



# Laurelhill Community College



*Key Stage 5  
Curriculum Booklet  
2022/24*

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# Greetings

Dear Parent/Guardian

As pupils progress towards the end of GCSE courses they inevitably begin to plan for the next phase of education or employment.

Many students have clearly defined goals and ambitions, but others will be hesitant and uncertain about the path they wish to follow. We hope that many will remain in school where they have experienced a supportive learning environment.

This booklet has been designed to inform parents/carers and students of the range and content of post 16 courses in Laurelhill Community College.

In Sixth Form the courses build on the foundation laid in Key Stage 4 and although different styles of teaching and learning and assessment may emerge what remains consistent is the desire of staff to produce relevant and unique learning experiences to enable young people to unlock their potential and prepare them for high level apprenticeships, university, higher education, training, or employment.

All our students will be supported by the Careers and Sixth Form staff to enable them to make the right subject choices for Sixth Form in Laurelhill.

We wish you well.

J Martin (Principal)

K Stewart (Head of Sixth Form)

## Thinking Ahead to Sixth Form Studies

This information is designed to give Year 12 pupils and parents/carers information about the courses which are offered in Sixth Form from September 2022 and to provide some assistance in choosing suitable courses of study.

The decision to return to Laurelhill for a further **two** years will depend largely upon performance in GCSE Examinations.

It must be stressed that admission to Advanced Level courses is not automatic and normally a points system will operate as outlined below.

The points score is as follows:

A*	5
A	4
B	3
C*	2
C	1

Equivalent courses will be scored accordingly. Occupational Studies, OCN and Prince's Trust are not normally considered as a suitable basis for A Level Courses. Consideration will be made on an individual basis.

For the ethos of Sixth Form to be maintained it is essential for each pupil to maximise his or her talents and aptitudes.

Each student will be allocated supervised study in school, but much time will be spent studying at home. The study of chosen subjects should be an intrinsic motivating reward.

# Admission Criteria September 2022

## **Admission to Pathway 1: A Levels**

### *1. Laurelhill Community College pupils:*

- Pupils must have a minimum of 5 'C' grades at GCSE level, including at least a Grade C in GCSE English **and** Mathematics.
- Pupils must meet the essential criteria set out for each subject.

### *2. External Applicants:*

- External applicants may be admitted to the Sixth Form if there are places available within the School's approved Enrolment Number and in the subjects chosen for study.
- The applicant must have a minimum of 5 points at GCSE level, including at least a Grade C pass in GCSE English **and** Mathematics, and meet the specific requirements of their chosen subjects.

If entry to the Sixth Form (or specific courses) is oversubscribed, places will be offered to those applicants who have the best overall GCSE profile.

## **Admission to Pathway 2: Extended Diploma in Children's Care, Learning and Development**

Grade C in English **and** Mathematics  
Grade C in one other subject is desirable

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### **Points to Note**

Class sizes will normally be limited to 20 pupils.

Places on LALC courses where limited, will be awarded on a points basis.

Pupils wanting to return to 6<sup>th</sup> Form must have a good attendance and behaviour record.

Students whom the college have deemed suitable for Level 3 courses and have not achieved Grade C in English and/or Mathematics GCSE but have a good GCSE profile, attendance and behaviour record will be considered on an individual basis.

# Applying to Sixth Form in Laurelhill Community College

## Immediately:

1. Complete an expression of interest form available from the College Office and return for the attention of Head of Sixth Form at [info@laurelhill.lisburn.ni.sch.uk](mailto:info@laurelhill.lisburn.ni.sch.uk) or post to Laurelhill Community College, 22 Laurelhill Road, Lisburn, BT28 2UH
2. Attend a 6<sup>th</sup> Form and Careers advice interview at the end of June.

## On GCSE results day:

1. Complete the application form (available from the College Office) before attending your interview.
2. Internal Candidates will be interviewed by a member of the Sixth Form Recruitment Team. External Candidates will be interviewed by the Principal or member of Senior Leadership Team

## Choosing Courses

When choosing the courses which you are going to study in 6<sup>th</sup> Form there are several important factors you should consider. It is essential that you meet the requirements for entry to the course as stated in the Subject Information section. Entering a course without meeting the requirements could mean that you underperform in the course.

