



**St Mary's High School  
Downpatrick**

*'Every Child Matters'*



**POST 16  
CHOICES  
2021-22**

## Students and Parents

St Mary's High School is a very popular non-selective community school providing an exceptional educational experience for all students. The school's motto 'Every Child Matters' is at the core of all that we do to meet the spiritual and educational needs of every child. Students from all religious persuasions and from across the full ability ranges are welcomed and supported in a caring environment to succeed academically. Students will experience an ethos of high expectations, a solid work ethic and a strong sense of commitment to succeed in their chosen pathway. The school insists on a 'Can do Attitude' while working in partnership with students and their families to ensure that every student does their best and that everyone experiences success.

This booklet provides an insight into the subjects offered at Post 16. Through the existing collaboration arrangements with St Patrick's Grammar School and De La Salle High School our students have access to 29 different subjects. The number of subjects on offer exceeds the provision in other area learning communities affording students an enhanced range of academic and vocational subjects to suit their career pathways. Your child will be offered the best possible combination of subjects that will prepare them for university, further education, an apprenticeship or the world of work. Students will be able to study subject choices at the three post primary schools. Below is a list of the subjects on offer:

Art & Design	ICT Cambridge Technicals
Biology	Life & Health Sciences
Professional Business Services	Mathematics
Business Studies	Media Studies
Business Studies BTEC	Music
Chemistry	PE
Computing	Physics
Economics	Religious Education
English Literature	Sociology
French	Spanish
Geography	Sports Studies
Government & Politics	Technology
Health & Social Care	Performing Arts
History	Travel & Tourism
ICT	



## Frequently asked Questions and Answers

### Q. Do I need to study a subject at GCSE to do it at A Level?

A. Some subjects do not need you to have a background or GCSE in that subject. The requirements of each course are detailed within this booklet.

### Q. How much of a difference is there between GCSE and A Level?

A. There is a bigger workload at A Level. Deadlines are crucial and these **must** be met to ensure you keep up and do not fall behind in your work. Students must use their study time effectively.

### Q. What will my next step be after A Level?

A. Some students may want to complete a UCAS form for entry to University. You need at least 2 A-Levels to study a degree, as well as GCSE English and Mathematics.

It is important to research thoroughly all the options open to you. Liaise with your Careers Teacher and Careers Officer for more information. Look at the website section for more information.

**All A Level Courses require commitment, dedication and hard work.**

## STEM

It has become more evident that the modern workforce should be educated in STEM areas (**S**cience, **T**echnology, **E**ngineering and **M**athematics) as well as ICT, Health & Social Care and Geography. STEM subjects broaden horizons and open up job opportunities. Employers want students with these skills so they can make their workforce more attractive in a global setting.

## Labour Market Information

This is information about the jobs that are needed in our society. It gives information about what jobs best suit your own skills and qualities. Find out about LMI at [www.careersservice.ni.com](http://www.careersservice.ni.com)

## Useful Websites

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

[www.videomags.net](http://www.videomags.net)

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

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

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

JED available on C2k network

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

[www.mathscareers.org.uk](http://www.mathscareers.org.uk)

[www.science-engineering.net](http://www.science-engineering.net)

[www.bestcourse4me.com](http://www.bestcourse4me.com)

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

[www.delni.gov.uk/apprenticeshipsni](http://www.delni.gov.uk/apprenticeshipsni)

[www.etcni.org.uk](http://www.etcni.org.uk)

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

[www.ett-ni.org](http://www.ett-ni.org)

[www.becomeaplumber.org/apprenticeships/northernireland](http://www.becomeaplumber.org/apprenticeships/northernireland)

[www.scholarshipsearch.org](http://www.scholarshipsearch.org)

[www.futuremorph.org](http://www.futuremorph.org)

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

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

[www.jobs.guardian.co.uk](http://www.jobs.guardian.co.uk)

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

[www.belfastmet.ac.uk](http://www.belfastmet.ac.uk)

[www.serc.ac.uk](http://www.serc.ac.uk)

[www.src.ac.uk](http://www.src.ac.uk)

[www.qub.ac.uk](http://www.qub.ac.uk)

[www.ulster.ac.uk](http://www.ulster.ac.uk)

[www.skillni.org](http://www.skillni.org)

[www.parentsadvicecentre.org](http://www.parentsadvicecentre.org)

[www.fosteringachievement.net](http://www.fosteringachievement.net)

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

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



# GCE Art and Design

Thinking of a career in the Creative Industries or STEM careers such as engineering? Studying Art and Design will give you the required creative, artistic and design skills you'll need. Advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and game design, TV, radio and video games design are just a few of the career pathway options available if you choose A Level Art and Design.

