



# BREDA ACADEMY

## KS5 SUBJECT CHOICE BOOKLET



For 6th Form Entry Sept 2021

# KS5 SUBJECT OVERVIEW

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## Dear Student

This booklet provides information on each of the Advanced Level Subjects on offer. Heads of Departments have outlined respective examining bodies, a course description, entry requirements and progression routes.

Students in Year 13 take the equivalent of three Post 16 subjects, but may choose four, depending on their GCSE results. Post 16 students also take modules in a varied enrichment programme enhancing their personal development.

A placement in sixth form is seen as an aspiration for all our GCSE pupils and we strive to maintain a high standard. We view sixth form students as a special part of our school life. As a young developing adult with your own beliefs, values, knowledge and skills, you will have made lifelong friendships, as well as having gained the skills, confidence and maturity to face the challenges in the years ahead.

**Mrs G Glover**

**Senior Teacher (KS5)**



**As Head of Year 13 and 14 I would like to take this opportunity to welcome students who are considering Sixth Form education in Breda Academy.**



**In Breda Academy we focus on the individual pupil and we provide tailored support in order that they choose the correct subject combinations which will enhance their outcomes for whatever pathway they wish to choose after Key Stage 5. We offer a wide and varied range of academic subjects and vocational qualifications. We also conduct individual interviews with every student who applies to give the students the opportunity to explore the options that are open to them within Breda Academy and to help them choose the pathway which would cater for their best individual educational needs.**

- **At Breda Academy we have an experienced and dedicated pastoral team in Sixth Form and our focus is to develop our students to be independent, life long learners who will demonstrate Breda Academy's motto which is "Learners today, Leaders tomorrow". Our Sixth Form students should show a strong commitment to every aspect of our school community and set high standards for the rest of the school by their good behaviour, their enthusiasm and effort towards their study, their leaderships skills and by their concern for their fellow students.**

**Sixth Form students have the opportunity to become prefects and buddies to a Junior School set of pupils. The Sixth Form also will decide on their own Student Council which will give them a voice to heard and for the school management to take on board new innovative ideas and strategies for successful and enjoyable learning experiences within the school.**

**Mr M Henry  
Head of Year 13 and 14**

# HEAD BOY AND HEAD GIRL



**Head Boy**  
**Jordan McClean**

It has been a great privilege and invaluable learning experience to represent Breda Academy as Head Boy. Having this role throughout a global pandemic may not have been the usual experience; however, I have enjoyed adapting to new ways of learning and enhanced my communication skills. Over the last year, I have shown leadership and organisation through facilitating school council meetings. This has improved my listening skills as it is essential to respect the views and opinions of all pupils. My time as Head Boy has developed my skills and abilities which will undoubtedly be essential for future employment and further education.

**Head Girl**  
**Hannah Cockcroft**

I am very proud and honoured to be chosen as Head Girl. I am delighted to have been given the opportunity to be an example for students throughout the school and have learned so much already in my role. I had not planned to come back for sixth form but since returning to school in year thirteen, I realised it was the best decision I could have made. It has taught me so much, not just academically but it has given me the foundations needed for life after school. It has taught me how to be organised, self-disciplined and has increased my determination and confidence greatly. The independence that these last two years have given has made my time at school enjoyable and memorable and so I highly recommend sixth form at Breda Academy to younger pupils.

# Life in Sixth Form

The special features of Senior School include:

- Expert tuition in all subjects at AS and A Level
- A friendly atmosphere where a committed team of teachers and support staff working in partnership with the students
- A tutorial programme designed to help each student achieve their full potential
- Career guidance and advice on university applications and interviews
- A Senior Prefect System
- Involvement in the Student Council, The Buddy System
- Opportunities to develop and show leadership qualities

