



Sixth Form Information & Options Booklet



September 2020



ENGAGE | ENTHUSE | EMPOWER

Dear Student

Thank you for your interest in our Sixth Form here in Priory Integrated College. This booklet contains information about all of the courses available to students who choose to pursue their A Level studies with us here in the college. I hope that you find the information useful as you begin to make your decisions about what you want to do once GCSEs are over.

Excellence for All is at the core of our mission and purpose here in Priory. Our Sixth Form is therefore organised to ensure that we meet the needs, interests and aspirations of all of our young people. We offer a range of general and applied courses which offer progression routes to higher education and employment. Courses are delivered by staff here in the college and in collaboration with our nearest neighbours within North Down Community Learning Partnership and East Belfast.

Most of our students in Sixth Form study at least three A levels (or equivalent) throughout Years 13 and 14. A smaller number of students enroll on our 2 A level package. If you enroll on a course at the beginning of Year 13, our expectation is that you will continue to study that course for the duration of your time with us.

We also offer a range of enrichment programmes, trips and activities, which help you to develop a range of skills, promote the integrated ethos of our college and make the provision in Sixth Form an enjoyable and enriching experience for you.

Pastoral Care is at the heart of everything we do here in Priory, and this is no different when it comes to our Sixth Form students. We aim to ensure that you are supported through the challenges of academic study at this level, and our Sixth Form pastoral team work closely with parents / carers and the wider community to ensure the highest possible quality of care for all of our young people.

As a result, the outcomes for our young people who complete their Sixth Form studies with us are simply outstanding, with many of them going on to university here in Northern Ireland or elsewhere throughout the United Kingdom and the Republic of Ireland. Others secure employment in one of the many growing industries here in Northern Ireland.

If you would like to know more about us, please attend our Sixth Form Options evening on **12th March 2020 from 7pm - 8:30pm** in the College Assembly Hall.

Alison Watterson (Principal)

Sixth Form at Priory

Students who wish to continue their education beyond GCSE have a wide range of courses to choose from here at Priory. Whatever your interests and aspirations there is something here for you. We offer a range of courses at Post 16 including:

General A Levels

These are Level 3 courses in a range of subject areas that would be considered traditional school subjects. General A Levels are very knowledge-based and require a high level of competence in literacy and numeracy. They are assessed through a combination of coursework and formal examination. General A levels studied by Priory students in the past include Biology, English Literature, History, Psychology, Religious Education, Geography and Home Economics.

BTEC & OCR Cambridge Technicals

These are Level 3 courses equivalent in value to General A levels. We offer BTEC and Cambridge Technical qualifications in a range of subjects linked to vocational areas, such as: IT, Public Services, Health and Social Care, Science, Sport and Travel & Tourism. As with A Levels, students apply their knowledge and skills to tasks that are very relevant to a career in these areas of study. The tasks are a combination of theory and hands-on practical experience, which help students to develop a deeper understanding of issues linked to that area. Once again, a competent level of literacy and numeracy is required for success in these courses, as well as the ability to work independently and as a team.

All of the above courses carry UCAS accreditation and are recognised by universities within and beyond Northern Ireland as appropriate foundations for access to degree level courses.



Head of Sixth Form

Priory is a successful and growing Sixth Form. As Head of Year, I am very proud of the academic achievement of all our students. We take an individual approach to high quality pastoral care and are fortunate to have a number of experienced and dedicated teachers who have a wealth of knowledge and a love for teaching. When we combine these two elements, we are able to ensure the highest levels of care and achievement for all our young people. Every year I am reminded what a privilege it is to be able to support our young people at this crucial stage of their lives. I look forward to welcoming you to Priory, where the journey begins.



Mrs
Keatings-Hunter

Sixth Form Pastoral Team

Our Sixth Form pastoral team is led by Mrs A Keatings-Hunter as Head of Sixth Form.

Pastoral care is about ensuring that all students and staff are valued as individuals. The College has a fully developed pastoral care system providing a secure, caring, ethos, which supports emotional, academic and social development.

We believe that each child has the ability to achieve their full potential, so, we spend time building a relationship with our students and building a trusting and positive relationship with them. Students are encouraged to reach their full potential through a system of learning guidance provided by the Form Tutor and Head of Year, with the support from the Vice Principal, Principal and external agencies when required.

Priory recently introduced Restorative Practice as part of our suite of pastoral practices. Restorative Practice is an inclusive approach to dealing with conflict and wrong-doing, which provides those involved with the opportunity to take responsibility for their actions and make reparations. Not only does this approach effectively address issues as they arise, it also allows students to have a voice, increases their capacity for social and emotional learning and empowers them to face challenging situations with self-assurance and confidence. Restorative Practice supports our Behaviour for Learning policy and our Anti-Bullying policy which uphold high standards of behavior from all students in the college.

The Form Tutor

The role of the Form Tutor is to ensure the day-to-day well-being of students and to give advice on how to manage school work on top of the other demands placed on the students. Attendance is closely monitored as the college believes that Attendance + Attitude = Attainment. The role of the Form Tutor also extends to that of monitoring and encouraging punctuality to the college.

