LARNE HIGH SCHOOL

AD VERA PETENDA

Sixth Form Prospectus 2026



Respect

Community

Achievement

Welcome to Larne High School Sixth Form



The move from Year 12 to Sixth Form is a really exciting time in your school career. For the first time, the subjects you study are entirely your own choice. There are no longer compulsory subjects such as English and Maths and the subjects you choose should begin to link more closely to the type of career you are going to have. The experience of school is also very different to Key Stage 3 and 4. Your time will be divided between taught classes and independent study, and there is more responsibility placed on you to manage your time effectively and complete assignments to the required standard by the deadlines set. The more effort you put in, the higher the grades will be and the wider the choice of career options you will have. Sixth Form pupils also have access to a common room and a study hall.

When making the move to Sixth Form there is no right or wrong answer in terms of the courses you choose. Some people by age 16 have quite a clear sense of the type of career they want to pursue and the school allows students to specialise in a number of areas from Year 13 by taking a BTEC Extended Diploma in a number of disciplines, including Sports and Coaching, Child Care, Music and Engineering. The Extended Diploma is the equivalent to three A level grades, and a large number of universities accept these qualifications to access degree courses. Other young people will have an idea of the kind of career they would like to have but they want to have a wider range of options. These students will choose subjects which link well together such as Business Studies, ICT and Travel& Tourism or Art, Creative and Digital Media and ICT. There are also some people who do not have a clear idea about the career pathway they want to follow and so they choose three individual subjects which might not be linked, but which they enjoy. A combination of subject such as Art, Sports Studies and Health & Social Care could take one young person into a career in Nursing and someone else into a career in Graphic Design. The most important thing to remember when choosing subjects in the Sixth Form is that you are making an individual choice that has to be right for you. Always choose subjects that are both within your capabilities and that you are going to enjoy studying.

If you are already a Larne High School pupil make sure you attend all information sessions and have conversations with your teachers to help make the right decision. If you are a pupil at another school make contact with us, come and visit the school and discuss your career options so that you can take advantage of everything the school has to offer. The QR code printed in this prospectus will take you to an online form where you can add your contact details and indicate the subjects you might like to study. It would be useful if Larne High School pupils also completed their contact details so that we can keep in touch with them outside school hours. At this stage no one is making final choices—we are asking for an initial indication of what you might study and the final decision is made in August once you have your GCSE results.

I would like to wish you every success as you complete your GCSE courses and very much look forward to working with you as a Sixth Form student at Larne High School.

Dr S Reid
Principal

Pastoral Support

We offer students a unique package of support to ensure that they achieve their potential and flourish in their time with us. Our support includes:

A dedicated Form Tutor and Year Head:

Every student is assigned a Form Tutor, who they meet with on a daily basis. Form Tutors are responsible for ensuring pupils maintain the highest of standards in terms of attendance and punctuality. Where specific needs are identified, the Form Tutor in collaboration with the Head of Year, will put together a package of bespoke support. This can include subject specific intervention from class teachers to specialist assistance with UCAS applications via our Head of Careers. The Form Tutors and Heads of Year will also lead sessions on key topics such as academic progress, critical thinking, workshops on independent study, mental health awareness and preparing for future interviews.

A dedicated Safeguarding Team:

A dedicated team of staff are responsible for providing support and guidance for even the most complex of safeguarding issues, ensuring our students have a safe place to go, a professional member of staff to talk to and highly trained outside agencies to assist if required.

Personalised Intervention:

We provide personalised support packages for all of our students. This includes:

- Regular Assessments in all subjects to measure progress;
- Classroom based interventions underpinned by quality teaching and assessment;
- Interventions such as study skills reinforcement, monitoring meetings, parent/guardian meetings and careers meetings, mentoring, reinforcement of standards and expectations and implementation of recovery curriculum.

Our conscientious and experienced pastoral team in school encourage all our students to engage in a process of self-appraisal, focusing on key areas such as;

- Progress
- Attendance and Punctuality
- Professional conduct
- Enrichment
- Work Experience

Careers Provision in Sixth Form

Students of 6th Form will follow a timetabled Careers programme which will consist of a range of activities including UNIFROG, Careers Talks, Careers Fairs, Work Experience and UCAS application. There is also an open door policy within the Careers department where pupils can drop in to ask questions whenever they want.

Year 13

During Year 13, students are introduced to UNIFROG which is a careers platform. Students will have access to hundreds of different career choices as well as qualifications and advice for that career. In addition to this platform, students are also encouraged to complete a number of MOOCS (Massive Open Online Courses). MOOCS are run by many different Universities and in a range of subjects. This may also benefit pupils when applying to University. Students in Year 13 will also have the opportunity to complete a one week work placement at the end of the academic year in June.

Year 14

Students in Year 14 will start off the academic year by completing a UCAS application if applying to University. In addition to this, pupils will also have a University visit where they will have an opportunity to speak with University staff in relation to course choices. For students not wanting to pursue the University route, a number of employers will give talks in relation to higher level apprenticeships. Other agencies will also be brought into school to talk about interview skills and application forms.

