

# **Sullivan Upper School**



## **Careers Department**

### **Subject Choice for AS & A Level**

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### **Information Booklet**

**February 2024**

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## Sullivan Upper School

February 2024

Dear Parents/Pupils

### **SUBJECT CHOICE AT A LEVEL**

This booklet contains information about all the subjects available at AS and A Level and it is provided so that parents and pupils know something about what each subject involves before the consultations with members of the Careers Department. We hope that you find it useful.

Pupils in Year 13 study either three or four AS levels; whilst the majority study four AS Levels, an increasing number choose to focus on three. The vast majority of subjects are examined by CCEA (the Northern Ireland Examination Board) and the examinations for these CCEA courses are taken at the end of Year 13. In Year 14, pupils normally continue with three subjects to A2. New specifications were introduced in September 2016 for the majority of CCEA courses and these courses retain AS Level as an integral part (40%) of the A Level.

English Examination Boards have 'de-coupled' AS from A2. AS is now a standalone qualification, in other words, not part of the overall A Level. In relation to English Board Examinations taken in Sullivan (Computing and Drama), pupils may have to commit at an early stage to taking AS only or the full two-year course. The Welsh Examination Board operates both systems and the two subjects offered in Sullivan (Design & Technology and Physical Education) are examined on the CCEA model.

We will try to ensure that every subject combination chosen by pupils is available next September, but we cannot absolutely guarantee that this will happen. It is not possible for us to provide courses which only a very small number of pupils choose, and we must ensure that we have an overall timetable that works. Where courses are oversubscribed, the order of preference may be considered.

Many pupils will find it relatively easy to make their choices; others may find it more difficult. The following general guidelines may help:

- [a] the best general indicator of performance at A Level is the **overall** performance at GCSE: the better this is, the better the A Level results are likely to be;
- [b] as a general rule, pupils should choose the subjects they like best, not least because they are likely to be spending two years with them;
- [c] it is important that pupils choose subjects with particular career pathways in mind, at least to keep pathways open.

This year we are gauging interest in two new subjects: Health and Social Care and Digital Technology although a final decision on whether these can run has yet to be taken.

If you feel that it would help to know more about any of the subjects dealt with in this booklet, please consult the Head of the Department concerned.

Yours sincerely

**C J D Mairs**  
**Principal**

**ADMISSIONS TO SIXTH FORM – 2024 ENTRY  
(INTERNAL & EXTERNAL)****A. INTRODUCTION**

This statement sets out the school's policy for dealing with applications made for places in the Sixth Form. The statement specifies the criteria used to determine which pupils are to be admitted to Years 13 and 14 (both internal and external applicants) for a programme leading to GCE AS/A levels. Admission to Year 14 will not normally be possible for non-Sullivan pupils.

The Board of Governors of Sullivan Upper School draws up and publishes the admissions policy and criteria for entry to the school at various years. The Transfer Procedure and Admissions Committee (which is a sub-committee of the Board of Governors) is responsible for applying the admissions criteria and for admitting or refusing to admit a pupil to the school. The Principal will provide the necessary information to the committee, co-ordinate the annual application procedure and make recommendations and offer professional advice to the committee, the members of which will ratify, check and oversee the procedure and make the final decision.

The criteria for dealing with applications for places in other years differ from those set out in this statement of policy and are published separately.

**B. GENERAL STATEMENT OF POLICY**

The school determines the appropriate number of possible admissions so that:

- [i] the total enrolment figure remains at or below the number allowed by the Department of Education for Northern Ireland [currently 1060]; see *Appendix 1*
- [ii] the total number of pupils enrolled in the year group does not exceed the school's resources and facilities to provide appropriately for their curricular and pastoral needs.

In relation to Sixth Form entry, the school reserves the right not to offer a place to an applicant on the basis of their academic and personal record. It is unlikely that an offer will be made to applicants falling below the minimum entry requirements as outlined below.

**C. ADMISSIONS TO SIXTH FORM (YEAR 13) - INTERNAL APPLICANTS**

NB THIS SECTION APPLIES TO SULLIVAN UPPER YEAR 12 PUPILS ONLY.

1. All Sullivan Upper School Year 12 pupils who meet all of the following criteria will have the right to a place in Year 13:
  - (i) obtain at least **3 B and 4 C\*/C grades** [including equivalent numerical results from an *English Board*] in their GCSE examinations;
  - (ii) obtain at least a grade B in the subjects chosen for AS/A level study\*;
  - (iii) satisfy the Principal on past school record and achievement (which may include consideration of attendance, behaviour and punctuality).

\* where applicable; pupils should also refer to the Careers Department Subject Choice booklet for other subject-specific entry requirements.
2. In the case of Sullivan Upper School pupils whose performance in the GCSE examinations may have been detrimentally affected by extreme medical or other circumstances, the Transfer Procedure & Admissions Committee may waive the requirements of paragraph 1. Each case will be carefully assessed, taking into account the available documentary evidence. The Committee will normally only consider cases where the school was made aware of the circumstances before the end of the examination period and, therefore, where the school applied to the examining bodies for special circumstances.
3. Sullivan Upper School pupils who fail to gain admission via the criteria above, and who still wish to enter Sixth Form, will be considered via the criteria set out below in Section D, paragraphs 2 & 3.

**D. ADMISSIONS TO SIXTH FORM (YEAR 13) - EXTERNAL APPLICANTS**

1. The closing date for applications is 1.00 pm on the day of publication of the GCSE results. Applications received after this date will only be considered after all applications meeting the deadline have been processed.
2. If the number of applicants (ie external applicants and Sullivan Upper Year 12 pupils who narrowly fail to meet the minimum requirements for an automatic place) exceeds the number of places available, applicants will be ranked according to the points score based on their best 7 GCSE grades [where A\*=5, A=4, B=3, C\*=2, C=1; or 9=5, 8/7=4, 6=3, 5=2, 4=1], taking any Special Circumstances into account.
3. Places will be offered in rank order from this list in accordance with the General Statement of Policy above. In the event that more than one applicant for the last place has the same score, then the following criteria will be applied, in order:
  - a) the total GCSE points tally [where A\*=5, A=5, B=3, C\*=2, C=1; or 9=5, 8/7=4, 6=3, 5=2, 4=1];
  - b) links with the school: - those who have attended the school in Years 8-12 - those who have or have had a brother/sister enrolled at the School;
  - c) other relevant information;
  - d) the distance to the front entrance of the school of each applicant's normal place of residence as measured by the most direct route by road. The school will use the RAC Route Planner in conjunction with maps to establish the distance.
4. The Board of Governors reserves the right to require evidence to support or verify information on any application form. This evidence will be requested if and when an offer of a place is made. It is important that all applicants (and their parents) understand that the provision of false or incorrect information or the failure to provide information or evidence thereof within the specified deadline will result in the withdrawal of the place offered.
5. Applications from pupils for whom it is not the normal age to progress from GCSE to AS Level (eg pupils who have taken AS Levels in another school and wish to repeat the year) will normally be considered after those for whom it is the normal age of progression. Applicants must provide results of AS examinations taken in addition to their GCSE results.

**E. PROCEDURE TO BE FOLLOWED (INTERNAL APPLICANTS)**

1. Those wishing to be considered for a place in Sixth Form should ensure that the school is informed of their intention to return by completing the appropriate form and returning it by the required date. This form will normally be provided with the statement of GCSE results along with instructions, other information and the closing date. Failure to notify the school of an intention to seek admission to Sixth Form by the required date will endanger the likelihood of being offered a place
2. Internal applicants who have met the minimum entry requirements as outlined above [Section C] and who have completed and returned the appropriate form, should make arrangements to attend school from the first day of term as specified for Lower Sixth (Year 13) pupils. Acceptance of a place in Sixth Form requires acceptance of the school's rules and regulations.
3. Internal applicants who have been unsuccessful in meeting the minimum entry requirements and who still wish to enter Sixth Form will be placed on a reserve list and will be informed by telephone as quickly as possible whether or not they can be offered a place under the criteria listed in Section D above.