It is also important that you carefully consider the combination of subjects that is to ensure that you obtain the correct qualifications to access the progression route relevant to your chosen career pathway. The table below shows sample subject combinations and related career pathways. It may help you when making your choices.

Subject combination	Progression Routes	Career Pathways
DA Health and Social Care	HND/C course Foundation degree Degree course	Nursing Social work Social policy Health promotion
Business Digital Technology Travel and Tourism	HND/C course Degree course	Marketing Advertising Accountancy Travel industry
Art Performing Art	HND/C course Foundation degree Degree course	Theatres Radio and TV Design
Digital Technology History	Degree course	A Level subjects which are suitable for many career pathways
Business Digital Technology Travel and Tourism	HND/C course Degree course	Hotel industry Visitor attraction Travel industry
English Literature History Art	Foundation degree Degree course	A Level subjects which are suitable for many career pathways
Business Travel and Tourism Sport	HND/C course Foundation degree Degree course	Leisure industry Travel Marketing
English Literature Performing Arts Art	Foundation degree Degree course	Theatre Radio/TV Set design



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# Laurelhill Sixth Form

## Expression of Interest 2021-2023

Name:	
DOB:	
Address:	
email:	

In order of preference (1 – 4), please indicate your chosen route after Year 12.

Laurelhill

SERC

Other School

Employment

**Please note that this is a working document and may be subject to change**

If studying on Pathway 1, indicate your choice by ticking 3 subjects. Only one subject per block can be selected. Alternatively, tick to indicate if you prefer Pathway 2 OR Pathway 3

PATHWAY 1			
Group 1		Group 2	
English Literature (A Level)		History (A Level)	
Digital Technology (Applied A Level)		Performing Arts (BTec Subsidiary Diploma)	
Sports Studies (BTec Double Award)		Sports Studies (BTec Single Award)	
*Media (A Level)		*Travel and Tourism (BTec Subsidiary Diploma)	
		*Engineering (BTec Subsidiary Diploma)	

Group 3		Group 4	
Health and Social Care (Applied A Level Double Award)		Health and Social Care (Applied A Level Single Award)	
Business Studies (Applied A Level Single Award)		Art (Applied A Level)	

*\*\* indicates courses are delivered through 'Area Learning Community'*

PATHWAY 2	
CACHE Level 3 Diploma in Children's Care, Learning and Development	<i>Tick Here</i>

PATHWAY 3	
Sport and Coaching - Level 3 BTEC National Diploma Double Award. To be combined with a third A-Level/Level 3 subject from blocks 3 or 4 above.	<i>Tick here</i>

Comments: any combinations you would like to see or subjects not on offer.

**External Applicants Only:**

Name of current/previous school: .....Name of Pastoral Leader: ..... Number of days absent .....

# Qualifications and Credit Framework for Sixth Form Qualifications

All subjects offered in Sixth Form are Level 3 qualifications and are therefore general A Levels or equivalent on the National Qualifications Framework.

## Applied A Levels

Applied A Levels provide the knowledge and skills required for jobs in a wide range of employment. They provide skills that many employers prefer and facilitate progression to higher education. Applied A Levels are designed to encourage breadth of study and consist of 12 units. At least one third of the course is externally assessed and two thirds require portfolio evidence.

## BTec Vocational Qualifications

BTec Vocational Qualifications are Level 3 qualifications (A level equivalent) and provide students with the opportunity to access, evaluate and measure their own progress. The qualifications are divided into 6 units. The grading is PASS, MERIT and DISTINCTION. The Pass grade equates to an E at A Level, a Merit to a C and a Distinction is equivalent to an A grade. The BTec Vocational Qualifications offered are:

- Performing Arts
- Sports Studies
- Travel and Tourism
- Coaching
- Hospitality (SERC)
- Engineering (SERC)

This qualification forms an alternative pathway to higher education. It is validated by both Queen's University and the University of Ulster. In addition, it can be used for entry to any UK institution of higher education.

## Advanced Level

'A' (Advanced) Level qualifications focus on general subjects and are a two-year course assessed mainly by examination. The course may have a small element of coursework. In all general A Levels it is expected that students complete the AS (Advanced Subsidiary) course in Year 13 and in Year 14 the A2 (Advanced) course.

