

2026–2027



# Post 16 Prospectus

028 9077 4202 | [info@hazelwood.belfast.ni.sch.uk](mailto:info@hazelwood.belfast.ni.sch.uk)  
[www.hazelwoodcollege.co.uk](http://www.hazelwoodcollege.co.uk)



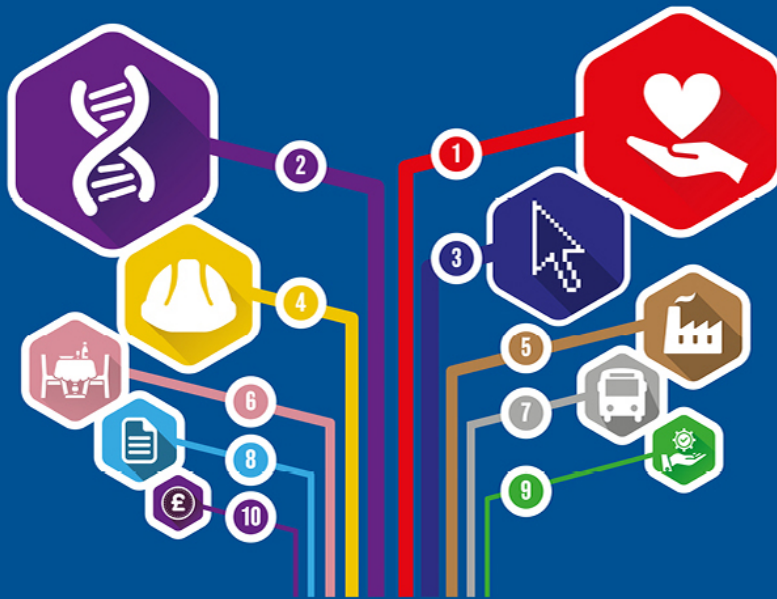
**Tes Schools Awards 2022**  
**Winner: Secondary School  
of the Year**

Hazelwood Integrated  
College



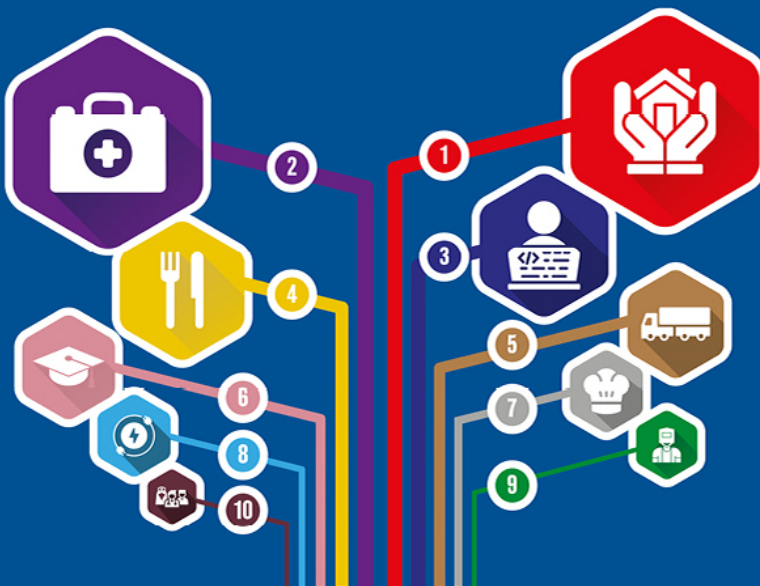
# EMPLOYMENT PROJECTIONS

## Top 10 growth sectors (2023-2033)



- 1 Health & social work
- 2 Professional, scientific & technical
- 3 Information & communication
- 4 Construction
- 5 Manufacturing
- 6 Restaurants & hotels
- 7 Transport & storage
- 8 Administrative & support services
- 9 Other service activities
- 10 Finance & insurance

## Top 10 growth occupations (2023-2033)



- 1 Care workers and home carers
- 2 Other nursing professionals
- 3 Programmers and software development professionals
- 4 Kitchen and catering assistants
- 5 Large goods vehicle drivers
- 6 Teaching assistants
- 7 Chefs
- 8 Electricians and electrical fitters
- 9 Metal working production and maintenance fitters
- 10 Nursing auxiliaries and assistants

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



# WHEEL OF CARE

**Our Designated  
Child Protection Officers**

**Your Parents/Carers**

**Student Services Officer**

**An Adult in School**

**Classroom  
Assistants**

**Learning  
Mentors**



**Your Friends**

**The School  
Counsellors**

**Student Council Leader**

**School Social Worker**

**The Study Centres  
or The Library**

**School Health Officer**

**Youth Support**

**Careers Department**



# Ethos and Vision

## Integrated Ethos

### Diversity & Inclusion







Diversity and Inclusion are values at the heart of Hazelwood Integrated 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 Integrated 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 Post 16 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 excellence 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 Post 16 facilities.