An enrichment programme to broaden learning experiences

A wide range of extra-curricular activities

Extensive IT facilities

Excellent library facilities

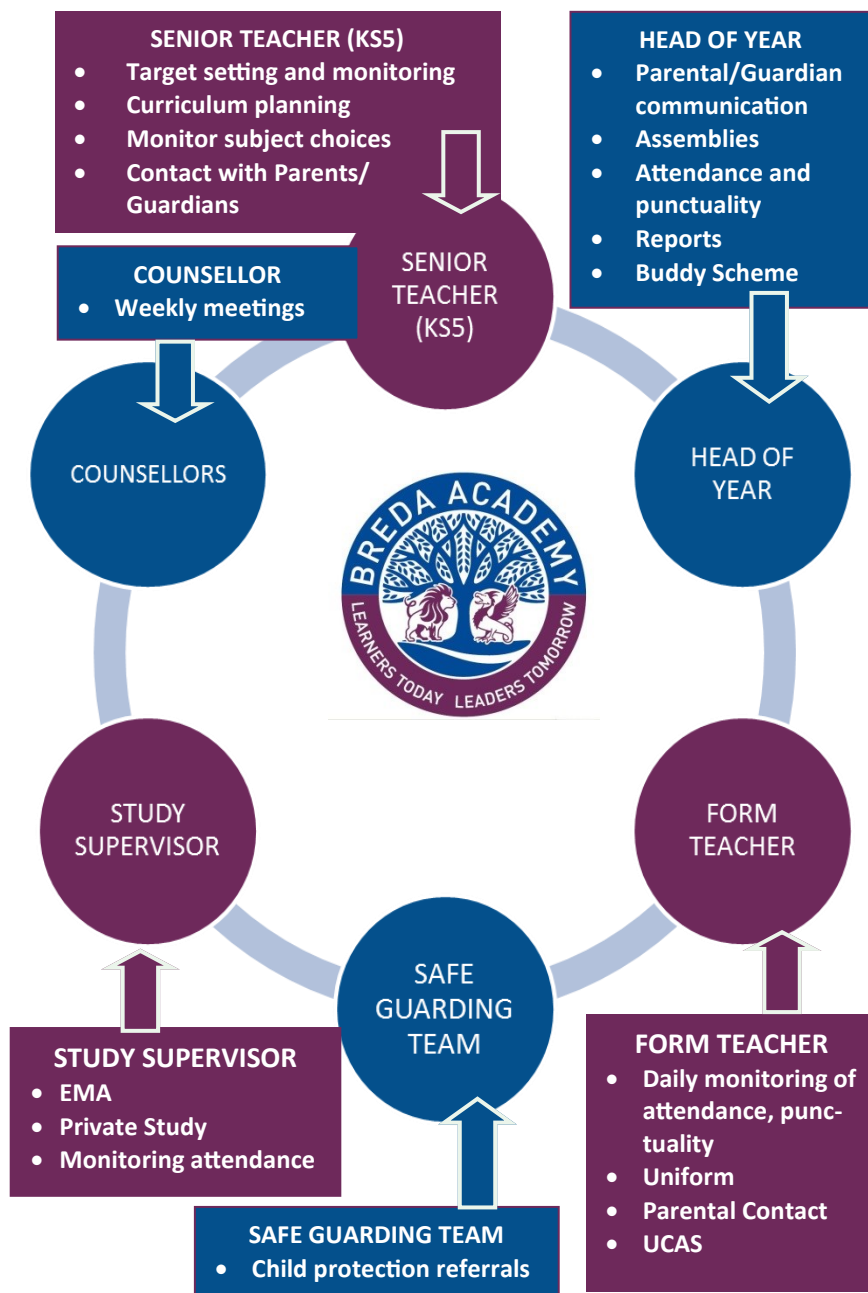
Supervised study room

A separate common room with kitchen attached

Fully equipped Fitness Suite



# STUDENT SUPPORT



# Overview

## Academic Requirements

All students must meet the criteria set for their chosen pathway.

Some subjects may be taken without having first studied them at GCSE, others will have a specific requirement.

Please read the relevant subject pages for further information.

Sixth Form entry criteria may be enhanced.

### CLASS SIZE

1. If a class is oversubscribed, students will be chosen on the basis of their GCSE results in that subject
1. If a class is undersubscribed it may not be offered.
3. The preferred combination of subjects may not always be possible due to timetable constraints.

### PLEASE NOTE

- In addition to the academic criteria above we reserve the right to refuse admission into Sixth Year to any pupil whose past behaviour has been unacceptable. Furthermore we assume that those choosing to return to school after GCSE are indicating their willingness to accept and follow the rules of the School.

### Moving on to Year 14

Any pupil with an 'E' grade or below will not be permitted to return without an interview to ascertain the appropriate next steps.



# KS5 Entry Criteria

**5 GCSE (or equivalent) grades at C or above  
(including English grade C or above)**

**Behaviour and conduct in Year 12 will be taken into consideration for all applications.**

**GCSE (or equivalent) results will determine choice of subject.**

**Subject specific criteria apply for certain courses.**

**Please note criteria *may* be altered.  
All applications are dealt with on an individual basis.  
The principal reserves the right to decide upon your application based on you meeting the criteria and your aptitude/maturity for 6th form study.**

Subject	GCSE Criteria
ICT	5+ A*-C including English grade C.
Hospitality	5+ A*-C including English grade C with Hospitality GCSE or Occupational Studies Patisserie and Contemporary Food.
Health & Social Care	5+ A*-C including English grade C.
Art and Design	5+ A*-C including English grade C with grade C in Art.
Sport	5+ A*-C including English grade C with grade C in PE or Distinction in BTEC Level2.
Psychology	5+ A*-C Including grade C in English and grade C in Maths. Grade C in Science is preferred.
Children's Play, Learning and Development	5+ A*-C including English grade C and GCSE Child Development Grade C or above.
Business	5+ A*-C including English grade C. Grade C in Maths is also preferred.
Financial Capability	5+ A*-C including English grade C and grade C in Maths also.

Subject	GCSE Criteria
Moving Image Arts	5+ A*-C including English grade C. Preferably studied creative subjects (e.g. Art or Music). It is not essential that students have studied GCSE Moving Image Arts.
Product Design	5+ A*-C including English grade C and GCSE Design and Technology and/or Art and Design.
English Literature	5+ A*-C with grade B in English and/or English Literature.
Public Services	5+ A*-C including English grade C and GCSE Learning for Life and Work and/or an OCN in Personal Well Being.
Travel and Tourism	5+ A*-C including English grade C. Grade C or above in Business/ Geography is preferred.
History	5+ A*-C Including grade B or higher in GCSE History and/ or grade B or higher in GCSE English.
Performing Arts	5+ A*-C including English grade C. Experience in Performing Arts is preferable.
Music	5+ A*-C including English grade C with grade B or above in Music plus a minimum of grade 4 on an instrument or voice.
Religious Studies	5+ A*-C including English grade B.
OCN Information Technology	5+ A*-C including English grade C.
Creative Arts and Digital Technology	5+ A*-C including English grade C.

# ICT

Department	ICT
Subject Title	Information Technology
Qualification	BTEC
Exam Board	Edexcel
<b>Course Description</b>  What is it about? What will learning be like?	<p>The BTEC Information Technology course explores information technology systems and gives students the opportunity to create and discover systems that manage information. It requires students to research and use social media in business. Students also explore effective website development before creating a website of their own.</p> <p><b>The BTEC Information Technology qualification is made up of 4 units:</b></p> <ol style="list-style-type: none"><li>1. Information Technology Systems</li><li>2. Creating systems to Manage information</li><li>3. Using social media in business</li><li>4. Website Development</li></ol> <p>Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.</p>

<p><b>Entry Requirements</b></p>	<p>Learners seeking to take this subject are advised that at least 5+ A*-C including English grade C.</p> <p>It is expected that many students will have already gained skills, knowledge and understanding of the BTEC level 2 in ICT or equivalent.</p>
<p><b>Progression Routes</b></p> <p>-Further Education</p> <p>Is it accepted by most major universities?</p> <p>Types of courses it can lead into?</p>	<p>Achievement of this qualification can support progression to go on and study relevant IT degrees in a higher education institution such as:</p> <p>Computing/IT, Computer Science, Software Development Business Information Systems</p> <p>This qualification is also designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.</p>
<p><b>Further Details</b></p> <p>Where can I find out more?</p>	<p>Specification: <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#tab-ExtendedCertificate">https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#tab-ExtendedCertificate</a></p>
<p><b>Contact Email</b></p>	<p>marmstrong129@c2kni.net</p>

