helped me reach goals I did not think were possible. Staff helped me find something I love and will peruse when I leave. They have helped me form a stable plan for the future where I can live a comfortable and fulfilling life. I felt as if I owed Hazelwood for the opportunities, they had given me and becoming head boy was my way of making the school an even better place than it already is, especially for the younger students. It is never too late to go for something you believe is the right choice for you and with enough work and self-growth it is possible to achieve things you initially thought could never happen.



Youth Leadership in Sixth Form

Youth Leadership Support

The Senior Student Council is formed at the end of Year 13 to give students a full year to develop their team and support the local community. Student Council members have responsibilities for meetings, welcoming guests, publicity, environmental and charity issues. They are considered to be the senior representatives of the student body. The council is as follows:

The Student Councils' Role

1. Charities

Hazelwood College has an excellent reputation for fund raising for local and global charities. This year the students aim to support The Heart and Stroke Society as part of their charity work.

2. Leadership Events

The students are encouraged to develop leadership skills through external courses which are linked to business programmes, community groups and health professionals. We believe that these events will help our young people become more confident.

3. Volunteers

Volunteering is a major part of any young person's career planning and Hazelwood College students are encouraged to be involved in many volunteering schemes including Reading Buddies. Students will meet with some of our younger students for a period of 20 minutes per week to listen to them read and help them with their reading skills. Some students also volunteer to help staff within departments.

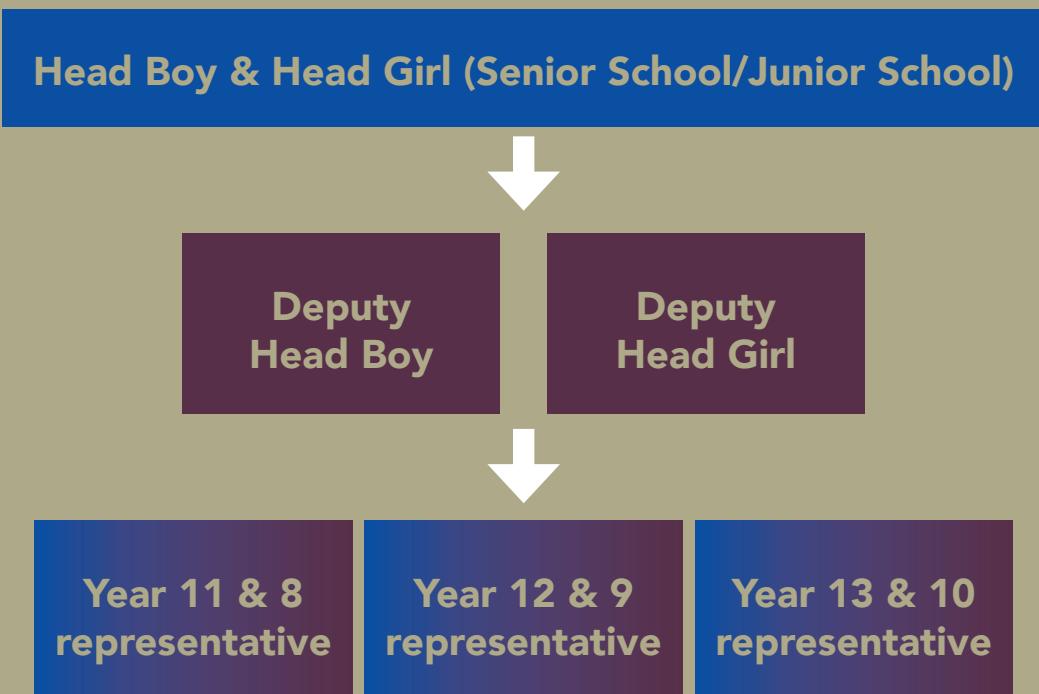
4. Student Voice

At Hazelwood College we recognise the importance of having a student voice in our school. Students will meet regularly as a Council and with the Principal to discuss issues affecting the College community.

5. Prefects and Bus Monitoring

Prefects and bus monitors are elected from year 13 and 14. These students are expected to be strong role models for the school community. These students will take on individual roles and responsibilities to support staff, students and our local community.

The Student Councils





Careers in Sixth Form

Careers Education, Information, Advice and guidance (CIEAG) is an integral element of Sixth form at Hazelwood College. Within Sixth form significant importance is focused on providing individual support and guidance through in-depth career guidance interviews. There are a wide range of activities and experiences to ensure that students achieve their career goals.

Apprenticeships	Higher & Further Education	Partner Organisations	Careers Education
Level 2	<ul style="list-style-type: none">• Open days	<ul style="list-style-type: none">• Barclays	<ul style="list-style-type: none">• CV
Level 3	<ul style="list-style-type: none">• MMI – Multi Mini Interviews	<ul style="list-style-type: none">• Deloitte	<ul style="list-style-type: none">• Application Forms
Level 4	<ul style="list-style-type: none">• University talks	<ul style="list-style-type: none">• Young Enterprise	<ul style="list-style-type: none">• UCAS
Level 5	<ul style="list-style-type: none">• UCAS Advice• Further Education Application• Personal statement Preparation <p>Unifrog is used by all students</p>	<ul style="list-style-type: none">• Living Law• Allen & Overy• Cafre• Bring it on• Danske Bank	<ul style="list-style-type: none">• Interview Techniques• Student finance• Access to Careers Information

Useful websites

www.trainingforsuccess.info
www.apprenticeshipsni.info
www.careersserviceni.com
www.ca.courses-careers.com
www.learndirect.co.uk

www.careersa-z.co.uk
www.nationalcareers.service.gov.uk
www.careerdirections.ie
www.allaboutcareers.com/careers
pathfinder3.lifeskillslive.com







Subject Criteria

OPTIONS

SUBJECT	GCSE CRITERIA	Specific
A Level Photography or Art & Design	5+ A*- C GCSEs	with Grade C+ Art & Design and English Language
A Level Moving Image Arts	5+ A*- C GCSEs	with English, MIA, or Art GCSE
A Level Drama (Performing Arts)	5+ A*- C GCSEs	including C/C+ in Drama/English
BTEC Business Studies	5+ A*- C GCSEs	including C+ in Maths or English
A Level English Literature	5+ A*- C GCSEs	with Grade B in either English or English Literature
A Level Media Studies	5+ A*- C GCSEs	with Grade C or above in English Language/Literature
A Level History	5+ A*- C GCSEs	with Grade B or above in GCSE History
OCR Level 3 Diploma in Sport	5+ A*- C GCSEs	to include C in Sports/Science
A Level Health & Social Care	5+ A*- C GCSEs	Including a Grade B or above in English Literature/Language/ Media or History or a Merit Grade in BTEC Level 2
A Level Sociology	6+ A* - C GCSEs	Including a Grade B or above in either English Language, English Literature, History or Media
BTEC Hospitality	5+ A*- C GCSEs	Including C+ in Maths or English
BTEC Travel & Tourism	5+ A*- C GCSEs	Including C+ in Maths or English (preferably to have a C+ in English)
BTEC Children's Care, Learning & Development	5+ A* - C GCSEs	Including C+ in Maths or English and Grade B+ in Child Development
BTEC Information Technology	5+ A*- C GCSEs	including Merit (B) or above in BTEC ICT SA (not including OCN), Pass CC or above in DA BTEC or C+ in GCSE Digital Technology.
BTEC Uniformed Protective Services	5+ A*- C GCSEs	including C+ in Maths or English
A Level GCE Environmental Technology	5+ A*- C GCSEs	Including B or above in GCSE Construction and C or above in Maths or B and above in a Science related subject
A Level Life and Health Sciences	5+ A*- C GCSEs	Including CC in Double Award Science (A in Single Award Science and Grade C in Maths/English)
A Level Spanish	5+ A* - C GCSE	Including a Grade A in Spanish
A Level Maths	5+ A* - C GCSE	With an A Grade in GCSE Mathematics and/or a C in GCSE Further Mathematics

The curriculum offer is reviewed and updated every year.