The Role of Parent/Carers

The college recognises the valuable role of Parent/Carers and regards education as a three-way process, between the college, the student and the Parent/Carers.

Frequent contact is maintained with Parent/Carers regarding the progress of the student. This is done through formal means e.g. report and unofficial, telephone calls from the teacher, Form Tutor or Head of Year. We encourage and value communication with Parent/Carers and all Sixth Form staff are available to talk to Parents/Carers regarding their son/daughter.

Sixth Form Supervisor and Classroom Assistants

A Study Supervisor is on hand to support students both academically and pastorally during their study time. The Study Supervisor ensures there is proper and constructive use of the study facilities and fosters an ethos of independent learning. The Study Supervisor will build strong relationships with each student during their time at Priory and will promote consistently high standards of study and learning. In addition, Classroom Assistants are allocated to provide support and assistance in private study periods.

Timetable

The college timetable runs over a 10-day cycle. Students have timetabled classes for each Level 3 qualification they are studying. In addition, they have a taught pastoral programme and careers education. Sixth Form students also have private study periods allocated to their timetables, where they are supervised and supported by the Sixth Form Study Supervisor in the Study Centre.



8:50-9:10 Registration	
Time	Period
9:10-10:10	1
10:10-11:10	2
11:10-11:25	
11:25-12:25	3
12:25-12:55	
1:00-2:00	4
2:00-3:00	5

Uniform

SIXTH FORM BOYS' UNIFORM

Blazer: Green blazer with an Integrated College crest (already stitched in)

Trousers: Regulation mid-grey trousers. No skinny fits allowed.

Shirt: White

Tie: Regulation college tie (Navy and green stripe with college crest)

V-neck pullover: Mid-grey jumper with double navy trim

Socks: Plain black or dark grey

Shoes: Plain black shoes

Winter wear: Regulation fleece/rainproof coat available from Robert's College wear or plain black or navy cagoule (Peter storm)

Scarf: Regulation college scarf

SIXTH FORM GIRLS' UNIFORM

Blazer: Green blazer with an Integrated College crest (already stitched in)

Skirt: Regulation mid-grey

Blouse: White, long sleeves

Tie: Regulation college tie (Navy and green stripe with college crest)

V-neck pullover or cardigan: Mid-grey jumper with double navy trim

Socks: Mid-grey knee length socks

Tights: Navy

Shoes: Black; flat-heeled

Winter wear: Regulation fleece/rainproof coat available from Robert's School wear or plain black or navy cagoule (Peter Storm)

Scarf: Regulation college scarf

Official Uniform Stockists are:

- Gowdys
- Roberts of Bangor



Enrichment

Developing Peer Leadership Skills

Many Sixth Form students support younger students in chosen subject areas where they have an interest and specialism. This is especially valuable experience for those students interested in teaching or social care professional career pathways.

Developing Working and Time Management Skills

It is the college's aim to develop in Sixth Form students the skills of independent study and time management. There is a range of ICT provision to enable Sixth Form students to research and complete coursework portfolios, away from the teacher/class and in their own time. This time is supervised by a classroom assistant and a teacher. Time management training is provided by the Head of Year and supported by Sixth Form Tutors and the Sixth Form Supervisor.

“Study periods are called non-contact and you work independently. This is good as it gets you ready for university and the world of work. Study periods are fully supervised by a Sixth Form Supervisor.”



Careers Education Information Advice and Guidance (including UCAS)

Given the ever changing world of employment trends and the unpredictable nature of the economic climate, it is increasingly important to ensure that all young people are equipped with the skills to plan their learning pathways and associated transitions to further/higher education and the world of work.

The Careers Education Programme for Sixth Form provides:

- o Reliable information about the full range of learning and career pathways available to students post 18.
- o Guidance from careers staff and external careers advisors relevant to students' abilities and aspirations.
- o Support and develops Personal Career Planning, UCAS applications, interview skills and the writing of CVs/Application Forms and Letters of Application.
- o Opportunities for students to participate in relevant work experience.
- o Advice on finance and money management.
- o Opportunities to develop a range of employability skills including target setting, time management and communication.

"It's good that Careers guidance is given. Also during non-contact or Study periods there is ICT access to do your coursework. Enrichment time gives you the opportunity to develop your skills for the future. I help look after the library during that time."

Collaboration

Priory Integrated College has a growing Sixth Form and we pride ourselves in offering a range of courses to our students within their home school and in collaboration with schools within the Belfast and Bangor Learning Partnerships.

We offer a range of Post 16 courses catering for the needs of our students. Currently we have links with Ashfields Boys School, Ashfield Girls School and Sullivan Upper for subjects including A level English, Geography and Biology.

Educational Maintenance Allowance

Sixth Form students may qualify for the Education Maintenance Allowance. More details are available during the interview process for a place in Sixth Form.