## CACHE (Child Care and Education)

CACHE is a 2-year assignment-based course leading to a Level 3 Extended Diploma in Children's Care, Learning and Development

There are 9 units in the Diploma, all the units are assessed by portfolio.

This course equates to 3 A Levels



# **PATHWAY 1**

**May best suit students with a higher GCSE profile who aim to move on to University.**

# Art & Design (A-Level)

A Level Art & Design comprises of four units that are internally assessed and externally moderated.

It allows students to engage in integrated critical, practical, and theoretical study in art and design. It gives students a sound basis for progression to higher education courses in art and design or study related to other areas of the creative industries.

This qualification is available as one of the following:

- A general art and design qualification (Art, Craft and Design – Combine Studies)
- A specialism in photography and lens-based media (Photography and Lens-Based Media)
- A specialism in three-dimensional design (Three-Dimensional Design)
- A specialism in textiles (Textiles)

## Course Content

The structure of the AS and A2 courses

### *AS (year 13)*

- AS 1: Experimental Portfolio. Students develop, explore and record ideas. 50% of AS 20% of A level
- AS 2: Personal Response. Students present a personal outcome. This is brought to completion during a 10-hour controlled test. 50% of AS 20% of A level

### *A2 (year 14)*

- A2 1: Personal and Critical Investigation. A Written investigation of 1000–2000 words 20% of A2 12% of A level & an experimental theme-based portfolio which supports the thematic outcome of the next part of the course, 40% of A2 24% of A Level
- A2 2: Thematic Outcome. Students present an outcome in response to the theme. This is brought to completion during a 15-hour controlled test. 40% of A2 24% of A level

## Related Career Path

The creative industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in a creative-industries related field.

## Further Education

Many of our former students have gone on to study within the field of art and design at University which has led to successful careers in the creative and artistic industries.

## Entry Requirement

A minimum of a grade C in GCSE Art or related subject.

## Business (A-Level)

In today's economic climate, a business-related subject is an important and worthwhile qualification. Advanced Level Business offers students a highly sought-after qualification with many transferable skills. Advanced Level Business helps pupils understand more about how businesses operate. This subject applies knowledge to real life businesses, not just textbooks.

### Course Content

Advanced Level Business students complete **four** units over the two years. This is the equivalent to one A Level.

#### *Year 13 (AS Level)*

- Unit 1 Business Opportunities
- Unit 2 Business Functions

#### *Year 14 (A2 Level)*

- Unit 3 Business Analysis and Strategy
- Unit 4 Business in a Changing World

### Related Career Path

Studying a business qualification opens doors into a wide range of employment paths e.g., Marketing, Customer Care, Teaching, Human Resources, Advertising, Accounting, Retail Management, Administration, Receptionist, Civil Service.

### Higher Education

Most Business students leave to start a university degree or go directly into employment, utilising the many transferable skills acquired studying business.

### Entry Requirements

GCSE Business Studies and/or GCSE Business Communication Systems are desirable but **not** essential.

# Digital Technology (A-Level)

This will be an enjoyable but demanding technical course. Digital Technology prepares students for a world increasingly dominated using ICT systems. It is an ideal subject for students who want to develop skills needed for a career in the ICT industry, or for those intending to study ICT related subjects at university.

The first year of the course allows students develop knowledge and understanding of the various approaches to the development of complex systems such as system design, testing and implementation.

The second year gives students an overview of data representation, computer architecture, a range of software and the user interface and allows students to apply their practical skills to produce a solution and associated detailed documentation for the client.

## Course Content

This course consists of four units, two of which are completed in Yr13 and the other two in Yr14.

The Yr13 Units (40% of final mark) are each worth 20% and assessed by two separate 1hr 30min written exams.

- **AS-1 Approaches to Systems Development** – explores approaches to the development of complex digital technology systems, the key stages in the process and the outputs produced. The other three units build on this one.
- **AS-2 Fundamentals of Digital Technology** develops knowledge and understanding of the fundamentals of any digital technology system, such as data representation, computer architecture, software, and the user interface.