The revised GCE Art & Design is available at two levels, AS and A2. There are four units – two at AS Level and two at A2 Level



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

Content	Summary	Assessment	Weightings
<b>AS 1:</b> Experimental Portfolio	Theme based: students explore, experiment develop and record knowledge, understanding skills and ideas.	Teacher assessment with external moderation; AOS 1,2,3	50% of AS 20% of A level
<b>AS 2:</b> Personal Response	Theme based: students produce a final outcome/outcomes.	Teacher assessment with external moderation; AO4 more heavily weighted than AOS 1,2,3	50% of AS 20% of A level
<b>A2 1:</b> Personal and Critical Investigation	Theme based: students research, explore and produce 1000–3000 word written investigation combined with practical development.	Written element externally assessed teacher assessment with external moderation of practical investigation; AOS 1,2,3	20% of A2 12% of A level 40% of A2 24% of A level 60% of A2 36% of A level
<b>A2 2:</b> Thematic Outcome	Themed based: students produce a final outcome/outcomes.	Teacher assessment with external moderation; AO4 more heavily weighted than 1,2,3	40% of A2 24% of A level

## What can I do with a qualification in Art and Design?

The creative and cultural 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.

This qualification provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field.



Possible careers include advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

The study of GCE Art and Design nurtures a range of qualities which are highly sought after by employers. These include creativity, problem-solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification.

Studying art and design helps develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem-solving, resilience, imagination, empathy and innovation. It also promotes:

- independent learning;
- personal development and motivation;
- the ability to find alternative approaches and take risks in creative pursuits; and
- aesthetic and intellectual capacities.

Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification.

It provides students with opportunities to develop key skills needed for the world of work, Further and Higher Education and provides a pathway to a future career in a creative or cultural industries-related field.





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

- **Internal Assessment – 42% (Units 1 and 8)**
- **External Assessment – 58% (Units 2 and 3)**

### **Unit 1 – Exploring Business – Internally Marked and Externally Moderated (90 GLH)**

A business is any activity that provides goods or services, whether that is to make a profit or not. The common thread in business is that owners and employees are striving to satisfy customers. Nowadays, customers are more informed and have more options in terms of what they buy and who they buy from, so a successful business is one that balances satisfying their customers with selling products or providing services. In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits. By developing relevant business knowledge and understanding, this unit will help you to progress to employment, vocational training and higher apprenticeships, or higher education.

### **Unit 2 – Developing a Marketing Campaign – Supervised 3 Hour Assessment Externally Marked (90 GLH)**

Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service. You will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. You will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. This unit will give you an insight into how important marketing is to business. It will enable you to make an informed choice as to whether you want to specialise in marketing in employment, training or higher education.

### **Unit 3 – Personal and Business Finance – External 2 Hour Written Examination (120 GLH)**

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect you and your choices. This unit will also give you an insight into where you can get financial advice and support. The business finance aspects of the unit introduce you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position. This unit will provide a foundation for a number of other finance and business units and will help you to analyse profitability, liquidity and business efficiency. It will give you the knowledge and understanding to manage your personal finances and will give you a background to business finance and accounting as you progress to employment or further training.

## Unit 8 – Business Resources – Internally Marked and Externally Moderated (60 GLH)

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success. This unit gives you the opportunity, through role play, to take part in selection interviews. They will need to be organised and prepared so that they demonstrate your communication skills in this work-related competence. This unit will give you a foundation for progression to employment, for example in a human resources role, or to higher education. Through undertaking recruitment activities, the unit will help you to develop the skills needed in an interview situation. You will have an opportunity to review your individual performance and analyse your skills for development.

Students do not need to have studied Business Studies at GCSE level, however, skills in Maths and English are necessary to successfully complete this course.