**Our Vision for Sixth form**  
**“An innovative and dynamic Post 16 that inspires all students to reach their full potential”**

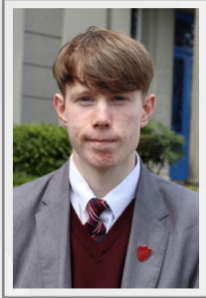
# HAZELWOOD

INTEGRATED COLLEGE

## STUDENT LEADERSHIP TEAM 2025 - 2026

### Senior School

Head Boy



Jamie

Head Girl



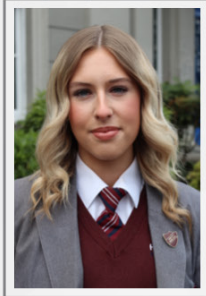
Jenni

Deputy Head Boy



Carl

Deputy Head Girl



Kelsey

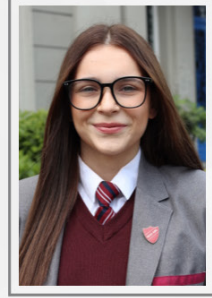
### Junior School

Head Boy



Rhys

Head Girl



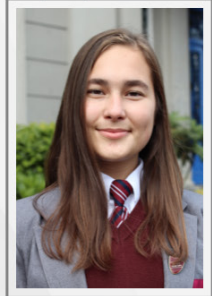
Lucy

Deputy Head Boy



Dylan

Deputy Head Girl



Andreea

### School Prefects



Ashanti



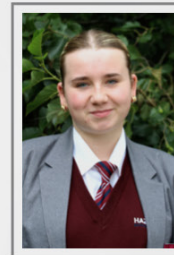
Darci



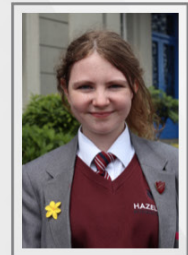
Ella



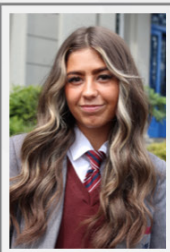
Charley



Olivia



Katie



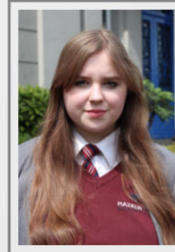
Leah



Mackenzie



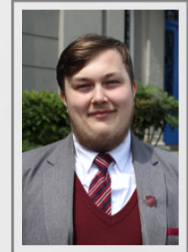
Lucy



Petronella



Benjamin



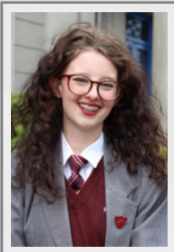
Ben



Katie



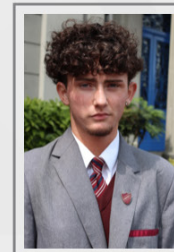
Jay



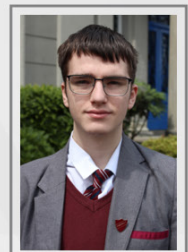
Lucy



Emily



Joshua



Jude

# Careers Office in Sixth Form

Careers Education, Information, Advice and guidance (CEIAG) 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 Level 3 Level 4 Level 5	<ul style="list-style-type: none"><li>• Open days</li><li>• MMI - Multi Mini Interviews</li><li>• University talks</li><li>• UCAS Advice</li><li>• Further Education Application</li><li>• Personal statement Preparation</li></ul> Unifrog is used by all students	<ul style="list-style-type: none"><li>• Barclays</li><li>• Deloitte</li><li>• Young Enterprise</li><li>• Living Law</li><li>• Allen &amp; Overy</li></ul>	<ul style="list-style-type: none"><li>• CV</li><li>• Application Forms</li><li>• UCAS</li><li>• Interview Techniques</li><li>• Student finance</li></ul>

## Useful websites

[www.trainingforsuccess.info](http://www.trainingforsuccess.info)

[www.apprenticeshipsni.info](http://www.apprenticeshipsni.info)

[www.careersserviceni.com](http://www.careersserviceni.com)

[www.ca.courses-careers.com](http://www.ca.courses-careers.com)

[www.learndirect.co.uk](http://www.learndirect.co.uk)

