



# Laurelhill Community College



*Key Stage 5  
Curriculum Booklet  
2024-2026*

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Dear Parent/Carer

As students 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 here in Laurelhill Community College 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 we offer 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 Community College.

We wish you well.

K McNelis (Senior Teacher for Curriculum, Teaching & Learning)

K Stewart (Head of Sixth Form)



## Thinking Ahead to Sixth Form Studies

This information is designed to give Year 12 students and parents/carers information about the courses which are offered in Sixth Form from September 2024 and to provide some assistance in choosing suitable courses of study.

The decision to return to Laurelhill Community College for a further two years will depend largely upon outcomes in GCSE and GCSE equivalent courses.

It must be stressed that admission to Key Stage 5 courses is not automatic, and a points system will operate as outlined below.

The points score is as follows:

| <b>GCSE or Level 2 GCSE Equivalent Result</b> | <b>Points</b> |
|---|---------------|
| A* / 9 / Distinction*                         | 5             |
| A / 7-8 / Distinction                         | 4             |
| B / 6 / Merit                                 | 3             |
| C* / 5  | 2             |
| C / 4 / Pass                                  | 1             |
| D grade or below / Level 1 Pass               | 0             |

GCSE Equivalent courses such as Occupational Studies, OCN and Prince's Trust are not always considered as a suitable basis for A Level Courses. Consideration of these courses will be made on an individual basis.

For the ethos of Sixth Form to be maintained it is essential for each student 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 for September 2024

## **Admission to Pathway 1: A Level and BTEC Courses**

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

- Students must have a minimum of 5 C grades or above at GCSE level, including at least a Grade C in GCSE English **and** Mathematics.
- Students 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 using Laurelhill's points system (see previous page), including at least a Grade C in GCSE English **and** Mathematics.
- The applicant must 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: CACHE: Extended Diploma in Children's Care, Learning and Development**

- Minimum of grade C in GCSE English and Maths (exceptions will be looked at on an individual basis)
- Minimum of 5 points using the Laurelhill College Admissions Point Structure (see page 3)
- 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.

## **Admission to Pathway 3 – The Football Education Academy: Extended Diploma in Sport**

### **Admission Criteria**

- Minimum of grade C in GCSE English and Maths (exceptions will be looked at on an individual basis)
- Minimum of C grade in GCSE Physical Education or Level 2 Merit in BTEC Sport or Level 2 Merit in Occupational Studies Sport & Leisure
- Minimum of 5 points using the Laurelhill Community College Admissions Point Structure (see page 3)
- Ability to play football/partake in a sport at high level (desirable)

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### **Points to Note**

1. Class sizes will normally be limited to 20 students.
2. Places on LALC (Lisburn Area Learning Community) courses where limited, will be awarded on a points basis.
3. Students wanting to return to Sixth Form must have a good attendance and behaviour record.
4. If a student does not have a Grade C in GCSE English/Mathematics (students without a C grade in both will not be considered), but they do have a good GCSE profile, attendance and behaviour record, the College may consider their admittance to courses on an individual basis and by exception.

## Applying to Sixth Form in Laurelhill Community College

### Immediately:

1. Complete an expression of interest form. For internal applicants, these will be given to you at the Options Afternoon and must be returned by the highlighted date. For external candidates, these are available from the College Office and should be returned for the attention of Head of Sixth Form directly or via email at [info@laurehill.lisburn.ni.sch.uk](mailto:info@laurehill.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 and website from the end of June) 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 to ensure 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<br>Applied Human Biology                   | HND/C course<br>Foundation degree<br>Degree course | Nursing<br>Social work/Social policy<br>Social policy           |
| Business Studies<br>IT<br>Travel and Tourism                         | HND/C course<br>Degree course                      | Marketing and Advertising<br>Accountancy<br>Travel industry     |
| Art and Design<br>Performing Arts<br>Music Performance               | HND/C course<br>Foundation degree<br>Degree course | Theatres<br>Radio and TV<br>Design                              |
| Business Studies<br>IT<br>Travel and Tourism                         | HND/C course<br>Degree course                      | Hotel industry<br>Visitor attraction<br>Travel industry         |
| English Literature<br>History<br>Art and Design                      | Foundation degree<br>Degree course                 | A Level subjects which are suitable<br>for many career pathways |
| Business Studies<br>Travel and Tourism<br>Sport – Single Award       | HND/C course<br>Foundation degree<br>Degree course | Leisure industry<br>Travel<br>Marketing                         |
| English Literature<br>Performing Arts<br>Art and Design              | Foundation degree<br>Degree course                 | Theatre<br>Radio/TV<br>Set design                               |
| Music Performance<br>English Literature<br>Performing Arts           | HND/C<br>Foundation degree<br>Degree               | Music<br>Performing Art<br>Theatres                             |
| Environmental Technology<br>Travel and Tourism<br>Engineering (SERC) | HND/C<br>Foundation Degree<br>Degree               | Civil Engineering<br>Environmental Planning                     |
| English Literature<br>History<br>Religious Studies                   | HND/C<br>Foundation degree<br>Degree               | Teacher<br>Mediator<br>Newspaper Journalist                     |