Pearson BTEC Level 3 National Extended Certificate in Business				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Exploring Business	<b>90</b>	<b>Mandatory</b>	Internal
<b>2</b>	Developing a Marketing Campaign	<b>90</b>	<b>Mandatory and Synoptic</b>	External
<b>3</b>	Personal and Business Finance	<b>120</b>	<b>Mandatory</b>	External
<b>Optional units – learners complete 1 unit</b>				
<b>8</b>	Recruitment and Selection Process	<b>60</b>	<b>Optional</b>	Internal

It is important to note that BTEC Business is no longer 100% coursework. The externally assessed elements are as follows:

Unit	Type
<b>Unit 2: Developing a Marketing Campaign</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• Learners will be given a context two weeks before a supervised assessment period in order to carry out research.</li> <li>• The supervised assessment period is undertaken in a single session of three hours.</li> <li>• Submission completed using a computer.</li> <li>• 70 marks.</li> </ul>
<b>Unit 3: Personal and Business Finance</b>	<ul style="list-style-type: none"> <li>• Written examination set by Pearson.</li> <li>• 2 hours.</li> <li>• 80 marks.</li> </ul>



## Unit AS 3 Health and Well Being

This unit is a 2 hour Written Paper.

- Factors affecting health and well being
- Health promotion & government policy
- Approaches to health
- Concepts of health & well being
- Organisation concerned with health & well being
- Anti-discriminatory practices

## Year 14 Applied Health & Social Care: Three units studied

### Unit A2 3 Providing Services

This unit is a 2 hour Written Paper based on a pre-release

- The effects of registration and policy on services
- The ways which needs are identified and met
- The role of practitioners
- Team work
- Quality assurance

### Unit A2 2 Body Systems and Physiological Disorders

This unit is portfolio based and internally assessed.

- Structure and function of body systems
- Monitoring psychological status
- Investigations and treatments
- Effect of illness on lifestyle

### Unit A2 5 Supporting the Family

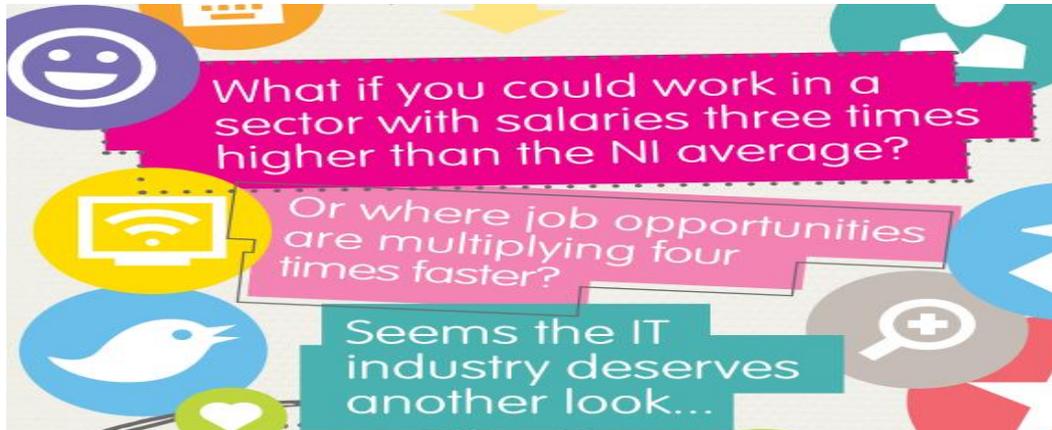
This unit is portfolio based and internally assessed.

- Family functions
- Changing family structure
- Support available to families
- Evaluation of support
- Government initiative on family issues

## Progression/Career Routes

The development of skills knowledge and understanding in this course will provide a broad basis for anyone entering into Employment or Higher Education within the Health and Social care sector e.g. Nursing, Social Work, Child Care etc. It also provides a student with valuable skills to transfer to other courses not necessarily related to Health Services.

# ICT



## **Cambridge Technical Introductory Diploma in IT Level 3 (2012)**

Students can achieve a Pass, Merit, Distinction or Distinction\*.

The Cambridge Technical course uses a credit system to complete the award. Students must obtain 60 credits to complete the course successfully. This course is 100% coursework based. The course provides students with a theoretical background reinforced with practical skills that transfers into a modern workplace.