EMA (Education Maintenance Allowance)

If you decide to remain in Larne High School, you may be able to obtain the Education Maintenance Allowance (EMA). It is available for both academic and vocational courses.

What is EMA?

EMA is a weekly award of £30 which is paid fortnightly to students who meet the eligibility criteria (below).

It is intended to help cover the day-to-day costs that you have to meet when you stay on at school or college like travel costs, books and equipment for your course.

Bonus payments

As well as the EMA payments, two bonus payments of £100 may be paid to you if you achieve the goals and objectives that are set down for you by your school/college as part of the Learning Agreement Part 2. The first bonus payment is made to students in January and the second bonus payment is made in June.

Who is entitled to EMA?

You can get an EMA if you're aged 16, 17, 18 or 19 years on or between 2 July 2021 and 1 July 2022 and all of the following statements apply to you:

- your household income is £20,500 or less for households with one dependent child or £22,500 or less for households with than one dependent child
- you are full time at school or doing a minimum of 15 guided hours per week at college, studying an eligible course and atte classes
- you meet the nationality and residency rules set out in the EMA scheme
- you have not already received the maximum allowance for EMA, which is 117 positive or negative weekly attendance conf over the total length of your course

You may be entitled to receive EMA for a maximum of three years, as long as the household income does not rise above the income threshold which applies to your household. The EMA is available over a four-year period for those young people who may need additional time in further education to achieve their full potential.

Receipt of EMA will not affect any other benefits being received in the household.

How to apply

Flyers and information packs, including application forms, are available in school or online at https://www.nidirect.gov.uk/articles/education-maintenance-allowance-explained.

A Level Art (1 A-level)

Exam Board: **CCEA**

Why study Art & Design?

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

Independent learning

Personal development & motivation

The ability to find alternative approaches and take risks in creative pursuits; and

•Aesthetic & intellectual capacities

Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification. The course provides students with opportunities to develop the key skills needed for the world of work, Further & Higher Education & provides a pathway to a future career in a creative or cultural industries–related field.

Course Summary

The revised GCE Art and Design is available at two levels: AS and A2. It is available as a General Art and Design (combined studies qualification) or as a specialism in Photography & Lens Based Media, Three Dimensional Design or Textiles.

The course has four units: two at AS level and two at A2:

AS 1: Experimental Portfolio:

Students base their portfolio on a theme that is issued in a stimulus paper at the beginning of the AS course. Students should present a portfolio of work that reflects their learning. They can present this as sketchbooks, written analysis, two-dimensional and three-dimensional experiments, photographs of processes, digital outcomes, and/or time-based or multimedia experiments.

AS 2: Personal Response

In this unit, students respond to a theme that is issued in a stimulus paper at the beginning of the AS course. It includes developing work into an outcome that stems from the research and exploratory work completed for Unit AS 1.

A2 1: Personal and Critical Investigation (including a 1000-3000 word written investigation)

This unit includes both practical and written investigations and includes contextual research. Students demonstrate understanding through integrated practical and written forms. A theme in a stimulus paper is issued at the beginning of the A2 course. Building on the skills and interests developed at AS level, students develop a personal investigation based loosely on an idea, issue, subject or concept inspired by this broad theme and including investigation into the work of other practitioners. They respond to the theme through their own contextual and practical research.

A2 2: Thematic Outcome

Students respond to a theme that we issue in a stimulus paper at the beginning of the A2 course. This unit includes developing work into an outcome that stems from the personal investigation completed for Unit A2 1.

Assessment

The GCE Art and Design specification is available at two levels: AS and A2. Students can take the AS course as a final qualification. Students who wish to obtain a full A level qualification must also complete the A2 course. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%.

Entry Requirements

The best foundation for success in AS and 'A' Level Art is a Grade B at GCSE. Students should have an understanding of the basic elements of Art – its history and its purpose. Above all, students should have an interest in creating and understanding art and the determination to develop that interest.

Careers and Further Study

This course offers a sound basis for progression into further or higher education for example, to a foundation Degree or HND at University or Art College; or to enter employment where skills in art are necessary for example fine arts, design, graphics, fashion, textiles etc.
The study of Art & Design creates a pathway to a future career in a creative or cultural industries-related field.

BTEC Level 3 Business
Extended Certificate (1 A Level), Diploma (2 A Levels)

Exam Board: Pearson

Why study Business?

If a student chooses to study Business, this qualification will give them the knowledge, understanding and skills that underpin the business sector and that will prepare them for further study and training. This includes key topics in business including:

- Marketing
- Business Environments
- International Business
- Management
- Finance

Extended Certificate	Diploma
AS LEVEL	AS LEVEL
Exploring Business*	Exploring Business*
Developing a Marketing Campaign*	Developing a Marketing Campaign*
	Managing an Event
A2 LEVEL	International Business
Personal and Business Finance*	
Recruitment and Selection Process*	A2 LEVEL
	Personal and Business Finance*
	Recruitment and Selection Process*
	Principles of Management
	Creative Promotion

**Extended Certificate and Diploma students will be taught core units together with Diploma students learning their additional units separately.*

Business students also have the opportunity to participate in the Young Enterprise Company Programme where they get the chance to set up and run their own company, making all the decisions about their enterprise, from deciding on the name and product to creating a business plan, managing the student company finances and selling to the public at trade fairs.