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# Laurelhill Sixth Form

## Expression of Interest 2024-2026

|          |  |
|----------|--|
| 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.

\*Courses = LALC courses. These will be studied at another school or in SERC.

\*\*Religious Studies should be chosen in one block only and will only be delivered in one block. It currently appears in block 3 and 4 in order to gauge where it is best placed.

| PATHWAY 1                       |  |   |  |  |  |  |  |
|---------------------------------|--|---|--|--|--|--|--|
| Group 1                         |  | Group 2   |  | Group 3  |  | Group 4  |  |
| English Literature<br>(A Level) |  | History<br>(A Level)                                  |  | Health and Social Care<br>(Applied A Level Double Award) |  | Health and Social Care<br>(Applied A Level Single Award) |  |
| Sport<br>(BTEC Single Award)    |  | Performing Arts<br>(BTEC Nat. Found. Diploma)         |  | Business Studies<br>(A Level)                            |  | Art and Design<br>(Applied A Level)                      |  |
| *Media Studies<br>(A Level)     |  | Travel and Tourism<br>(BTEC Nat. Ext. Certificate)    |  | Environmental Technology<br>(Applied A Level)            |  | IT<br>(BTEC Nat. Ext. Certificate)                       |  |
|                                 |  | Applied Human Biology<br>(BTEC Nat. Ext. Certificate) |  | Music Performance<br>(BTEC Nat. Ext. Certificate)        |  | **Religious Studies<br>(A Level)                         |  |
|                                 |  | * Engineering<br>(BTEC Nat. Ext. Certificate)         |  | **Religious Studies<br>(A Level)                         |  |  |  |

| PATHWAY 2  |                  |
|--|------------------|
| CACHE: Level 3 Extended Diploma in Children’s Care, Learning and Development | <i>Tick Here</i> |

| PATHWAY 3   |                  |
|---|------------------|
| Football Education Academy: BTEC Level 3 National Extended Diploma in Sport | <i>Tick here</i> |

**Comments:** (Is there a combination you would like that is unavailable, or a subject you would like offered?)

**External Applicants Only:**

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

# Understanding Sixth Form Qualifications

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

## General A Levels

'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.

## 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. At least one third of the course is externally assessed and two thirds require portfolio evidence.

## BTEC Nationals Qualifications

BTEC Nationals 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 level 3 grading is PASS, MERIT, DISTINCTION and DISTINCTION\*. These grades equate to A Level grades as below:

| BTEC Grade (Level 3) | A Level Grade |
|----------------------|---------------|
| Distinction *        | A*            |
| Distinction          | A             |
| Merit                | C             |
| Pass                 | E             |

The BTEC Nationals Qualifications offered are:

- Performing Arts
- Travel and Tourism
- Applied Human Biology
- Sport – Single Award
- Engineering
- IT
- Music Performance
- Sport – Triple Award (Football Education Academy)

These qualifications form an alternative pathway to higher education. They are validated by both Queen's University and the University of Ulster. In addition, they can be used for entry to any UK institution of higher education.

## CACHE (Children's Care, Learning and Development)

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

There are multiple units, all of which are assessed by portfolio, as well as extensive work experience in both years of the course.

This course equates to 2.75 A Level grades.



# **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.

# BTEC Level 3 National Extended Certificate in Applied Human Biology

360 GLH- equivalent to 1 A-Level

Students will study three mandatory units and one optional unit.