### **Unit 1: Communication and employability skills for IT (10 Credits)**

This unit will help you address your personal development needs. You will understand the principles of effective communication and be able to use ICT to do so, while understanding the personal attributes required by employers.

### **Unit 2: Information systems (10 Credits)**

In this unit you will understand how organisations gather, analyse and use data. You will be able to identify characteristics of good data, while selecting and using data to support business activities. Finally you will be able to present data appropriately for specific purposes.

\*A further 4 optional units will be selected to complete the course, each worth 10 credits. We have previously chosen, Interactive Multimedia Authoring, Spreadsheets, Database Design and Website Production.

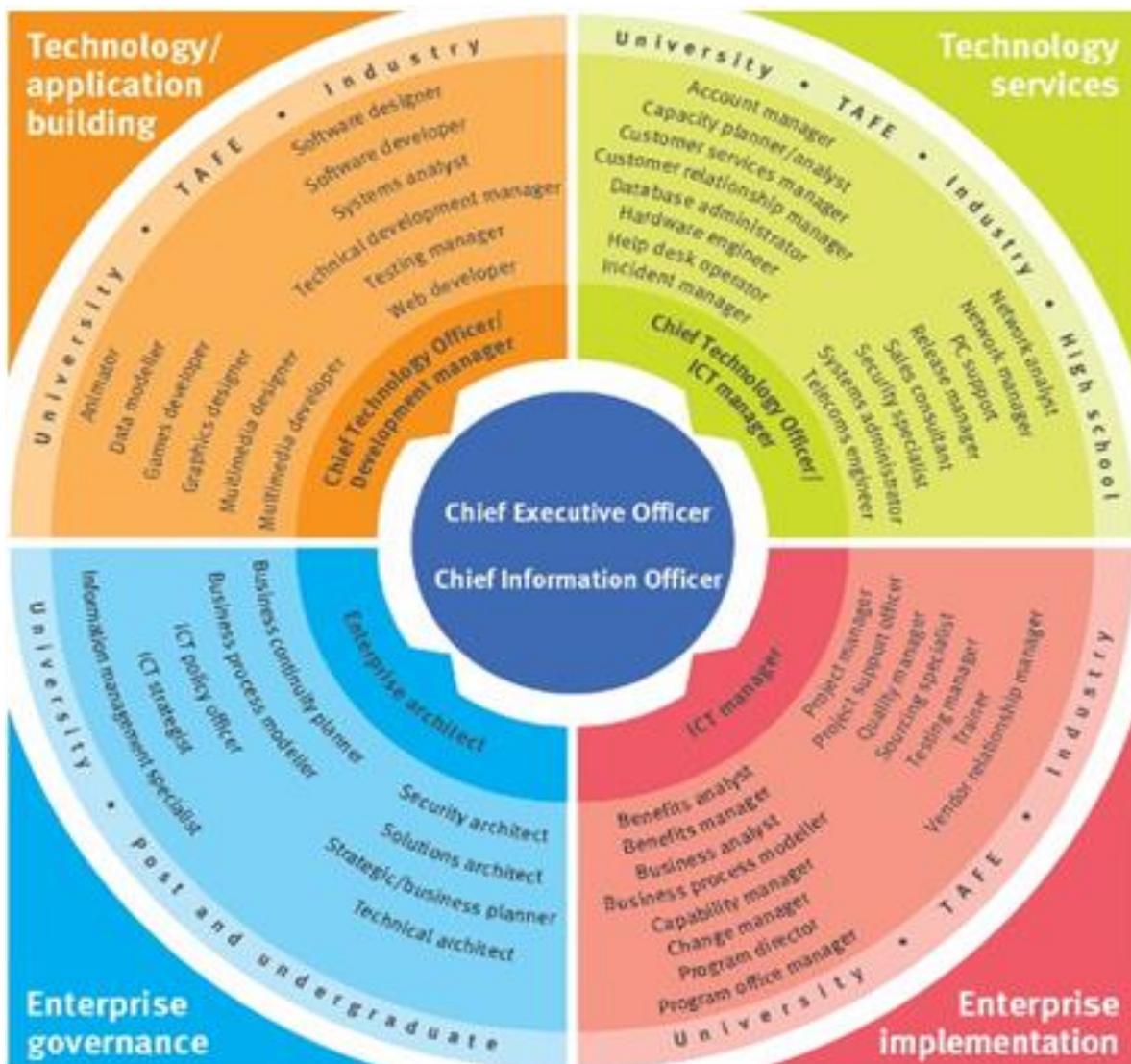


# Career Prospects

Information and communication technology is evolving rapidly and it is transforming the way people live and work. Preparing people for the Information Society is a priority task with virtually every career requiring some form of ICT skills. It is now established as a key skill by industry.