# HOSPITALITY

<b>Department</b>	Home Economics
<b>Subject Title</b>	Level 3 Subsidiary Diploma in Hospitality
<b>Qualification</b>	BTEC
<b>Exam Board</b>	Edexcel
<b>Course Description</b>  <b>What is it about?</b> <b>What will learning be like?</b>	<p>This course gives pupils a 'hands on' experience as well as the theory of the hospitality industry. You will be equipped with knowledge of the industry together with the skills and attributes required by employers. You will get a chance to develop your practical skills in areas of food preparation and customer service. You will complete six units:</p> <ul style="list-style-type: none"> <li>• The hospitality industry</li> <li>• Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism</li> <li>• Providing Customer Service in Hospitality</li> <li>• Contemporary World Food</li> <li>• Planning and Managing a Hospitality event</li> <li>• European Food</li> <li>• Advanced skills and techniques in producing desserts and Petit Fours</li> </ul> <p>The course is made up of written and practical assessments. Assessments will take place in the kitchen and when serving the customer. It is 100% portfolio evidence.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C, with Hospitality GCSE or Occupational Studies Patisserie and Contemporary Food.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into? <b>-Careers</b>	<ul style="list-style-type: none"> <li>• Edexcel BTEC higher National in Hospitality Management, Culinary Arts, Business and Hospitality, Events Management or Marketing</li> <li>• Hotel management in house training</li> <li>• License retail management</li> <li>• Industrial catering</li> <li>• Event catering</li> <li>• Tourism</li> </ul>
<b>Further Details</b>  Where can I find out more?	<a href="http://www.edexcel.com/BTEC">www.edexcel.com/BTEC</a>
<b>Contact Email</b>	Abeattie890@c2kni.net

# HEALTH & SOCIAL CARE

<b>Department</b>	Health and Social Care
<b>Subject Title</b>	Health and Social Care
<b>Qualification</b>	Single Award= 1 A Level Double Award=2 A Levels
<b>Exam Board</b>	CCEA
<b>Course Description</b>	This extremely popular course will appeal to students with an interest in health and well-being and caring for others.
<b>What is it about?</b>	The course follows an AS/A2 structure, comprising of exam and portfolio units of work.
<b>What will learning be like?</b>	<p><b><u>The AS units are:</u></b>            AS 1 Promoting Quality Care            AS 2 Communication in Settings            AS 3 Health &amp; Well-Being            AS 4 Safeguarding Children            AS 5 Adult Service Users            AS 6 Holistic Therapies</p> <p><b><u>The A2 units are:</u></b>            A2 1 Applied Research            A2 2 Body Systems &amp; Physiological Disorders            A2 3 Providing Services            A2 4 Public Health &amp; Health Promotion            A/ 5 Supporting the Family            A2 6 Understanding Human Behaviour</p> <p>GCE Single Award – 3 units in AS level and 3 units in A2. Total of 6 units over the two years.</p> <p>GCE Double Award – 6 units in AS level and 6 units in A2. Total of 12 units over the two years.</p>



<b>What will learning be like?</b>	Students must complete a period of work placement in Year 13. This placement enables students to collect useful information for their portfolio work, develop transferrable skills and establish contacts with professionals who work in health, social care and early year sectors.
<b>Entry Requirements</b>	5+ A*-C including English grade C. It is not a requirement that you should have studied GCSE Health and Social Care, however it is considered advantageous .
<b>Progression Routes</b>  -Further Education Is it accepted by most major universities? Types of courses it can lead into? -Careers	<p>This course provides a clear pathway to further education and is accepted by all universities', including Queens University and University of Ulster.</p> <p>Many Health &amp; Social Care students go on to have very successful careers in areas such as nursing, midwifery, teaching, social work and psychology.</p>
<b>Further Details</b> Where can I find out more?	<ul style="list-style-type: none"> <li>• Speak to a Health &amp; Social Care Teacher</li> <li>• Visit the CCEA website for further information.</li> </ul> <a href="http://www.rewardinglearning.org.uk">www.rewardinglearning.org.uk</a>
<b>Contact Email</b>	<a href="mailto:ltowse644@c2ken.net">ltowse644@c2ken.net</a>

# ART & DESIGN

<b>Department</b>	Art & Design
<b>Subject Title</b>	Art & Design
<b>Qualification</b>	A Level
<b>Exam Board</b>	CCEA
<b>Course Description</b>	AS & A2 GCE Art & Design gives you the opportunity to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design.
<b>What is it about?</b>	<p>There are four assessment objectives for this specification:</p> <ul style="list-style-type: none"> <li>• A01: Knowledge and Understanding</li> <li>• A02: Creative process</li> <li>• A03: Skills</li> <li>• A04: Outcome</li> </ul>
<b>What will learning be like?</b>	<p><b>AS</b> Learning will be in the form of:</p> <ul style="list-style-type: none"> <li>• Unit AS 1: Experimental Portfolio</li> <li>• Unit AS 2: Personal Response</li> </ul> <p><b>A2</b> Learning will be in the form of:</p> <ul style="list-style-type: none"> <li>• Unit A2 1: Personal and Critical Investigation</li> <li>• Unit A2 2: Thematic Outcome</li> </ul> <p>This course is teacher assessed and externally moderated.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C, with Grade C in Art.
<b>Progression Routes</b> <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into? <b>-Careers</b>	Foundation Diploma, Degree, Postgraduate courses. Yes. Art therapist; Community arts work, Fashion Designer; Fine Artist; Graphic Designer; Teacher; Illustrator; Printmaker; Textile Designer, etc.
<b>Further Details</b> Where can I find out more?	<ul style="list-style-type: none"> <li>• Art &amp; Design Teacher</li> <li>• Careers Teacher</li> </ul> <a href="http://www.ccea.org.uk/artanddesign">www.ccea.org.uk/artanddesign</a>
<b>Contact Email</b>	ctaggart741@c2kni.net

# SPORT

<b>Department</b>	Physical Education
<b>Subject Title</b>	Level 3 Sport QCF
<b>Qualification</b>	BTEC
<b>Exam Board</b>	EDEXCEL
<b>Course Description</b>  <b>What is it about?</b>	<p>The BTEC qualifications in this specification are QCF level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors.</p> <p>They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations.</p> <p>The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.</p>