In Yr14 A2-1 is worth 40% of the final grade and is assessed via a 2hr 30min exam, while AS-2 is worth 20% of the final grade and is internally assessed via a portfolio of work.

- **A2-1 Information Systems** leads on from AS-2 and provides knowledge and understanding of concepts such as computer networks, databases, mobile technologies, cloud computing, legislation, and moral and ethical issues.
- **A2-2 Application Development** (Case Study) allows students to work over an extended period to develop a portfolio showing evidence of analysis, design, development, testing and evaluation of an application for a specified end user.

## Related Career Path

This course gives valuable preparation for any job in business or in the public sector that involves significant use of ICT. It will be invaluable for anyone considering a career in the ICT industry.

## Higher Education

For anyone considering a Degree or Diploma level ICT courses at university this course will provide a good foundation.

## Entry Requirements

Grade C in Mathematics

Grade C in GCSE Digital Technology or GCSE ICT

Grade C in GCSE English

# Engineering (BTEC)

## National Extended Certificate

This is an Edexcel course provided by SERC. This qualification is intended for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately employment. It aims to provide a coherent introduction to study of the engineering sector.

### Course Content

- Fabrication Techniques
- Health and Safety
- Engineering Drawing
- Welding Techniques
- Computer Aided Design
- Mechanical Principles

All units are assessed through practical work and assignments. There are no examinations.

### Related Career Path

Successful candidates would be able to enter employment in various positions in the Engineering Industry or progress into Higher Education

### Entry Requirements

5 GCSE at grade C or above to include.

- Mathematics at Grade B or above and
- English Grade C

## English Literature (A-Level)

English Literature contributes to an understanding of spiritual, moral, ethical, social, and cultural issues. Students will be given opportunities to engage creatively with a substantial body of classical and contemporary texts. In addition, students will increase their critical understanding of the changing traditions of English Literature by reading widely and independently.

### Course Content:

AS Part 1: The Study of Poetry 1900 – Present and Drama 1900 to Present

- Students explore and respond to a range of poetry by two poets (Robert Frost and Seamus Heaney) that they have studied. Students learn to analyse, evaluate, and compare.
- Students communicate their knowledge and understanding of a play (Tennessee Williams, “A Streetcar Named Desire”) by a modern dramatist.
- External written examination: 2hrs.

AS Part 2: The Study of Prose Pre 1900

- Students communicate their knowledge and understanding of a novel (Mary Shelley’s “Frankenstein”).
- External written examination 1hr.

A2 Part 1: Shakespearean Genres

- Students analyse a single play from a chosen Shakespearean genre – Tragedy, Comedy, Problem Plays or Last Plays (“Othello”). Each question offers an extract as a basis for answering the question on the play.
- External written examination: 1hr 30mins.

A2 Part 2: The study of Poetry Pre 1900 and Unseen Poetry

- Students explore and respond to a range of poetry by a poet (John Donne) they have studied. They draw on the skills developed in their AS study of poetry.
- Students demonstrate critical skill and personal engagement in response to an unseen poem. Students analyse poetic methods to determine how poets shape meaning.
- External written examination: 2hrs.

A2 Part 3: Internal Assessment

- Students draw on skills developed in their AS study, in particular the study of prose pre 1900 in Unit AS 2, to effectively communicate their knowledge and understanding of the novel form. This unit encourages independent study, wider reading, and enjoyment of modern literature.
- Students engage in a detailed study of two novels, one of which must be a twenty-first-century novel. We encourage students to select their own novels, with teacher guidance and support. Students also explore the contexts in which each novel was written and analyse connections across the texts. The internally assessed essay helps students develop research abilities and writing skills.
- Students complete a 2500-word essay.

### Related Career Path

The course offers opportunities to explore and develop literary interests and promotes an awareness of the socio-economic, political, historical, and cultural contexts which influence literature. Career paths which rely on communication, interpersonal and analytical skills can be enhanced by a study of English Literature.

### Further Education

Many of our students may aspire to study English or Arts/Humanities-based degrees at University. Several former students have pursued courses in English Literature therefore opening numerous career opportunities.

### Entry Requirements

GCSE English Grade C and GCSE English Literature Grade C is desirable.