Note: Other Subjects may be offered depending on availability from Partner Schools within the North Belfast Learning Community.



A LEVEL Art & Design



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

C with Grade C or above in Art & English Language

COURSE STRUCTURE & CONTENT:

Two modules are studied in Year 13 for AS Level and two additional modules are studied in Year 14 for A2.

2 AS LEVEL Units

2 A2 LEVEL Units



CAREER PROGRESSION:

Graphic design;
Product marketing;
Web Design;
Careers in Fashion,
Textiles,
Surface Pattern and Costume;
Product Design and Packaging;
Marketing;
Jewellery;
Ceramics;
Theatre, Film and TV (Set and Costume);
Storyboarding;
Film Animation;
Photography and Related Specialisms;
Architecture;
Interior Design.

YOU WILL STUDY:

This course is designed to promote continuity and progression from the study of Art & Design at GCSE level and other similar Art & Design qualifications.

The AS Level builds on, but does not depend upon, the knowledge, understanding and Skills Developed at GCSE Level.

The GCE builds upon the knowledge, understanding and Skills Developed at AS Level.

AS Level	A2 Level
AS 1: Experimental Portfolio AS 2: Personal Response	A2 1: Personal & Critical Investigation A2 2: Thematic Outcome

You will be assessed in the following ways:

AS Level	A2 Level
AS 1: Experimental Portfolio 50% of AS, 20% of A Level	A2 1: Personal & Critical Investigation (External Moderation) 60% of A2
AS 2: Personal Response (External Moderation) 50% of AS, 20% of A Level	A2 2: Thematic Outcome (External Moderation) 40% of A2

SKILLS DEVELOPED:

This course builds on the broad Art & Design experiences gained by candidates who followed GCSE course in Art & Design. It promotes a broad Art & Design experience to AS and a more focused experience, related to candidate preferences, to A2 Level.

The course aims to help you develop a wide range of skills and develop your knowledge, understanding and application of art, craft, media and technologies in current and past societies and cultures.

It will also provide you with a solid foundation in Art & Design if you wish to progress to further education or employment.

If you have an interest in, enthusiasm for, or simply enjoy art, craft and design then this GCE course could be right for you.



A LEVEL

Photography



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

C

**with a Grade C or higher
in English Language
and Art & Design**



CAREER PROGRESSION:

Higher Education: various Foundation and Degree courses.
 Photographer,
 Studio Assistant,
 Editing,
 lighting specialist,
 Graphic designer,
 Magazine features editor,
 Medical illustrator,
 Press photographer,
 Television camera operator.

AIMS OF THIS COURSE:

Students will develop theoretical and practical knowledge and understanding of:

- Relevant photographic and lens based material, process, technologies and resources, for example lighting, shutter speed, aperture, lenses, filters and digital software.
- The formal visual elements of Art, Craft and Design.
- Using editing, viewpoint, framing and composition to manipulate meaning.

This course is designed to promote continuity and progression from the study of Photography or Art & Design at GCSE level and other similar art and design qualifications.

The AS Level builds on, but does not depend upon, the knowledge, understanding and Skills Developed at GCSE Level.

The GCE builds upon the knowledge, understanding and Skills Developed at AS Level.

YOU WILL STUDY:

- Fine Art Photography
- Staged Photography
- Portraiture
- Constructed Images
- Landscape Photography
- Documentary Photography
- Installation
- Experimental Photography

AS Level	A2 Level
AS 1: Experimental Portfolio	A2 1: Personal & Critical Investigation
AS 2: Personal Response	A2 2: Thematic Outcome

You will be assessed in the following ways:

AS Level	A2 Level
AS 1: Experimental Portfolio 50% of AS, 20% of A Level	A2 1: Personal & Critical Investigation (External Moderation) 60% of A2
AS 2: Personal Response (External Moderation) 50% of AS, 20% of A Level	A2 2: Thematic Outcome (External Moderation) 40% of A2



A LEVEL

Moving Image Arts



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

C with a grade C+ in English or MIA, Art is useful but not necessary.

COURSE STRUCTURE & CONTENT:

There are two units at AS Level and two units at A2 Level.

2 AS LEVEL Units

2 A2 LEVEL Units



CAREER PROGRESSION:

Previous students have gone on to study further specialised courses:

Film
Sound
Graphics
Creative Multimedia
Cinematography
TV Production

Past students have gained employment in TV and Film Production

AT AS LEVEL YOU WILL STUDY:

AS: 1 / AS: 2	Assessment
AS:1 - Study of classical Hollywood style, Realism and Formalism to inform the creation of a 3 to 4-minute narrative film sequence or a 1.5 to 2-minute animation sequence in response to stimulus provided by CCEA. Portfolio must include evidence of planning, research and evaluation.	AS:1 - The Coursework portfolio is marked and assessed by teachers and moderated by CCEA. 60% of AS 24% of A Level
AS:2 - Online examination requiring recall and extended writing in response to unseen film clips. Section A: Hitchcock Style and the Classical Hollywood Style. Section B: Formalism: Early European Cinema and America Expressionism.	AS:2 - Online Examination (1 hour 30 minutes) The exam is set and marked by CCEA 40% of AS 16% of A Level

AT A2 LEVEL YOU WILL STUDY:

A2: 1 / A2: 2	Assessment
A2:1 - Independent study of a chosen film practitioner to inform the creation of an original and complete 4 to 7-minute narrative film or 2-3.5-minute animation. Portfolio must include an illustrated essay and evidence of planning, research and evaluation.	A2:1 - The Coursework portfolio is marked and assessed by teachers and moderated by CCEA. 36% of A Level
A2:2 - Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen clips and an unseen film script. Section A Realism: Narrative and Visual Style Section B Creative Exercise Section C Comparative Analysis	A2:2 - Online Examination (2 hour 15 minutes) The exam is set and marked by CCEA 24% of A Level



A LEVEL Drama (Performing Arts)



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

C

with a grade C+ in Drama, Performance Skills/Arts or in English: students who did not do GCSE Drama may apply with agreement from the Head of Drama.

COURSE STRUCTURE & CONTENT:

There are two units at AS Level and two units at A2 Level.

2**AS LEVEL Units****2****A2 LEVEL Units**

CAREER PROGRESSION:

Provides opportunities for progression to courses in higher education in the subject area of Drama, Theatre Studies and Performing Arts; can be used as an entry qualification in a range of other subjects; offers subject content which is distinct from that of other subjects; compliments other Arts subjects; and demonstrates to future employers that you have developed self – confidence and communication skills.