**NB It is exceptionally important that those applying for places in the Sixth Form are personally available at the time of the issue of GCSE results and when decisions about Sixth Form entry are made. The school cannot be held responsible for difficulties that arise through communication problems due to the absence of an applicant at the appropriate time.**

**F. PROCEDURE TO BE FOLLOWED (EXTERNAL APPLICANTS)**

1. Those wishing to be considered for a place in Sullivan Upper School Sixth Form must complete the Application Form and return it by 1.00 pm on the date of publication of GCSE results.
2. Those who have submitted an application form before the date of publication of GCSE results should simply telephone their results to the school office by 1.00 pm on the date of publication of

GCSE results. It is emphasised that it is the responsibility of applicants and their parents to ensure that all necessary information is provided by the closing date.

3. The school reserves the right to seek clarification from an applicant's current school in relation to academic and personal record.
4. Applicants will be ranked as outlined above (Section D) and will normally be asked to attend a brief interview to discuss potential subject options and to provide written confirmation of their results. Applicants must be available in person.
5. Final decisions about admissions will be made after all relevant information has been considered. All applicants, both successful and unsuccessful, will be contacted.
6. Successful applicants will be offered a place and will have 24 hours to confirm acceptance of that place, otherwise the offer may be withdrawn. Acceptance of a place in Sixth Form requires acceptance of the school's rules and regulations.

#### **G ADMISSIONS TO SIXTH FORM (YEAR 14) – INTERNAL**

1. It is expected that pupils should have obtained a minimum of 3 D grades in their AS examinations in order to progress to Year 14. Pupils who do not obtain a minimum of 3 D grades must make an appointment (for themselves and a parent/guardian) with the Principal on results day in order to discuss their options.
2. Where a pupil's performance in the AS examinations may have been detrimentally affected by medical or other circumstances, he/she may be permitted to resit Year 13.

For further information about the school's policies for admission, the range and variety of courses available in the Sixth Form, please contact the Principal.

**C J D Mairs**  
**Principal**  
**For and on behalf of the Board of Governors**

#### **APPENDIX 1**

#### **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 pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as set out above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Sullivan Upper School.
2. Pupils from other schools where admission to an extra place at Sullivan has been agreed by the Department of Education.\*

\* Parents should note how the Department of Education (DE) will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil 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 (ie 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 pupil wishes to pursue – then DE will agree a school's request for an extra place.

*NB It remains entirely a matter for the school to decide whether to apply for any extra places.  
DE Circular 2014/05 issued on 29 April 2014*

## **ROLE OF THE CAREERS DEPARTMENT IN YEAR 12**

The Careers Department at Sullivan works to enable our pupils to make informed decisions about their future careers. In Year 11 each pupil followed a structured programme within their LLW classes. The emphasis was on the development of personal skills and qualities to enhance their future employability. In Year 12 they have a weekly Careers Education class. In this they concentrate on the options available post KS4, with a particular emphasis on AS Level subject choices. They also explore how best to market themselves; for part-time employment, course applications and to facilitate pursuit of their chosen career. Year 12 has also had several professional career talks from volunteering professionals.

Following the Annual Reports, each pupil will indicate their proposed subject choice for AS Level study. The choice is consolidated during an interview were requested involving the pupil, parent(s) / carers and a member of the careers team. Decisions about AS choices can impact upon options in Higher Education and future career direction. Please use the subject choice interview to seek clarification if unsure about future plans and options.

All pupils also have time with a representative from the Northern Ireland Careers Service in some capacity.

## **IMPORTANT DATES**

September 2023 – June 2024	Careers Education classes
September 2023 – March 2024	Individual pupil interviews with NI Careers Service
20 February 2024	Issue of the 'Year 12 Subject Choice Booklet' and Microsoft Subject Choice Form
29 February 2024	Deadline for submission of Microsoft Subject Choice Form
4 March 2024 (week beginning)	Subject Choice Interviews (where requested)

## USEFUL WEBSITES

The internet has a vast array of useful information which can be utilised when making career choices. It is advantageous to check the later subject requirements for any occupations or university courses of interest (if applicable). This enables appropriate GCE choices to be made, which will lead in the desired direction. At this stage, the emphasis is on keeping the options open for any areas of interest, where possible. It is important to balance the desire to follow a particular career with the enjoyment and ability in the necessary subjects. Some websites that are useful for career information include:

<https://www.nidirect.gov.uk/articles/skills-demand>

This is a particularly useful website which highlights the growing industries and the skills in demand in Northern Ireland.

[www.nidirect.gov.uk](http://www.nidirect.gov.uk)

This is a very useful broad-based website that contains an A-Z of careers and case studies amongst other useful material. It is tailored to cater for a Northern Ireland audience.

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

The Prospects site gives extensive careers advice for people who will study degree courses. Use of the search engine is particularly useful to find information on different areas of graduate careers.

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

This website will provide useful information for University admission requirements