# Health and Social Care (A-Level)

## Single Award/Double Award

The AS and A Level specification in Health and Social Care encourages candidates to:

- Develop and sustain an interest in health, early years care and education, social care and issues affecting the care sector
- Acquire knowledge and understanding of health, early years care and education
- Develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem solving in a work-related context
- Prepare for further study and training

## Course Content

Single Award (1 A Level)	Double Award (2 A Levels)
AS 1 Promoting quality care (Internal Assessment) AS 2 Communication in Health, Social Care and Early Years Setting (Internal Assessment) AS 3 Health and Well Being (2hr Exam)	AS 1 Promoting quality care AS 2 Communication AS 3 Health and Well Being AS 4 Safeguarding Children AS 5 Adult Service Users AS 6 Holistic Therapies
A2 3 Providing Services (2hr Exam) A2 4 Health Promotion (Internal Assessment) A2 5 Supporting the Family (Internal Assessment)	A2 1 Applied Research A2 2 Body Systems Physiological Disorders A2 3 Providing Services A2 4 Health Promotion A2 5 Supporting the Family A2 7 Human Nutrition and Health

## Career Paths

Further Education Routes

Social Work, Nursing, Teaching, Health related career pathways, Social policy, Health Promotion

## Entry Requirements

English Grade C

Preference may be given to those students who may have studied GCSE Health and Social Care if oversubscribed

Desire to work in a health-related career

## History (A-Level)

Studying 'A' Level History provides pupils with the opportunity to explore key political, economic, and social events which have helped shape our world today. It builds upon understanding of the past and allows us to understand the impact of these events on our world today.

We learn about key historical figures and gain an understanding of how one person or event can shape the course of History. From studying the past, we can gain a greater understanding of the world in which we live.

### Course Content

The course allows students to consolidate their knowledge and understanding gained at GCSE. This provides students with a solid foundation of knowledge on which they can build. Skills of source analysis and interpretation will be enhanced.

Student's study **two units** at both **AS** and **A2** level

#### AS (40% of final A Level award)

AS 1 Germany 1918 – 1945 Weimar and Nazi Germany (20%)

AS 2 Russia 1914 – 1941 (20%)

#### A2 (60% of final A Level award)

A2 1 Clash of Ideologies 1900 – 2000 (20%)

A2 2 Partition of Ireland 1900 – 1925 (20%)

**Assessment:** 100% Examination

### Related Career Paths

History is much more than learning about the past. It provides students with a wide range of skills which are transferable and highly sought by employers. Students can develop highly effective research skills and learn to prioritise and evaluate information. They can develop the self-confidence to form their own opinions and arguments which can be illustrated with both evidence and historiography. They will be able to write their arguments in a clear and coherent manner. Such skills are highly desired by employers and will benefit students in further education.

Many History students pursue interesting and rewarding careers e.g., police, media, politics, teaching, lecturing and business. As Professor Nicholls of Manchester University states: "With a history degree you can aspire to be prime minister, overlord of the BBC, famous lawyer, diplomat, accountant, famous comedian, business multimillionaire or celebrated pop musician." His research into the careers of thousands of History graduates has shown a disproportionate number of high-fliers. "Not only do History graduates enter a wide range of careers, but many also rise to the top."

### Entry Requirements

A **minimum** of Grade **C** in GCSE **English essential**

A **minimum** of Grade **B** in GCSE History is **desirable**.



## **Pearson BTEC Level 3 National Foundation Diploma in Performing Arts Practice (Acting)**

There are two learning and teaching modules assessed through four assessment units, with each assessment unit attracting a grade. Learners must complete all mandatory assessment units and achieve a Pass grade or above in at least three assessment units. This Performing Arts course is equivalent to one A Level. Learners will cover 4 units over two years and there is no written exam unit.

### **Year 13**

Module B Acting Skills Development  
Module F the Performing Arts Industry

B4 Exploring Performance Styles  
F16 Planning a Career in the Industry

### **Year 14**

Module B Acting Skills Development

B5 Creating Performance Material  
B6 Performing as an Actor for an Audience

Learners taking this qualification will study two mandatory learning and teaching modules:

- **Skills Development (Module B)**
- **The Performing Arts Industry (Module F)**

The mandatory content allows learners to concentrate on the development of their technical performance skills and creation techniques and relate them to the performing arts industry.