The Northern Ireland IT industry is booming and has not been affected by the current economic recession. Students leaving university with a computer science degree are among the most highly paid of all graduates.

Please see below for the main career areas in ICT



# Media Studies



## Aims

A Level Media Studies is studied under the Examination Board Eduqas which is part of WJEC. A Level Media Studies is designed to encourage candidates to:

- Enhance enjoyment and appreciation of the media and its role in their daily lives;
- Develop critical understanding of the media;
- Explore production processes, technologies and other relevant contexts.

## What is Media Studies?

The media play a central role in contemporary culture, society and politics, shaping our perceptions of the world through representations, ideas and points of view they offer. The Media Studies course offers students the opportunity to develop their understanding of key issues using a theoretical framework and key theories to support critical exploration, analysis and debate.

AS Media Studies offers a broad and engaging course in terms of study and enables students to:

- Develop skills of enquiry, critical thinking, decision making and analysis
- Demonstrate a critical approach to media issues
- Develop knowledge and understanding of the global nature of the media
- Apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed
- Demonstrate practical skills by providing opportunities for creative media production.

## What sort of student does it suit?

You need an interest in the media, a receptive and open-minded approach to ideas and an ability to communicate on paper. GCSE Media Studies is not essential. All students must have a GCSE in English Language. Students with a strong sense of the visual gained from Photography or Art will find it helpful.

## Why should I choose Media Studies?

- Because it mixes practical work with theory;
- Because it really is fun;
- Because it teaches you analytical and presentational skills which transfer to your other studies;

- Because it fits very well with a range of subjects, either as a contrast or a complement to things like Art, English Language and Literature, Business Studies, ICT;
- Because we spend our entire lives through the media, and this prepares you to do so as an expert rather than just a consumer.

### **Expectations of students**

- To attend and contribute fully to all lessons;
- To complete all homework and coursework by the deadlines set;
- To develop independent research and reading habits as advised by subject teacher.

### **AS Media: 3 Components Studied**

#### **AS Component 1: Investigating the Media**

##### **Written Examination: 1 Hour 45 Minutes 35% of AS Qualification**

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

##### **Section A: Investigating Media language and Representation**

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are 2 questions in this section.

##### **Section B: Investigating Media Industries and Audiences**

This section assesses 2 of the following media forms – advertising, marketing, film, newspapers, radio, video games and media contexts.

#### **AS Component 2: Investigating Media Forms and Products**

##### **Written Examination: 2 Hours 35% of AS Qualification**

This examination assesses knowledge and understanding of Media language, representation, media industries, audiences and media contexts. The exam consists of 3 sections:

Section A – Television

Section B – Magazines

Section C – Online Media

#### **AS Component 3: Media Production**

##### **Non-Exam Assessment: 30% of Qualification**

An individual media production comprising a single media product created in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework.

## **A2 Media: Three Components Studied**

### **A2 Component 1 Media Products, Industries, and Audiences**

#### **Written examination: 2 Hours 15 minutes 35% of Qualification**

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

##### **Section A: Analysing Media Language and Representation**

This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:

##### **Section B: Understanding Media Industries and Audiences**

This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts.

### **A2 Component 2: Media Forms and Products in Depth**

#### **Written Examination: 2 Hours 30 minutes 35% of A level Qualification**

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age

Section B – Magazines: Mainstream and Alternative Media

Section C – Media in the Online Age

### **A2 Component 3: Cross-Media Production**

#### **Non-Exam Assessment: 30% of Qualification**

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.