[www.careersa-z.co.uk](http://www.careersa-z.co.uk)

[www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk)

[www.careerdirections.ie](http://www.careerdirections.ie)

[www.allaboutcareers.com/careers](http://www.allaboutcareers.com/careers)

[pathfinder3.lifeskillslive.com](http://pathfinder3.lifeskillslive.com)



# Subject Criteria

All students must have 5+ A\*–C GCSEs (within the 5 must be either English or Maths at Grade C or above)

OPTIONS	
SUBJECT	Specific entry requirements
A Level Art & Design	Grade C or above in GCSE Art & Design
A Level English Literature	Grade B or above in either English or English Literature
A Level Environmental Technology	Grade C or above in Mathematics and either a Grade B or above in GCSE Construction and/or GCSE SA/DA Science
A Level Health & Social Care	Grade C or above in English Language or English Literature or Media Studies or History and for students who have studied BTEC H&S Care a minimum of a Merit Grade
A Level History	Grade B or above in History
A Level Life and Health Sciences	Grades BC or above in Double Award Science or Grade A or above in Single Award Science and Grade C (or better) in BOTH English and Mathematics
A Level Mathematics	Grade B or above in both Mathematics & Further Mathematics
A Level Media Studies	Grade B or above in English Language or English Literature
A Level Moving Image Arts	5+ A*–C GCSEs with Grade C or above in English. A creative subject is useful, but not necessary.
A Level Performing Arts	Grade C or above in English and 1 in either Drama, Music, Art, Photography, MIA or English Literature
A Level Photography	5+ A*–C GCSEs
A Level Spanish	Grade A or above in GCSE Spanish and Grade C or better in English
BTEC Business Studies	5+ A*–C GCSEs. A Grade C or above in Mathematics or English and for students who have studied BTEC Business a minimum of a Merit Grade.
BTEC AAQ in Early Childhood Development	Grade C or above in GCSE Child Development or Merit or above in BTEC Health and Social Care & a Grade C or above in English
BTEC Information Technology	Merit or above in BTEC ICT or Grade C or above in GCSE Digital Technology
BTEC Travel & Tourism	5+ A*–C GCSEs
BTEC Uniformed Protective Services	5+ A*–C GCSEs
OCR Level 3 Diploma in Sport	Grade C or above in Level 2 Sports Studies or GCSE P.E or GCSE SA/DA Science

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.

# Overview of each Course Content

Department	Name of course	% Exam	% Coursework	% Controlled Assessment	Grades achievable
<b>ICT</b>	Pearson BTEC Level 3 Extended Certificate Information Technology	33%	42%	25%	Pass (E) – Distinction* (A*)
<b>English</b>	CCEA Level 3 GCE in English Literature	80%	20%		A* – E
	WJEC GCE in Media Studies	60%	40%		1 to 9 – refer to diagram
<b>TD</b>	CCEA Level 3 GCE in Environmental Technology	50%	50%		A* – E
<b>Art</b>	CCEA Level 3 GCE in Art & Design		100%		A* – E
	CCEA Level 3 GCE in Art – Photography strand		100%		A* – E
	CCEA Level 3 GCE in MIA	40%	60%		A* – E
<b>History</b>	CCEA Level 3 GCE in History	100% (Yr.13 40%/ Yr.14 60%)			A* – E
<b>Science</b>	CCEA Level 3 GCE in Life & Health Science	67%	33%		A* – E
<b>Geography</b>	BTEC Level 3 National Extended Certificate in Travel & Tourism	50%	50%		Pass (E) – Distinction* (A*)
<b>Drama</b>	CCEA Level 3 GCE in Performing Arts		60%	40%	A* – E
<b>HE</b>	CCEA Level 3 GCE in Health & Social Care	50%		50%	A* – E
	BTEC AAQ in Early Childhood Development	66%		34%	Pass (E) – Distinction* (A*)
<b>PE</b>	OCR Level 3 Cambridge Technical Introductory Diploma in Sports QC		100%		Pass (E) – Distinction* (A*)
<b>Business</b>	BTEC Level 3 National Extended Certificate in Business	50%	50%		Pass (E) – Distinction* (A*)
	BTEC Level 3 National Extended Certificate in Uniformed Protective Services	25%	75%		Pass (E) – Distinction* (A*)
<b>Languages</b>	CCEA Level 3 GCE in Spanish	100%			A* – E
<b>Mathematics</b>	CCEA Mathematics	100%			A* – E

## How do A\*-G grades compare to 9-1 grades?

A*-G grades	9-1 grades	
A*	9	
	8	
A	7	Anchor point
B	6	
	5	
C	4	Anchor point
D	3	
E		
	2	
F		
	1	
G		Anchor point
U	U	

There are three anchor points where standards are benchmarked between the two systems.