Bonus payments are available twice yearly and will be achieved if students fulfil the following criteria:

- Good behaviour in the classroom and within the college environment.
- Coursework and homework handed in on time
- Effort applied to learning and contributions to class, discussion and group work
- Punctuality to the college (8.50 am, with early morning starts)
- Attendance at revision classes and additional coursework improvement sessions

Enrichment Opportunities in Sixth Form

The academic curriculum of Sixth Form is enriched by a number of other opportunities for students to develop a range of skills. These opportunities include:

- Induction day for new Year 13 students
- Careers guidance
- University visits
- Team building programmes
- Personal and social development
- Guest speakers
- Study skills training
- Student mentoring training
- Year 8 class mentor programme
- Reading partnership training and delivery with Year 8 students
- Reading and literacy monitors
- Digital Leaders
- Teaching support assistants
- Blocked work experience in local primary schools
- Assisting in the school's BASE unit
- Access to ICT and library facilities during non-contact periods
- Access to Mac computers
- Study for GCSE English and Mathematics resits
- Work experience placement

Subjects on Offer

At Priory Integrated College we offer our students a wide range of subjects at Post 16. *

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Extended Certificate in ICT

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Applied Science

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Sport

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Public Services

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Business

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Travel and Tourism

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Performing Arts

PEARSON EDEXCEL BTEC Level 3 Subsidiary Diploma in Digital Creative Media

A Level Mathematics

A level Religious Studies

Courses provided in collaboration with other providers

OCR A Level English

EDEXCEL BTEC Level 3 Subsidiary Diploma in Hospitality

Other general A Levels including

Art, English Literature, Geography, Home Economics, History, Music, Moving Images, Politics, Technology and Religious Studies.

* Subject to demand

Sixth Form has a supportive environment with teachers who are more than understanding when it comes to the all-important deadlines; being able to balance your social life and work load is vital to survive these two years. I wouldn't have been able to get to where I am today without all the support from the teachers which I am grateful for. Thank you, Priory for all the memories, help and support.

OCR Level 3 Cambridge Technical Introductory Diploma in IT

Examination Board	OCR
What is the subject about	This course is 100% coursework where students produce a portfolio of work for a given scenario across 6 units. This course enables learners to understand how business organisations use information and provides them with experience of various software used to manage information.
Criteria Requirements	None
Assessment	Coursework The units are graded Pass, Merit, Distinction and Distinction*
Year 13	Unit 1 Communication and employability skills for IT Unit 2 Information Systems Unit 6 e-Commerce
Year 14	Unit 12 Website Production Unit 19 Spreadsheet modelling Unit 43 Understanding Social media for a Business
Careers	This course provides practical skills necessary to gain employment in IT or Business and supports further study in IT.
For further information contact Mrs Fanning - Head of Department	



BTEC Level 3 National Extended Certificate in Creative Digital Media Production

Examination Board	Pearson
What is the subject about	This qualification provides an introduction into the study of creative digital media production. Students develop an understanding of the media industry through analysing media representations and producing media products.
Criteria Requirements	None
Assessment	<p>Unit 1 – Mandatory – Externally set exam marked by Pearson.</p> <p>Unit 8 – Mandatory – Controlled Assessment Task marked by Pearson.</p> <p>Unit 4 & Unit 13 – Portfolio work internally marked.</p> <p>The units are graded Pass, Merit, Distinction and Distinction*</p>
Year 13	<p>Unit 1 Media Representations (Exam)</p> <p>Unit 4 Pre Production Portfolio (Coursework)</p>
Year 14	<p>Unit 8 Responding to a Commission (Controlled Assessment)</p> <p>Unit 13 Digital Games Production (Coursework)</p>
Careers	<p>UCAS points are equivalent in size to one A level.</p> <p>This qualification contributes to admission requirements in many Creative Media subjects, such as BA (Hons) Marketing and Communication.</p> <p>Knowledge gained from this course enables pupils to apply for entry level recruitment in marketing, sales, media industry design and other gaming or filming roles.</p>
For further information contact Mrs Fanning - Head of Department	



**PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE
IN TRAVEL AND TOURISM**

Examination Board	Pearson
What is the subject about	BTEC travel and tourism course teaches you the knowledge and skills you need to work in this industry. There is a practical, real-world approach to learning and the work is assessed in variety of ways throughout the course. This course also provides a well-established route into a variety of specialist Higher Education (HE) courses in this sector.
Criteria Requirements	None.
Assessment	There are four units to be completed in total, two of these will be taught in Year 13 and two in Year 14.
Year 13	The world or Travel and Tourism (External Examination) Principles of Marketing (Portfolio)
Year 14	Global Destinations (External Examination) Visitor Attractions (Portfolio)
Careers	Tourism is the UK's fifth largest industry, it is the third largest export earner and worth £115 billion a year. It also employs 2.6 million people. All the skills learnt in this course are transferrable and therefore would be very useful in a large variety of other industries. This means that even if you are not thinking of a career in Tourism you could still benefit from studying this course.
For further information contact Mr Callender - Head of Department	



OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care

Examination Board	OCR
What is the subject about	The health and social care sector employs vast numbers of people across the country within a varied range of job roles, with the workforce totalling around 3 million people. Many careers involve meeting the needs of people and, with this in mind, the Cambridge Technicals in Health and Social Care offer a wide range of units. These enable students to learn about key areas and to meet the needs of people in the health and social care sector.
Criteria Requirements	There are no formal entry requirements for this qualification.
Assessment	This course is entirely coursework based and is equivalent to one A Level. There are six units of work to be completed over a two-year course. Units will be divided evenly over the two years.
Year 13	<p><u>Unit 1 Communication:</u> Effective communication is vital to working in health and social care. An important part of communication is the giving and receiving of information. This unit will allow learners to develop the skills which underpin effective communication. They will also gain an understanding that these skills need to be adapted to different circumstances Learners will experience both a one-to-one and group interaction which will allow them the opportunity to hone, assess and reflect on their own communication and interpersonal skills.</p> <p><u>Unit 10 Safeguarding adults:</u> It is the responsibility of the health and social care worker to safeguard all individuals that come into their care. This unit will help to broaden the learners' awareness of the different forms of harm and abuse that individuals may experience and why. Learners will gain an appreciation of the adults most at risk of abuse, the types and effects of abuse and how the rights, independence and wellbeing of adults can be supported and protected.</p> <p><u>Unit 16: Nutrition</u> It is said 'We are what we eat'. Judging by the increasing research findings and media headlines we are as a society paying the price for what we eat. Rising levels of obesity are leading to increases in heart conditions, diabetes and liver disease. Yet on every television channel there are numerous programmes on food; how to grow it, farm it, cook it, present it – even how to date others with it. We, as a nation, appear obsessed with food. What we eat has never been under as much scrutiny as it is today. Diet can affect an individual's health in many ways, physically, intellectually, emotionally and socially. An understanding of nutrition is therefore vital in order to make and suggest the right choices of food and drink. The aim of this unit is to allow learners to appreciate the dietary requirements we all have and how</p>

these vary between different ages and groups of individuals. Research shows that learning and performance in our early years is significantly affected by diet. For this reason, celebrity chefs and others have worked hard to get dietary change in schools, often meeting resistance. Few will forget those images of parents supplying junk food to their children over the school fence. Learners will be able to discover the function and sources of nutrients, current nutritional issues and the various factors and influences that help determine peoples' eating habits. Learners will discover that not all individuals have the same freedom of choice in what they eat. Learners will be able to research how dietary patterns can be influenced through legislation, campaigns and advertising. There will also be an opportunity to use their knowledge of nutrition to analyse an individual's diet and make recommendations for improvement.

Year 14

Unit 2: Equality, rights and diversity

To provide effective care practitioners must have a good knowledge and understanding of the diversity that exists amongst people in society. Many individuals who need health, social or early years services can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care people who use services experience.

This unit will help learners to appreciate the implications of diversity on practice and also the effects of discriminatory practice on people who use services. Learners will also gain an appreciation of how legislation, national initiatives and policy guidelines can support anti-discriminatory practice.

Unit 9 Caring for Children

In an ideal world, all children and young people would be safe and well cared for within their own families. However, in reality for some individuals the family is not the safe, protective environment it should be. It is extremely important in today's society that everyone working within the health and social care sector has a sound understanding of how to protect children and young people, whilst following policy and procedures to ensure their own protection. This unit will provide learners with an understanding of the risks of abuse that some children and young people may experience both within the family and in the wider society.

Unit 15 Health Promotion

In our modern society too many of us over eat, eat the wrong foods, smoke, drink too much alcohol, have unprotected sex, do too little exercise and spend too long in the sun or under sun beds. Most of us know we shouldn't be doing any of these and most of us know the dangers. How do we know? Because at some point, somewhere, we have been exposed to some form of health education. We are all used to seeing adverts on the television, on buses, billboards and in health centres. Most of us have heard of '5 a Day', 'Change 4 life' and 'Sun awareness'. They are examples of health education campaigns and that is the focus of this unit. Health education aims to improve individuals' physical, intellectual, emotional or social health. In order for this to happen, behaviour must change or adapt as a result of health education campaigns

	<p>It is the aim of this unit to introduce learners to the different approaches used in health education and its promotion including the role of the media. They will learn that health education depends on changing peoples' behaviour and they will have an opportunity to understand the various models of behaviour change and the factors that will influence individuals and their will to change – either positively or negatively. Learners will discover how health education campaigns are planned, resourced and implemented and their success measured.</p>
<p>Careers</p>	<p>This course can lead to many career opportunities such as:</p> <ul style="list-style-type: none"> Nursing Childcare Youth work Social work assistant Therapy assistant Medical technician Health care assistant Health administration Care management FE teaching Community development Charity Officer
<p>For further information contact Mrs O'Reilly - Head of Department</p>	