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

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

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

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

Details of examination specifications for each subject

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

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

Further Education admissions requirements

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

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

General careers ideas for post-16 options

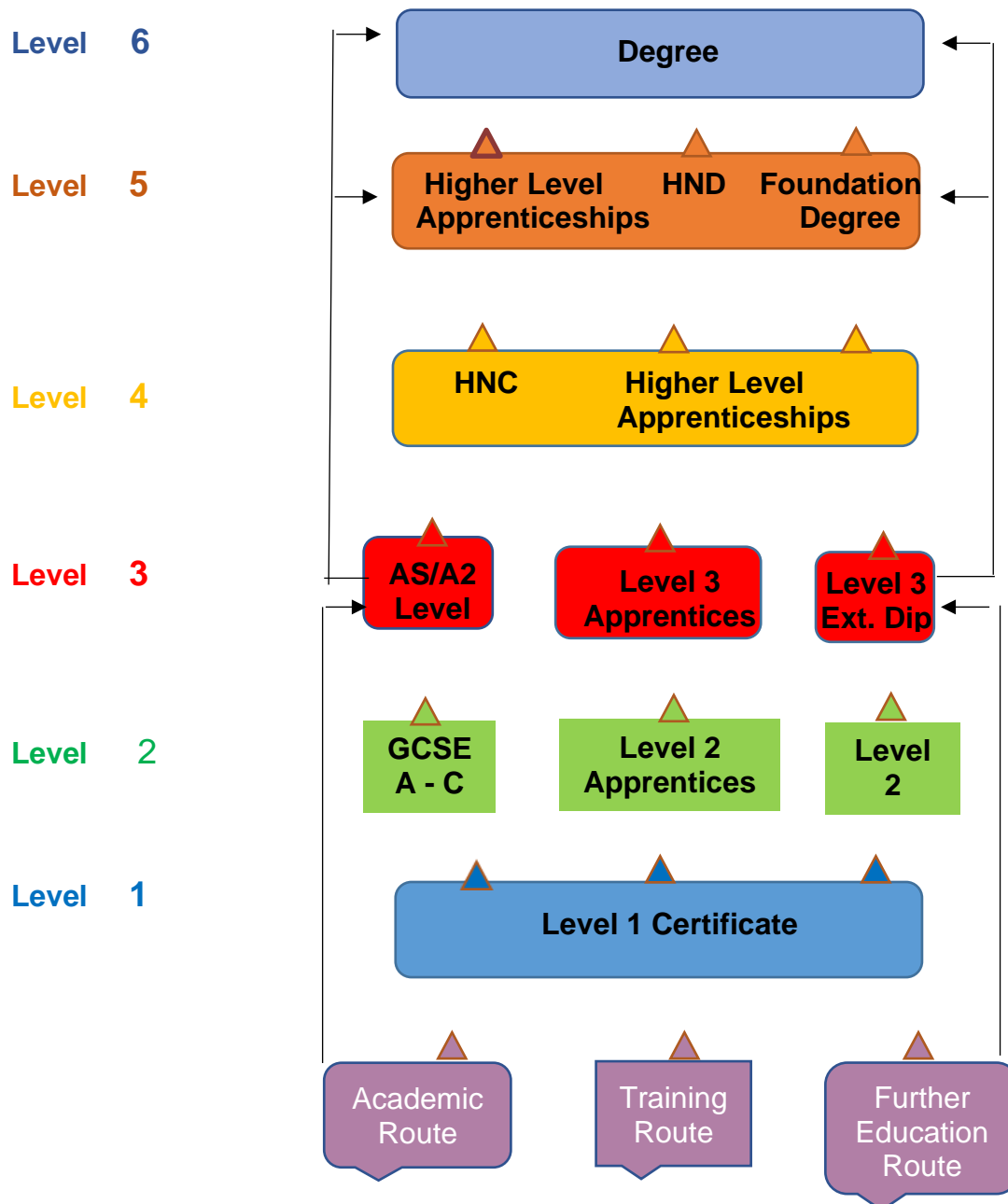


## Qualifications Explained

Sullivan Upper School offers Level 3 (AS/A2 qualifications) in sixth form. These qualifications can lead to Level 4, 5 or 6 qualifications

The chart below highlights the various qualification levels that are available.

### PROGRESSION CHART



## **Level 1**

### **Certificate and Award, NVQ, Skills for your Life, Skills for Work**

Level 1 courses are for those students who have few qualifications but who are looking to develop their professional and employability skills. These courses are ideal if you have special educational needs or have experienced barriers to education or employment. They will give you a good foundation of skills which you can build upon to progress to Level 2.

## **Level 2**

### **First Diploma, Certificate, Skills for Work, Apprenticeship**

A Level 2 qualification gives you good knowledge, understanding and practical skills of a range of subjects. You will have the ability to perform a variety of tasks with some guidance or supervision. Success at Level 2 will enhance your ability to progress to employment or to further study at Level 3.

A Level 2 Apprenticeship will equip you with the knowledge and skills within your employed sector.

## **Level 3**

### **Subsidiary Diploma, National Foundation Diploma, Diploma top up, Extended Diploma top up, Apprenticeship**

A Level 3 qualification gives you the ability to gain or apply a range of knowledge, skills and understanding, at a detailed level. Level 3 Diplomas can help you progress to employment or to Higher Education courses at Level 4 or Level 5 programmes either at SERC or University. A Level 3 Apprenticeship will equip you with the knowledge and skills within your employed sector.

## **Level 4**

### **Higher Level Certificate, Higher Level Apprenticeship**

These are popular with students who are already in employment as they enable you to put the skills you learn into practice within your current job. You can study at Level 4 and then progress to further study at Level 5.

## **Level 5**

### **Foundation Degree, Higher Level Diploma, Higher Level Apprenticeship**

These qualifications combine academic study with work-based learning. They are designed to equip you for a particular area of work, as well as giving you advanced technical and managerial skills, problem solving techniques and knowledge for your chosen career.

## **Level 6**

### **Degree**

This qualification helps you develop advanced understanding of professional and technical areas. A Degree will help you develop your analytical, intellectual and report writing skills. You will also develop leadership and management skills.

## SELECTED SUBJECTS — WHERE THEY MAY LEAD

The following covers a rough guide to selected subjects, the careers they may lead to and courses in higher education where there are entry requirements:

<b>A/AS Subjects</b>	<b>Useful for Careers in</b>
<b>Art &amp; Design</b>	Product design, fashion, advertising, graphic design, architecture, art therapy, multi-media, photography, film production, teaching, set & costume design, animation, web design.
<b>Biology</b>	Biochemistry, medicine, medical sciences, dentistry, veterinary, optometry, food science, environmental science, pharmacy, physiotherapy, nursing, genetics, teaching.
<b>Business Studies</b>	Business management, marketing, accountancy, human resources, finance, PR, consultancy, data analyst, banking, teaching, business advising, banking, economist.
<b>Chemistry</b>	Chemical research, biochemistry, medicine, medical sciences, dentistry, veterinary, pharmacy, food science, material science, chemical engineering, environmental science, teaching.
<b>Computer Science</b>	Software engineering, IT industry, IT industry, accountancy, actuarial work, computing, engineering, finance, scientific research, statistics, product design.
<b>Design &amp; Technology</b>	Engineering, IT industry.
<b>Digital Technology</b>	App developer, business analyst, cyber intelligence officer, data scientist, forensic computer analyst, IT project manager, cyber security, web designer, network manager.
<b>Drama and Theatre Arts</b>	Performing arts, television, film production, journalism.
<b>English Literature</b>	Journalism, broadcasting, publishing, library work, law, writer, public relations, advertising, speech therapy, theatre, teaching.
<b>Geography</b>	Planning, travel & tourism, surveyor, landscape architect, geology, meteorology, conservation, archaeology, teaching.
<b>Government &amp; Politics</b>	Politics, journalism, government advisor, law, PR.
<b>Health and Social Care</b>	Health studies, psychology, sociology, social policy, social science, education, nursing and/or social work.
<b>History</b>	Journalism, law, museum and archive work, politics, teaching.
<b>Mathematics</b>	Accountancy, actuarial work, computing, engineering, finance, scientific research, statistics, teaching.
<b>Moving Image Arts</b>	Film, theatre & television editing, directing & production, games & app design, animation, photography, camera & sound operator.
<b>Modern Languages</b>	International business, law, journalism, travel industry, international finance, speech therapy, teaching.

<b>Music</b>	Musician, sound technician, teaching.
<b>Nutrition and Food Science (<i>formerly Home Economics</i>)</b>	Human nutrition, dietetics, environmental health, food marketing, food quality and safety, food technology, consumer studies, hospitality, retail management, public health.
<b>Physical Education</b>	Sports management, physiotherapy, teaching.
<b>Physics</b>	Astronomy, architecture, medical physics, engineering, research, meteorology, optics, radiography, teaching, IT, finance, medicine.
<b>Religious Education</b>	Theology, social & youth work, teaching.