The course focuses on the development of performing arts skills such as:

- management of projects
- self-analysis and reflection
- appreciation of the performing arts industry and their future role in it

This course will enable students to acquire a range of practical skills, develop professional performance standards and gain a broad understanding and appreciation of the acting profession.

### **Related Career Path**

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

**Further Education** This qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant courses. Learners can progress to higher education degree programmes, such as:

- BA (Hons) English with Theatre and Performance
- BA (Hons) Acting and Performance

Learners should always check the entry requirements for degree programmes at specific higher education providers.

### **Entry Requirements**

Minimum Grade C in GCSE Drama or Merit in BTEC Level 2 Performing Arts is desirable.

**BTEC Level 3 Extended Certificate  
Single Award  
Physical Education  
Course Overview**

**The BTEC Level Three Extended Certificate (equivalent to 1 A level) comprises of 4 Units, as outlined below.**

**Unit 1 – Anatomy and Physiology**

Assessment – External Exam

This will be taught throughout the year and be assessed through an external exam in May.

You will have a chance to repeat the exam if necessary the following January.

Weighting: 30%

Exam marked out of 80 Time: 1.5 hours

**Unit 2 – Fitness Training and Programming for Health, Sport and Wellbeing**

Assessment – External Exam

This will be taught in Year 14 and the exam will take place in January

Part A is a case study supplied prior to the exam.

Part B is the exam using 4 pages of notes.

Weighting: 30%

Marked out of 60 Time: 2.5 Hours

**Unit 3 – Professional Development in the Sports Industry**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting: 20%

**Unit 5 – Application of Fitness Testing**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting: 20%

# Travel and Tourism (BTEC)

## Level 3 National Extended Certificate

The travel and tourism sector are one of the fastest growing industries in Northern Ireland and continues to grow each year. Therefore, as more jobs are created, the demand for people with qualifications such as BTEC Level 3 Travel and Tourism, increases.

This course will give the students the ability to not only learn, but also develop new transferable skills. These skills range from being able to work independently, working as part of a team, being creative thinkers to improving their time management. These skills could then be used to help them adapt to whatever area of employment they seek to pursue.

### Aim of the course

To enable the students to develop their knowledge and understanding of the travel and tourism sector, its component industries, their role, and the interrelationships within the sector.

### Course Content

This is a 2-year course consisting of 4 units, 2 of which are exam based and 2 of which are coursework. There are 3 mandatory units, they are:

1. The world of Travel and Tourism
2. Global destinations
3. Principles of Marketing in Travel and Tourism

The 4<sup>th</sup> unit is an optional unit. This choice of unit can vary from year to year, but will be based on topics that the pupils are interested to study e.g., 'specialist tourism'

This course is **50% coursework** and **50% exam**. It is essential that the pupils picking this course are motivated, as they will be required to meet numerous deadlines throughout the 2 years.

### Related Career Path

Possible career paths could be in the service sector or managerial profession such as that offered in hotels, visitor attractions, customer relations, travel companies, the Northern Ireland Tourist Board, Education Centres as well as many other areas which tourism affects both directly and indirectly.

### Entry Requirements

- Grade C or higher in GCSE English and
- Grade C or higher in GCSE Geography **OR**
- Grade C or higher in GCSE Business Studies **OR**
- Merit Level or higher awarded for a BTEC Level 2 course

# **PATHWAY 2**

**May best suit students who wish to further their study in Child Care at University or a Higher Educational Establishment and who wish to follow a career in Child Care in a Nursery or Pre-school setting.**

## CACHE Level 3

### Extended Diploma in Children's Care, Learning and Development

This qualification aims to build the knowledge and skills needed when working with children 0-12, however work placement will involve working with children no older than 6.

It is a 2-year full time qualification which incorporates the Level 3 Diploma for Children's Care, Learning and Development.

#### Experience in the Workplace

Learners will need to be working, volunteering or on a practical placement as they need to show competence in both knowledge and skills.