Pearson BTEC Level 3 National Extended Certificate in Applied Science

Examination Board	Pearson Edexcel
What is the subject about	Designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. To be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
Criteria Requirements	There are no formal entry requirements for this qualification.
Assessment	Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).
Year 13	1 Principles and Applications of Science (Externally Examined) 2 Practical Scientific Procedures and Techniques
Year 14	3 Science Investigation Skills (Externally Examined) 8 Physiology of Human Body Systems
Careers	Laboratory technician / Forensic Science / Nurse / Genetics Counsellor
For further information contact Mrs Stronge - Head of Department	



BTEC Level 3 National Extended Certificate in Business

Examination Board	Pearson Edexcel
What is the subject about	<p>The content of this qualification has been developed in consultation with academics, employers and professional bodies to ensure the content is appropriate and consistent with current practices in the business sector.</p> <p>The students will be able to examine the impact of the business environment and how finance, marketing and effective Human Resource Management is crucial in the operation of a successful business. This qualification will provide the students with the opportunity to develop a range of skills, techniques and attributes essential for progression into higher level education and for successful performance in their working life.</p> <p>This course provides the students with a qualification equivalent to one A Level and therefore carries UCAS points.</p>
Criteria Requirements	A Business Studies/Business Communications background is beneficial but not essential. This course will also require a sound written and mathematical ability.
Assessment	<p>The students will study four Units, three Mandatory Units (compulsory) and one Optional Unit.</p> <p>75% of the course will be coursework based with 25% of the course being assessed via examination.</p> <p>Students must achieve a Pass grade in all Mandatory Units to eligible for certification.</p>
Year 13	<p>Unit 1 Exploring Business (Mandatory Unit - Internally Assessed Coursework)</p> <p>Unit 3 Personal and Business Finance (Mandatory Unit - External Written Examination 2 Hours)</p>
Year 14	<p>Unit 2 Developing a Marketing Campaign (Mandatory Unit – Externally Controlled Assessment)</p> <p>Unit 4 Recruitment and Selection (Optional Unit – Internally Assessed Coursework)</p>
Careers	This qualification can lead to careers in a number of different disciplines: Accounting, Banking and Finance, Marketing and Advertising, Retailing, Customer Service, Management, Consultancy, Human Resource Management and Project Management.
For further information contact Mrs Stewart - Head of Department	

EDEXCEL BTEC Level 3 Subsidiary Diploma in Sport

Examination Board	Pearson Edexcel
What is the subject about	The BTEC Subsidiary Diploma in Sport will give learners a solid foundation in the sport and active leisure sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.
Criteria Requirements	This course requires a genuine interest in sport, the ability to work independently and the discipline to meet coursework deadlines.
Assessment	Teachers clearly identify when setting assignment tasks what areas in the assignment need to be completed to what standard for students to achieve the desired Pass, Merit or Distinction. The course is all portfolio-based, there are no external examinations.
Year 13	<p>The four mandatory units completed in Year 13:</p> <p>Unit 1 – <u>Principles of Anatomy and Physiology in Sport</u> – this unit gives students the opportunity to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.</p> <p>Unit 2 – <u>The Physiology of Fitness</u> – this unit provides an opportunity for students to explore the body’s response to acute exercise and how the body adapts to long-term exercise participation.</p> <p>Unit 3 – <u>Assessing Risk in Sport</u> – the aim of this unit is to make students explicitly aware of the vital nature of risk assessment and its management within the sports industry.</p> <p>Unit 7 – <u>Fitness Testing for Sport and Exercise</u> – this unit enables the student to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.</p>
Year 14	<p>Unit 4 – <u>Fitness Training and Programming</u> – the aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.</p> <p>Unit 5 – <u>Sports Coaching</u> – this unit will develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.</p>

	<p>Unit 17 –Psychology for Sports Performance – the aim of this unit is to develop learners’ understanding of the psychological dimensions of sport and develop techniques to improve sporting performance.</p>
Careers	<p>This qualification is highly desirable to employers. Sport is a big business, of that there is no doubt. Sport’s contribution to the UK economy is over £8 billion each year and Sport provides work for more than 600,000 people, plus a further 5 million volunteers. There are many career opportunities from this qualification including that of fitness instruction, leisure centre management and PE teaching.</p> <p>It is also suitable for those wishing to gain a Level 3 qualification to support further study in Higher Education. This qualification is equivalent to one A level.</p>
<p>For further information contact Mr Swann - Head of Department</p>	



BTEC EXTENDED CERTIFICATE IN PERFORMING ARTS

Examination Board	Pearson Edexcel
What is the subject about	The course offers students the opportunity to develop all-round performance skills, enhance creativity and improve transferable skills such as self-confidence and self-presentation.
Criteria Requirements	GCSE Drama and/or experience of performing on stage outside school.
Assessment	Two external and Two internal Assessed Units
Year 13	Unit 1-Investigating Practitioners Unit 2-Developing skills and Techniques
Year 14	Unit 3- Group Performance Workshop Unit-(Optional Student and Teacher's choice)
Careers	This course is equivalent to one A level and is nationally recognised by all well-established Universities and Drama schools. Careers choices are varied and can include, acting, directing, production design, writing, teaching, presenting, technical, backstage, costume and makeup design etc.
For further information contact Mrs Down - Head of Department	