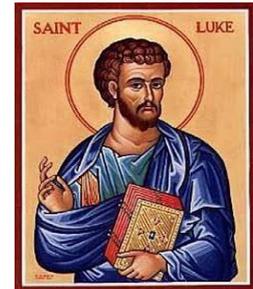
# Religious Studies

AS Religious Studies involves an in-depth study of two separate units. The first unit is an introduction to the Gospel of Luke.

## AS Level Unit 1: An Introduction to the Gospel of Luke

In researching Luke's Gospel, you will examine topics such as:

- Religious and political background
- How and why the Gospel of Luke was written
- Authorship, date, purposes and characteristics of the Gospel
- Historical accuracy and reliability of Luke's Gospel
- Key narratives in Luke's Gospel- Infancy and the early ministry of Jesus
- Meaning of the parables and miracles of Jesus
- Key themes of Luke's Gospel- discipleship and salvation history



1 hour 20 minutes written paper  
50% of AS, 20% of A-Level

## AS Level Unit 7: Foundations of Ethics with Special References to Issues in Medical Ethics

The second unit that you will study is Religious Ethics and this includes an in-depth study of the following:

- Deontological approaches to moral decision making: The Decalogue (Ten Commandments) and Sermon on the Mount
- Nature of biblical ethics and role played by moral commands
- Ethical Theories: Natural law, Utilitarianism, Situation Ethics
- Life and Death Issues: Abortion, Euthanasia, women's rights, rights of the unborn, sanctity of life, personhood, doctrine of double effect, and religious, secular and feminist views
- Bioethics: Infertility, IVF, human surrogacy, status of the embryo, new reproductive technologies and the role of the Human Fertilisation and Embryology Authority
- The relationship between science technology and Christian ethics.

1 hour 20 minutes written paper  
50% of AS, 20% of A-Level

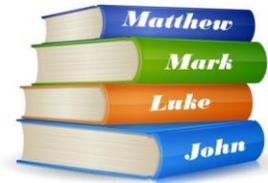
Each AS examination paper will have two sections: A and B. In your exam, you will ANSWER TWO QUESTIONS: ONE FROM Section A and one from Section B. In Section B, part B of each of the two questions will examine the wider human experience.

## A2 develops the study of the Gospel of Luke and Ethics and Society

### A2 Level Unit 1: Themes in the Synoptic Gospels

This unit builds on the study of Luke's Gospel but then widens to include the Gospels of Matthew and Mark:

- Background to the Synoptic Gospels
- The importance and contribution of Biblical Criticism
- The person of Jesus in the Synoptic Gospels
- The ethics of Jesus in the Synoptic Gospels
- The Passion and Resurrection Narratives in the Synoptic Gospels



2 hours written paper  
50% of A2, 30% of A-Level

### A2 Level Unit 7: Global Ethics

Students learn about global rights, including the historical development of Christian and secular perspectives on human rights focusing on topical issues in the world today.

- Virtue Ethics and ethical relativism
- Free will and determinism
- The nature of rights
- Sexual identity and gender justice
- War and Peace
- Ethics of justice, law and punishment

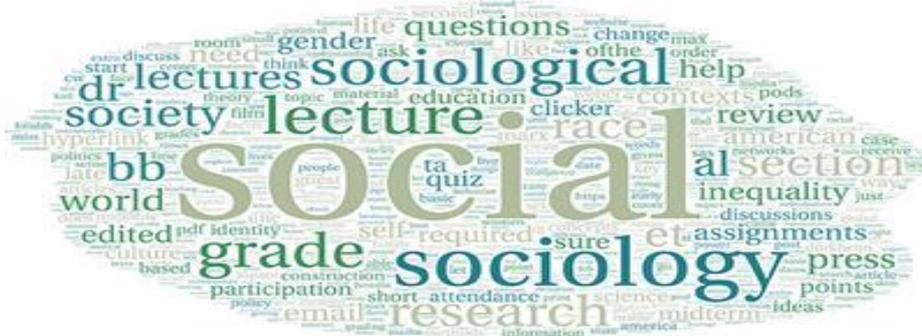


2 hours written paper  
50% of A2, 30% of A-Level

In the A2 examination, the synoptic element will be assessed in section B of each examination paper. The synoptic paper assesses your ability to make links between the two areas of study, show that you know the key learning outcomes, understand the human experience element of the course as well as show that you can relate your knowledge on religious texts, authority and interpretation.