YOU WILL STUDY:

AS Level	A2 Level
AS 1: Developing Skills and Repertoire AS 2: Planning and Realising a Performance Arts Event	A2 1: Planning for Employment A2 2: Performing to a Commission Brief

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

AS Level	A2 Level
AS 1: Internally Assessed (60%) You will perform two extracts from 2 plays and produce a portfolio based on your chosen discipline, to include: <ul style="list-style-type: none"> • A summary of research • A skills audit • A record of work • A risk assessment AS 1: Externally Assessed (40%) Performance students will perform in or with a group to present a scripted drama Production students will give a presentation as well as carrying out performance duties You will also produce a supporting document under controlled conditions (two hours, Section 1, 600 words; Section 2, 1,200 words; Section 3, 600 words)	A2 1: Internally Assessed (60%) You will produce a record of work to include: <ul style="list-style-type: none"> • A written report in three sections • A promotional portfolio • A recording of your audition/presentation and interview • An evaluation AS 1: Externally Assessed (40%) In response to a commission brief you will produce a devised drama and a record of work which will include: <ul style="list-style-type: none"> • A research report • A summary of findings • Evidence of tasks completed • An evaluation* <small>*Evaluation will be produced under controlled conditions (45 minutes, max. 600 words)</small>

SKILLS DEVELOPED:

Students will gain the ability to:

Select and use a form of writing appropriate to purpose and subject matter; organise relevant information, using specialist vocabulary when appropriate; develop the skills of acting, set design, lighting and/or sound; realise dramatic intentions through performance; form judgements about live theatre observed and present an effective interpretation of a play text in performance.



BTEC NATIONAL EXTENDED CERTIFICATE in Business



**EXAM BOARD:
PEARSON EDEXCEL**

ENTRY REQUIREMENTS:

Students should have achieved

a minimum of:

5+ A*-C GCSEs

 **including C+
in Maths or English**

COURSE STRUCTURE

& CONTENT:

This course is ideal for anyone who wants to progress to higher education courses in Business before entering employment. It can also support learners who want to progress directly to employment in job roles in business or business management. The BTEC level 3 course is equivalent to 1 A level.



CAREER PROGRESSION:

Learners who have completed this qualification may progress to further learning at Level 3. e.g. a BTEC National course in the Business sector. This qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements if taken with other Level 3 qualifications. The BTEC Level 3 qualification also prepares learners for a range of job roles related to the Business sector.

YOU WILL STUDY:

Units studied

Unit 1: Exploring Business

Unit 2: Developing a Marketing Campaign

Unit 3: Personal and Business Finance

Optional Unit: Unit 8: Recruitment & Selection in Business

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

There are 2 mandatory units that learners must complete, 1 internal and 1 external. The first unit is assessed internally and the second externally. Units are assessed using a grading scale of Distinction, Merit and Pass.

SKILLS DEVELOPED:

Students of BTEC Level 3 Business perform vocational tasks that encourage the development of transferable skills such as; communication, teamwork, research and analysis. These are valued in both higher education and the workplace. In addition, the course provides the opportunity to learn independently, develop the ability to research actively and methodically, develop presentation skills and be an active group member.



A LEVEL English Literature



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

B

with Grade B in either English or English Literature

COURSE STRUCTURE & CONTENT:

Two modules are studied in Year 13 for AS Level and two modules are studied in Year 14 for A2.



CAREER PROGRESSION:

By studying AS or A Level English Literature, prospective employers/colleges/universities will recognise that you have the ability to produce informed, independent opinions and judgements and that you can communicate your knowledge and insights clearly.

These are skills that are relevant to any career or third level course. However, English Literature specifically lends itself to careers in the Theatre, Teaching, Journalism, Publishing and Public Relations.

YOU WILL STUDY:

AS Level	A2 Level
AS 1: Poetry: comparative study of poetry 1900 – present	A2 1: Drama: response to a Shakespeare play
Drama: response to a play written 1900 – present	A2 2: Poetry: response to a poem written before 1900
AS 2: Prose: response to a novel written pre-1900	Unseen poetry: response to an unseen poem
	A2 3: Prose: comparative study of two novels across a theme

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

AS Level	A2 Level
AS 1: External written examination , 2 hours. Students answer 2 questions, one from Section A and one from Section B. Section A is one book Section B is closed book 60% of AS 24% of A Level	A2 1: External written examination , 1 hour 30 minutes. Students answer one question. Closed book. 20% of A Level
AS 2: External written examination , 1 hour. Students answer one question. Closed book. 40% of AS 16% of A Level	A2 2: External written examination , 2 hours. Students answer two questions, one from Section A and the question set in Section B. Closed book. 20% of A Level
	A2 3: Internal assessment. Students completed a 2500 word essay. 20% of A Level

SKILLS DEVELOPED:

- Read and respond with understanding to texts of different types and periods.
- Produce informed, independent opinions and judgements on literary texts.
- Understand the ways in which writers' choices of form, structure and language express meaning.
- Reflect on their own understanding of texts and consider other readers' interpretations.
- Use detailed knowledge and understanding of individual texts to explore comparisons and make connections between them.
- Appreciate the significance of cultural, historical and other contextual influences upon readers and writers.



A LEVEL Media Studies



EXAM BOARD: WJEC

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs



with Grade C or above in English Language/Literature



CAREER PROGRESSION:

TV Presenting
Acting
TV Production
Radio Presenting
Radio Production Journalism
Film-making
Public Relations Marketing and Advertising Photography
Teaching
Publishing
Editing
Acting
Politics
Photography
Copywriting

COURSE STRUCTURE & CONTENT:

A Level Media Studies makes learning interesting, challenging, creative and fun. Students come to this subject with a wealth of knowledge of the media already; that's what makes it such an interesting subject to study. You do not have to have studied the subject at GCSE in order to choose it as an A Level. A Level Media Studies is considered an academically challenging subject but one that is also extremely enjoyable due to its very accessible nature. Students best-suited to this subject are those with a keen interest in the media already (social media, film, TV, news, politics, magazines, etc.) and those who enjoy written as well as practical work.

YOU WILL STUDY:

A Level Media Studies is a two-year course that develops young people's understanding of the world they're living in. Students will get the opportunity to learn about the world through different forms of media, analysing and questioning it as they progress through the course. Students will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products (films, TV programmes, magazines, newspapers, social media, etc.) for different audiences. The course also offers opportunities to work with media industries. Some of the recent opportunities we've had have been radio broadcasting workshops with BBC, visits to ITV television studio and work experience with The Cool FM, visits to see film screenings at QFT, opportunities to work alongside film directors and production teams. The contacts that we've established with local media industries mean that there are wide opportunities on offer for work experience also. This course teams written work with practical work, providing students with exciting opportunities to develop media production skills.

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

External Assessment (written exams 60%)	Coursework 40%
<p>AS</p> <p>Unit 1: Investigating the Media</p> <ul style="list-style-type: none"> - Written examination: 2hrs 30 minutes - 24% of full A-Level - 100 marks <p>Unit 2: Creating a Media Production</p> <ul style="list-style-type: none"> - Non-exam Assessment (Coursework) - 16% of full A-Level - 80 marks <p>A2</p> <p>Unit 3: Media in the Global Age</p> <ul style="list-style-type: none"> - Written examination: 2 hours 30 minutes - 36% of A-Level - 90 marks <p>Unit 4: Creating a Cross-Media Production</p> <ul style="list-style-type: none"> - Non-Exam Assessment (Coursework) - 24% of A-Level - 80 marks 	



A LEVEL History



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ A*-C GCSEs

B with Grade B or above in History

COURSE STRUCTURE

& CONTENT:

A Level History is taken in two parts, AS and A2. The AS modules are worth 40% of the award and the A2 modules 60%.