# Employability Skills Definitions

## NI SKILLS BAROMETER 2023 (UP TO 2033)

In the most recent Northern Ireland skills Barometer update in 2021, 80% of employers believed that graduates and school leavers were not fully equipped with the skills required to be considered 'work-ready'.

The ten skills that we encourage our students to develop to be work ready include:

Skill	Definition	Additional	Code
<b>Problem Solving</b>	Finding solutions to issues	Using Maths, analysing, interpreting	<b>PS</b>
<b>Critical Thinking</b>	Form a judgement, analysis of facts, problem solving	Using Mathematics, analysing and interpreting, decision making	<b>CT</b>
<b>Digital skills</b>	Using literacy and computing methods to complete activities/ responsibilities in the workplace	Using ICT, creativity	<b>DS</b>
<b>Leadership</b>	Leading others for successful outcomes	Working with others, problem solving, critical thinking, managing people	<b>L</b>
<b>Communication</b>	Exchanging of information for speaking or writing	Managing information, working with others, written and verbal communication	<b>C</b>
<b>Customer Skills</b>	Traits and characteristics used to help customers while creating a positive working environment	Working with others, managing people	<b>CS</b>
<b>Teamwork</b>	Combined action of a group to allow effectiveness and efficiency	Communication, working with others	<b>TW</b>
<b>Planning</b>	The process of putting steps into action to achieve a goal	Self-management	<b>P</b>
<b>Organisation</b>	To make arrangements/plan for something to happen	Self-management	<b>O</b>
<b>Commercial Awareness</b>	A skill you can use in many careers to show an understanding of business and how businesses operate		<b>CA</b>

**Note:** Work Experience, Placements and Internships are vital to develop these skills, and increase your chances of being offered a job.

At the bottom of each page is a row of check-boxes indicating the Employability Skills developed in the course. The boxes ticked correspond with the descriptions given in the table above.



# A LEVEL Art & Design



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with Grade C or above in Art**

### COURSE STRUCTURE & CONTENT:

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



### 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);  
Story Boarding;  
Film Animation;  
Photography and Related Specialisms;  
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	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 <b>50% of AS, 20% of A Level</b>	A2 1: Personal & Critical Investigation <b>(External Moderation)</b> <b>60% of A2</b>
AS 2: Personal Response <b>(External Moderation)</b> <b>50% of AS, 20% of A Level</b>	A2 2: Thematic Outcome <b>(External Moderation)</b> <b>40% of A2</b>

### SKILLS DEVELOPED:

This course builds on the broad Art & Design experiences gained by candidates who followed the 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.

Skills developed within this course:





# A LEVEL English Literature



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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

**B** with Grade B or above in either English or English Literature

### COURSE STRUCTURE & CONTENT:

Two modules are studied in Year 13 for AS Level and two additional 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 Drama: response to a play written 1900 - present	A2 1: Drama: response to a Shakespeare play A2 2: Poetry: response to a poem written before 1900 Unseen poetry: response to an unseen poem
AS 2: Prose: response to a novel written pre-1900	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: <b>External written examination</b> , 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: <b>External written examination</b> , 1 hour 30 minutes. Students answer one question. Closed book. 20% of A Level
AS 2: <b>External written examination</b> , 1 hour. Students answer one question. Closed book. 40% of AS 16% of A Level	A2 2: <b>External written examination</b> , 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: <b>Internal assessment</b> . Students completed a 2,500 word essay. 20% of A Level

### SKILLS DEVELOPED:

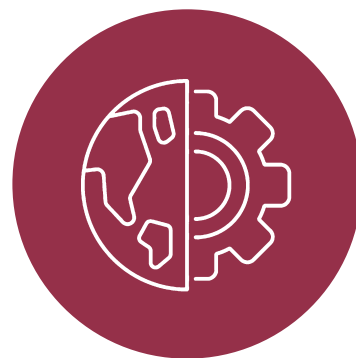
- Read and respond with understanding to texts of different types and periods.
- Produce informed, independent opinions and judgements on literary texts.
- Understand the ways in which writers' choices of form, structure and language express meaning.
- Reflect on their own understanding of texts and 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.