# OXBRIDGE

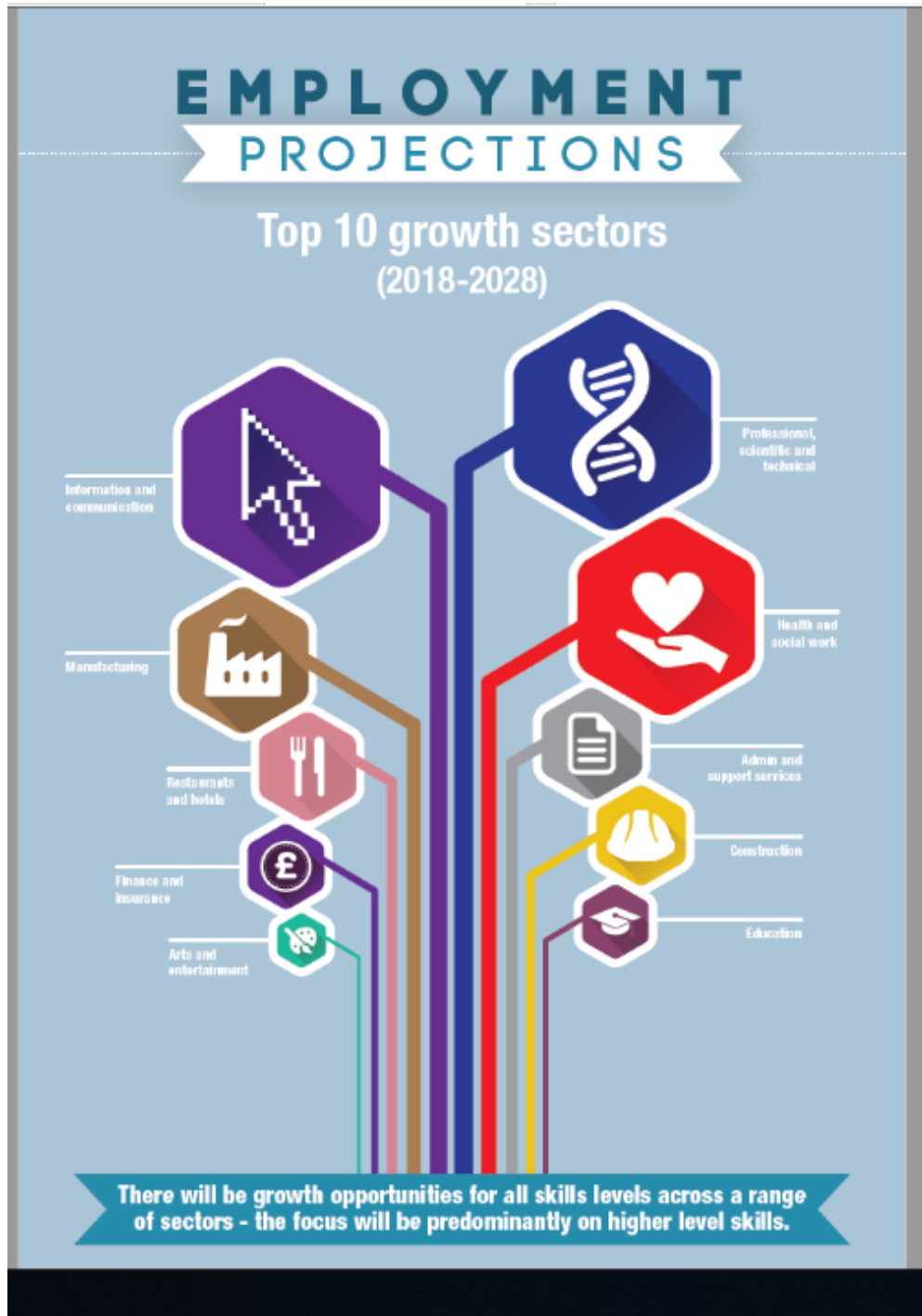
1. **Competition for places is intense**
  - Competition for Law, Medicine, English, History and Natural Sciences is particularly strong.
2. **Academic requirements**
  - Applicants need to pass all of their GCSE subjects. The prospectus of each university indicates that applicants should have passed at least six of their subjects at grades A\* and A. In practice most applicants will have passed up to ten subjects at these grades.
  - Pupils need at least 4 AS Levels at grade A. Average score for the modules should be **90%**.
  - Pupils need three A2 subjects at a minimum of A\* A A grades
3. **Choice of AS Levels and A2**
  - When choosing AS Level subjects pupils should consult the university prospectus or website, to select subjects appropriate for their chosen course.
  - Pupils wishing to apply for Medicine **must** study 3 subjects in Sciences / Mathematics
4. **The selection process**
  - Pupils can apply to Oxford or Cambridge, not both.
  - Pupils apply to a college, or if they cannot decide on a college they make an open application and the university allocates them to a college for consideration.
  - Pupils must make their **decisions and preparations during Year 13**. Leaving these matters until after AS Level results are published is not advised.
  - The **interview** is critical to the selection process. The interviewers try to assess whether applicants are able to cope with the intensive, one-to-one teaching offered in tutorials (Oxford) and supervisions (Cambridge).
  - Many subjects now require applicants to take an **aptitude test** during the selection procedure. Several of these are taken at Sullivan some weeks before the interviews.
  - Applicants are often asked to send examples of their work and sometimes this is discussed during the interview.
  - Each university is primarily interested in the **intellectual ability and potential** of applicants, not their extra-curricular activities.
  - Applicants must demonstrate that they have **read extensively** beyond the requirements for the A Levels, that they are enthusiastic about their subject, that they are open-minded and that they can develop an argument.
5. **Colleges**
  - These perform the role and functions of a Hall of Residence in other universities PLUS some of the teaching for the degree.
  - At the moment fees are similar to other universities. All colleges have hardship funds for students who experience financial problems.
6. **Websites**
  - [www.cam.ac.uk](http://www.cam.ac.uk)
  - [www.admissions.ox.ac.uk](http://www.admissions.ox.ac.uk)

**Miss L Aranha**  
**Coordinator for Oxbridge References**

# Northern Ireland Skills Barometer Information

Please find below information relating to current labour market trends. Further information can be obtained from following the link at:

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-in-Demand-Infographic.pdf>



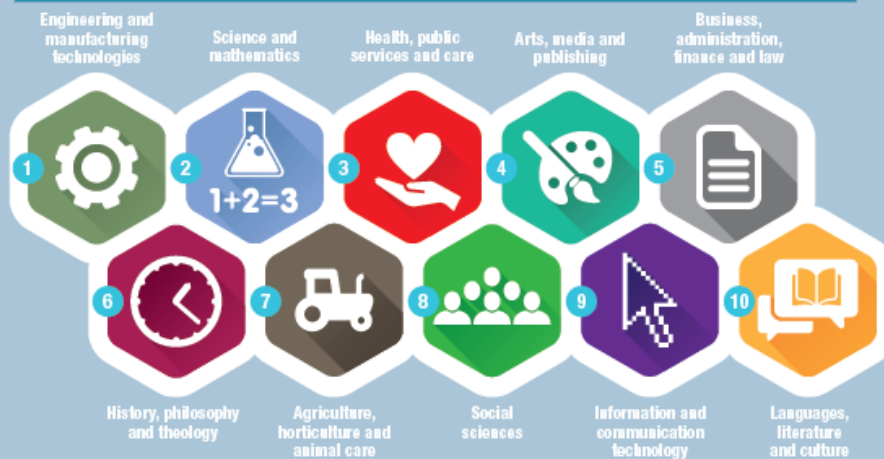
# SUBJECTS IN DEMAND

STEM related subjects will be in most demand reflecting the anticipated growth in the ICT, professional services and advanced manufacturing sectors. STEM qualifications will also be demanded by a wider range of sectors across the economy.

## More people needed with degrees in:



## More people needed with foundation degree level / higher level apprenticeships in:



The subjects are listed in priority order of demand.

## **SUBJECTS OFFERED AT AS / A2**

Sullivan Upper currently offers the following subjects for study at AS/ A2 Level:

- Art & Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Design & Technology
- Digital Technology
- Drama and Theatre Studies
- English Literature
- French
- Further Mathematics
- Geography
- German
- Government & Politics
- Health & Social Care
- History
- Mathematics
- Moving Image Arts
- Music
- Nutrition and Food Science (*formerly Home Economics*)
- Physical Education
- Physics
- Religious Studies
- Spanish



**Subject:** Art & Design

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

Through the studying GCE Art and Design, pupils have opportunities to:

- Develop an interest in enthusiasm for art, craft and design.
- Gain knowledge and understanding of art, craft, design and media in contemporary and past cultures.
- Gain experience in working in a broad range of media.
- Develop and enhance their creative, intellectual and artistic abilities.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Experimental Portfolio	Students develop, explore and record ideas. A theme will be issued at the start of the AS course. The following assessment objectives will apply to this unit: <ul style="list-style-type: none"><li>• AO1 – Knowledge &amp; Understanding</li><li>• AO2 – Creative process</li><li>• AO3 – Skills</li></ul> This unit provides the opportunity for students to develop creative, investigative, experimental, practical, technical and expressive skills, plus contextual and critical knowledge. It is designed to give students space to be creative without the burden of a specified outcome. Students can work in a range of media and techniques within the areas of: <ul style="list-style-type: none"><li>• Art, craft and design.</li><li>• Photography and lens-based media.</li><li>• Three-Dimensional Design</li><li>• Textiles</li></ul> Internally Marked, Externally Moderated	50% AS 20% A Level
AS 2	Personal Response	Students present a personal outcome in response to the theme. Students bring this to completion during a 10-hour controlled test. Internally Marked, Externally Moderated	50% AS 20% A Level
A2 1	Personal and Critical Investigation	Written and practical work inform each other and are integrated but are marked separately. This unit includes both practical and written investigations. A theme will be issued at the start of the A2 course. The following assessment objectives will apply to this unit: <ul style="list-style-type: none"><li>• AO1 – Knowledge &amp; Understanding</li><li>• AO2 – Creative process</li><li>• AO3 – Skills</li></ul> Building on the skills acquired at AS Level, students develop a personal investigation, inspired by a set theme. A written investigation linked to the practical work (1000-2000 words) will also be completed. Internally Marked, Externally Moderated	60% A2 36% of A Level
A2 2	Thematic Outcome	Students present an outcome in response to the theme. Students bring this to completion during a 15 hour controlled test. Internally Marked, Externally Moderated	40% A2 24% of A Level

**Subject Specific Requirements:**

Students choosing this subject should have a high standard of artistic ability, be genuinely interested in the subject and be self-motivated. The course is designed to promote continuity and progression for the study of Art and Design at GCSE Level. If Art and Design has not been studied at GCSE Level an Interview with the Head of Department will be required.

**Additional Information**

Apart from the completion of the Thematic Outcome (completed in school, under supervised examination conditions) all work will be of a coursework nature. Students choosing this subject are expected to work independently outside school, including visiting exhibitions, workshops etc.

**Subject:** Biology

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

AS and A Level Biology aim to develop essential knowledge and understanding of biological concepts, an understanding of scientific method, an awareness of advances in technology relevant to Biology and to sustain and develop enjoyment of and interest in Biology. Pupils can take AS as a final qualification, or AS units plus A2 units for a full A Level qualification (in this case the AS marks are equal to 40% of the full qualification).

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Molecules and Cells	Molecules, Enzymes, Cells, Viruses, Cell Physiology, Continuity of Cells, Tissues and Organs.  External Written Examination lasting 1h 30m.	37.5% AS 15% A Level
AS 2	Organisms and Biodiversity	Transport and Exchange Mechanisms: Gas Exchange, Transport in Plants, Circulation in Mammals. Adaptations of Organisms, Biodiversity, Human Impact on Biodiversity.  External Written Examination lasting 1h 30m	37.5% AS 15% A Level
AS3	Practical Skills	This includes an internal practical assessment and an external examination lasting 1 hour testing practical skills acquired throughout the course and coursework.	25% AS 10% A Level
A2 1	Physiology, Co-ordination and Control and Ecosystems.	Homeostasis and the Kidney, Immunity, Co-ordination and Control: Plant hormones, Nervous System and Muscle, Ecology.  External Written Examination lasting 2h 15m	24% of A Level
A2 2	Biochemistry, Genetics and Evolutionary Trends	Respiration, Photosynthesis, DNA, Gene Technology, Genetics, Taxonomy.  External Written Examination lasting 2h 15m	24% of A Level
A2 3	Practical skills	This includes an internal practical assessment and an external examination lasting 1h 15m hour testing practical skills acquired throughout the course and also coursework.	12% of A Level

**Subject Specific Requirements:**

AS and A Level Biology involves in-depth study of those topics covered at GCSE plus some additional ones. There is much content to be learned so intending students must be prepared to spend a considerable amount of their own time on the subject. A good background in GCSE Higher Tier Biology (Grade A\* or A) is strongly recommended. GCSE Chemistry is often an advantage when learning aspects of Biochemistry in the course.

**Additional Information**

Module AS 3 includes teacher assessed coursework based on the assessment of a lab book with records of at least 7 practicals carried out in class.

Module A2 3 includes teacher assessed coursework based on the assessment of a lab book with records of at least 5 practicals carried out in class.

Module AS 3 includes teacher assessed coursework based on the assessment of a lab book with records of at least 7 practicals carried out in class. Module A2 3 includes teacher assessed coursework based on the assessment of a lab book with records of at least 5 practicals carried out in class.

A level Biology opens up many degree areas. There is an ever-increasing number of degrees that stem from Biology.

**Subject:** Business Studies

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

At AS Level students are introduced to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students become familiar with different business ownership structures and the key stakeholder groups that may have an interest in how a business is managed. They study human resources topics such as: motivation, recruitment as well as management and leadership. They will also explore the role of technology in growing a business and how it helps with decision making. They will understand the impact of competition on a business. Students develop a critical understanding of the marketing process, marketing strategy and the use of e-business. They will explore finance including sources of finance, cash flow, budgeting as well as final accounts. A Level Business Studies can give you the tools and information required to understand how businesses are created, managed and become successful.

At A2 Level students identify business objectives and the potential for these to conflict with those of various stakeholder groups. Students analyse and evaluate stakeholder management strategies. Students gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies and analyse the importance of accounting and financial information in making strategic business decisions. Students will also examine the macroeconomic framework that businesses operate in. They evaluate the impact of globalisation on business activities. Students develop an appreciation of the importance of ethics and sustainability on business decision making and culture. They will evaluate the influence of stakeholders on business operations. Students examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.

**Assessment Arrangements**

Module	Content	Assessment	Weightings
AS 1	Introduction to Business	Enterprise and Entrepreneurship, Central Purpose of Business Activity, Forms of Business Ownership, Stakeholder Groups, Market and Market Forces, Quality Management, Productivity and Investment, Organisational Design, Investing in People, Motivation and Principles of Management and Leadership.  External Written Examination 1h 30m	50% AS 20% A Level
AS 2	Growing the Business	Competition, Market Research, Marketing Mix, Elasticity of Demand, E-Business, Marketing Planning and Strategy, Sources of Finance, Break-Even Analysis, Cash Flow, Budgeting and Final Accounts.  External Written Examination 1h 30m	50% AS 20% A Level
A2 1	Strategic Decision Making	Business Objectives, Organisational Culture, Stakeholder Objectives, Communication, Economies and Diseconomies of Scale, Business Strategy and Planning, Decision Tree Analysis, Risk and Uncertainty, Company Accounts, Ratio Analysis and Investment Appraisal.  External Written Examination 2h	30% A2
A2 2	The Competitive Business Environment	Macroeconomic Framework, Government Policies, Globalisation, Business Ethics, Sustainability and Corporate Social Responsibility, Influence of Stakeholder Groups, Organisational Design, Monopolies, Mergers, Takeovers and Restrictive Practices and Change.  External Written Examination 2h	30% A2

**Subject Specific Requirements:**

None.

GCSE Business Studies is **not** a requirement for studying A Level Business Studies.

**Additional Information:**

This course can help pupils gain a range of important skills such as analysing and evaluating information, independent thought, making use of evidence found. This will enable pupils to acquire a range of skills which are transferable to other areas of study and ultimately to a range of professions as well as the business industry itself.

**Subject:** Chemistry **Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

Chemistry can be described as the most versatile science. It is the science most often required by universities and higher education establishments for students to embark on a degree in medicine, dentistry and pharmacology, forensic and veterinary science, chemistry and chemical engineering. This course places an emphasis on mathematical and practical content. The course enhances analytical skills. Students will acquire skills that are valued in further and higher education, as well as in the workplace.