<b>What will learning be like?</b>	<p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1 Principles of Anatomy and Physiology in Sport</li> <li>2 The Physiology of Fitness</li> <li>3 Assessing Risk in Sport</li> <li>4 Fitness Testing for Sport and Exercise</li> </ol> <p>Assessment will be course-work based.</p>
<b>Entry Requirements</b>	5+ A*-C including English grade C, with Grade C in PE or Distinction in BTEC Level2.
<p><b>Progression Routes</b></p> <p>-Further Education Is it accepted by most major universities? Types of courses it can lead into? -Careers</p>	<p>95% of universities accept BTEC Level 3.</p> <ul style="list-style-type: none"> <li>• Jordanstown - Sports Studies degree.</li> <li>• John Moore, Liverpool – Sports Studies/PE teaching.</li> </ul> <p>Most sport related courses will accept entrants with a distinction at Level 3.</p>
<b>Further Details</b> Where can I find out more?	<a href="http://www.edexcel.com">www.edexcel.com</a>
<b>Contact Email</b>	<a href="mailto:bmills656@c2kni.net">bmills656@c2kni.net</a>

# PSYCHOLOGY

Department	Psychology
Subject Title	Psychology
Qualification	BTEC Level 3 National Extended Certificate in Applied Psychology (equivalent to one A Level)
Exam Board	Pearson
Course Description  What is it about?	<p><b><i>Year One</i></b></p> <ul style="list-style-type: none"> <li>You will study a range of psychological approaches and their applications to real life situations. You will explore four key approaches in Psychology (social, cognitive, learning and biological) and apply these approaches to issues relevant to contemporary society. <i>(Exam)</i></li> <li>You will also learn how to develop your knowledge, understanding and skills in the scientific process and in psychological research methodology through your own psychological research project. <i>(Coursework)</i></li> </ul> <p><b><i>Year Two</i></b></p> <ul style="list-style-type: none"> <li>Health Psychology <i>(Exam)</i></li> <li>Criminal and Forensic Psychology <i>(Coursework)</i></li> </ul>

What will learning be like?	Grade C or above in English ( <i>essential</i> ). Grade C or above in Maths ( <i>essential</i> ). Grade C in Science ( <i>preferable</i> ).
Entry Requirements	This qualification is suitable for any career in which an understanding of human nature is needed e.g. nursing, education, etc. It is also a suitable foundation for the study of Psychology. Psychologists can work in many different areas e.g. Forensic Psychology, Educational Psychology, Clinical Psychology, etc.
Progression Routes  -Further Education Is it accepted by most major universities?  Types of courses it can lead into?  -Careers	<a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/applied-psychology/">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/applied-psychology/</a>
Further Details Where can I find out more?	jmcnullan193@c2ken.net
Contact Email	jmcnullan193@c2kni.net

# Children's Play, Learning and Development

<b>Department</b>	Home Economics
<b>Subject Title</b>	BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development
<b>Qualification</b>	BTEC
<b>Exam Board</b>	Edexcel
<b>Course Description</b>  <b>What is it about?</b> <b>What will learning be like?</b>	<p>A broad basis of study of the early years sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate [BTEC Nationals or A Levels.</p> <p>It is equivalent to 1 A Level</p> <p><b>Mandatory units—Learners complete and achieve all units.</b></p> <p><b>Unit 1—Children's Development</b> , this is an external Examination</p> <p><b>Unit 2—Development of Children's Communication, Literacy and Numeracy Skills—this task is externally assessed.</b></p> <p><b>Unit 3—Play and Learning</b></p> <p><b>Optional Units—learners complete 1 of the following units.</b></p> <p><b>Unit 5 Keeping Children Safe</b></p> <p><b>Unit 6 Children's Physical Development, Care and health Needs</b></p> <p><b>Unit 8 Working with Parents and others in early Years</b></p> <p><b>Unit 11 The early Years Foundation Stage.</b></p>



<b>Entry Requirements</b>	<b>5+ A*-C including English grade C and GCSE Child Development Grade C or above.</b>
<b>Progression Routes</b>  <b>-Further Education</b> <b>Is it accepted by most major universities?</b> <b>Types of courses it can lead into?</b> <b>-Careers</b>	<b>This s a respected route for those who wish to move into employment in the sector of working with children.</b>  <b>Can lead to further education courses in education and early child hood studies.</b>
<b>Further Details</b>  <b>Where can I find out more?</b>	<b><a href="http://www.edexcel.com/BTEC">www.edexcel.com/BTEC</a></b>
<b>Contact Email</b>	<b><a href="mailto:abeattie890@c2kni.net">abeattie890@c2kni.net</a></b>

# BUSINESS

<b>Department</b>	Business Studies
<b>Subject Title</b>	Business
<b>Qualification</b>	BTEC Level 3 National Extended Certificate in Business
<b>Exam Board</b>	Edexcel
<b>Course Description</b>  <b>What is it about?</b>  <b>What will learning be like?</b>	<p>This is an interesting vocational course which provides knowledge, understanding and a wide range of skills useful to students wishing to progress to further education and/or the world of work or who wish to eventually set up their own business.</p> <p>The course requires 360 GLH (480 TQT) to complete the qualification. This course is equivalent in size to one A Level. Candidates must complete 4 units of which 3 are mandatory – 2 externally assessed and 1 internally assessed; plus 1 internally assessed optional unit. External assessment comprises 58% of the course.</p> <p>The mandatory externally assessed units are: Developing a marketing campaign and Personal and Business Finance. The mandatory internally assessed unit is Exploring Business. The optional unit may be either: Recruitment and Selection Process, Investigating Customer Service, Market Research, Law in business or Work Experience in Business.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C. Grade C in Maths is also preferred.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? <b>Types of courses it can lead into?</b> <b>-Careers</b>	<p>The BTEC Level 3 National Extended Certificate in Business course is accepted by many major universities. The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses.</p> <p>Courses it can lead to are Business Management, Marketing, Business Finance etc. It is also useful to students wishing to pursue HNDs, Apprenticeships, Work Based Training and other FE/HE Courses. It lends itself to a wide range of careers such as:  Accountant, Admin Officer, Financial Advisor, Manager, Mortgage Advisor, Customer Service Adviser and many more.</p>
<b>Further Details</b> <b>Where can I find out more?</b>	<a href="http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html">http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html</a>
<b>Contact Email</b>	emccabrey115@c2kni.net