# Sociology



## What is Sociology?

- Sociology helps explain social change past present and future
- It encourages political and social engagement with contemporary social issues
- Sociology involves being actively involved with social research and policy

## Why Study Sociology?

By studying this subject you get an insight into issues that affect society and the cultural differences and similarities that exist in our lives. The opportunity exists for the learner to gain an understanding of the workings of the family, religion and their place in our society and beyond.



## Skills gained by studying A Level Sociology

- Essay writing skills will be developed allowing the learner to discuss different views on societal issues
- The learner will be able to draw on a range of perspectives and be able to form opinions based on evidence provided

**\*The awarding body for this subject has yet to be confirmed**

AS Unit 1: Acquiring Culture - Written Exam 1 hr 15mins (15% of qualification)	A2 Unit 3: Power & Control - Written Exam 2 hrs (25% of qualification)
<p>Section A: 15marks This section comprises one structured question on the key concepts and processes of cultural transmission, socialisation and the acquisition of identity.</p> <p>Section B: 45 marks This section offers a choice between two options:</p> <ul style="list-style-type: none"> <li>• families and households</li> <li>• youth cultures</li> </ul> <p>Each option includes compulsory questions and a choice between two essay questions</p>	<p>The questions in this section are on the theme of power.</p> <p>There is a choice between four options:</p> <ul style="list-style-type: none"> <li>• crime and deviance</li> <li>• health and disability</li> <li>• politics</li> <li>• world sociology</li> </ul> <p>Each option includes compulsory questions and a choice between two essay questions.</p>
AS Unit 2: Understanding Society Written Exam 2 hr (25% of qualification)	A2 Unit 4 Social Inequality - Written Exam 2 hr 15 mins (35% of qualification)
<p>Section A: Methods of Sociological Enquiry 35 marks</p> <p>This section comprises one compulsory question. This will be based on stimulus material which will be a synopsis of a piece of sociological research.</p> <p>Section B: Understanding Society 55 marks This section offers a choice between three options:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• media</li> <li>• religion</li> </ul> <p>Each option includes compulsory questions based on data and a choice between two essay questions.</p>	<p>Section A: Applied Methods of Sociological Enquiry 40 marks</p> <p>One compulsory question which will require learners to design, justify and evaluate a piece of sociological research.</p> <p>Section B: Social Inequality 60 marks Questions in this section are on the theme of social differentiation and stratification.</p> <p>These will include a compulsory question and a choice between two essay questions.</p>

**Career Pathways**

A Level Sociology prepares students for university life where independent learning and critical analysis are essential. By studying A Level Sociology students are given the opportunity to follow a wide range of career pathways such as research and policy making, teaching politics, law, civil service and many others.

# BTEC Level 3 Travel and Tourism



## Why study Travel and Tourism?

If you love travel and you are committed to ensuring tourists have a memorable experience why not make a career of it? People who work in travel and tourism have a passion for travel, and a commitment to helping tourists make the most of their holiday whether at home or abroad. The travel sector has **endless opportunities**, tourism is a worldwide industry, and the skills you learn at college are easily transferable. A career in tourism can literally open up the world for you, especially if you want to combine work with travel.

## What careers can I pursue in the future if I study Travel & Tourism?

Travel and Tourism students can successfully continue their studies to Degree level by attending University. Travel and Tourism careers are endless due to the size and wide scope of the travel sector. A small number of careers have been listed below:

- **Airline Customer Service Agent**
- **Cabin Crew**
- **Cruise Ship Steward**
- **Hotel Manager**
- **Hotel Receptionist**
- **Resort Representative**
- **Tourist Information Centre Assistant**
- **Travel Agent**

## What skills will I develop if I study BTEC Travel and Tourism?

- Independence to manage workload.
- Entrepreneurial skills. (Unit 2 – Creating a Travel Business)
- Develop confidence to present information and improve literacy skills.
- Using Mathematics.
- Using ICT