##### Stage 1

Mandatory Units 56 credits

Optional Units 14 credits

} Total 70 credits Yr13

##### Stage 2

Extended Mandatory Units 66 credits

} Total 66 credits Yr14

##### Stage 3

Extended Assessments Graded A-E (1 Extended Externally Assessment)

#### Structure of the Course

##### Year 13

All units are internally assessed and externally quality assured.

Work Placement will be 3days per week to be arranged by the student in either day care or nursery/primary school setting. This must be with children aged 0-5years 11 months.

##### Year 14

Students can progress to Yr14 on the successful completion of the Diploma

Mandatory Units are internally assessed and externally quality assured.

Extended Assessment must be completed and marked externally.

Placement will be 2 days per week and must be with children aged 0-5years 11 months.

#### Related Career Path

This qualification prepares learners to work unsupervised or in a supervisory capacity with children and their families in a variety of settings and environments within the Children's Services sector.

E.g. Assistant or manager in a nursery  
Nanny  
Pre-school leader/crèche leader  
Special needs supporter  
Nursery nurse  
Nursing

Upon achievement of this Qualification, learners may be able to access Higher Education and/or progress into a wide range of job roles within children's care, learning and development.

#### Admission Criteria

##### Laurelhill Community College pupils to CACHE Level 3 in Child Care and Education

- Grade C in GCSE English
- Grade C in Maths
- Have shown evidence in KS4 that the candidate is able to cope with substantial research-based assignments.
- Desire to work in a child centred environment or Health Care setting

##### External Applicants to CACHE Level 3 in Child Care and Education

- Grade C in English and Maths
- Grade C in one other subject, desirable
- Have shown evidence in KS4 that the candidate is able to cope with substantial research-based assignments
- Desire to work in child centred environment
- Two written references, one of which must be from their school.

# **PATHWAY 3**

## **Football Education Academy BTEC National Extended Diploma**

## BTEC National Level 3 Extended Diploma

The BTEC Level Three Extended Diploma in Sports Coaching and Development is equivalent to 3 A levels.  
The course is comprised of 14 Units outlined below.

<p><b>Unit 1 – Anatomy and Physiology</b></p> <p>Assessment – External Exam This will be taught throughout the year and be assessed through an external exam in May. You will have a chance to repeat the exam if necessary, the following January. Weighting: Exam marked out of 80 Time: 1.5 hours</p>
<p><b>Unit 2 – Fitness Training and Programming for Health, Sport and Wellbeing</b></p> <p>Assessment – External Exam This will be taught in Year 14 and the exam will take place in January Part A is a case study supplied prior to the exam. Part B is the exam using 4 pages of notes. Weighting: Marked out of 60 Time: 2.5 Hours</p>
<p><b>Unit 3 – Professional Development in the Sports Industry</b></p> <p>Assessment – Internally Assessed This unit will be taught and marked through a series of assignments set by your teacher. Weighting:</p>
<p><b>Unit 5 – Application of Fitness Testing</b></p> <p>Assessment – Internally Assessed This unit will be taught and marked through a series of assignments set by your teacher. Weighting:</p>
<p><b>Unit 4 – Sports Leadership</b></p> <p>Assessment – Internally Assessed This unit will be taught and marked through a series of assignments set by your teacher. Weighting:</p>
<p><b>Unit 7 – Practical Sports Performance</b></p> <p>Assessment – Internally Assessed This unit will be taught and marked through a series of assignments set by your teacher. Weighting:</p>
<p><b>Unit 8 – Coaching for Performance</b></p> <p>Assessment – Internally Assessed This unit will be taught and marked through a series of assignments set by your teacher. Weighting:</p>

**Unit 22 – Business in Sport and Leisure Industry**

Assessment – External Exam

This will be taught in Year 14 and the exam will take place in January

Part A is a case study supplied prior to the exam.

Part B is the exam using 4 pages of notes.

Weighting:

Marked out of 64 Time: 3 Hours

**Unit 23 – Skill Acquisition in Sport**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting:

**Unit 9 – Research Methods in Sport**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting:

**Unit 17 – Sports Injury Management**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting:

**Unit 18 – Work Experience in Active Leisure**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting:

**Unit 19 – Sports Development**

Assessment – External Exam

This will be taught in Year 13 and the exam will take place in January

Part A is a case study supplied prior to the exam.