# FINANCIAL CAPABILITY

<b>Department</b>	Mathematics
<b>Subject Title</b>	Financial Capability
<b>Qualification</b>	Certificate (Yr13) Diploma (Yr14)
<b>Exam Board</b>	IFS
<b>Course Description</b>	<p>The Certificate in Financial Studies (CeFS) has been designed to provide students with a challenging qualification covering the core disciplines of financial capability. Learners are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life.</p> <p>The Diploma in Financial Studies (DipFS) has been designed to provide students with the opportunity to develop and enhance the knowledge and skills gained by achieving the Certificate in Financial Studies (CeFS), by applying them to the wider financial environment.</p> <p>DipFS provide students with the opportunity to develop and enhance the knowledge and skills gained by achieving CeFS, by applying them to the wider financial environment</p> <p>DipFS is included in the 16-19 Applied General Performance Tables, has been accredited by Ofqual at Level 3 and is part of the Regulated Qualifications Framework.</p>
<b>What is it about?</b>	
<b>What will learning be like?</b>	

<b>Entry Requirements</b>	5+ A*-C including English grade C and grade C in Maths also.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities?  Types of courses it can lead into?  <b>-Careers</b>	<p>UCAS tariff points earned through studying CeFS and DipFS can be counted towards university application. When considering your option for further study in Higher Education you may like to consider the <i>ifsUniversity College</i> full-time undergraduate degrees that can be studied in various locations in the UK:</p> <p>BSc (Hons) in Banking Practice and Management  BSc (Hons) in Finance and Accounting for Financial Services  BSc (Hons) in Finance, Investment and Risk  BSc (Hons) in Business, Enterprise and Finance  BSc (Hons) in Politics, Finance and</p>
<b>Further Details</b> Where can I find out more?	<a href="http://www.ifslearning.ac.uk/">http://www.ifslearning.ac.uk/</a>
<b>Contact Email</b>	mheaney074@c2kni.net

# MOVING IMAGE ARTS

Department	Moving Image Arts
Subject Title	Moving Image Arts
Qualification	A Level
Exam Board	CCEA
Course Description	Moving Image Arts is an exciting subject that allows students the opportunity to use up to the minute technology to develop their creativity, management skills, organisational skills and their ability to work with others.
What is it about?	Course content:
What will learning be like?	<p><b>The coursework is worth 60% of the final mark.</b></p> <p>Students are marked on the way in which they plan, direct and produce their films. In preparation for this, class work will involve tasks such as creating storyboards, experimenting with lighting, analysing clips from films, writing an illustrated essay, working independently to produce short films. There will be practical workshops and personal research throughout the course.</p> <p><b>The online examination is worth 40% of the final mark.</b></p> <p>The course covers the skills necessary to produce film and animated sequences, for example: lighting techniques, editing, sound recording and camera operation. Students will also learn about the important processes involved in pre-production, such as: script development, character development, location selection and storyboarding.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C. Preferably studied creative subjects (e.g. Art or Music). It is not essential that students have studied GCSE Moving Image Arts.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into? <b>-Careers</b>	A degree in one of the many areas of Film or Media can offer a dynamic and wide-ranging choice of careers. Whether it is scriptwriting, set design, costume and makeup, storyboarding, art directing, animation, film or television, MIA equips you with excellent foundation skills for all of these areas.
<b>Further Details</b> Where can I find out more?	CCEA MIA microsite BFI Education N Ireland screen
<b>Contact Email</b>	kmillar216@c2kschools.net  ldavidson002@c2kschools.net

# PRODUCT DESIGN

Department	Technology and Design
Subject Title	Design and Technology (Product Design)
Qualification	A level
Exam Board	CCEA
<p>Course Description</p> <p>What is it about?</p>	<p>Product design is looking at products and learning how they have been designed, manufactured and brought to market.</p> <p><b>This course includes:</b></p> <ul style="list-style-type: none"> <li>• designing and innovation – looking at principles of design, researching and developing solutions, modelling as well as using data to enhance designing;</li> <li>• product analysis – historical influences of design, form and function of products, intellectual properties and international standards;</li> <li>• human responsibility – awareness of the designers social, moral, ethical and legal responsibilities, explore the environmental and consumer factors that influence design;</li> <li>• marketing and research – how a design might be developed into a marketable product;</li> <li>• materials and components;</li> <li>• industrial and commercial practice – exploring various methods of production and applying appropriate practices;</li> <li>• production systems and control – knowledge of production systems such as CADD, CAM, CIM, PPC and CAA.</li> </ul>



<b>What will learning be like?</b>	Pupils will be expected to complete <b>two</b> examinations (40% of final A level grade) and <b>two</b> design and make tasks (60% of final A level grade.) Pupils will complete one examination and one design task in first year of study and one examination and one design task in their final year of study.
<b>Entry Requirements</b>	5+ A*-C including English grade C and GCSE Design and Technology and/or Art and Design.
<b>Progression Routes</b> -Further Education Is it accepted by most major universities? Types of courses it can lead into? -Careers	Accepted by most universities as a link to further design degrees as well as engineering or architecture; Career options – product design will offer a starting block for many design careers ie. Furniture design, interior design, design engineer etc.
<b>Further Details</b> Where can I find out more?	<a href="http://www.wjec.co.uk/qualifications/design-and-technology">http://www.wjec.co.uk/qualifications/design-and-technology</a>
<b>Contact Email</b>	pryan517@c2kni.net