2 AS LEVEL Units

2 A2 LEVEL Units



CAREER PROGRESSION:

Advanced GCE History forms an excellent preparation for further study at degree level. Students who study AS or advanced GCE History have access to a wide range of career and higher education opportunities. By the end of the course they will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by employers, universities and colleges. History is also one of the top ten degree subjects most in demand by employers in Northern Ireland as stated in the NI skills Barometer produced by the Department for the Economy in 2017.

YOU WILL STUDY:

AS Level History consists of two modules, as follows, with Module 1 examinable in May and June.

AS Level	A2 Level
Option 5: Germany 1918–1945	Option 4: Unionism and Nationalism in Ireland 1800–1900
Option 6: Italy 1914- 1943	Option 4: Partition of Ireland 1900–1925

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

There are a total of four units in each A Level course, two in AS and two at A2. The breakdown of the units is detailed below.

AS Level	A2 Level
AS 1: Historical Investigation and Interpretation: 1 hour 30 minutes' external exam paper (50% of AS and 20% of A2)	Change over Time: 1-hour external exam paper. (20% of A2)
AS 2: Conflict and Change Over Time in Europe: 1 hour 30 minutes external exam paper (50 % of AS and 20% of A2)	Historical Investigation and Interpretation: 2 hour 30 minutes external exam paper (40% of A2)

SKILLS DEVELOPED:

The ability to recall, select and deploy historical knowledge accurately, and communicate knowledge and understanding of History in a clear and effective manner.

The ability to present historical explanations showing understanding of appropriate concepts and arrive at substantial judgements.

The ability to interpret, evaluate and use a range of source material. The ability to explain and evaluate interpretations of historical events and topics studied.



OCR LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA in Sport



EXAM BOARD: OCR

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:
5+ GCSE'S/Level 2's

C to include C or above in Sport Science



What progression opportunities do Cambridge Technicals provide?

The great thing about them is that they still give you a choice of opportunities once you've completed them. The three choices open to you are:

- Employment, where you can put your new practical skills towards generating an income
- Further education, such as a higher-level qualification at school or college
- Higher education, such as a degree course at university.

Medicine; Chemistry; Dentistry; Forensics; Veterinary; Food Science; Pharmacy; Dietetics; Biological, Chemical and Biomedical; Agriculture.

YOU WILL STUDY:

Units include:

- Unit 01 - Principles of anatomy and physiology in sport (C)
- Unit 02 - Sports coaching (C)
- Unit 03 - Current issues in sport (C)
- Unit 04 - The physiology of fitness (C)
- Unit 13 – Sports Leadership (O)
- Unit 10 - Outdoor and adventurous activities (O)
- Unit 26 – Work Experience in Sports (O)

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

Each Unit is worth 60 credits and assessment grades are equivalent to the following UCAS Points:

D* = 140
D = 120
M = 80
P = 40

*NB: There are additional opportunities to obtain coaching badges as part of this course.

WHAT ARE CAMBRIDGE TECHNICALS?

Cambridge Technicals are vocational qualifications that are designed to give you a work-focused alternative to A Levels.

They've been designed to give you opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to you. This will enable you to develop your research skills as you work, both independently and with others, to progress through your qualifications.

The assessment for the qualifications is task-based, so you won't need to take exams to achieve Cambridge Technicals qualifications.

WHY CHOOSE THEM?

If you prefer to learn in a way that's practical and work-related, then Cambridge Technicals are ideal. The great thing about them is that they keep your options open – so if you're not fully convinced that a vocational way of learning is right for you, Cambridge Technicals keep the door open for a move to higher education further down the line.



A LEVEL

Health & Social Care



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students studying Health & Social Care for the first time are welcome to take this course with a minimum of:
6+ A*-C GCSEs

2 including B+ in English Literature/ Language/Media/ History. Students who have studied Level 2 H & S care must have achieved a minimum merit grade.

COURSE STRUCTURE & CONTENT:

Three modules are studied in Year 13 for AS Level and three additional modules are studied in Year 14 for A2. You will attend a health; social care or early years work placement in October.



CAREER PROGRESSION:

Many students with a qualification in GCE Health & Social Care go on to degree-level study in a variety of subjects such as Health Studies, Youth Work, Social Policy, Social Science, Social Studies, Teaching, Physiotherapy, Speech Therapy, Midwifery, Psychology, Nursing and Social Work.

Other students go on to complete a BTEC Diploma in Health & Social Care. Some students go straight into employment in the field of Health & Social Care.

YOU WILL STUDY:

In GCE Health & Social Care, students learn about health and wellbeing, health promotion, the family, child development and human behaviour to include the rights and responsibilities of both clients and service-providers.

Through practical activities and work placements, students apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem-solving skills.

Compulsory Units	Areas of Study
AS 1: Promoting Quality Care	In this unit you produce a report on a health, social care or early years setting that you have experienced. You investigate how care workers apply the values of care on a daily basis with service users. The latter part of the unit requires you to research an example of poor practice in a health, social care or early years setting and to assess its impact on service users and others.
AS 2: Communication in Health, Social Care and Early Years Settings	This unit requires you to produce a report in which you examine communication skills observed in a health, social care or early years setting. You will develop your knowledge of the different types of communication used in these settings and their purpose. You complete a critical appraisal of the communication skills you used in an interaction in your chosen setting. This unit is about gaining experience in an area that interests you.
AS 3: Health and Well-Being	In this examined unit you learn about key concepts of health and well-being and the impact of ill health on individuals. You also develop knowledge of the needs of a range of service users. You have the opportunity to investigate how a range of factors may affect health and well-being. Your understanding of the impact of discrimination on health and well-being will be developed.

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

AS Level	A2 Level
(Worth 40% of total grade)	(Worth 60% of total grade)
1: Promoting Quality Care: Portfolio (10%)	4: Supporting the Family: Portfolio (15%)
2: Communication in Care Setting: Portfolio (10%)	5: Providing Services: Examination (30%)
3: Health and Wellbeing: Examination (20%)	6: Health Promotion: Portfolio (15%)



BTEC LEVEL 3 SUBSIDIARY DIPLOMA in Hospitality



EXAM BOARD:
PEARSON EDEXCEL

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:

5+ A*-C GCSEs



including C+ in English or Maths

COURSE STRUCTURE

& CONTENT:

This two-year course will enable you to develop the knowledge and skills required to pursue a career within the hospitality industry. The Pearson BTEC Level 3 Subsidiary Diploma in Hospitality is a vocational qualification, equivalent in size to an A level. Practical skills to enhance employability are developed throughout the course with opportunities to plan and run hospitality events.



CAREER PROGRESSION:

On successful completion of this course students will be able to move into employment in the Hospitality industry, either directly or following further study. The Pearson BTEC Level 3 Subsidiary Diploma in Hospitality also provides a well-established route into a variety of specialist Higher Education courses in this sector such as an Honours Degree or Foundation Degree in Hospitality Management or equivalent.

YOU WILL STUDY:

You will study a number of units throughout the two years to develop your understanding of the sector including:

- Hospitality Industry
- Contemporary World Food
- Planning and Managing a Hospitality Event
- Principles of Supervising Customer Service Performance in Hospitality, leisure, Travel and Tourism
- Providing Customer Service in Hospitality
- Food and Drink Service
- European Food

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

You will be assessed on an ongoing basis through various methods including written assignments, case studies, presentations, practical activities and completion of team activities such as planning and running functions.

There are no formal external examinations.



BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Travel & Tourism



EXAM BOARD:
PEARSON EDEXCEL

ENTRY REQUIREMENTS:

Students studying Health & Social Care for the first time are welcome to take this course with a minimum of:

5+ A*-C GCSEs

C including Maths or English (Preferably C+)

COURSE STRUCTURE & CONTENT:

You will study 4 units over the 2 years to develop your understanding of the Travel & Tourism industry.



CAREER PROGRESSION:

This vocational Level 3 course will be useful preparation for students wishing to work in the Travel & Tourism sector, in roles including: Travel Agent, Company Representative, Tour Guide, Air Steward and Events' Manager. It also provides a basis for further study; locally, the Ulster University offers a degree in International Travel & Tourism Management and Belfast Metropolitan College offer a variety of Travel & Tourism courses.

In GCE Health & Social Care, students learn about health and wellbeing, health promotion, the family, child development and human behaviour to include the rights and responsibilities of both clients and service-providers.

YOU WILL STUDY:

YOU WILL BE ASSESSED IN

Mandatory Units	Optional Units
Unit 1: The World of Travel & Tourism – external assessment	Choose from: The Airport Experience
Unit 2: Global destinations – external assessment	Specialist Tourism Visitor Attractions
Unit 3: Managing the Customer Experience – internal assessment	Events, Conferences & Exhibitions Work Experience in Travel & Tourism

THE FOLLOWING WAYS:

58% External Assessment

42% Internal Assessment

Unit 1 is externally assessed by a written examinations set and marked by Pearson which can be taken at the end of Year 13 allowing for a repeat, if necessary, in Year 14.

Unit 2 is externally assessed by an assignment task set and marked by Pearson. This will be completed during class time and is similar to Controlled Assessment which pupils are familiar with. The 2 remaining units are assessed internally through the completion of assignments during class time.

SKILLS DEVELOPED:

Customer Service; Holiday Planning; Destination and Product Knowledge; Selling/Retail/Promotion Skills; Communication and Presentation Skills; ICT Skills and Teamwork Skills to include research.

AIMS OF THE COURSE:

Tourism accounts for 10% of global employment and here in Northern Ireland currently generates revenue of £764 million. Northern Ireland tourism growth took off with the UK City of Culture award in 2013. Since then, tourism numbers have increased with the development of Television programmes such as Game of Thrones. We are lucky to also have the award-winning visitor attractions such as Titanic Belfast and the Giants Causeway. The sector has been impacted by the pandemic however it is predicted that growth will bounce back as demand increases and international travel opens up. This course provides an exciting introduction to the Travel & Tourism Industry and will develop your skills.



BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Information Technology



EXAM BOARD:
PEARSON EDEXCEL

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:

5+ (A* - C) GCSE's

2 including Merit or above in IT at level 2.

COURSE STRUCTURE & CONTENT:

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable learners to progress to further study in the IT sector or other sectors.



CAREER PROGRESSION:

When taken alongside other Level 3 qualifications, including BTEC Higher Nationals or A Levels in complementary or contrasting subjects, such as mathematics, physics, science, arts or technology, the qualification gives learners the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous.

This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements to many relevant courses.

YOU WILL STUDY:

Learners will study:

3 Mandatory units	2 optional units
<ul style="list-style-type: none">• Unit 1: Information Technology Systems (Written examination set and marked by Pearson)• Unit 2: Creating Systems to Manage Information (A task set and marked by Pearson and completed under supervised conditions)• Unit 3: Using Social Media in Business. (Internally assessed portfolio)	<ul style="list-style-type: none">• Unit 5: Data Modelling (internally assessed portfolio)• Unit 6: Website Development (internally assessed portfolio)

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade. Qualifications in the suite are graded using a scale of P to D*.



BTEC LEVEL 3 SUBSIDIARY DIPLOMA in Uniformed Protective Services



EXAM BOARD:
PEARSON EDEXCEL

ENTRY REQUIREMENTS:

Students should have achieved a

minimum of:

5+ A*-C GCSEs

C including C+ in
Maths or English

AIMS OF THIS COURSE:

This qualification covers the fundamentals of what is required to work within a range of public services. You will develop a wide range of skills and knowledge and be assessed in imaginative, practical and fun ways. By studying this subject, you will ensure that you are able to progress in higher education. This qualification carries UCAS points and is recognised by higher education providers as contribution to meeting admission requirements if taken with other Level 3 qualifications. Students may wish to study qualifications in criminology, police studies and paramedic science. The qualification is also suited for those who wish to consider officer training in the armed forces.

YOU WILL STUDY:

2 mandatory units. One of these is internally assessed and one is externally assessed. Units are assessed using a grading system of Distinction, Merit and pass. Each of these 4 units will then contribute to your final grade.

Behaviour and Discipline in the Uniformed protective services –
Mandatory externally assessed

Teamwork Leadership and Communication in the Uniformed Protective Services (mandatory internally assessed)

Skills for outdoor activities in the Uniformed Protective Services

Expedition skills

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

There are 2 mandatory units which have to be completed. One of these is internally assessed and one is externally assessed. Units are assessed using a scale grade of Distinction, Merit and Pass. Each of these 4 units will then contribute to your final grade.



CAREER PROGRESSION:

Armed Forces (including Officer Entry);
Emergency Services (Police, Fire,
Ambulance);
BTEC Higher National Diploma (HND) in
Public Services;
Higher Education: various degree and
HND course;
Employment.
Prison Service
Criminology



GCE

Environmental Technology



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:

B or above in GCSE
Construction and/or GCSE
Science related subject
C or above in Maths

AIMS OF THIS COURSE:

This course aims to develop an interest in science and technology along with an enthusiasm for environmental action. You will learn to appreciate how science and technology can contribute towards a sustainable economy and society. Also, you will develop an awareness of the complex interdependency between human populations and the environment on a local and global scale. When studying Environmental Technology, you will understand the concept of sustainability and the role of environmental technology in present day and future society.



CAREER PROGRESSION:

There has been a major shift in public opinion regarding the protection of the environment and a realisation from governments that steps need to be taken to take better care of our planet for future generations which has resulted in the creation of a whole new job sector in terms of Environmental Protection.

Examples of where this course can lead are:

- Conservation scientist and forester. ...
- Energy auditor. ...
- Environmental engineer. ...
- Environmental lawyer. ...
- Environment protection technician. ...
- Environmental scientist. ...
- Hydrologist.

YOU WILL STUDY:

This course will be taught this course in Hazelwood College

Units offered are as follows:

Year 13

AS 1: The Earth's Capacity to Support Human Activity (External Assessment)

This unit addresses the impacts of declining fossil fuel supplies and considers options for reducing global dependency on crude oil.

AS 2: Renewable Energy Technologies (Internal Assessment)

Students produce a technical report based on a realistic scenario relating to the use of renewable energy technologies.

Year 14

A2 1: Building and Managing a Sustainable Future (External Assessment)

This unit looks at a range of new and existing technologies and management systems that have the potential to support society's move toward a more sustainable way of living.

A2 2: Environmental Building Performance and Measurement (Internal Assessment)

Students produce a technical report relating to the environmental performance of a local building.