All this takes place with the support of a volunteer Business Adviser who brings a wealth of business knowledge and expertise. **95% of young people** felt they have improved at least one employability competency including Self-esteem, Problem solving and Resilience and **89% of teachers** agree Company Programme has raised students' employability skills.

Assessment

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). All units contribute to the overall qualification grade.

Entry Requirements

Pupils should have achieved a minimum of 5 GCSEs at A*-C grade. Preference will then be given to those with a Merit in BTEC Business Studies Level 2 or a Grade B in GCSE Business and Communication Systems.

Careers and Further Study

If you wish to study Business Studies at degree level, you will need to complete the full Level 3 course. Business Studies can open up a wide range of opportunities for further and higher education.
Many Business Studies students go on to have interesting and challenging careers in areas such as teaching, lecturing, business marketing, civil service, administration, accountancy and business management. Interest in Business may also lead to specialist careers such as academic research, data analysis and acting in an advisory capacity for economically stable and unstable companies. Many Degree courses will offer Business Studies as a main or subsidiary subject and the Degree courses are often complimented by the addition of study in marketing and management.

Level 3 Children's Care, Learning and Development (2 A Levels)

Exam Board: NCFE CACHE

Why study CCLD?

This course is designed to provide students who have a keen interest in working with children in the Early Years Sector with the knowledge, skills and experiences to progress to further or higher education or directly into employment.

Course Summary

This unique course offers students the opportunities to study a range of units directly related to childcare which include children's development; developing play; personal care and nutrition; partnership working and Special Educational Needs, in addition to completing work placement hours in four different and diverse settings. Work experience in a real work setting supports students to develop and practise their skills and apply their knowledge at an appropriate level.

Successful achievement of the diploma units will confirm competence in CCLD areas and serve as the required qualification for all new practitioners for registration and regulatory requirements in Northern Ireland.

Assessment

Students are internally assessed by a portfolio of evidence consisting of up to 18 units plus an externally assessed unit.

Students are also required to be passed as competent in four placement settings, accumulating 600 – 700 hours.

Entry Requirements

Students who have studied Level 2 Childcare may be suited to the requirements of the course.

A number of factors will be considered before accepting students onto the course including level of written English, communication skills and the ability to work in a number of different settings and environments.

Careers and Further Study

The career pathways available to students who follow this course include university to study teaching and/or Early Childhood Studies, Further Education or direct employment in Childcare settings in day care, nurseries, schools etc.

BTEC Level 3 Creative Digital Media Production (1 A level)

Exam Board: Pearson

Why study Creative Digital Media Production?

One of the largest growing industries in Northern Ireland is the creative and digital media sector. Film production takes place across Northern Ireland and digital services and creative media make up a large part of the Northern Irish economy. The potential for employment in this field is extensive and pupils should give careful consideration to the career opportunities that this area of study can lead to.

Course Summary

Students will follow a set of units giving them experience of Media, helping them to develop Digital Media Skills and learning to develop a range of digital products including gaming.

Unit 1 Media Representations

In this unit, students will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed. Learners will develop an understanding of how media products have an impact on consumers.

Unit 2: Pre Production Portfolio

This unit will enable students to develop their understanding of the work that is done before a film, game, television programme etc. is created. Students will gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. The research will help students develop the pre-production skills and experience needed to carry out their own tasks and to produce a digital media product such as a game or short film. Students will create a portfolio and manage the pre-production for their own creative media production.

Unit 8: Responding to a Commission

This Unit gives the student insight into how to respond when a client asks for a piece of work to be done – for example they request a game, an advertisement, a short promotional film etc. Students will learn that the client will need detailed explanations of how requirements will be met, and this will be demonstrated through pitches, proposals and treatment documents, all of which are accepted industry methods for communicating initial ideas. Developing an understanding of all stages of a commission, and the skills needed to make them successful, will mean students learn to communicate their plans effectively for a media product proposal. Students will develop their ability to respond to briefs and understand the commissioning process, which is an essential aspect of successful, commercial media production.

Unit 4: Digital Games Production

Good design is at the heart of all successful games. Good gameplay design is what makes us want to play, along with good coding and good graphics that make the vision a reality and make it look appealing. Students will learn about the main features of different types of games and the key elements they need to think about when designing them. Students will decide what type of game they want to make and gather the graphics, sounds and other assets to make it. They will create a level design for the game and create it in a game engine, focusing on how the game is designed rather than the graphics or coding. This unit will give students some of the key skills needed to be a game designer.

Assessment

Year 13 Unit 1 2 hour Online exam

Unit 8 Pre release case study / external coursework

Year 14 Unit 4 Pre production portfolio—Internal coursework

Unit 13 Digital Games production—Internal Coursework

Entry Requirements

Minimum grade C in GCSE English.

No pre required course is necessary to study this at Level 3.

Careers and Further Study

This course will give students access to a wide range of employment opportunities in the digital and creative media sectors and will also allow students to progress to many courses in Further and Higher Education. For an insight into how this industry is developing in Northern Ireland go to: https://www.bbc.co.uk/news/uk-northern-ireland-56159176.