# ENGLISH LITERATURE

Department	English
Subject Title	English Literature GCE
Qualification	A Level
Exam Board	CCEA
<p>Course Description</p> <p>What is it about? What will learning be like?</p>	<p>The specification will give students the opportunity to study not only a wide range of literature written by home-grown Irish writers but also literature from outside the UK and literature in translation. Through independent and critical reading, students will develop their interest and enjoyment in literary studies and become accomplished, discerning readers.</p> <p>Includes a response to <i>poetry, prose and drama</i> and is examined through one controlled assessment and external examinations over the course of two years. The Controlled Assessment allows students to select two books of their own choosing.</p> <p>Requires and develops skills in reading, analysis and reflection. Teaching is largely discursive with a heavy weighting on research and self-motivation. Students should have the ability to write at length and be able to communicate clearly and effectively.</p>

<b>Entry Requirements</b>	5+ A*-C, including Grade B in English and/or English Literature.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into?  <b>-Careers</b>	A'Level English offers a flexible entry into the Arts in all universities or FE colleges. It is a skills centered subject so lends itself to all degrees that require essay writing.  Linked careers include – <i>Teaching, Law, Journalism, Publishing, Advertising, Human Resources, Management...</i>
<b>Further Details</b> Where can I find out more?	ccea.org.uk (English Literature Microsite)
<b>Contact Email</b>	chamilton639@c2kni.net

# PUBLIC SERVICES

<b>Department</b>	Learning for Life and Work
<b>Subject Title</b>	Level 3 Subsidiary Diploma in Public Services
<b>Qualification</b>	BTEC Level 3
<b>Exam Board</b>	Edexcel
<b>Course Description</b>  <b>What is it about?</b>  <b>What will learning be like?</b>	<p>This course is aimed at learners who would like to gain employment in the Public Services such as the Police, Fire, Ambulance, Prison Services, HM Customs &amp; Revenue, the UK Border Agency or the Armed forces. These sectors remain in demand and continue to have a vital role in running the country.</p> <p>All pupils will study:</p> <ul style="list-style-type: none"> <li>• Government, Policies and the Public Services</li> <li>• Leadership and Teamwork in the Public Services</li> <li>• Citizenship, Diversity and the Public Services</li> </ul> <p>Three optional units will also be studied. At present these are:</p> <ul style="list-style-type: none"> <li>• Crime and its effects on society</li> <li>• The impact of war and conflict on public services</li> <li>• Career Planning for the Public Services</li> </ul> <p>The BTEC Subsidiary Diploma is 100% coursework assessed. A range of outside agencies such as the PSNI, Belfast City Council and the Army come in to help deliver some aspects of the course.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C and GCSE Learning for Life and Work and/or an OCN in Personal Well Being.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into?  <b>-Careers</b>	<p>The BTEC Level 3 Subsidiary Diploma in Public Services provides a well-established route into a variety of specialist Higher Education (HE) courses in this sector, when taken alongside other qualifications appropriate for the desired course of study. It is equivalent to one A Level and worth a maximum of 120 UCAS points if you are considering going into Higher Education.</p> <p>This course would be relevant if you are considering a career in the uniformed or non-uniform public sector e.g.</p> <ul style="list-style-type: none"> <li>• Armed Forces</li> <li>• Police</li> <li>• Fire</li> <li>• Ambulance Service</li> <li>• Customs and Excise</li> <li>• Border Agency</li> <li>• Local Government</li> <li>• Health Service</li> </ul>
<b>Further Details</b> Where can I find out more?	<a href="http://www.edexcel.com/BTEC">www.edexcel.com/BTEC</a>
<b>Contact Email</b>	<a href="mailto:canderson355@c2kni.net">canderson355@c2kni.net</a>

# TRAVEL & TOURISM

<b>Department</b>	Travel & Tourism
<b>Subject Title</b>	BTEC Level 3 Extended Certificate in Travel and Tourism
<b>Qualification</b>	BTEC Level 3
<b>Exam Board</b>	PEARSON
<b>Course Description</b>  <b>What is it about?</b>  <b>What will learning be like?</b>	<p>This qualification provides you with an excellent grounding in the skills and knowledge needed for students wishing to progress to further education and/or a career in the travel &amp; tourism industry.</p> <ul style="list-style-type: none"> <li>• Unit 1 The World of Travel and Tourism (assessed externally)</li> <li>• Unit 2 Global Destinations (assessed externally)</li> <li>• Unit 3 Managing the Customer Experience (assessed internally - assignment)</li> <li>• Unit 8 The Airport Experience (assessed internally)</li> </ul> <p><b>How will you be assessed?</b> Unit 1 is a written examination worth 75marks. Unit 2 is assessed by Pearson and is worth 64marks. Each assignment based unit is graded as Distinction, Merit, Pass or unclassified. On completion students will achieve an overall grade for that particular unit, earning them points. At the end of Year 14, students will achieve a Pass, Merit, Distinction or Distinction* in the BTEC Level 3 Extended Certificate in Travel &amp; Tourism.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C. Grade C or above in Business/ Geography is preferred.
<b>Progression Routes</b>  <b>-Further Education</b>  Is it accepted by most major universities? Types of courses it can lead into?  <b>- Careers</b>	<p>This qualification is accepted by most major universities and provides a sound basis for progression to a range of HE courses, e.g. HNC in Travel, HND in Hospitality, Travel and Tourism Management, Foundation Degree in Management and Tourism, BA in Management and Tourism.</p> <p>It includes jobs in airlines and hotels, with tour operators and travel agents or involving tourist attractions, conferences and events, hospitality and entertainment.</p> <p>Career pathways include Hotel Manager, Tour Manager, Tour Guide, Tourist Information Advisors, Cabin Crew for Airlines, Airport Check-in Operators, Tourist Information Advisors and Destination Marketing Assistants for Tourist Boards.</p> <p>This type of work can offer exciting careers to those who like meeting people, want more than a routine job and are interested in travel.</p>
<b>Further Details</b> <b>Where can I find out more?</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Travel-and-Tourism/2017/Specification/BTEC_NAT_EC_TT_AG_SPEC_ISS1">https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Travel-and-Tourism/2017/Specification/BTEC_NAT_EC_TT_AG_SPEC_ISS1</a>
<b>Contact Email</b>	scoulter868@c2ken.net