For further information on the course content including a Student Guide and the specification, please visit:

<https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016>

**Assessment Arrangements**

Module	Content	Assessment	Weightings
AS 1	Basic Concepts in Physical and Inorganic Chemistry	Amounts of Substance, Atomic Structure, Bonding, Structure, Forces, Shapes of Molecules, Quantitative Chemistry, Redox, Qualitative tests; Group VII  External Written Examination 1h 30m	40% AS 16% A Level
AS 2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	Nomenclature and Isomerism, Hydrocarbons, Halogenoalkanes Alcohols, IR Spectroscopy, Energetics, Equilibrium, Kinetics, Group II  External Written Examination 1h 30m	40% AS 16% A Level
AS3	Basic Practical Chemistry	Booklet A: Laboratory based examination of practical tasks. Practical Examination 1h 15m  Booklet B: Practical theory questions testing knowledge of practical techniques, observations and calculations.  External Written Examination 1h 15m	20% AS 8% A Level
A2 1	Further Physical and Organic Chemistry	Enthalpy, Entropy, Kinetics, Equilibrium, Acid-Base Equilibria, Aldehydes and Ketones, Carboxylic Acids and their Derivatives, Aromatic Chemistry.  External Written Examination: 2h	40% A2 24% of A Level
A2 2	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	Analytical techniques, Transition Metals, Electrode Potentials, Amines, Amides, Amino Acids, Polymers, Chromatography, Medicinal Chemistry and volumetric Analysis.  External Written Examination: 2h	40% A2 24% of A Level
A2 3	Further Practical Chemistry	Booklet A: Laboratory based examination of practical tasks. Practical Examination 1h 15m  Booklet B: Practical theory questions testing knowledge of practical techniques, observations and calculations.  External Written Examination 1h 15m	20% A2 12% of A Level

**Subject Specific Requirements:**

The AS and A Level course rely heavily upon the foundation laid at GCSE Level. Most GCSE topics will be developed in greater depth along with many completely new concepts. For success, a good background in GCSE Higher Tier Chemistry (Grade A\*/A) is strongly recommended.

The course is both challenging and rewarding and demands an interest in the subject and a commitment to hard work both in and outside of the laboratory. The development of experimental skills is central to the course, as is the ability to express ideas clearly and concisely.

There are no particular mathematical requirements although a sound grasp of basic mathematics is important.

For ideas on careers in Chemistry visit: <https://edu.rsc.org/future-in-chemistry>

**Subject:** Computer Science **Examination Board:** AQA

**Availability:** This is a Linear Subject.

It is offered as a standalone alone AS or an A Level after 2 years of study.

**Course Content:**

The course uses AQA syllabus (an English examination board), consequently pupils must choose a two year A Level qualification. If pupils choose the two-year course, they will not be entered for the AS Level examination. Pupils **may be** offered one year AS Level course which is a standalone qualification in Year 13.

Although all Year 13 Computer Science pupils will be taught in the same class, they will be prepared for two different qualifications. The A Level qualification requires a different depth of study for the majority of topics taught.

During the Year 13 Parental Consultation, the teacher will discuss choice and mutually agreeable changes can be made to the pupil's choice of AS or A Level at this point but no later than the end of January of Year 13.

**Assessment Arrangements**

Module	Content	Assessment	Weightings
AS 1	Programming	This tests the students' ability to program, as well as their theoretical knowledge of fundamentals of programming and data structures, Systematics approach to problem solving and the Theory of computation.  On Screen Examination: 1h 45m	50% AS
AS 2	Theoretical Knowledge	This Paper tests the students' ability to answer questions from Fundamentals of data representation, computer systems, computer organisation, computer architecture, communications and networking as well as the consequences of uses of computing.  External Written Examination 1h 30m	50% AS
A2 1	Programming	This tests the students' ability to program, as well as their theoretical knowledge of Computer Science – fundamentals of programming, data structures and algorithms, Theory of Computation, as well as skills learned from their Non-Exam Assessment.  On Screen Examination: 2h 30m	40% A2
A2 2	Theoretical Knowledge	This tests a student's ability to answer questions from the Fundamentals of data representation, computer systems, computer organisation, computer architecture, communication, networking, databases and functional programming, consequences of uses of computing and Big data.  External Written Examination: 2h 30m	40% A2
A2 3	Non- Exam Assessment	Assesses the students' ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.	20% A2

**Subject Specific Requirements:**

It is essential that pupils have an interest in computers and enjoy problem solving activities. Pupils need to be organised, self-motivated and able to meet deadlines set by teachers to monitor coursework progress. If you would like further details of the syllabus, it can be found at [www.aqa.org.uk](http://www.aqa.org.uk) or feel free to speak to a member of the Computing department in school.

It is desirable that pupils have a good grade in GCSE Computer Science

It is advisable that pupils choosing Computer Science opt for 4 subjects at AS level as the step up is substantial and they need to keep their options open for the first term.

**Additional Information**

The non-exam assessment of Computer Science is worth 20% of the two year A Level course and will be completed from March of Year 13 up to Christmas of the 2nd year of the course. Pupils will be expected to work independently to solve a practical programming problem of their own choice. Teaching staff will guide this work and advise on how to maximise marks. Pupils will continue this work during the AS examination period for other subjects and also may be required to attend classes while others are on study leave.

**Subject:** Design and Technology

**Examination Board:** WJEC

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

Design and Technology is an inspiring, rigorous and practical subject. It encourages students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

It enables students to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Students should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Students should consider small and large commercial / manufacturing contexts and gain an insight into design and technology activity in the creative industries.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Written Examination	The examination includes a mix of structured and extended writing question assessing the students' knowledge and understanding of technical principles and designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology.  External Written Examination 2h	50% AS 20% A Level
AS 2	Design and Make Task	A design and make task, based on a brief developed by the student, assessing the students' ability to: i. identify, investigate and outline design possibilities; ii. design and make prototypes. ii. analyse and evaluate design decisions and wider issues in design and technology.  Internally Marked, Externally Moderated	50% AS 20% A Level
A2 1	Written Examination	As in Unit 1, the examination includes a mix of structured and extended writing questions assessing a students' understanding of technical, designing and making principles. Students will also analyse and evaluate design decisions and wider issues in design and technology.  External Examination: 2h 30m	30% A2
A2 2	Design and Make Task	Students will undertake a single substantial design and make project based on a brief developed by the student, assessing the students' ability to: i. identify, investigate and outline design possibilities. ii. design and make prototypes. iii. analyse and evaluate design decision.  The project requires students to demonstrate the integration of designing and making skills and knowledge and understanding. Internally Marked, Externally Moderated	30% A2

**Subject Specific Requirements:**

For students proposing to take the AS in Design and Technology (Product Design) it is recommended they should have achieved at least a Grade B in GCSE Technology and Design or an equivalent qualification.

**Additional Information**

Students design and make a product at AS and A2 which meets a need which they identify. The folder and product should involve the use of computer-aided design and manufacture.

**Subject:** Digital Technology (formerly ICT)

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The study of Digital Technology is of considerable advantage to those wishing to pursue an IT related course at tertiary level, as well as to those seeking employment in computer related areas.

The specification aims to encourage students to:

- develop a genuine interest in digital technology.
- gain an understanding of the system development process.
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society.
- participate in developing an application while adhering to the system development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- apply their skills to relevant work-related scenarios;
- carry out research and development, and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education; and
- demonstrate that they understand and can apply

There is a practical element to the course. Application packages and languages used are likely to include e.g. Word, Access, HTML and Visual Basic for Applications.

**Assessment Arrangements**

There are two units at AS and two units at A2.