Skills developed within this course:

☐ PS ☒ CT ☐ DS ☐ L ☒ C ☐ CS ☐ TW ☒ P ☐ O ☐ CA



# A LEVEL GCE Environmental Technology



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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

**B** with Grade B or above in GCSE Construction

AND/OR

Grade B or above in GCSE Science related subject

AND

Grade C or above in Mathematics



### 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.

### 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.

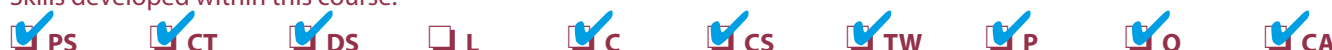
### YOU WILL STUDY:

Year 13 (AS)	Year 14 (A2)
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.	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.
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.	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 minutes exam	External written examination 1 hour 30 minutes 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
AS 2: Renewable Energy Technologies	Internal assessment Externally moderated	30% of A Level

Skills developed within this course:





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:

**5+ A\*-C GCSEs**

**B**

including Grade B in English Literature/ Language/Media/ History. Students who have studied Level 2 H&SC must also 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 well-being, 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.

Mandatory 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 Well-being: Examination (20%)	6: Health Promotion: Portfolio (15%)

Skills developed within this course:

☒ PS
 ☒ CT
 ☒ DS
 ☐ L
 ☒ C
 ☐ CS
 ☒ TW
 ☐ P
 ☒ O
 ☐ CA



# 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%.



### 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
<b>Option 5:</b> Germany 1918-1945  <b>Option 6:</b> Italy 1914- 1943	<b>Option 4:</b> Unionism and Nationalism in Ireland 1800-1900  <b>Option 4:</b> 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
<b>AS 1: Historical Investigation and Interpretation:</b> 1 hour 30 minutes' external exam paper (50% of AS and 20% of A2)  <b>AS 2: Conflict and Change Over Time in Europe:</b> 1 hour 30 minutes external exam paper (50% of AS and 20% of A2)	<b>Change over Time:</b> 1 hour 15 minutes external exam paper. (20% of A2)  <b>Historical Investigation and Interpretation:</b> 2 hours 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.

Skills developed within this course:

☒ PS
 ☒ CT
 ☐ DS
 ☒ L
 ☒ C
 ☐ CS
 ☐ TW
 ☒ P
 ☒ O
 ☒ CA



# A LEVEL Life & Health Sciences



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with a minimum Grades BC or above in Double Award Science or Grade A or above in Single Award Science and Grade C or better in BOTH English and Mathematics**

### 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	A2 1: Scientific Method, Investigation Analysis and Evaluation
AS 2: Human Body Systems	A2 2: Organic Chemistry
AS 3: Aspects of Physical Chemistry in Industrial Processes	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	A2 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.

Skills developed within this course:





# A LEVEL Mathematics



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with Grade B or above in BOTH Mathematics and Further Mathematics**



### 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:

External Written Exams

Content	Exam Length	Weightings
AS1: Pure Mathematics	1 hour 45 minutes	60% of AS 12% of A Level
AS2: Applied Mathematics	1 hour 45 minutes	40% of AS 16% of A Level
A2 1: Pure Mathematics	2 hours 30 minutes	36% of A Level
A2 2: Applied Mathematics	1 hour 30 minutes	24% of A Level

Skills developed within this course:





# 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
- Copy-writing

### 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:

#### AS level External Assessment (written exams 60%)

##### Unit 1: Investigating the Media

- Written examination:
- 2 hours 30 minutes
- 24% of full A Level — 100 marks

##### Unit 2: Creating a Media Production

- Non-exam
- Assessment (Coursework)
- 16% of full A Level — 80 marks

#### A2 level Coursework 40%

##### Unit 3: Media in the Global Age

- Written examination: 2 hours 30 minutes
- 36% of A Level — 90 marks

##### Unit 4: Creating a Cross-Media Production

- Non-Exam Assessment (Coursework)
- 24% of A Level — 80 marks

Skills developed within this course:



PS



CT



DS



L



C



CS



TW



P



O

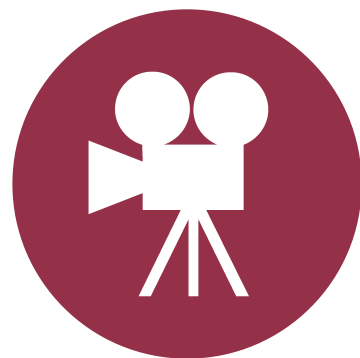


CA



A LEVEL

# Moving Image Arts



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with Grade C or above in English, Art is useful, but not necessary (any creative subject)**