## Aim of the Course

This course provides a broad basis of study for the Health and health Science Sector. It has been designed to support progression to higher education when taken as part of a programme of study that includes other BTEC Nationals or A-Levels.

## Course Content

**This is a 2 year course consisting of four units, 2 of which are exam based and 2 coursework.**

### Mandatory units:

|  |                              |
|--|------------------------------|
| <b>Unit 1</b> Principles of Applied Human Biology          | Externally assessed exam 25% |
| <b>Unit 2</b> Practical Microbiology & Infectious diseases | Internally assessed 25%      |
| <b>Unit 3</b> Human Biology and Health Issues (synoptic)   | Externally assessed 33%      |
| <b>Unit 4</b> Functional Physiology                        | Internally assessed 17%      |

## Related Career paths

With the focus on human physiology, health and disease, this course prepares students for work and/or further study in the health and social care sector. When combined with other qualifications within a two-year study programme, such as AS/A Levels or a BTEC National Foundation Diploma or a BTEC National Diploma in a complementary sector, learners can progress into higher education, such as:

- BSc (Hons) in Occupational Health if taken alongside Health and Social Care
- BSc in Nursing or Midwifery if taken if taken alongside Health and Social Care
- BSc (Hons) in Sport Science if taken alongside, for example, a Pearson BTEC Level 3 in Sport
- BSc (Hons) in Nursing if taken alongside A Levels in Psychology and Health & Social Care

## Entry Requirements

- Minimum Grade C in English, Maths and Science GCSE C\* plus
- Desirable (and advisable): Grade CC minimum in Double Award Science and/or having taken Higher tier Biology at GCSE

## 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.

# **BTEC Level 3 National Extended Certificate in Engineering**

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 Principals

All units are assessed through practical work and assignments. There are no written 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 GCSEs at grade C or above to include:

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

# 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.

# Environmental Technology (A level)

## Aim of the Course

This is a technology and science-based specification that focuses on technological solutions to the energy and environmental problems facing the world today. It highlights the need to manage our planet's resources more effectively and explores how our society will make the transition to a more sustainable way of living.

## Course Content *(including assessment)*

This course includes a wide range of both technology and science-based content that is assessed through both internal and external assessment. This combination of assessment styles provides variation in how students can demonstrate their knowledge and understanding of the topics below.

Students study 2 units at both AS and A level:

### AS (50% of overall A level grade)

AS1: The Earth's Capacity to Support Human Activity

- This is assessed through a 1.5 hour written exam
- It is worth 50% of AS grade and 25% of overall A level grade

AS2: Renewable Energy Technologies

- This is an internally assessed unit which involves the writing of a technical report based on a case study
- It is worth 50% of AS grade and 25% of overall A level grade

### A2 (50% of overall A level grade)

A2 1: Building and Managing a Sustainable Future

- This is assessed through a 2 hour written exam
- It is worth 25% of overall A level grade

AS2: Environmental Building Performance and Measurement

- This is an internally assessed unit which involves the writing of a technical report based on a local building
- It is worth 25% of overall A level grade

## Related Career Paths and Further/Higher Education

Environmental Technology will help students to make informed decision in everyday life and will lead to a range of opportunities in both higher education and employment in areas such as Civil Engineering, Environmental Planning/Management, Environmental Engineering, Conservation, Research positions, Civil Service/Government Positions etc.

## Entry Requirements

Minimum Grade C in GCSE English and Maths is essential and a minimum C grade in one of the following is desirable: Technology and Design, DA Science, Geography.

# 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)<br>AS 2 Communication in Health, Social Care and Early Years Setting (Internal Assessment)<br>AS 3 Health and Well Being (2hr Exam) | AS 1 Promoting quality care<br>AS 2 Communication<br>AS 3 Health and Well Being<br>AS 4 Safeguarding Children<br>AS 5 Adult Service Users<br>AS 6 Holistic Therapies                    |
| A2 3 Providing Services (2hr Exam)<br>A2 4 Health Promotion (Internal Assessment)<br>A2 5 Supporting the Family (Internal Assessment)   | A2 1 Applied Research<br>A2 2 Body Systems Physiological Disorders<br>A2 3 Providing Services<br>A2 4 Health Promotion<br>A2 5 Supporting the Family<br>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 (40%)

**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**

# BTEC Level 3 National Extended Certificate in Information Technology

The Level 3 BTEC Extended Certificate is a two-year course of study which will develop specialist knowledge, practical skills and understanding within IT and will give you a qualification that is the equivalent to one A Level. The Extended Certificate is fully recognised by universities and carries UCAS points, enabling you to progress to university or directly into employment. It is awarded Pass, Merit, Distinction, or Distinction\*. If you want to commit to vocational study in IT or progress to further education, then this could be the route for you.