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Approaches to System Development	This unit explores approaches to the development of complex digital technology systems, the key stages in the process and the outputs produced.  External Examination (1 hour and 30 minutes)	50% AS 20% A Level
AS 2	Fundamentals of Digital Technology	In this unit students develop knowledge and understanding of the fundamentals of any digital technology system, such as data representation, computer architecture, software and the user interface. This also provides a foundation for progression to A2.  External Examination (1 hour and 30 minutes)	50% AS 20% A Level
A2 1	Information Systems	This unit leads on from AS 2 and provides knowledge and understanding of concepts such as computer networks, databases, mobile technologies, cloud computing, legislation, and moral and ethical issues.  External Examination (2 hours and 30 mins)	40% A Level
A2 2	Application Development (Case Study)	This unit allows students to apply their skills, knowledge and understanding to develop an application that solves a problem for a specified client. This unit can be taught alongside Unit A2 1: Information Systems, allowing students to work over an extended period.	20% A Level

**Subject Specific Requirements:**

There is no specific requirement for prior learning. The course is suitable as a general IT qualification for any student. It can also be taken to further study topics from GCSE Digital Technology or by those students who have studied GCSE Computer Science. (It is recommended that those choosing this course who have studied GCSE Digital Technology or GCSE Computer Science should have achieved a grade B or above).

A Grade B or higher in both Mathematics and English is also essential.

**Careers**

There are now very few areas of study or work where ICT skills are not required. This course provides students with the opportunity to progress to career paths leading to professional IT management. This course may also allow entry to third level computer science degree courses.

**Additional Information**

In terms of oversubscription, SMT will make the final decision on the number of pupils for each subject area in conjunction with the Head of Department.



**Subject:** Drama and Theatre Studies

**Examination Board:** AQA

**Availability:** This is a linear subject, and is only available at A2 Level.

**Course Content:**

Drama and Theatre Studies at A Level uses the AQA specification. As AQA is an English examination board, pupils will complete a two year A Level course with no examination at the end of Year 1. The A Level has substantial practical exploration which consists of two separate components worth 60%, and one examination at the end of Year 2 worth 40%.

**Assessment Arrangements**

Module	Content	Assessment	Weightings
A2 1	Drama and Theatre	Questions on live production seen and two prescribed plays. The plays chosen encourage students to explore a vast array of literature. The texts are equally challenging and exciting. The module inspires students to appreciate plays and their contexts. This module also encourages students to appreciate, analyse and evaluate live theatre. The examination consists of: <ul style="list-style-type: none"><li>• Section A: one question (from a choice) on one of the set plays from List A (25 marks)</li><li>• Section B: one three part question on a given extract from one of the set plays from List B (30 marks)</li><li>• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)</li></ul> External Written Examination: 3h	40% A2
A2 2	Creating original Performance (practical)	Students will devise a piece of performance, influenced by the work and methodologies of one prescribed practitioner (monologue/duologue/group performance). <ul style="list-style-type: none"><li>• Working notebook (40 marks)</li><li>• Devised performance (20 marks)</li><li>• 60 marks in total</li></ul> Internally marked, externally moderated.	30% A2
A2 3	Making theatre (practical)	Practical exploration of three extracts from published plays with different contextual influences. The interpretation of the third extract must be influenced by the work and methodologies of one prescribed practitioner and performed as a final assessed piece (monologue/duologue/group performance). The task can be undertaken as performer/director/designer. Students are required to produce a Reflective Report of their preparation work. <ul style="list-style-type: none"><li>• Performance of Extract 3 (40 marks)</li><li>• Reflective report (20 marks)</li><li>• 60 marks in total</li><li>• 30% of A-level</li></ul> Externally marked.	30% A2

**Subject Specific Requirements:**

None.

**Additional Information**

Components 2 and 3 of the A Level course are practical units and will be assessed in the Spring Term (A Level).

Drama and Theatre Studies is a well-recognised A Level course. The breadth of knowledge and experience that pupils will gain from the course will stand them in good stead for almost any career including law. It is a useful foundation for aspiring actors or directors, and for careers in the arts, media and film, journalism, education and PR. Drama and Theatre Studies courses at university are particularly competitive and high grades in Drama and Theatre Studies, as well as English, are likely to be needed to gain offers at the most respected institutions.

**Subject:** English Literature

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

Students will study 3 texts covering prose, poetry and drama at AS Level and a further four texts at A2 Level. The depth of analysis required for the AS and A2 courses and the volume of reading entailed makes this a demanding course. Please note, there is no coursework component in AS and the A2 coursework constitutes 20% of the overall A Level.

This is an enjoyable and rewarding subject for those interested in literature and prepared to develop their own opinions in essays and classroom debate. Students will develop oral, thinking and writing skills which will prove important assets in a wide range of careers.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	<b>The Study of Poetry and Drama, 1900 – present</b>	Open Book – based on the study of 2 poets, Robert Frost and Seamus Heaney. Pupils will be required to compare/contrast, understand context and analyse poetic methods. Closed book – based on the study of 'A Streetcar Named Desire' by Tennessee Williams.  External Written Examination: 2h	60% AS 24% A Level
AS 2	<b>The Study of Prose, pre 1900</b>	Closed book. Pupils will be required to write about one novel: Mary Shelley's 'Frankenstein'.  External Written Examination: 1h	40% AS 16% A Level
A2 1	<b>Shakespearean Genres</b>	Closed Book: Pupils will be required to write an essay on Tragedy based on 'King Lear'.  External Written Examination: 1h 30m	20% A Level
A2 2	<b>The study of Poetry pre 1900 and unseen poetry</b>	Metaphysical Poetry, Closed Book. Pupils will write about the poetry of John Donne. Unseen poetry: pupils will use their knowledge of poetic methods to analyse an unseen poem.  External Written Examination: 2h	20% A Level
A2 3	<b>Internal Assessment</b>	Pupils will complete a 2,500 word coursework essay based on the study of 2 novels eg Margaret Atwood's novel 'The Handmaid's Tale' and Cormac McCarthy's 'The Road', both of which deal with the Dystopian genre. The research and writing up of the assignment must be undertaken independently, as the teacher can only act as a facilitator in this module.	20% A Level

**Subject Specific Requirements:**

For students proposing to take A Level English Literature, it is highly recommended that students attain a Grade B or above in GCSE English Literature and English Language. It is also recommended that pupils have an interest in and enjoy independent reading.

**Subject:** French

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The specification builds upon the knowledge and understanding, concepts and skills acquired through the study of French at Key Stage 4 (GCSE). The examinations will assess the four skill areas of Speaking, Listening, Reading and Writing, placing great emphasis on the use of French as the medium of assessment. The course will develop the student's awareness, appreciation and knowledge of the culture and civilisation of France.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Speaking	<b>A presentation based on an AS Level theme related to an aspect of a French-speaking country or community, followed by a conversation.</b>  Lasts for 11m.	30% AS 12% A Level
AS 2	Listening, Reading and Use of Language	Section A: Listening – two questions based on two discrete passages (digital recording) (40m) Section B: Reading – Comprehension and Translation from French to English Section C: Grammar Exercises and Translation of short sentences from English into French Section B & C last for 1h 20m  Total Written Examination time: 2h	40% AS 16% A Level
AS3	Extended Writing	An essay in response to a French film or literary text.  External Written Examination: 1h	30% AS 12% A Level
A2 1	Speaking	Students introduce and discuss one individual research project based on an aspect of a French-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region) – lasts 6m. This is followed by a conversation lasting 9m.  Total Time: 15m	18% A2
A2 2	Listening & Reading	Section A: Listening – two questions based on two discrete passages (digital recording) (45m) Section B: Reading – Gap Fill, Comprehension, Summary and Translation from English to French (2h)  Total Written Examination time: 2h 45m	24% A2
A2 3	Extended Writing	<b>Students write one essay in French on a set text that they have studied in school.</b>  External Written Examination: 1h	18% A2

**Subject Specific Requirements:**

An A\*, A or B grade in GCSE French is strongly recommended.

**Additional Information**

There is no coursework. However, the Speaking Tests are conducted by an external examiner and normally take place on a selected date in May. Students are advised to look at the new specifications for French on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your French teacher.