# HISTORY

<b>Department</b>	<b>HISTORY</b>
<b>Subject Title</b>	<b>A LEVEL HISTORY</b>
<b>Qualification</b>	<b>A LEVEL</b>
<b>Exam Board</b>	<b>CCEA</b>
<b>Course Description</b>  <b>What is it about?</b>          <b>What will learning be like?</b>	<p>A Level History provides students with opportunities to explore key political, economic and social events which have helped shape today's institutions, governments and societies. It also contributes to an understanding of spiritual, moral and cultural issues.</p> <p>Through a wide range of engaging teaching and learning strategies, A Level History aims to encourage students to:</p> <ul style="list-style-type: none"> <li>• improve as effective and independent learners, and as critical and reflective thinkers</li> <li>• develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate</li> <li>• acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence</li> <li>• develop their use and understanding of historical terms, concepts and skills;</li> <li>• make links and draw comparisons with and/or across different periods and aspects of the past; and</li> <li>• organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.</li> </ul>



<b>Entry Requirements</b>	Grade B or higher in GCSE History <i>and/or</i> Grade B or higher in GCSE English Language.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into? <b>-Careers</b>	<p>A Level History can open up a wide range of opportunities for further education and is accepted by most major universities as an approved subject for higher education entry. Through following this course, students will develop skills that are transferable and are highly sought after by employers.</p> <p>Students will have the opportunity to develop their skills and increase their self-confidence through researching, organising information, having a questioning approach to evidence, arguing a case, reaching balanced conclusions based on evidence and writing in a clear and coherent way. These are skills will help students in further/higher education and to succeed in their chosen career.</p> <p>Many History students go on to have interesting and challenging careers, for example in the media, politics, library, teaching, lecturing, business or civil service. It may also lead to a more specialist career as an archaeologist, historical researcher, solicitor, barrister, museum curator or genealogist.</p>
<b>Further Details</b> <b>Where can I find out more?</b>	CCEA History Microsite: <a href="http://www.rewardinglearning.org.uk/microsites/history/gce/index.asp">http://www.rewardinglearning.org.uk/microsites/history/gce/index.asp</a>
<b>Contact Email</b>	scarrick935@c2kni.net

# PERFORMING ARTS

Department	Drama
Subject Title	Performing Arts
Qualification	A Level
Exam Board	CCEA
<p>Course Description</p> <p>What is it about?</p> <p>What will learning be like?</p>	<p>This course gives you the opportunity to develop a multi-disciplinary approach to the Performing/Production Arts and expand your knowledge of a variety of performance styles.</p> <p><b><i>You will cover:</i></b></p> <ul style="list-style-type: none"> <li>• Various theatre performance and practitioner techniques.</li> <li>• The process of devising and rehearsing a performance piece.</li> <li>• How to work as part of an ensemble cast.</li> <li>• How to textually analyse and write your own script.</li> <li>• How to devise and respond to a set brief.</li> <li>• How to choreograph, block and apply a variety of physical and vocal techniques to performance for the Stage, Television and Film.</li> <li>• Directorial elements, including movement and staging.</li> </ul> <p><b>The Extras!</b> While you are studying Performing Arts there will be many opportunities to learn tips from practicing professionals, visit professional companies and venues. You will also get an opportunity to display your work and talent in the Performing Arts Showcase.</p>

<b>Entry Requirements</b>	5+ A*-C including English grade C. Some experience in Performing Arts either at school or in an out-side group is preferable.
<b>Progression Routes</b> -Further Education Is it accepted by most major universities? Types of courses it can lead into? -Careers	A-levels are accepted at all Universities and are highly sought after qualification. They will allow progression onto a huge variety of Undergraduate Degree programs at Universities both in Northern Ireland and the UK. Possible next steps include: <ul style="list-style-type: none"> <li>• Creative Performers; Acting, Music and Dance</li> <li>• Media and Broadcasting</li> <li>• Television and Film</li> <li>• Presenting: TV and Radio</li> <li>• Print and Broadcast Journalism</li> <li>• Teaching; Primary and Secondary</li> <li>• Law</li> </ul>
<b>Further Details</b> Where can I find out more?	<a href="http://www.ccea.org.uk/performing_arts">http://www.ccea.org.uk/performing_arts</a>
<b>Contact Email</b>	gglover651@c2kschools.net

# MUSIC

<b>Department</b>	<b>Music</b>
<b>Subject Title</b>	<b>Music</b>
<b>Qualification</b>	<b>A Level</b>
<b>Exam Board</b>	<b>AQA</b>
<b>Course Description</b> <b>What is it about?</b>	<p>This course continues to develop the core areas studied at GCSE level to include: listening, performing and composing music. In year one the students will complete a listening exam on the Western Classical Tradition and Musical Theatre from 1940 to 1980 (15%). The students will also create one original composition (15%) and will perform a programme of music on their chosen instrument (20%). In year two the students will complete a second listening exam, developing their knowledge on the Western Classical Tradition and also learning about the development of Jazz and Blues from 1910 to 1950 (20%). Students will create a second composition (15%) and a second musical performance on their chosen instrument (15%).</p> <p><i>Listening : 35%</i>  <i>Composing : 30%</i>  <i>Performing : 35%</i></p>
<b>What will learning be like?</b>	<p>Learning will be split equally between all three areas of the course. Compositions will be created using music software such as Sibelius.</p>

<p><b>Entry Requirements</b></p>	<p>5+ A*-C including English grade C with Grade B or above in Music plus a minimum of grade 4 on an instrument or voice.</p> <p>It is also essential that students studying A level music attend at least one extra-curricular activity within the music department and it is essential that students have private instrumental lessons on their chosen instrument or voice.</p>
<p><b>Progression Routes</b></p> <p>-Further Education</p> <p>Is it accepted by most major universities?</p> <p>Types of courses it can lead into?</p> <p>-Careers</p>	<p>This course is accepted by all universities. Specific music degrees it can lead to include a Bachelor of Music, Bachelor of Arts and Bachelor of Science in Music Technology.</p> <p>Career opportunities include music teaching, music therapy, arts administration, sound engineer, music journalism, publishing, events organiser, marketing and music software developer.</p>
<p><b>Further Details</b></p> <p>Where can I find out more?</p>	<p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><a href="http://www.music-jobs.com">www.music-jobs.com</a></p>
<p><b>Contact Email</b></p>	<p><a href="mailto:dbroadhurst049@c2kni.net">dbroadhurst049@c2kni.net</a></p>