## Aim of the Course

You will study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations. The content of this qualification has been developed in consultation with academics, employers and professional bodies in order to confirm its relevance to current industry practice used in IT and occupational disciplines and to ensure that it supports progression to higher education and employment. You will develop some of the transferable and higher-order skills that are highly regarded by them. There are four units:

## Course Content *(including assessment)*

- (1) Information technology systems [External Exam – 2 hours]
- (2) Creating systems to manage information [Controlled Assessment over 5 hours]
- (3) Using social media in business [Portfolio]
- (4) Web development [Portfolio]

## Related Career paths

NI has one of the most rapidly growing IT sectors in the UK. Tech jobs in Belfast represent approximately 23% of all available jobs in Spring 2023 and the future career paths leading from this qualification include: Cyber Security Analyst, IT Support Analyst, DevOps Engineer, Software Developer (web, app, mobile app, games), Software Tester, Quality Assurance Engineer, Penetration Tester, Digital Business Analyst, Social Media Manager, Digital Marketing Manager, eCommerce Specialist, Software Product Manager, UX (User Experience) Designer, Cloud Engineer, Big Data Analyst, Game Designer/ Developer/ Writer, Games Sound Engineer, FinTech (financial tech) Engineer/ Designer, Service Desk Engineer.

## Further/Higher Education

This course sets up our students for honours and foundation degree courses, Higher Level Apprenticeships which are increasingly available and employment. New qualification names are appearing each year in addition to the long-established courses named Computer Science and IT. For example: Cloud Technology, Cyber Security and Digital Forensics, Artificial Intelligence, Augmented and Virtual Reality, Computing and Games Development, Network and System Engineer.

## Entry Requirements

A logical approach and a strong work and study ethic are the personal attributes needed for this course. GCSE Maths and English Grade C are required with GCSE Digital Technology or Business Communication Systems Grade C being advantageous.

## Media Studies (A-Level)

Through this A-level qualification, learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied through applying all areas of the framework: newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

### Aim of the Course

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, and the ability to participate in key aspects of society. This course offers learners the opportunity to develop a thorough and in depth understanding of these key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Learners will be offered a choice of briefs and forms within which to work, enabling them to explore and pursue their own media interests.

### Course Content

(1) Media Products, Industries and Audiences

This is a 2hr 15min written exam which is worth 35% of the overall A-level grade.

(2) Media Forms and Products in Depth

This is a 2hr 30min written exam which is worth 35% of the overall A-level grade.

(3) Cross Media Production

This is an internally assessed unit which is based on a brief set by the exam board and it is worth 30% of the overall A-level grade.

### Related Career paths

The media industries employ large numbers of people worldwide and generate significant global profit. This course can lead to careers in areas such as TV, radio, film or social media content writing, production and direction, researcher roles, journalism etc.

### Further/Higher Education

This A-level qualification can lead to entry into the following areas at both further and higher education level: Advertising, Film studies, Communications, Advertising & Marketing and many more.

### Entry Requirements

A **minimum** of Grade C in both GCSE **English and Maths is essential.**

A **minimum** of three other GCSE or GCSE equivalents at Grade C or above is **desirable.**

# BTEC Level 3 National Extended Certificate in Music Performance

## Aim of the Course

This course is designed to develop a variety of key skills required to be a successful music performer. Students must be prepared for performing to an audience and be able to speak about their musical performances with confidence.

## Course Content *(including assessment)*

This programme of study gives a broad overview of the Music sector, with a focus on performance, including musical skills development and professional practice. There are three mandatory units:

- Practical Music Theory and Harmony
- Professional Practice in the Music Industry
- Ensemble Music Performance

There is also one optional unit to be completed. This will be either Composing or Solo Performance.