BTEC SUBSIDIARY DIPLOMA IN PUBLIC SERVICES

Examination Board	Pearson Edexcel
What is the subject about	<p>The course offers students the opportunity to develop the vital practical and applicable skills needed by today's employers. The course suits a very wide range of learning styles because it focuses on on-going assessment. The course is industry geared to key sector requirements.</p> <p>Many students that study Public Services Level 3 have a desire to have a career in the uniformed public services, this course can open up a whole range of rewarding opportunities. You'll learn about the backdrop to these services, the impact of war and terrorism that they deal with on a daily basis, major incidents, human behaviour, diversity, criminology and our own personal effectiveness in emergency situations. A strong emphasis is placed on working effectively in a team and you will take part in a variety of activities inside and outside the classroom to develop the skills to work in a team.</p>
Criteria Requirements	None
Assessment	All units internally assessed
Year 13	<p>Unit 1 – Government, Policies and the Public Services This unit enables students to develop knowledge and understanding of the UK government policies and the democratic election process. It also enables them to demonstrate the process of developing government policies and how these policies impact on the public services.</p> <p>Unit 2 – Leadership and Teamwork in the Public Services The aim of this unit is to enable students to develop knowledge of leadership style and an understanding of teams and teamwork activities within the public services. Students will also gain the skills needed to communicate with, and lead, teams.</p> <p>Unit 8 – Understanding the impact of war, conflict and terrorism on Public Services Students will research the causes of conflict and warfare. As terrorism itself is taking an increasingly strong hold on the resources of the public services, students will be asked to examine what measures are in place to understand cause and effect. This unit will help the student to understand the complexities of our life in an international community and the effects that international issues such as war, conflict and terrorism have on the day to day public services.</p>

<p>Year 14</p>	<p>Unit 3 – Citizenship, Diversity and the Public Services</p> <p>The aim of this unit is to provide students with knowledge, skills, attitudes and values to become thoughtful and informed citizens and public service employees. The unit is designed to develop an awareness of rights and responsibilities and respect for different religious, ethnic and national groups within UK society.</p> <p>The College have selected from the range of Optional Units, to study the following three:</p> <p>Unit 15 - Planning and management of a major incident</p> <p>Students who are wishing to pursue a career in local government, aid agency work, the NHS, the emergency services or armed forces will be given knowledge of the work these organisations carry out when faced with a major incident. Students will be supported in understanding what constitutes a major incident and how major incidents affect individuals, including rescue workers, communities and the environment.</p> <p>Unit 36 – Career Planning for Public Services</p> <p>The public service sector is a huge employer in Northern Ireland. Students will investigate the entry requirements and different routes of entry for their chosen careers. They will understand how public services employers ensure they are doing all they can to recruit a diverse workforce which reflects the society in the UK today. They will be involved in carrying out a personal audit of their skills and qualities and complete an application for a public service job of their choice.</p>
<p>Careers</p>	<p>This course is equivalent to one A level and could lead students into careers in the Public Services, such as the Fire Service, Ambulance Service, Police Service, Army, Navy.</p>
	<p>For further information contact Miss Scarlett – Teacher in charge of Public Services</p>



“Public Services is very interesting. It allows you to keep up to date with current affairs around the world. It gives you a better insight into the emergency services.”

RELIGIOUS STUDIES	
Examination Board	CCEA
Criteria Requirements	GCSE RELIGIOUS STUDIES GRADE B OR ABOVE
Assessment	Examination AS two 1 hour 20 minute written examinations. Examination A2 two 2 hour written examinations.
Year 13	An Introduction to Luke's Gospel AS 1 The Origins and Development of the Early Christian Church to AD 325 AS 4
Year 14	Themes in the Synoptic Gospels A2 1 Themes in the Early Church and the Church today. A2 4
Careers	Journalist, Legal Professions, Social and Health Care, Teaching, Police, Politics, Youth Worker and Church Ministries.
For further information contact Mrs Furbank - Head of Department	