Part B is the exam using 4 pages of notes.

Weighting:

Marked out of 64 Time: 3 Hours

**Unit 25 – Rules and Regulations in Sport**

Assessment – Internally Assessed

This unit will be taught and marked through a series of assignments set by your teacher.

Weighting: 13%



# UCAS Information for University Entrance

## UCAS Tariff Points

UCAS Points	Pearson BTec Diploma QCF		Pearson BTec Extended National Certificate QCF		A Level		AS Level		A Level (Double Award) Advanced VCE (Double Award)	
	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points
112	D* D*	112	D*	56	A*	56	A	20	A* A*	112
104	D* D	104	D	48	A	48	B	16	A* A	104
96	DD	96	M	32	B	40	C	12	AA	96
80	DM	80	P	16	C	32	D	10	AB	88
64	MM	64			D	24	E	6	BB	80
48	MP	48			E	16			BC	72
32	PP	32							CC	64
									CD	56
									DD	48
									DE	40
									EE	32

**D** Distinction  
**M** Merit  
**P** Pass

## Pastoral Organisation in Sixth Form

**Pastoral Care:** Mr Dane VP (Designated Teacher)  
**Head of Sixth Form:** Mrs K Stewart

### **Form Tutors:**

Mr Watson, Mrs McWhirter, Mrs Heaney, Mr Smyth

### **Curriculum Issues:**

Parents are first advised to contact subject teachers or the Head of Department.

### **Pastoral Issues:** *e.g., medical/attendance.*

Contact the Form Tutor or Head of 6<sup>th</sup> form.

### **Learning Agreement**

Upon entry into 6<sup>th</sup> form, all students must sign a Learning Agreement. If students qualify, they may apply for EMA (Educational Maintenance Allowance). The Learning Agreement outlines agreed guidelines which all 6<sup>th</sup> Form students must follow within the College.

Sixth Form students receive an annual report in January of Year 13. These reports will indicate progress and attainment in each subject studied, Form Tutors will also comment on their contribution to the extra-curricular life of the College and on their personal interests and achievements.

In addition to the Annual Report students will be closely monitored in each subject via regular Tracking assessments in which are reported to Parents in two Progress Statements in December and March of both Yr13 and 14. These allow staff and parents to address concerns over effort and underachievement early.

Sixth Form students are expected to adhere to the Sixth Form Code of Conduct and should strive to be good role models to younger pupils.

All 6<sup>th</sup> Form Students must continue to study 3 subjects over the course of Yr13 and Yr14.

Entry back into Yr14 is dependent upon Yr13 performance in ALL areas.



# Laurelhill Community College

## Learning Agreement

Student Name: \_\_\_\_\_

### Part I

An Educational Maintenance Allowance will continue to be paid to you if:

- You continue to be on an eligible course during the specified time
- There is verification of progress regarding Assessment – internal and external during the specified time period
- The College Annual Profile indicates potential success in AS/ A2/BTEC Examinations
- Attendance is deemed to be **excellent (99%) on a monthly basis**

### Part II

- I will complete work to the best of my ability and meet deadlines for the submission of assignments in all Advanced Level subjects. I will use 'non-contact' time for study and preparation.
- I will attend the College consistently and be punctual for classes inclusive of Registration beginning at 8.55am. A note **will** be brought explaining absence **upon return to the College**.
- I will set a good example to other pupils/students in terms of my behaviour and general demeanour in keeping with established College Policy.
- I will wear uniform in accordance with the requirements of the College Prospectus.
- I will not leave the College without permission from my Form tutor/Head of Year or in their absence another Senior Teacher.
- I will attend specified evenings as required such as the annual Open Evening, Mock Interview evening, the College Production, Prize Night and Parents' afternoons.
- I will comply with any reasonable request made by the teaching staff or the Sixth Form Supervisor.
- I understand that failing to comply with these principles may lead to the withdrawal of a place in Laurelhill and the completion of courses elsewhere.

Student Signature: \_\_\_\_\_

Student Enrolled  verified by: \_\_\_\_\_

EMA Registration Number (if applicable): \_\_\_\_\_

January Bonus Awarded  June Bonus Awarded