This course is equivalent to one A Level.

There is internal and external assessment for this course. Learners must achieve a near pass or above in all mandatory external units and achieve a pass or above in all mandatory internal units. There are two external assessments as follows:

### **Professional Practice in the Music Industry**

Task set by Pearson and completed under supervised conditions in a two-week period.

### **Ensemble Music Performance**

Task set by Pearson and completed under supervised conditions. There is a written and performance element to this task.

## Related Career paths

Students who study this course could choose to pursue a career in the Music industry. Examples of career paths would be performing, teaching, composing, music production, marketing, PR or music journalism.

## Further/Higher Education

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the Music sector.

The qualification carries UCAS points and combines well with a large number of subjects. For learners who wish to study an aspect of music in university, opportunities include:

- BMus (Hons) in Music
- BA (Hons) in Performing Arts
- BA (Hons) in Music Industry Management
- BA (Hons) in Music Business and Arts Management

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

## Entry Requirements

Minimum Grade C in GCSE Music is desirable although not required. No prior study of Music is needed. A proficient performance level is required.

## **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 1.5 A Level grades. 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.

## Religious Studies (A Level)

The CCEA GCE Religious Studies specification offers an academic approach to the study of religion, ethics and philosophy. It gives students opportunities to develop their knowledge and understanding of religion.

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.

### Course Content

For both AS level and A2, students complete **two units** from the following areas of study:

- Textual Studies,
- Systematic Study of One Religion,
- Religion and Ethics,
- and Philosophy of Religion.

AS (40% of final A Level award)

A2 (60% of the final A level award)

**Assessment:** 100% Examination

### Related Career Path / Further Education

Religious Studies is a versatile subject that develops a student's ability to develop critical thinking skills, present arguments, develop communication skills and consider other points of view – all of these skills are valuable for further education.

The A Level in Religious Studies offers an understanding and appreciation of human cultural, social and religious diversity.

Religious Studies is a relevant qualification for any job which involves working with other people.

The skills developed by studying Religious Studies are particularly useful for future careers in law, education, social work, politics, medicine, administration or the media.

### Entry Requirement

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

A **minimum** of Grade B in GCSE Religious Studies Full Course / Short Course is **desirable**.

# BTEC Level 3 National Extended Certificate in Sport

## Course Overview

The BTEC Level 3 National Extended Certificate in Sport (equivalent to 1 A level) is comprised of 4 units 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: 1.5hrs

### 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%

Exam marked out of 60

Time: 2.5hrs

### 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%

### Entry Requirements:

5 GCSEs at Grade C including English, Maths and GCSE Physical Education, or, Level 2 Sport at Merit, L2 Merit, C or above

# BTEC Level 3 National Extended Certificate in Travel and Tourism

The travel and tourism sector is 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 topic of the 4<sup>th</sup> unit is an optional one. This choice of unit topic 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 **60% exam and 40% coursework**. 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 years, however work placement will involve working with children no older than 6 years. 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 3 days per week to be arranged by the student in either day care or nursery/primary school setting. This must be with children aged 0-5 years 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 0-5 years 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 applying to CACHE Level 3 in Child Care and Education:

- Minimum of grade C in GCSE English and Maths (exceptions will be looked at on an individual basis)
- Minimum of 5 points using the Laurelhill Community College Admissions Point Structure (see page 3)
- 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:

- Minimum of grade C in English and Maths or equivalents (exceptions will be looked at on an individual basis)
- Minimum of 5 points (see page 3)
- 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 are desirable.

Please note – if an applicant is felt to be better suited to pathway 1, they may be steered in this direction.

# **PATHWAY 3**

## **BTEC National Extended Diploma in Sport**

# **BTEC Level 3 National Extended Diploma in Sport**

The BTEC Level 3 National Extended Diploma in Sport is equivalent to 3 A levels. The course is comprised of 14 Units outlined below.

## **3 Elements of Course**

Theory – Triple Award BTEC Sport  
Practical (Football, Circuits and S&C)  
Primary School Coaching

### **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.

1.5 hours exam which is marked out of 80

### **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.

2.5 hours exam which is marked out of 60

### **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.

### **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.

### **Unit 4 – Sports Leadership**

Assessment – Internally Assessed

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

### **Unit 7 – Practical Sports Performance**

Assessment – Internally Assessed

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

### **Unit 8 – Coaching for Performance**

Assessment – Internally Assessed

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

### **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 and Part B is the exam using 4 pages of notes.

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.