GCE History	
Examination Board	CCEA
Criteria Requirements	A minimum of a B grade would be required in GCSE History
Assessment	The GCE specification has two levels: AS and A2. There are two units at each level. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%. To achieve the full A level qualification, students must complete both the AS and A2 units.
Year 13	Unit 1- Option 5- Germany 1919-45: The Weimar Republic 1919–29 The decline of the Weimar Republic 1929–33 and the rise of the Nazis Developments in Nazi Germany 1933–39 The impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939–45 Unit 2- Option 5- Russia 1914-41 The Revolutions of February and October 1917 Lenin’s Russia 1917–24 Stalin’s rise to power and dictatorship 1924–41 The economy 1924–41
Year 14	Unit 1- Option 4- The American Presidency- 1901-2000 An emerging international presence: Theodore Roosevelt and Woodrow Wilson, 1901–20 The passive presidents: Harding, Coolidge and Hoover, 1921–32 The New Deal: FDR, the Great Depression and World War II, 1933–45 The ‘Imperial Presidency’: Truman, Eisenhower and Kennedy, 1945–63 The limits of presidential power: Johnson and Nixon, 1963–73 Watergate: the presidency weakened – Nixon, Ford and Carter, 1972–80 ‘Morning in America’: recovery under Reagan, Bush and Clinton, 1981–2000 Unit 2- Option 1- England 1558-1603 Consolidation of power Political developments 1558–1603 Religious developments Elizabethan foreign policy Economic and social developments
Careers	Law, publishing, teaching, research, records manager
For further information contact Miss Clarke - Head of Department	

Name of Subject: A Level Geography

Examining Board: CCEA

Course Outline: This course can help you develop a wide range of skills that are attractive to employers. For example, it can help you develop your skills in investigation, collating and evaluating information and being able to contribute to important debates on current issues facing our world today. You may wish to study Geography for your own personal interest, but if you wish to continue the study of Geography at degree level, you will need to complete the full A Level course.



AS Level

AS1 : Physical Geography

- Rivers
- Ecosystems
- Weather

AS2 Human Geography

- Population
- Settlement
- Development

AS3 Fieldwork Skills & Techniques

A2 Level

A2 1 Physical Processes, Landforms & Management

A2 2 Processes and Issues in Human Geography

A23 Decision Making in Geography

Assessment:

AS 1 : Externally assessed 1hr15m exam. 40% of AS, 16% of A level.

AS 2 : Externally assessed 1hr 15m exam. 40% of AS, 16% of A level.

AS3 : Externally examined 1 hour exam. 20% of AS, 8% of A level.

A2.1 : Externally assessed. 1hr30m exam. 24% of A level.

A2.2 : Externally assessed. 1hr30m exam. 24% of A Level.

A23 : Externally assessed 1hr30m exam 12% of A level.

Useful Websites: <http://www.rewardinglearning.org.uk/>

Name of Subject: GCE A-Level English Language and English Literature

Examining Board: Edexcel

Course Outline:

This is a two year course involving two externally examined components and coursework.

AS and A' Level English Language and Literature are linear qualifications; assessments for each qualification will take place at the end of the course.



The maximum percentage for each part of the course is as follows:

Component 1 – Voices in Speech and Writing	40%
Component 2 - Varieties in Language and Literature	40%
Component 3 – Investigating and Creating Texts	20%

Assessment:

Component 1 = examination = 2 hour 30 minutes = maximum total of 40%

Texts = 'Voices in Speech and Writing: An Anthology' (includes literary, non-literary and digital texts) and one drama text

Component 2 = examination = 2 hour 30 minutes = maximum total of 40%

Texts = one prose fiction text plus one other literary text from a chosen theme

Component 3 = coursework = maximum total of 20%

Texts = one fiction and one non-fiction text related to a chosen topic

- **Assignment 1 – one piece of fiction writing**
- **Assignment 2 – one piece of creative non-fiction writing**
- **Assignment 3 – one analytical commentary reflecting on the two pieces produced**

Progression

- The course will broaden your understanding and appreciation of literary and non-literary texts from different social, cultural and historical perspectives.
- It prepares you for the research and study skills required in higher education and the workplace.

Useful Websites: www.exexcel.org.uk

Sixth Form Admissions Criteria September 2020

3 or 4 A level package	2 A level package
Entry requirements: 39 points (Grade C in English is a requirement)	Entry requirements: 28 points (Grade C in English is a requirement)

Points System

GCSE English and GCSE Maths	All other full GCSE subjects
Grade A* or 9 = 11	Grade A* or 9 = 10
Grade A or 7/8 = 10	Grade A or 7/8 = 9
Grade B or 6 = 9	Grade B or 6 = 8
Grade C or 4/5 = 8	Grade C or 4/5 = 7
Grade D = 0	Grade D = 0
Grade D = 0	Grade D = 0
Grade F = 0	Grade F = 0
Grade G = 0	Grade G = 0
(Number grades will apply the same)	

BTEC qualifications
Distinction A* = 10
Distinction = 9
Merit = 8
Pass = 7

Other Qualifications
Occupational Studies at SERC Level 2 = 5 (can only be counted once)
Occupational Studies Leisure and Tourism Level 2 = 3
Occupational Studies Carpentry and Joinery Level 2 = 3
Occupational Studies Creative Craft Level 2 = 3
Princes Trust Level 2 = 5 (can only be counted once)
(The above qualifications must be accompanied by GCSE English at grade C or Essential Skills Level 2)
Other Level 2 qualifications = 5 including:
Level 2 Computer Use
Level 2 Personal Health (CiPs)
Level 2 Self Development (CoPE)

Sixth Form Admissions Criteria

Each student is expected to conform to the Code of Conduct as formulated by the Board of Governors. In addition, a student must be prepared to adhere to all timetable and curriculum arrangements. This will include being **involved** and **present at all** classes, registration, assemblies and the college ceremonies.