### COURSE STRUCTURE & CONTENT:

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



### 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
<b>AS:1</b> — 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.	<b>AS:1</b> — The Coursework portfolio is marked and assessed by teachers and moderated by CCEA.  60% of AS 24% of A Level
<b>AS:2</b> — Online examination requiring recall and extended writing in response to unseen film clips.  <b>Section A:</b> Hitchcock Style and the Classical Hollywood Style.  <b>Section B:</b> Formalism: Early European Cinema and America Expressionism.	<b>AS:2</b> — Online Examination (1 hour 30 minutes)  The exam is set and marked by CCEA 40% of AS 16% of A Level

### AT 2 LEVEL YOU WILL STUDY:

A2: 1 / A2: 2	Assessment
<b>A2:1</b> — 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.	<b>A2: 1</b> — The Coursework portfolio is marked and assessed by teachers and moderated by CCEA.  36% of A Level
<b>A2:2</b> — Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen clips and an unseen film script.  <b>Section A:</b> Realism: Narrative and Visual Style  <b>Section B:</b> Creative Exercise  <b>Section C:</b> Comparative Analysis	<b>A2:2</b> — Online Examination (2 hours 15 minutes)  The exam is set and marked by CCEA 24% of A Level

Skills developed within this course:





# A LEVEL Performing Arts



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with a Grade C in Drama, Music, English or Arts subject preferable but not essential**

### COURSE STRUCTURE & CONTENT:

Two units are studied in Year 13 for AS Level and two additional units are studied in Year 14 for A2. Students follow a pathway based on their chosen discipline: Drama, Music, Dance, Set Design, Costume Design, Direction, Musical Direction, Stage Management, and Technical (Lighting or Sound)



### CAREER PROGRESSION:

Provides a solid foundation for progression to further study, training or employment in the performing arts industry and beyond. Qualifications in performing arts can lead to employment in areas such as dance, drama, music, theatre, film, television, puppetry, costume design, set design, direction, sound engineering, lighting, make-up or special effects. The course will also provide you with creative and communication skills valued by a wide range of employers.

### YOU WILL STUDY:

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

### YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

AS Level	A2 Level
<b>AS 1: Internally Assessed (60%)</b> You will execute your discipline in two extracts of musical or theatrical repertoire and produce a portfolio, to include: <ul style="list-style-type: none"> <li>• A summary of research</li> <li>• A skills audit;</li> <li>• A record of work;</li> <li>• A risk assessment.</li> </ul>	<b>A2-1: Internally Assessed (60%)</b> You will produce a record of work related to gaining employment in the industry. This will include: <ul style="list-style-type: none"> <li>• A written report in three sections;</li> <li>• A promotional portfolio</li> <li>• A recording of your audition/ presentation and interview;</li> <li>• An evaluation.</li> </ul>
<b>AS 1: Externally Assessed (40%)</b> Students will work as a company to present a performing arts event. This event could be drama or music focused. The performance will be based on existing material, such as a play. Production students will give a presentation as well as carrying out their role to bring the event to life. 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)	<b>AS 2: Externally Assessed (40%)</b> In response to a commission brief, you will devise or compose an original performing arts event. You will also compile a record of work. To include: <ul style="list-style-type: none"> <li>• A research report;</li> <li>• A summary of findings</li> <li>• Evidence of tasks completed;</li> <li>• An evaluation (controlled assessment, 600 words)</li> </ul>

### SKILLS DEVELOPED:

Participating in performing arts, whether as a performer or in the more technical production aspects, will develop your self-confidence, self-awareness, personal discipline and creativity. Performing Arts is a collaborative discipline, involving teamwork and self-management. Employers look for these qualities in prospective employees.

Skills developed within this course:





# A LEVEL Photography



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

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



**with Grade C or above in a creative subject is useful, but not essential**

### COURSE CONTENT:

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



### 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:

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

Skills developed within this course:





# A LEVEL Spanish



## EXAM BOARD: CCEA

### ENTRY REQUIREMENTS:

Students should have achieved a minimum of: **5+ A\*–C**



**GCSEs Grade A or above in GCSE Spanish and Grade C or better in English**

### COURSE STRUCTURE & CONTENT:

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



### 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 globalised 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.