BTEC Level 3 Engineering

Extended Certificate (1 A Level), Diploma (2 A Levels)

Exam Board: Pearson

Why Study Engineering?

The BTEC Engineering course has a number of significant advantages for young people wishing to pursue a career in the field of Engineering:

- It gives education and training for employees in the engineering industries.
- It gives Engineering employees in the mechanical engineering sector opportunities to achieve a nationally recognised level 3 vocationally-specific qualification.
- It gives full-time learners the opportunity to enter employment in the mechanical engineering sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Mechanical Engineering.

It gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes.

Course Summary:

There are a number of compulsory units to be studied:

- Health and Safety in the Engineering Workplace
- Mechanical Principles and Applications
- Electrical and Electronic Principles

Product Redesign

Other units which can be studied in addition to this include:

- Properties and Applications of Engineering Materials
- Engineering Secondary and Finishing Techniques
- Fabrication Processes and Technology
- Welding Technology
- Selecting and Using Programmable Controllers
- Computer Aided Manufacturing
- Principles and Applications of Electronic Devices and Circuits

Work Experience

Assessment:

This course is predominantly coursework based, with one external Maths / Physics exam and between one and three controlled assessments, as well as a work placement. This number is dependent on whether the student is studying for 1, 2 or 3 A Levels.

Entry Requirements:

Pupils must have achieved a minimum of Grade C in GCSE Mathematics.

Careers and Further Study:

Pupils who have a genuine interest in Manufacturing, Technology, Design and Engineering will benefit from this course. It will allow pupils to progress to employment or to continue their studies in Further and Higher Education, such as engineering higher level apprenticeships or at University level with University of Ulster, Queen's University and mainland UK.

French (1 A Level)

AQA GCE French

AQA A-level French is a step up from GCSE: you'll move beyond everyday transactions and learn to communicate with more confidence, accuracy and maturity. You'll explore contemporary issues in French-speaking society, develop a stronger grasp of grammar, and study aspects of French culture through a set film and/or literary text. By the end of the course, you should be able to understand authentic French, express informed opinions, and write more independently and accurately.

What you will do
You will practise French through a wide range of activities, for example:

- **Listening and reading**: understanding authentic material such as interviews, news items, articles and online content, then answering questions and identifying viewpoints.
- **Speaking**: discussing course themes, responding to questions, and presenting views clearly with reasons and examples.
- **Writing**: producing longer pieces (e.g., opinion essays, reports, summaries) with accurate grammar, varied vocabulary and well-structured paragraphs.
- **Translation**: translating short passages between French and English to show real understanding and precision.

Skills you need
A-level French suits students who are willing to practise regularly and take ownership of learning. Key skills include:

- strong memory and organisation for vocabulary and grammar;
- confidence to speak often (even when you're unsure);
- ability to think and argue: giving opinions, comparing ideas, and explaining "why".

GCSE starting point
You don't need to be "fluent," but you should have a secure GCSE foundation (typically around a strong grade 6/7+), especially in core tenses, sentence building, and comprehension. Culture: film and literature

You may study well-known works such as L'Étranger (Camus), Thérèse Desqueyroux (Mauriac), or films like Manon des Sources or Les Quatre Cents Coups—exploring themes, characters, context and messages.

Future pathways and careers
French keeps doors open. It supports degrees in languages, law, business, international relations, tourism, journalism, marketing, and education, and it strengthens applications for apprenticeships where communication matters. Careers include translation/interpreting, teaching, diplomacy, aviation, hospitality, international business, media and customer relations—and it pairs brilliantly with STEM and business for global opportunities.

English Literature (1 A Level)

Exam Board: **CCEA**

Why Study English Literature?

English Literature gives you the opportunity to read, study and discuss a wide range of texts which have historical significance and an ongoing impact on people and the world today. Through studying ENglish Literature you will develop your essay writing skills in preparation for university, while also developing transferrable skills like your ability to interpret meaning, communicate precisely and think independently. This is an academic subject which is recognised by all universities and employers.

Course Summary:
AS 1: The Study of Poetry 1900–Present and Drama 1900–Present
AS 2: The Study of Prose Pre 1900

A2 1: Shakespearean Genres
A2 2: The Study of Poetry Pre 1900 and Unseen Poetry
A2 3: Internal Assessment of Coursework

Entry Requirements:
GCSE English Language Grade B and GCSE English Literature Grade B

Careers:
English Literature leads to a wide range of future careers such as publishing, broadcasting, marketing, journalism, law, teaching, politics and more.

A Level Environmental Technology (1 A level)

Exam Board: CCEA

Why study Environmental Technology?

This qualification highlights the need to manage our planet's resources more effectively. Students explore how our society will move towards to a more sustainable way of living. It is fresh, contemporary and relevant to both students and employers. It is a science-based qualification, designed to enhance students' understanding of environmental and sustainability issues.

Course Summary

Students can study Environmental Technology at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

In the AS units, students explore in detail the use of wind, solar and biomass technologies to generate power. They also produce a technical report based on a scenario by investigating the installation and use of renewable energy sources.