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

Content	Assessment	Weightings
AS 1: The Earth's Capacity to Support Human Activity	External written examination 1 hour 30 mins exam	External written examination 1 hour 30 mins exam
AS 2: Renewable Energy Technologies	Internal assessment Externally moderated	50% of AS 20% of A Level
A2 1: Building and Managing a Sustainable Future	External written examination 2 hours	30% of A Level
A2 2: Environmental Building Performance and Measurement	Internal assessment Externally moderated	30% of A Level



A LEVEL

Spanish



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

B

**Grade B+ in
GCSE Spanish.**

AIMS OF THIS COURSE:

- Develop an enthusiasm for and an understanding of the Spanish language and culture
- Communicate confidently, clearly and effectively in Spanish
- Develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries
- Develop language skills in listening, reading, writing and speaking to a confident, competent level.
- Develop higher order thinking skills, for example independent learning and the ability to analyse and evaluate to reach a deeper understanding
- Carry out research and present their findings through multimedia presentations
- Demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture



CAREER PROGRESSION:

Students who study A-Level Spanish often go on to study languages at university, live abroad for a period of time and/or pursue a career linked to languages. In the increasingly globalized world of work, many careers can benefit from speaking a second language and the skills this involves. A student who completes A-Level might decide to live in that country and pursue a career there. A language at A-Level opens the door to so many opportunities and a strong advantage to anyone keen to travel the world.

YOU WILL STUDY:

AS Level	A 2 Level
<p>Relationships Different family structures roles, responsibilities and relationships within families challenges for families intergenerational issues</p> <p>Culture and Lifestyle Students</p> <ul style="list-style-type: none"> • physical well-being, for example diet or exercise • risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports • dealing with stress and challenges, for example school or examinations • hobbies and interests, for example sport or music • the arts, film, fashion and design • social media and new technology • holidays, festivals and tourism 	<p>Young People and Society</p> <ul style="list-style-type: none"> • part-time jobs • education and employment • career planning • young people and democracy • European citizenship – advantages, disadvantages and opportunities • societal attitudes and young people. <p>Our Place in a Changing World</p> <ul style="list-style-type: none"> • equality/inequality and discrimination/prejudice • poverty at home and abroad – causes, consequences and measures to combat it • immigration and emigration – causes, benefits and related issues • multicultural society and cultural identity – benefits and challenges • causes, consequences and resolution of conflict • sustainable living and environmental issues.

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

Component	Component	A2 Level
Speaking	30% of AS grade	30% of AS grade
Reading/Listening	40% of AS grade	24% of A2 grade
Writing	40% of AS grade	18% of A2 grade

AS (completed in Year 13) will account for 40% of the final A-Level grade

A2 (completed in Year 14) will account for 60% of the final A-Level grade



A LEVEL

Life & Health Sciences



EXAM BOARD: CCEA

ENTRY REQUIREMENTS:

Students should have achieved a minimum of

C

5+ A* - C GCSEs with a CC in Double Award Science and a C in Maths/English or a Grade A in Single Award Science and a Grade C in Maths & English

AIMS OF THIS COURSE:

The Single Award qualification at AS Level comprises three units, and the full A level qualification has 6 units.



CAREER PROGRESSION:

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. 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.

YOU WILL STUDY:

AS Level	A2 Level
AS 1: Experimental techniques AS 2: Human Body Systems AS 3: Aspects of Physical Chemistry in Industrial Processes	A2 1: Scientific Method, Investigation Analysis and Evaluation A2 2: Organic Chemistry A2 3: Medical Physics

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

AS Level	A2 Level
AS 1: Internal Assessment	A2 1: Internal Assessment
AS 2: External written exam	A2 2: External written exam
AS 3: External written exam	AS 3: External written exam

SKILLS DEVELOPED:

This course encourages students to develop their interest in and enthusiasm for Science, including developing an interest in further study and careers in research Science.

Students will learn to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

This course will enable students to develop competence in a range of practical, mathematical and problem-solving skills and to develop advanced study skills that help them prepare for higher education.



BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Children's Play, Learning and Development



EXAM BOARD: PEARSON EDEXCEL

ENTRY REQUIREMENTS:

Students should have achieved a minimum of:

5+ A*-C GCSEs

B
including English or Maths
and B+ in GCSE
Child Development

AIMS OF THIS COURSE:

Students completing their BTEC Nationals in Children's Play, Learning and Development will be aiming to go on to employment in the Early Year's Sector, often via the stepping stone of higher education.



CAREER PROGRESSION:

A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Paediatric Nursing
A Levels in English and Psychology, which could lead to a BA (Hons) in Childhood Studies
A Levels in English and History, which could lead to a BA (Hons) in Primary Education.
Early Years Educator Apprenticeship
Early Years Practitioner
Senior Childcare Worker
Nursery Assistant
Centre Manager

YOU WILL STUDY:

Mandatory units	Optional units
<p>Students will complete all 3 units</p> <p>Unit 1: Children's Development</p> <p>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills</p> <p>Unit 3: Play & Learning</p>	<p>Choose 1 from:</p> <p>Unit 5: Keeping Children Safe</p> <p>Unit 6: Children's Physical Development, Care and Needs</p> <p>Unit 8: Working with Parents and Others in Early Years</p> <p>Unit 11: The Early Years Foundation Stage</p>

YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

Unit 1 – Mandatory Unit which is a written examination which is externally assessed

Unit 2 – Mandatory Unit which is externally assessed. This is a task set and marked by Pearson and completed under supervised conditions.

In part A, learners will be provided with a case study of a centre two days before a supervised assessment period in order to carry out research. This will be a 3-hour period.

In part B, the supervised assessment period is three hours in a period timetabled by Pearson

Unit 3 – Mandatory Unit which is internally assessed

Unit 5, 6, 8, 11 – Optional Units which are internally assessed

***Unit Mandatory content (83%). External assessment (66%).**

Students will be required to complete a 50-hour placement in at least one childcare setting with children from birth to seven years 11 months
You can achieve up to a Distinction* in this course.

STUDENTS WILL COMPLETE SET EXAMINATIONS, SCENARIO BASED TASKS, TASKS LINKED TO THEIR PLACEMENT, WRITTEN ASSIGNMENTS, GROUP TASKS AND PRESENTATIONS.



A LEVEL Sociology



EXAM BOARD: OCR

ENTRY REQUIREMENTS: **6 GCSE's**

B including a grade B in any of the following subjects English, Literature, History or Media

AIMS OF THIS COURSE:

The OCR specification is designed to build synoptic links between topics. Synoptic assessment draws together the knowledge, understanding and skills learnt in different aspects of the A Level Sociology course. It includes the explicit assessment of understanding of the connections between the nature of sociological thought; methods of sociological enquiry; and the two core themes using higher order skills. Synoptic assessment is included in both Component 02 and Component 03. Synoptic learning in sociology engages learners in theoretical debate while encouraging an active involvement in the research process. It fosters a critical awareness of contemporary social processes and change. Learners are encouraged to think holistically and develop their skills of thinking as a sociologist.



CAREER PROGRESSION:

- Advice worker
- Community development worker
- Further education teacher
- Higher education lecturer
- Housing manager/officer
- Marketing executive
- Police officer
- Policy officer
- Secondary school teacher
- Social researcher
- Youth worker

YOU WILL STUDY:

PAPER 1: INTRODUCING SOCIALISATION, CULTURE AND IDENTITY

The relative nature of culture, norms and values using cross cultural material. The process of primary and secondary socialisation including the different agents of socialisation and how they impact on life. Identities and how they are created including the influence of agencies of socialisation. Including being able to understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect and also change.

SECTION B-YOUTH SUBCULTURES

Focusing on youth as an important period in the socialisation process when individuals are developing a sense of identity within their peer groups. Explore the different types of youth subcultures and the roles they play in society.