### **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.

### **Unit 17 – Sports Injury Management**

Assessment – Internally Assessed

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

### **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.

### **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.

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.

### **Admission Criteria**

- Minimum of grade C in GCSE English and Maths (exceptions will be looked at on an individual basis)
- Minimum of C grade in GCSE Physical Education or Level 2 Merit in BTEC Sport or Level 2 Merit in Occupational Studies Sport & Leisure
- Minimum of 5 points using the Laurelhill Community College Admissions Point Structure (see page 3)
- Ability to play football/partake in a sport at high level (desirable)

Please note – if an applicant is felt to be better suited to pathway 1, they may be steered in this direction.

## UCAS Information for University Entrance in September 2024

### UCAS Tariff Points

| Pearson BTEC<br>Extended Diploma QCF |        | Pearson BTEC<br>Foundation Diploma<br>QCF |        | Pearson BTEC<br>Extended National<br>Certificate<br>QCF |        | A Level |        | AS Level |        | A Level<br>(Double Award)<br>Advanced VCE (Double<br>Award) |        | CACHE<br>Extended Diploma |        |
|--------------------------------------|--------|---|--------|---|--------|---------|--------|----------|--------|---|--------|---------------------------|--------|
| Grade                                | Points | Grade                                     | Points | Grade   | Points | Grade   | Points | Grade    | Points | Grade   | Points | Grade                     | Points |
| D* D* D*                             | 168    | D* D*                                     | 112    | D*  | 56     | A*      | 56     | A        | 20     | A* A*   | 112    | A*                        | 168    |
| D* D* D                              | 160    | D* D                                      | 104    | D   | 48     | A       | 48     | B        | 16     | A* A  | 104    | A                         | 144    |
| D* D D                               | 152    | DD  | 96     | M   | 32     | B       | 40     | C        | 12     | AA  | 96     | B                         | 120    |
| DDD                                  | 144    | DM  | 80     | P   | 16     | C       | 32     | D        | 10     | AB  | 88     | C                         | 96     |
| DDM                                  | 128    | MM  | 64     |   |        | D       | 24     | E        | 6      | BB  | 80     | D                         | 72     |
| DMM                                  | 112    | MP  | 48     |   |        | E       | 16     |          |        | BC  | 72     |                           |        |
| MMM                                  | 96     | PP  | 32     |   |        |         |        |          |        | CC  | 64     |                           |        |
| MMP                                  | 80     |   |        |   |        |         |        |          |        | CD  | 56     |                           |        |
| MPP                                  | 64     |   |        |   |        |         |        |          |        | DD  | 48     |                           |        |
| PPP                                  | 48     |   |        |   |        |         |        |          |        | DE  | 40     |                           |        |
|                                      |        |   |        |   |        |         |        |          |        | EE  | 32     |                           |        |

## Pastoral Organisation in Sixth Form

**Pastoral Care:** Boys: Mr Dane, Vice Principal (Designated Teacher)      Girls: Mrs Beckett, Senior Teacher (Deputy Designated Teacher)

**Head of Sixth Form:** Mrs Stewart

### Form Tutors:

Mr Watson, Mrs Thompson, Mrs McWhirter, Mrs Armstrong, Mrs Heaney, Mrs Kearney, Miss Waterworth.

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

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

### Curriculum Issues:

Parents are advised to contact subject teachers in the first instance. The next contact point is the relevant Head of Department followed by Miss McNelis, Senior Teacher for Curriculum, Teaching and Learning.

### Learning Agreement

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

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, the results of which are shared with students and are reported to Parents. 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:

- a. You continue to be on an eligible course during the specified time.
- b. There is verification of progress regarding Assessment – internal and external during the specified time period.
- c. The College Annual Profile indicates potential success in AS/ A2/BTEC Examinations.
- d. Attendance is deemed to be 92% or above.

### Part II

- I will complete work to the best of my ability and meet deadlines for the submission of assignments in all Key Stage 5 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 9.00am.
- 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 Community College and the completion of courses elsewhere.

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

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

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

January Bonus Awarded  June Bonus Awarded