### 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.

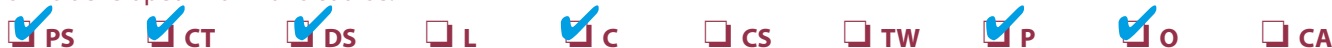
### YOU WILL STUDY:

AS Level	A2 Level
<b>Relationships</b> Different family structures roles, responsibilities and relationships within families challenges for families intergenerational issues	<b>Young People and Society</b> <ul style="list-style-type: none"> <li>• Part-time jobs</li> <li>• Education and employment</li> <li>• Career planning</li> <li>• Young people and democracy</li> <li>• European citizenship - advantages, disadvantages and opportunities</li> <li>• Societal attitudes and young people.</li> </ul>
<b>Culture and Lifestyle Students</b> <ul style="list-style-type: none"> <li>• Physical well-being, for example diet or exercise</li> <li>• Risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports</li> <li>• Dealing with stress and challenges, for example school or examinations</li> <li>• Hobbies and interests, for example sport or music</li> <li>• The arts, film, fashion and design</li> <li>• Social media and new technology • holidays, festivals and tourism</li> </ul>	<b>Our Place in a Changing World</b> <ul style="list-style-type: none"> <li>• Equality/inequality and discrimination/ prejudice</li> <li>• Poverty at home and abroad - causes, consequences and measures to combat it</li> <li>• Immigration and emigration - causes, benefits and related issues</li> <li>• Multicultural society and cultural identity— benefits and challenges</li> <li>• Causes, consequences and resolution of conflict</li> <li>• Sustainable living and environmental issues.</li> </ul>

### YOU WILL BE ASSESSED IN THE FOLLOWING WAYS:

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

Skills developed within this course:





# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Business Studies



## EXAM BOARD: EDEXCEL

### ENTRY REQUIREMENTS:

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

**C** with Grade C or above in Mathematics or English and a Merit for Level 2 Business

### 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.

Skills developed within this course:

☐ PS

☐ CT

☒ DS

☐ L

☒ C

☐ CS

☐ TW

☐ P

☒ O

☒ CA



# BTEC LEVEL 3 PEARSON ALTERNATIVE ACADEMIC QUALIFICATION (AAQ) in Early Childhood Development



## EXAM BOARD: EDEXCEL

### ENTRY REQUIREMENTS:

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



**with Grade C or above in Mathematics or English, C in GCSE Child Development or Merit Grade in Health & Social Care**

### AIMS OF THIS COURSE:

Students completing their BTEC AAQ in Childhood 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

**Students will complete all 4 units**

**Unit 1:** Children's Development

**Unit 2:** Keeping Children Safe

**Unit 3:** Play & Learning

**Unit 4:** Research & Reflective Practices in an Early Years Setting

## 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 a written examination which is externally assessed

**Unit 3** - Mandatory Unit which is a written examination which is internally assessed (controlled assessment)

**Unit 4** - Mandatory Unit which is a written examination which is internally assessed (controlled assessment)

**\*Unit Mandatory content (50%). External assessment (50%).**

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.

Skills developed within this course:

☐ PS

☒ CT

☐ DS

☐ L

☒ C

☒ CS

☐ TW

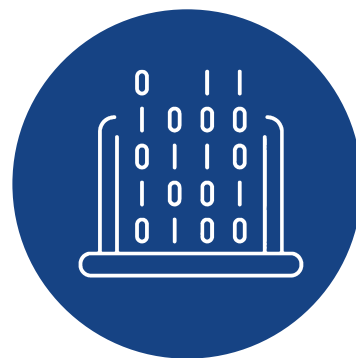
☒ P

☒ O

☐ CA



# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Information Technology



## EXAM BOARD: EDEXCEL

### ENTRY REQUIREMENTS:

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

**M** with Merit or above in IT at Level 2 or Grade C or above in GCSE Digital Tech.

### 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:

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

### 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).

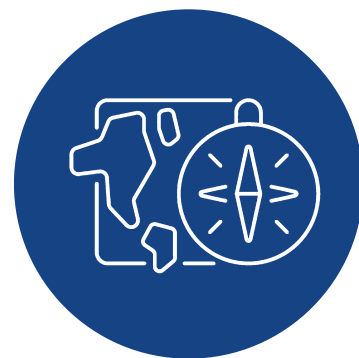
The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade. Qualifications in the suite are graded using a scale of P to D\*.

Skills developed within this course:





# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Travel & Tourism



## EXAM BOARD: EDEXCEL

### ENTRY REQUIREMENTS:

Students studying Travel & Tourism for the first time are welcome to take this course with a minimum of: **5+ A\*-C GCSEs**



**with Grade C or above in Mathematics or English**

### 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 well-being, health promotion, the family, child development and human behaviour to include the rights and responsibilities of both clients and service-providers.

### YOU WILL STUDY:

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

### YOU WILL BE ASSESSED IN 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 two 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.