Students who continue to A2 investigate the theory and practice behind enhancing the environmental performance of buildings. They also produce a technical report based on the nine elements of the Code for Sustainable Homes.

Assessment

The specification has four units

	Content	Assessment	Weightings
Year 13	Unit AS 1: The Earth's Capacity to Support Human Activity	External written examination. 1 hour 30 minutes.	50% of AS 20% of A level
	Unit AS 2: Renewable Energy Technologies	Internal assessment. Students product a technical report based on a realistic scenario relating to the use of renewable energy technologies. Externally moderated.	50% of AS 20% of A level
Year 14	Unit A2 1: Building and Managing a Sustainable Future	External written examination. 2 hours.	30% of A level
	Unit A2 2: Environmental Building Performance and Measurement.	Internal assessment. Students produce a technical report relating to the environmental performance of a local building. Externally moderated.	30% of A level

Entry Requirements

To study Environmental Technology students should have good GCSE results in Maths and Double Award Science. Exceptions can be discussed with Dr Reid.

Careers and Further Study

This course opens a range of pathways into various fields, for example, Renewable Energies Development Engineer; Construction; Operations Manager; Energy Technician; Quality Assurance Manager; Renewable Energy Analyst.

A Level Geography (1 A level)

Exam Board: CCEA

Why study Geography?

A level Geography is a course that encourages students to examine and question the world around them. As a subject, it examines both physical and human aspects. More importantly, it explores how the physical and human world interact with each other.

Course Summary

Geography aims to make sense of the world that we live in. It encourages students to formulate opinions, challenge data, and discuss and make decisions. It is a subject that suits those who have opinions and enjoy discussion. Geography is a subject that is relevant to all of us and bridges the gap between Science and The Arts.

There is the opportunity to take part in a residential fieldwork trip for Year 13. The data gathered on this fieldwork is used in AS Unit 3.

	Unit	Content	Assessment
Year 13	AS 1: Physical Geography	Students will investigate physical processes and systems and human interaction with them, e.g. fluvial environments, ecosystems and weather and climate.	External exam (1 hour 15 mins) 16% of A level
	AS 2: Human Geography	Students will explore issues of population, settlement and development in a range of places across the globe.	External exam (1 hour 15 mins) 16% of A level
	AS 3: Fieldwork Skills and Techniques in Geography	Students will develop their practical geographical skills and techniques and take part in fieldwork to collect and process data.	External exam (1 hour) 8% of A level
Year 14	A2 1: Physical Processes, Landforms & Management	Students will increase their knowledge of many aspects of tectonic activity and tropical environments.	External exam (1 hour 30 mins) 24% of A level
	A2 2: Processes & Issues in Human Geography	Students will develop their understanding of the changing nature & characteristics of tourism and the role of people in planning & designing settlements in an attempt to make them more sustainable.	External exam (1 hour 30 mins) 24% of A level
	A2 3: Decision Making in Geography	This unit gives students the opportunity to develop their decision-making skills in a real world scenario.	External exam (1 hour 30 mins) 12% of A level

Entry Requirements

A level Geography builds on the knowledge, understanding and skills developed in GCSE Geography, therefore it is strongly advised that pupils have at least a grade B in GCSE Geography to study this subject at A level.

Careers and Further Study

Geography is a broad based academic subject which will open up many options for you in your future. Employers and universities see Geography as a robust academic subject which is rich in skills, knowledge and understanding. This subject links with the arts and the sciences, and it is highly flexible in terms of what you can combine it with. If you choose to take Geography on to university, there are a range of courses at Queens University and Ulster University to choose from.

There are a variety of career areas which are accessed by graduates of Geography such as: GIS specialists, education, climate change analyst, meteorologist, pollution analyst, surveyor, town planner, water conservation officer, international aid/ development worker, logistics and distribution manager and many more.

BTEC Level 3 Health and Social Care (1 A-level)

Exam Board: Pearson

Why study Health and Social Care?

The Health and Social Care industry is one of the largest employment sectors in the UK. It is an attractive industry for people desiring to make a positive difference in society and looking to find secure employment in today's ever-changing economy. Working in this field can also be one of the most challenging and rewarding careers; but it is also the place where you get the opportunity to make a real difference to people's lives each day.

- It is a healthy and secure industry to work in
- It is always in demand
- It opens the door for many opportunities to develop and progress
- It gives you the privilege to make a difference in someone's life
- It gives on-going growth and professional development
- It will teach you things you didn't know about yourself

Course Summary

Unit 1 Human Lifespan Development (Yr13)	Externally assessed exam
Unit 2 Working in Health and Social Care (Yr14)	Externally assessed exam
Unit 5 Meeting Individual Care and Support Needs (Yr13)	Internally assessed portfolio
Unit 14 Physiological Disorders and their Care (Yr14)	Internally assessed portfolio

The course provides excellent preparation for further study at University or in employment, and is an excellent grounding for anyone interested in working with people of a variety of ages, in a range of settings from: babies and children, to people with special needs or learning difficulties, to families and young people and the elderly. If you have an approachable, trustworthy, enthusiastic and compassionate nature, this is an ideal course for you.

Assessment

The following external assessment type is used in the Health and Social Care qualification:

- Examinations – all learners sit an externally based exam set by Pearson.