PAPER 2: RESEARCHING AND UNDERSTANDING SOCIAL INEQUALITIES

Exploring a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Understanding the practical, ethical and theoretical issues arising in sociological research and apply knowledge of research methods to the particular context of social inequalities.

SECTION B-UNDERSTANDING SOCIAL INEQUALITIES

Here learners have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality.

PAPER 3- GLOBALISATION AND THE DIGITAL WORLD

This component engages learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. Contemporary and global debates are introduced through a compulsory topic of 'Globalisation' and allows students to think about the world we now live in.

SECTION B: CRIME AND DEVIANC

This option focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option aims to give an understanding of different theoretical approaches to the study of crime and deviance.

YOU WILL BE ASSESSED IN THE FOLLOWING WAY:

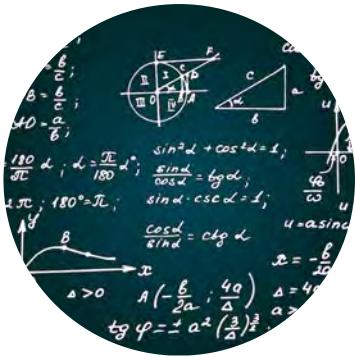
You will sit all 3 papers at the end of the two years

- In each exam EVERY question is compulsory.
- 3 compulsory sections.
- The total score for each paper is 90, 105 and 105 marks.

Paper 1 A 90 marks OPTION B	Introducing socialization, culture and identity Youth Subcultures	Combination of short answer and extended writing questions	30% A level
Paper 2 105 marks OPTION B	Researching and Understanding social inequalities Understanding social inequalities	Combination of short answer and extended writing questions	35% A level
Paper 3 105 marks OPTION B	Globalisation and the digital world Crime and deviance	Combination of short answer and extended writing questions	35% A level



A LEVEL Mathematics



EXAM BOARD: CCEA

ENTRY REQUIREMENTS: 5+ GCSE's

A including A in
GCSE Maths



CAREER PROGRESSION:

Acoustic consultant
Actuarial analyst
Actuary
Astronomer
Chartered accountant
Chartered certified accountant
Data analyst
Data scientist
Investment analyst
Research scientist (maths)
Secondary school teacher
Software engineer
Sound engineer
Statistician

AIMS OF THIS COURSE:

The CCEA GCE Mathematics specification encourages students to extend their range of mathematical skills and techniques. They use their mathematical knowledge to reason logically and recognise incorrect reasoning.

Students draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions.

Students investigate algebra and functions, geometry, trigonometry, exponentials and logarithms, differentiation and vectors. They also examine quantities and units in mechanics, kinematics, forces and Newton's laws, statistical sampling, data presentation and interpretation, probability and statistical distributions.

Studying mathematics develops students' analytical, research and problem-solving skills. It provides a firm foundation for scientific, technical, engineering and mathematical careers. It gives students the knowledge and logic they need to solve scientific, mechanical and coding problems.

YOU WILL STUDY:

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

The specification has four units:

- Unit AS 1: Pure Mathematics
- Unit AS 2: Applied Mathematics
- Unit A2 1: Pure Mathematics
- Unit A2 2: Applied Mathematics.

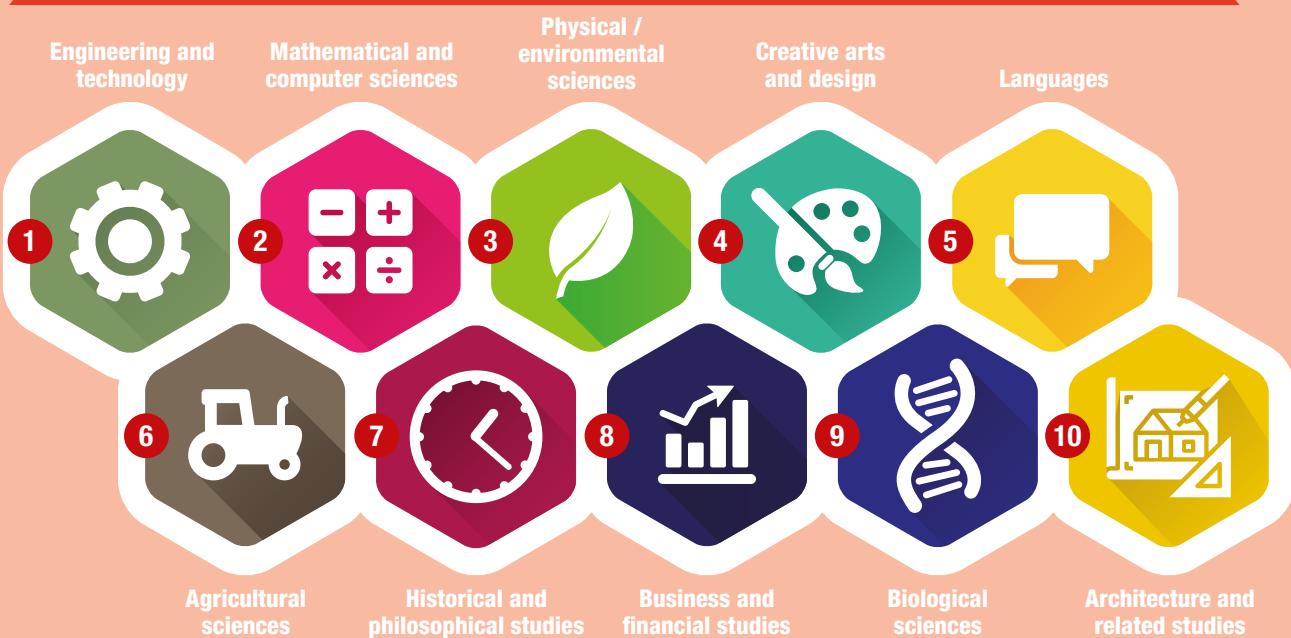
YOU WILL BE ASSESSED IN THE FOLLOWING WAYS.

Content	Assessment	Weightings
AS1: Pure Mathematics	External written examination – 1 hour 45 minutes	60% of AS 12% of A Level
AS2: Applied Mathematics	External written examination – 1 hour 45 minutes	40% of AS 16% of A Level
A2 1: Pure Mathematics	External written examination – 2 hours 30 minutes	36% of A level
A2 2: Applied Mathematics	External written examination 1 hour 30 minutes	24% of A level