It is important to ensure that students embarking on Sixth Form study have the right attitude as well as aptitude. Previous attitude to learning will play a very important part in the selection process. Where a student wishes to transfer from another school, GCSE results will be used as evidence of academic ability. The advice and opinion of the Principal and teachers of the previous school will also be taken into consideration.

Attendance

Potential students to Sixth Form must have demonstrated a good level of attendance in Key Stage 4.

Positive Attitude

A student is expected to have a positive attitude towards behaviour, study and attendance. This will involve the signing of an agreement accepting the rules and standards set by the College and the obligations and responsibilities expected of them. This agreement includes a commitment to be present in the College for the whole of the College year as a full time student and refrain from going on holiday during term time. We will consider attendance, behaviour and commitment in Year 12 before accepting a student into Sixth Form.

Commitment

Prospective Sixth Form students must have further demonstrated commitment to their studies in Year 12 e.g. Completion of all coursework on time and positive and co-operative attitude to all members of staff.

Students who do not conform to the agreed rules and regulations set by the College will be required to seek their educational provision elsewhere.

Criteria for all extra places made available by the Department of Education for admission into Year 13 (Sixth Form)

The Department of Education may, in response to a request from a school, increase the number of students that the school can admit to its Year 13. Places that become available in this way shall be allocated only to students who meet the basic eligibility criteria for Sixth Form study (as set out below) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Students who have most recently completed Year 12 in Priory Integrated College.
2. Students from other schools where admission has been agreed and additional places granted by the Department of Education. *

*Parents should note how the Department of Education (DE) will, in response to a school's request, temporarily increase a school's enrolment number in order to allow extra post -16 students to enroll. DE will only increase the school's enrolment number if it is content that each external student for whom a place is requested would not be able to pursue their post-16 course-choices at another suitable school without undertaking an unreasonable journey (i.e. a journey, that by public transport, would be over an hour from where the young person lives or is further than 15 miles' distance). If DE finds that no other suitable school may provide all of the post-16 courses that the student wishes to pursue - then DE will agree a school's request for an extra place.

Priory is a Rights Respecting School

Priory Integrated College upholds the UN Convention on the Rights of the Child which says to all children:

"You should not be treated badly because you are different" - **Article 2**

"You should have a say in decisions that affect you" - **Article 12**

"You should be able to meet friends and others, unless there is a good reason why not" - **Article 15**

"The people who look after you should not hurt you in any way" - **Article 19**

"You have the right to an education" - **Article 28**

"Your education should fully develop your talents, skills and abilities" - **Article 29**

"You have a right to rest and play" - **Article 31**

"Nobody should behave towards you in a way that makes you feel uncomfortable" - **Article 34**

What our students say...

“Priory has given me the opportunity to grow as an independent and confident person. At Priory I know I can achieve my academic potential and I am always encouraged to push my boundaries to success. The extra-curricular opportunities have allowed me to perform outside of the classroom and discover things that I really love, like singing and charity work. From my first day as a Year 8 student, the college has given me so much support and, as I continue my studies in Sixth Form, I am confident that I will achieve my best.” *Year 14*



“I started off in Year 8 as a shy little girl, but thanks to the opportunities and support I have had in Priory, I am now a confident person. The school has helped me to believe in my abilities and to strive to reach my full potential. The teachers are so encouraging and are always willing to give me their time and attention.” *Year 14 student*

“Here in Priory Sixth Form, the staff are always helpful and supportive. The college offers a mix of subjects to suit everyone. Being a student here has given me the confidence to achieve and I look forward to moving onto university. All of which, wouldn't have been possible without Priory.” *Year 14 student*





"I am happy that Priory was able to accommodate my desire to study Engineering. I always wanted to do this subject. I now study it at SERC in combination with my other subjects at Priory."
Lower Sixth Student.

"Sixth Form is very challenging. Although it can be pressurised and stressful at times with the coursework, with the help and support of my subject teachers, form tutor and friends, Sixth Form has been a self-changing experience."
Upper Sixth Student

"I now specialise in subjects that I want to study. I like the way we have study periods to make effective use of our time in school when we are not in class."
Lower Sixth Student

"Sixth Form is a very good experience. You get to build excellent student/teacher relationships. It helps build your confidence and gives you a range of skills for the working world or further study. I have enjoyed my time here."
Upper Sixth Student

"We are treated like adults and supported to do more independent study."
Lower Sixth student

"I believe that Sixth Form allows you the support you need to achieve the best you can. It has been a great experience for me. My grades have been excellent at AS level."
Upper Sixth Student

"I enjoy Sixth Form due to the polite yet encouraging members of staff and the motivation they give you for their subject. They are very enthusiastic which makes lessons enjoyable. They push you to do your best. I got good grades last year at AS level and I can thank the staff for that."
Upper Sixth Student