## Assessment

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The World of Travel and Tourism	90	Mandatory	External
2	Global Destinations	120	Mandatory	External
3	Principles of Marketing in Travel and Tourism	90	Mandatory and Synoptic	Internal
Optional units – learners complete 1 unit				
9	Visitor Attractions	60	Optional	Internal
11	Events, Conferences and Exhibitions	60	Optional	Internal

### Unit 1 – The World of Travel and Tourism – Written Examination (90 GLH)

This Unit provides the foundation for learners to study other units in travel and tourism. They will explore the key components and scale of the industry, using data to analyse key trends and their impact. In this unit you will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism in the UK. You will need to know how organisations react to changes and trends to determine their present and future operating policies. You will gain an understanding of the scope of the industry, its terminology and its key components. This unit will enable you to progress to higher-education courses or to a career in the travel and tourism industry by developing your knowledge of how to analyse data and make decisions based on information from a variety of sources.

### Unit 2 Global Destinations – Supervised Assessment Externally Marked (120 GLH)

In this unit learners investigate and analyse information regarding the features and appeal of global destinations, travel planning, and the factors and trends affecting the changing popularity of global destinations.

This unit is assessed under supervised conditions for a maximum of 3 hours. Learners will be given information two weeks before the assessment period to carry out research.

### Unit 3 Global Destinations – Principles of Marketing in Travel and Tourism (90 GLH)

#### Internally Marked and Externally Moderated

In this unit you will:

1. Explore the role of marketing activities in influencing customer decisions and meeting customer needs in travel and tourism
2. Examine the impact that marketing activities have on the success of different travel and tourism organisations
3. Carry out market research in order to identify a new travel and tourism product or service
4. Produce a promotional campaign for a new travel and tourism product or service, to meet stated objectives

## Unit 9 – Visitor Attractions (Optional Unit 60 GLH)

### Internally Marked and Externally Moderated

In this unit you will:

1. Investigate the nature, role and appeal of visitor attractions
2. Examine how visitor attractions meet the diverse expectations of visitors
3. Explore how visitor attractions respond to competition and measure their success and appeal

OR

## Unit 11 - Events, Conferences and Exhibitions (Optional Unit (60 GLH)

### Internally Marked and Externally Moderated

In this unit you will:

1. Explore the range, scale and potential impact of events, conferences and exhibitions in the travel and tourism industry
2. Investigate the planning skills, methods and processes required before, during and after an event, conference and exhibition
3. Develop and review a proposal for local, national or international event, conference or exhibition to meet client requirements

**\*Students do not need to have studied Travel and Tourism at GCSE level, however, skills in Maths and English are necessary to successfully complete this course.**

It is important to note that BTEC Travel & Tourism is no longer 100% coursework. The externally assessed elements are as follows:

Unit	Type
<b>Unit 1: The World of Travel and Tourism</b>	<ul style="list-style-type: none"><li>• Written examination set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 75 marks.</li></ul>
<b>Unit 2: Global Destinations</b>	<ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• Learners are given information two weeks before a supervised assessment period in order to carry out research.</li><li>• The supervised assessment period is undertaken in a single session of three hours.</li><li>• 60 marks.</li></ul>

# Extra Curricular Activities

In addition to a strong academic focus, the importance of acquiring good social skills, being a part of the growing culture of leadership at all levels and volunteering is emphasised as students are expected to participate in the following:

- Higher Education and Further Education talks
- University Open Day
- Young Leaders – Level 2 Leadership Qualification
- Peer Mentoring Programme
- SHAHRP – alcohol awareness
- Big Picture – Motivational Workshop
- Success Skills – Young Enterprise
- UCAS Workshop
- Lunch Time Supervisors
- John Paul II Awards
- School Council
- Work Experience
- Volunteering opportunities
- Living Law Programme

## Facilities

- After School Homework & Study facilities
- 2 well equipped Common Rooms
- Fully resourced study area
- Sport Fitness Facilities

Employers and universities will require evidence of:

- Your ability to show your potential as a leader
- Good communication skills
- Your ability to work as part of a team
- Your involvement in community activities

**ACT NOW – DON'T WAIT UNTIL IT IS TOO LATE**

***The school's 'Can do Attitude', high quality education, coupled with concern for others is preparing our students to be tomorrow's leaders***



'Every Child Matters'



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*"Education is the most powerful weapon you can use to change the world"*  
*Nelson Mandela*