The styles of internal assessment used in the Health and Social Care qualification are:

- Write up the findings of students' own research;
- Use case studies to explore complex or unfamiliar situations;
- Carry out projects for which students have choice over the direction and outcomes;
- Demonstrate practical and technical skills using appropriate workplace values and practices.

Entry Requirements

5 x GCSE grades A-C including English & Maths or a relevant Level 2 qualification at Merit or above.

Careers and Further Study

The BTEC Health and Social Care course, when combined with A levels, offers an excellent route to university for a variety of degrees. Students have progressed to higher education or employment within nursing, midwifery, primary education, social work as well as many other areas where interaction with the public is a large part of the job.

A Level History (1 A-level)

Exam Board: CCEA

Why study History?

Studying A Level History enables pupils to build upon the knowledge gained at both Key Stage 3 and 4 in Larne High School. We encourage our pupils to develop the necessary literacy skills and to write competently about Historical events using an academic tone. Pupils get the opportunity to learn about modern events which have shaped the world we live in. These include a study of the Russian Revolution in 1917 and life in Russia under the rule of Lenin and Stalin. We also embark upon a journey through 100 years of the modern American Presidency, a unit which is particularly popular with our A Level historians. In addition to learning about life in Nazi Germany in much more depth than at GCSE level, pupils undertake a study of the partition of Ireland and the creation of Northern Ireland.

Course Summary

Year 13

AS1: Option 5: Germany 1919-45

AS2: Option 5: Russia 1914-41

Year 14

A2 1: Option 4: The American Presidency 1901-2000

AS 2: Option 4: The Partition of Ireland 1900-25

Assessment

AS 1 is externally assessed at the end of Year 13. Pupils will sit an exam which lasts 1 hour 30 minutes. The exam mark is work 50% of AS and 20% of the A Level.

AS 2 is externally assessed at the end of Year 13. Pupils sit an exam which lasts 1 hour 30 minutes. The exam mark is work 50% of AS and 20% of the A Level.

A2 1 is externally assessed at the end of Year 14. Pupils will sit an exam which lasts 1 hour. The exam is worth 20% of the A Level.

A2 2 is externally assessed at the end of Year 14. Pupils sit an exam which lasts 2 hour 30 minutes. The exam is worth 40% of the A Level.

Entry Requirements

Pupils must achieve a minimum of a grade B in GCSE History prior to embarking upon the A Level course. Exceptions can be discussed with Mrs MacDougall.

Careers and Further Study

Pupils who study A Level History will have a wealth of career options to choose from. Whether it's a career in Law, teaching, journalism or research, the skills and knowledge obtained during the study of History at A Level will provide pupils with a well-respected and highly regarded qualification on which to build upon.

Cambridge Technicals - Information Technology Level 3

Exam Board: OCR

Why study a Cambridge Technical in Information Technology ?

Our Cambridge Technical in IT allows students to gain an insight into the world of IT and Cyber Security. There is a range of units studied that provide students with practical and project-based opportunities to develop knowledge and skills in the area of IT and Computer Science.

The computer sector is one of the fastest growing job sectors in Northern Ireland. The average starting salary for a job in the Northern Ireland IT sector is approx. £26000 per year!

Studying the Cambridge Technical in IT can be the start of a learning journey that can take you to University or into the world of work in the Northern Ireland Tech sector via Tech company sponsored apprenticeships or the Government backed Assured Skills Academies.

Course Summary

In year 1 of the course, students undertaking the Level 3 Cambridge Technical in Information Technology will study the material for the exam based units of the qualification: Fundamentals of IT; Global Information; and Cyber Security.

In year 2 of the course students will study the coursework based sections of the course content. As part of this they will plan and develop a Game to accompany the development of their coursework.

Assessment

Unit 1 – IT Fundamentals – Exam 1.5h

Unit 2 – Global Information – Exam 1.5h

Unit 3 – Cyber Security – Exam 1h

Unit 8 – Project Management - Coursework

Unit 9 – Product Development - Coursework

Entry Requirements

GCSE English C*

GCSE Maths C*

An interest in computers.

Careers and Further Study

After successfully completing this course you could undertake further IT/Computing study in Northern Ireland at Ulster University or Queens University as well as universities located in England, Scotland and Wales. You could also apply for apprenticeships in ICT/Computing with companies based in Northern Ireland.

A Level Life and Health Science (1 A-level)

Exam Board: CCEA

Why study Life and Health Sciences?

Life and Health Sciences is a good alternative to a separate Science course, for those students who wish to study a Science A-Level to progress to their desired programme at university.

Life and Health Science related industries make up over 25% of Northern Ireland's total economic output. They include a diverse range of businesses and employment opportunities, from pharmaceutical and chemical to the National Health Service. Students will benefit from being immersed in an exciting range of specialised scientific units, such as Medicine, Drugs and Clinical Trials and Enabling Technology, which reflect and complement the opportunities this sector provides.