Skills developed within this course:





# BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE in Uniformed Protective Services



## EXAM BOARD: EDEXCEL

### ENTRY REQUIREMENTS:

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



**with Grade C or above in Mathematics or English**



### 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 courses;  
Employment;  
Prison Service;  
Criminology.

### COURSE STRUCTURE & CONTENT:

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:

Two 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 two 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 four units will then contribute to your final grade.

Skills developed within this course:

☒ PS ☐ CT ☒ DS ☒ L ☒ C ☐ CS ☒ TW ☐ P ☒ O ☐ CA



# OCR LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA in Sport



## EXAM BOARD: OCR

### ENTRY REQUIREMENTS:

Students should have achieved a minimum of: **5+ A\*-C GCSEs/Level 2**



**with Grade C or above  
in Sport Science**



### CAREER PROGRESSION:

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.

### 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.

### 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 (0)

**Unit 10** - Organising a Sports event (O)

**Unit 26** - Work Experience in Sports (0)

### 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.

Skills developed within this course:





# Notes

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# Notes

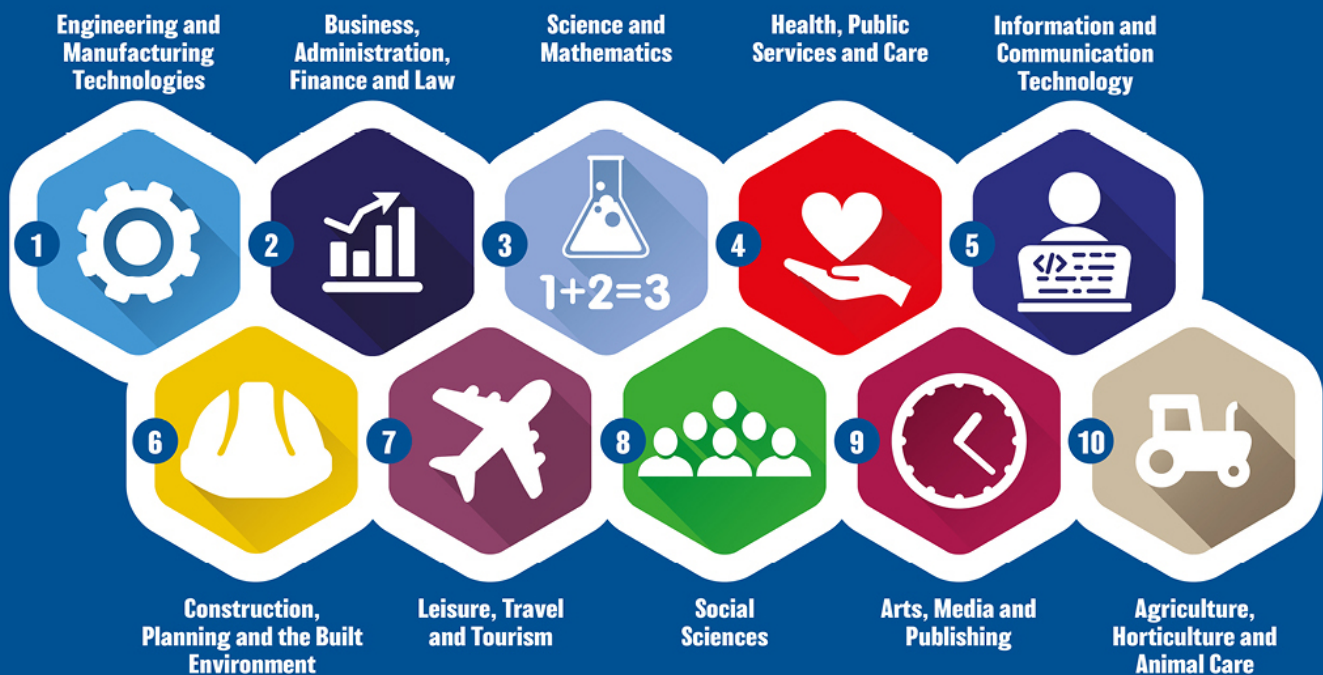
# SUBJECTS IN DEMAND

**STEAM related subjects will be in most demand reflecting the anticipated growth in science subjects, technology, engineering, arts, and mathematics. STEAM 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 (or equivalent) in:**



**The subjects are listed in priority order of demand.**



**HAZELWOOD**  
INTEGRATED COLLEGE

028 9077 4202 | [info@hazelwood.belfast.ni.sch.uk](mailto:info@hazelwood.belfast.ni.sch.uk)  
[www.hazelwoodcollege.co.uk](http://www.hazelwoodcollege.co.uk)