# RELIGIOUS STUDIES

<b>Department</b>	Religious Education
<b>Subject Title</b>	GCE Religious Studies
<b>Qualification</b>	A Level - GCE Religious Studies
<b>Exam Board</b>	CCEA
<b>Course Description</b>  What is it about? What will learning be like?	<p>Religion plays an important role in our society and can influence what people think, feel, and believe. Through studying Religious Studies, students get a broad look at how religion and spirituality form the basis of our culture.</p> <p>Religious Studies also helps students develop marketable skills and a wide range of aptitudes including:</p> <ul style="list-style-type: none"> <li>• analytical and strategic thinking;</li> <li>• research skills;</li> <li>• critical judgment;</li> <li>• the ability to work with conceptual ideas;</li> <li>• an ability to 'understand both sides' and negotiate and resolve conflict;</li> <li>• problem-solving skills;</li> <li>• leadership skills;</li> <li>• understanding the impact of conflicting ideologies; and</li> <li>• an appreciation of human diversity, belief systems, cultural and spiritual experiences.</li> </ul> <p>GCE Religious Studies is made up of two levels: AS and A2. The AS can be taken as a 'stand alone' qualification without progression to A2. However, to obtain the Advanced GCE qualification (full A'Level), students must complete both the AS and A2 levels.</p>

Entry Requirements	5+ A*-C including English grade B.  It is helpful to have studied GCSE RE, but not essential.
Progression Routes  -Further Education Is it accepted by most major universities? Types of courses it can lead into?  -Careers	<b>Further Education:-</b> Religious Studies A Level is accepted by every major university. Students can use it to study religion to degree level (they can gain a degree in Theology/Divinity) or they can use their A Level as a stepping stone to another degree, such as social work, law medicine or education.  <b>Careers:-</b> The skills and knowledge built up through a study of Religious Studies A Level can lead to careers in law, education, social work, politics, medicine, administration or the media.
Further Details Where can I find out more?	<a href="http://www.ccea.org.uk/religious_studies/">http://www.ccea.org.uk/religious_studies/</a>
Contact Email	btowell315@c2kni.net

# INFORMATION TECHNOLOGY

<b>Department</b>	ICT
<b>Subject Title</b>	Information Technology
<b>Qualification</b>	OCN NI Level 3 Diploma
<b>Exam Board</b>	OCN
<b>Course Description</b>	<p>This course aims to give students the opportunity to improve their digital IT skills through the practice of using multiple software in a variety of different scenarios.</p> <p>The course is solely coursework and compromises of the following units:</p> <ul style="list-style-type: none"> <li>• Desktop Publishing software</li> <li>• Improving productivity using IT</li> <li>• IT User security</li> <li>• Presentation software</li> <li>• Spreadsheet software</li> <li>• Database software</li> <li>• Using the internet</li> <li>• Word Processing software</li> <li>• Social media</li> <li>• And more.</li> </ul> <p>Learning will involve the practical skills of how to use software as well as the theoretical reasoning for completing specific tasks. This will ne completed through a series of different coursework tasks.</p>
<b>What is it about? What will learning be like?</b>	



<b>Entry Requirements</b>	Learners seeking to take this subject are advised that 5+ A*-C including English grade C is required. There is no specific requirement for prior learning. However, it is expected that many students will have already gained skills, knowledge and understanding of the use of computers and the wider IT world.
<b>Progression Routes</b>  <b>-Further Education</b> Is it accepted by most major universities? Types of courses it can lead into?	Certification of this qualification can support progression to go on and study relevant degrees in a Higher Education institution.  This course offers a wide choice of units that prepares learners for careers within the IT sector but also opportunities elsewhere that require the use of IT
<b>Further Details</b> Where can I find out more?	Course Specification : <a href="https://www.ocnni.org.uk/qualifications/ocn-ni-level-3-certificate-in-information-technology-applications-60186574/">https://www.ocnni.org.uk/qualifications/ocn-ni-level-3-certificate-in-information-technology-applications-60186574/</a>
<b>Contact Email</b>	marmstrong129@c2kni.net

# CREATIVE ARTS & DIGITAL TECHNOLOGIES

<b>Department</b>	<b>Music</b>
<b>Subject Title</b>	<b>OCN NI Level 3 Diploma in Creative Arts and Digital Technologies</b>
<b>Qualification</b>	<b>Level 3</b>
<b>Exam Board</b>	<b>OCN NI</b>
<b>Course Description</b>	<p>The creative and digital technologies sectors are recognized as growth sectors within the economy. The OCN NI Creative Arts and Digital Technologies qualification has been designed to meet emerging skills requirements in these sectors and to offer a wide range of options mirroring the careers and occupations within these sectors.</p>
<b>What is it about? What will learning be like?</b>	<p>Learners will study a wide range of units to achieve this qualification split across two years. At the end of year 13 pupils will have enough credit to be awarded a Level 3 Certificate and at the end of year 14 learners will be awarded a level 3 Diploma.</p> <p>All units are centre-assessed and moderated by OCN NI. Examples of units include: Event Organisation, Composition, Multi-Track Recording, Sound Checking an Ensemble and Film Making.</p>

<b>Entry Requirements</b>	<b>5+ A*-C including English grade C.</b>
<b>Progression Routes</b>  <b>-Further Education</b> <b>Is it accepted by most major universities?</b> <b>Types of courses it can lead into?</b>	<b>Achievement of this qualification can support progression to go on and study relevant degrees in a Higher Education institution.</b>  <b>This course offers a wide choice of units that prepares learners for careers within the music, television, radio, events management and creative arts industries.</b>
<b>Further Details</b> <b>Where can I find out more?</b>	<b>Course Specification:</b> <b><a href="https://www.ocnni.org.uk/qualifications/ocn-ni-level-3-award-">https://www.ocnni.org.uk/qualifications/ocn-ni-level-3-award-</a></b>
<b>Contact Email</b>	<b>dbroadhurst049@c2kni.net</b>



# BREDA ACADEMY