Course Summary

The teaching of Life and Health Science will use a variety of teaching methods. Outline notes for some topics will be given but understanding is developed by the use of illustrative practical, modelling, practice of calculations, discussion, personal research, paired and group work. Practical investigations will form a large part of the work and you will be required to plan, manipulate apparatus, make observations and interpret the results. Use will be made of ICT, especially for research purposes. You will be required to work as part of a team to produce a report and required to give presentations of your work.

This specification aims to encourage students to:

- develop their interest in and enthusiasm for Science, including developing an interest in further study and careers in Research Science;
- appreciate how society makes decisions about scientific issues and how the Sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem solving skills;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how Science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and advanced study skills that help them prepare for higher education.

Assessment

For a full GCE Single Award qualification students complete six units: three at AS level and three at A2.

- **Unit AS 1**: *Experimental Techniques* - Internal assessment
- **Unit AS 2**: *Human Body Systems* - External written examination
- **Unit AS 3**: *Aspects of Physical Chemistry in Industrial Processes* - External written examination
- **Unit A2 1**: *Scientific Method, Investigation, Analysis and Evaluation* - Internal assessment
- **Unit A2 2**: *Organic Chemistry* - External written examination
- **Unit A2 3**: *Medical Physics* - External written examination

Entry Requirements

BB or above in Double Award Science.

Careers and Further Study

This is not intended as a course for students who wish to pursue a pure Science degree at university but, if you become interested in Science through the time you are studying it, some Science courses (mainly in the Biological Sciences) accept it depending on the other subjects you are studying.

A Level Psychology (1 A level)

Exam Board: AQA – all information is available on www.aqa.org.uk

Why study Psychology?

Psychology is the scientific study of the human mind, mental processes and behaviour, which includes areas such as human development, sports, health, social behaviour, criminal behaviour and cognitive processes.

Psychology is a popular subject which aims to develop a range of valuable transferable skills, including critical analysis, independent thinking, and research, necessary for further study and valued by employers.

Have you ever wondered if prison really changes criminal behaviour? Or why some people conform? A-level Psychology will give you an understanding of the way people think and why people behave in certain ways.

Course Summary

AS level – Year 13 – you study:	A2 level – Year 14 – you will study compulsory content and 3 options:
Scientific Research Methods	Issues and Debates in Psychology (C)
Social Influence	Biopsychology (C)
Memory and Cognition	Statistical Analysis in Research (C)
Attachment	Relationships (Option 1)
Biopsychology	Schizophrenia (Option 2)
Approaches in Psychology (3)	Forensic Psychology (Option 3)

Assessment

AS level – Year 13 – Assessed in May by 2 x 1.5 hour examinations. This is a stand alone certificate.

A2 level – Year 14 – Assessed in June by 3 x 2 hour examinations. *(AS year is reassessed in Paper 1.)*

Entry Requirements

GCSE Mathematics – B. 30% of overall marks are B level GCSE.

GCSE English – B. A good quality of written English is essential!

Preference will be given to those with GCSE Science.

Exceptions can be discussed with Ms Mawhinney.

Careers and Further Study

The most popular ***degree options*** of students who have studied Psychology at A level include: Psychology, Criminology, Sociology, Business Studies, Teaching, Sport and Exercise Sciences and Law.

Career options using Psychology include:

Forensic Psychology	Teaching and Marketing	Counselling / Therapists
Business Development	Nursing	Animal Care
Occupational Therapy	Sports Psychologist	Criminal Psychology
Police careers	Neurology	Occupational Studies etc

BTEC Level 3 Sports Coaching and Development
Extended Certificate (1 A Level), Diploma (2 A Levels)

Exam Board: Pearson

Why study Sports Studies?

The Sports Industry is one of the fastest growing industries in the world, worth an estimated £39 billion to the economy. The opportunities and career pathways within the sports industry are endless.

By studying BTEC Level 3 Sports Studies you will equip yourself with a set of qualifications, wide and varied range of experiences and create fantastic opportunities for you to progress and build a career pathway in one the most competitive, dynamic and exciting industries in the world.

Course Summary

As part of the BTEC Level 3 Coaching and Development programme we offer the Extended Certificate, equivalent to 1 A-Level and the Diploma, equivalent to 2 A-Levels. As part of each programme you will study the units below:

Extended Certificate	National Diploma
Careers in Sport and Active Leisure Industry	Careers in Sport and Active Leisure Industry
Health, Wellbeing and Sport	Health, Wellbeing and Sport
Developing Coaching Skills	Developing Coaching Skills
	Applied Coaching Skills
	Sport Development
	Self Employment in Sport
	Anatomy and Physiology in Sport

Assessment

Both the Extended Certificate and the National Diploma are 100% Internally Centre assessed through a variety of portfolio based assessments for each of the units highlighted above.

Entry Requirements

5 GCSE's grades A* - C or equivalent.

BTEC Level 2 Sports Studies Pass grade or above.

GCSE English grade A* - C is desirable.

Careers and Further Study

Undergraduate Degrees in Sports Studies, Sports Science, Physical Education or related areas.

Career pathways in Sports Coaching, Sports Therapy, Teaching, Physiotherapy, Nutritionist, Sports Psychology, Sports Management, Personal Training, Sports Development and Marketing.