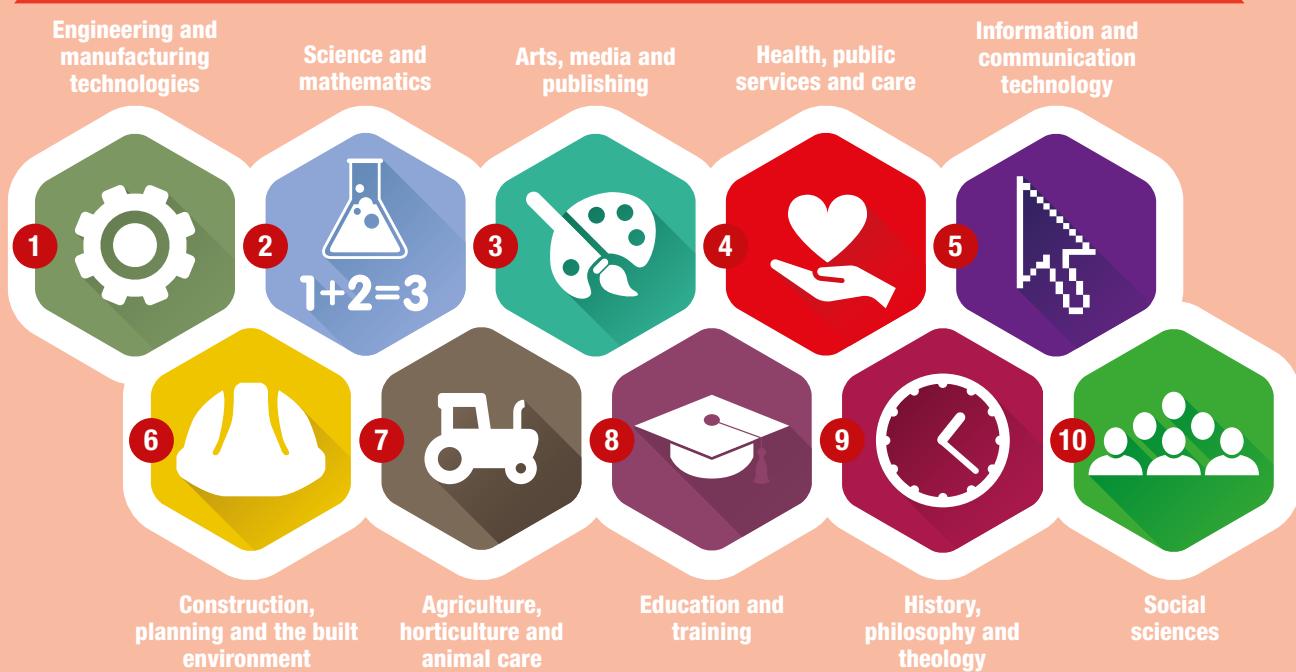
S U B J E C T S I N D E M A N D

STEM related subjects will be in most demand reflecting the anticipated growth in the ICT, professional services and advanced manufacturing sectors. STEM qualifications will also be demanded by a wider range of sectors across the economy.

More people needed with degrees in:



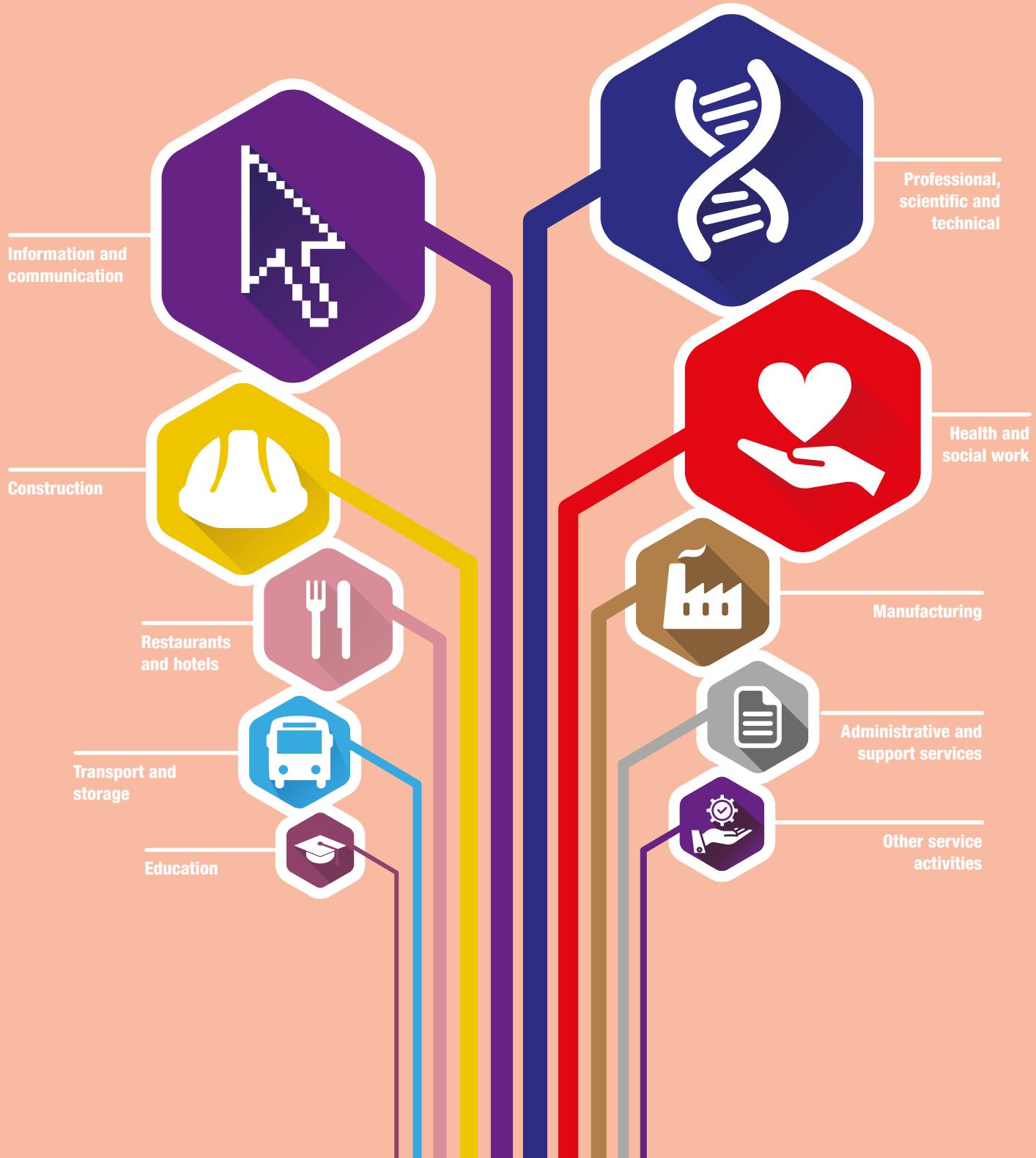
More people needed with foundation degree level / higher level apprenticeships in:



The subjects are listed in priority order of demand.

EMPLOYMENT PROJECTIONS

Top 10 growth sectors (2020-2030)



There will be growth opportunities for all skills levels across a range of sectors - the focus will be predominantly on higher level skills.

HAZELWOOD STUDENT LEAVER DESTINATIONS

At Hazelwood College we are very proud of the vast and diverse range of leaver destinations our students choose when they leave the College

Destinations range from further education to higher level apprenticeships, employment or university.



HAZELWOOD INTEGRATED COLLEGE

HIGHER EDUCATION



- BSc Hons Nursing
- BSc Hons History with Education
- BSc Hons Psychology
- BSc Hons Sports Studies
- BSc Hons Criminology
- BSc Hons Finance & Investment Management
- BSc Hons Consumer Management & Food Innovation
- BSc Hons Communication Management & Public Relations
- BA Hons Politics
- BA Hons Photography with Video
- BSc Hons International Travel & Tourism Management
- BSc Hons Biomedical Science
- BSc Hons English & Philosophy

FURTHER EDUCATION



NORTHERN Regional College

EMPLOYMENT/ APPRENTICESHIPS



- MOTOR MECHANICAL ENGINEERING
- PLUMBING & HEATING
- ANIMAL CARE
- SOFTWARE ENGINEERING
- CHILDCARE
- SPORT & EXERCISE SCIENCE
- DENTAL NURSING
- HOSPITALITY
- CYBER SECURITY





HAZELWOOD
INTEGRATED COLLEGE

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