Sports Academy
BTEC Level 3 Sports Coaching and Development.
Extended Diploma (3 A Levels)

Exam Board: Pearson

Why study Sports Studies?

The Sports Industry is one of the fastest growing industries in the world, worth an estimated £39 billion to the economy. The opportunities and career pathways within the sports industry are endless.

By studying BTEC Level 3 Sports Studies you will equip yourself with a set of qualifications, wide and varied range of experiences and create fantastic opportunities for you to progress and build a career pathway in one the most competitive, dynamic and exciting industries in the world.

Course Summary

As part of the Sports Academy you will experience a very exciting and unique, bespoke course which includes the Extended Diploma in Sport, equivalent to 3 A-Levels, a package of coaching qualifications, coaching placements, strength & conditioning and practical sports experiences.

Through our partnerships with LLS and Steven Gerrard Academy, you will have the opportunity to experience various coaching placements across the globe including Spain, USA and Qatar.

Extended Diploma in Sports Coaching and Development	
Careers in Sport and Active Leisure Industry	Research Project in Sport
Health, Wellbeing and Sport	Fitness Testing
Developing Coaching Skills	Anatomy and Physiology in Sport
Applied Coaching Skills	Sports Psychology
Sport Development	Nutrition for Physical Performance
Self Employment in Sport	Rules, Regulations and Officiating in Sport

Assessment

The Extended Diploma in Sport is 100% Internally Centre assessed through a variety of portfolio based assessments for each of the 12 units highlighted above.

Entry Requirements

5 GCSE's grades A* - C or equivalent.

BTEC Level 2 Sports Studies Pass grade or above.

GCSE English grade A* - C is desirable.

Careers and Further Study

Undergraduate Degrees in Sports Studies, Sports Science, Physical Education or related areas.

Career pathways in Sports Coaching, Sports Therapy, Teaching, Physiotherapy, Nutritionist, Sports Psychology, Sports Management, Personal Training, Sports Development and Marketing.

A Level Technology and Design (1 A Level)

Exam Board: CCEA

Why Study Technology and Design?

Technology and Design allows you to maximise your problem solving skills, enable you to use your creativity and design skills, gives you the opportunity to discover and work with a range of tools, machines and materials that are used in Northern Ireland's manufacturing sectors.

Course Summary

Pupils will study two units AS Level and a further two units at A2 Level.

These units are as follows:

AS Level

Unit 1 Design & Materials and Product Design

Unit 2 Coursework: Product Development

A2 Level

Unit 3 Systems and Control or Product Design

Unit 4 Coursework: Product-system Design and Manufacture

Assessment

Unit	Type of Assessment
Unit 1 Design & Materials and Product Design	2 hour written paper, 50% of AS, 25% of A Level
Unit 2 Coursework: Product Development	Portfolio and Practical piece, 50% of AS, 25% of A Level
Unit 3 Systems and Control or Product Design	2 hour written paper, 25% of A Level
Unit 4 Coursework: Product-system Design and Manufacture	Coursework, 25% of A Level

Entry Requirements:

Pupils must have achieved at least Grade B in GCSE Technology and Design.

Careers and Further Study:

If you wish to study Architecture, Engineering, Interior or Product Design at degree level, you will need to complete the full A Level course. Technology & Design can open up a wide range of opportunities for further and higher education and job opportunities in industry, teaching and a vast range of product manufacturers.

This would also make you eligible for a higher level apprenticeship in a related field.

BTEC Level 3 Travel & Tourism (1 A level)

Exam Board: Pearson

Why study Travel & Tourism?

Level 3 Travel & Tourism is wide ranging and includes aspects of customer care and administration, as well as the study of destinations, holidays and attractions. There are also opportunities for course related trips and visits.

Course Summary

	Unit	Content	Assessment
Year 13	Unit 1 The World of Travel & Tourism	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.	External Exam (90 minutes) 75 marks
	Unit 2 Global Destinations	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.	A task set and market by Pearson under supervised conditions. 3 hours 60 marks
Year 14	Unit 3 Principles of Marketing in Travel & Tourism	Learners focus on how to develop a successful marketing plan for use by Travel and Tourism organisations to attract and engage customers.	Internal Assessment. (Portfolio)
	Unit 9 Visitor Attractions	Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.	Internal Assessment. (Portfolio)

Assessment

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). All units contribute to the overall qualification grade.

Entry Requirements:

Level 3 Travel & Tourism builds on the knowledge, understanding and skills developed at GCSE (level 2) Travel & Tourism, therefore it is strongly advised that pupils have at least a 'Merit' grade at level 2 to study this subject at level 3.

Careers and Further Study:

This course opens many doors to careers such as cabin crew, holiday representatives, and travel consultants. Travel and Tourism can also lead to a wide range of other careers in the areas of event & hospitality management, wedding planning, travel agencies, public relations, travel journalism and tourism marketing.

If you were interested in studying a Travel & Tourism related degree, there are many courses offered at universities across the UK and Northern Ireland such as: international tourism management, hospitality and events management, economics and marketing, leisure and tourism etc.

Larne High School

20 Sallagh Park Larne

Co. Antrim

BT40 1NT

Tel: 02828 272159

E-mail: info@larnehs.larne.ni.sch.uk

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