**Subject:** Further Mathematics

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

Only the ablest candidates in Mathematics should consider taking Further Mathematics Advanced Level. Due to the fast pace and specification content students should only consider this option if they have studied GCSE Further Mathematics **and** expect to achieve at least an A Grade in GCSE Further Mathematics.

Pupils who select Further Mathematics will study the A level Mathematics specification in Year 13 (as detailed on page 30 of the booklet) and then in Year 14 take Further Mathematics A level. The Further Mathematics A level builds upon the knowledge and content from GCE A level Mathematics.

The Further Mathematics A level is assessed through four examinations.

There is no course work element.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Pure Mathematics	Students answer all questions.  External Written Examination: 1h 30m	50% AS 20% A Level
AS 2	Applied Mathematics	Students answer all questions from two chosen sections.  External Written Examination: 1h 30m	50% AS 20% A Level
A2 1	Pure Mathematics	Students answer all questions.  External Written Examination: 2h 15m	30% A2
A2 2	Applied Mathematics	Students answer all questions from two chosen sections.  External Written Examination: 2h 15m	30% A2

**Subject Specific Requirements:**

We recommend that only those students who achieve at least an A grade in their GCE A Level Mathematics in Year 13 continue to study the Further Mathematics A level course in Year 14.

**Additional Information**

In the Applied Mathematics units' students will complete two sections. We have chosen Section A: Mechanics 1 and Section C: Statistics as the sections that will be taught.

Occasionally, pupils in Year 14 take AS Further Mathematics instead of completing the full A level. Those pupils who wish to take this option must get permission from the Mathematics department and the Vice Principal (Teaching and Learning) to ensure they meet minimum study requirements of the school.

Students are advised to look at the content information about the specification can be found on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk).

**Subject:** Geography

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

At A Level pupils will have the opportunity to learn how people are affected by natural phenomena such as rivers, ecosystems, weather, climate change and natural hazards. They will also look at how human activity has shaped the world through the study of population, settlement and development studies. Students will conduct their own fieldwork investigations and develop key geographical, report writing and statistical skills.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Physical Geography	Topics with this theme include the benefits and problems of flooding, the impact and formation of hurricanes and the human impact on vulnerable biomes.  External Written Examination: 1h 15m	40% AS 16% A Level
AS 2	Human Geography	Topics within this theme include population policies, deprivation in urban areas and issues around international development, including studying the progress of emerging economies.  External Written Examination: 1h 15m	40% AS 16% A Level
AS 3	Geographical and Fieldwork Skills	The course includes a range of cartographic, graphical and statistical skills. It also includes primary fieldwork which is assessed by examination rather than coursework.  External Written Examination: 1h	20% AS 8% A Level
A2 1	Physical Processes, Landforms and Management	This includes topics selected from global tectonic activity, management of earthquakes and volcanoes, coastal processes, landforms and coastal management in light of climate change.  External Written Examination: 1h 30m	24% A2
A2 2	Processes and Issues in Human Geography	This includes learning how we plan for sustainable settlements, studying the benefits/problems of tourism and ecotourism in both developed and developing nations.  External Written Examination: 1h 30m	24% A2
A2 3	Decision Making	Decision making requires students to assess an unknown case study through a wide range of media sources and to adapt a role in a planning decision.  External Written Examination: 1h 30m	12% A2

**Subject Specific Requirements:**

An A\*, A or B grade in GCSE Geography is a strongly recommended as suitable basis for these courses.

**Additional Information**

The course is designed to build on the foundation laid at GCSE. The main emphasis of the course is the inter-relationship between the natural environment and human activity. Many of the skills developed have value and relevance beyond the classroom. The course is normally delivered by two teachers, one for Physical and one for Human Geography, with the skills and fieldwork components shared between staff.

No assessed coursework is required but fieldwork will take place in both Year 13 and 14; with fieldwork and skills assessed in the Unit 3 examinations.

**Subject:** German

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The specification builds upon the knowledge and understanding, concepts and skills acquired through the study of German at Key Stage 4 (GCSE). The examinations will assess the four skill areas of Speaking, Listening, Reading and Writing, placing great emphasis on the use of German as the medium of assessment. The course will develop the student's awareness, appreciation and knowledge of the culture and civilisation of Germany.

**Assessment Arrangements**

Module	Content	Assessment	Weightings
AS 1	Speaking	<b>A presentation based on an AS Level theme related to an aspect of a German-speaking country or community, followed by a conversation.</b>  Lasts for 11m.	30% AS 12% A Level
AS 2	Listening, Reading and Use of Language	Section A: Listening – two questions based on two discrete passages (digital recording) (40m) Section B: Reading – Comprehension and Translation from German to English Section C: Grammar exercises and Translation of short sentences from English into German Section B & C last for 1h 20m  Total Written Examination time: 2h	40% AS 16% A Level
AS3	Extended Writing	An essay in response to a German film or literary text.  External Written Examination: 1h	30% AS 12% A Level
A2 1	Speaking	Students introduce and discuss one individual research project based on an aspect of a German-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region) ) – lasts 6m. This is followed by a conversation lasting 9m.  Total Time: 15m	18% A2
A2 2	Listening & Reading	Section A: Listening – two questions based on two discrete passages (digital recording) (45m) Section B: Reading –Gap Filling, Comprehension, Summary and Translation from English to German (2h)  Total Written Examination time: 2h 45m	24% A2
A2 3	Extended Writing	<b>Students write one essay in German on a set text that they have studied in school.</b>  External Written Examination: 1h	18% A2

**Subject Specific Requirements:**

An A\*, A or B grade at GCSE is strongly recommended.

**Additional Information**

There is no coursework. However, the Speaking Tests are conducted by an external examiner and normally take place on a selected date in May. Students are advised to look at the new specifications for German on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your German teacher.

**Subject:** Government and Politics

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The study of Government and Politics encourages students to develop knowledge and understanding of the political systems in which they live. It also actively encourages students to develop critical thinking. The Advanced Subsidiary course consists of two modules: The Government and Politics of Northern Ireland and The British Political Process. Topics covered include the Northern Ireland Assembly, the Executive Committee, local political parties, the role of the Prime Minister, the House of Commons, the House of Lords.

The A2 course consists of a further two modules: Comparative Government and Political Power. Topics covered include the role and powers of the US President versus that of the British Prime Minister, Congress versus Parliament, the sources of political power and the rival views as to the distribution of power in a democracy (Marxism, Elitism, Pluralism and Feminism).

Each AS and A2 module are assessed by a final examination consisting of a combination of short questions, source material and an essay.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	The Government and Politics of Northern Ireland	One source with four questions. External Written Examination: 1h 15m	40% AS 16% A Level
AS 2	The British Political Process	Five Questions. External Written Examination: 1h 45m	60% AS 24% A Level
A2 1	Option A: A Comparative Study of the government and Politics of the USA and the UK	One source and six questions. External Written Examination: 2h 15m	35% A2
A2 2	Option A: Political Power	One Source and five questions External Written Examination: 1h 30m	25% A2

**Subject Specific Requirements:**

None.

**Additional Information**

Government and Politics is a very enjoyable subject which promotes pupils' awareness of the world of current affairs. There is a substantial emphasis upon reading and keeping abreast of political developments. There is much opportunity for pupils to express their viewpoints and have them challenged by others.

**Subject:** Health and Social Care

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content**

In the AS units, students learn about good quality care and how this can be achieved in health, social care and early years' settings. They learn how to communicate effectively with service users in the workplace. They learn about the importance of health and well-being for individuals and how government and other agencies contribute to the health and well-being of the population.

Students who continue to A2 will learn about how health and social care and early years' services are tailored to meet the needs of specific service user groups. They will also have the opportunity to further their understanding of physiology, psychology and nutrition and can develop research skills in topics relevant to health and social care, including health promotion. Through practical activities, students apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem-solving skills which are a great asset for beginning university

**Assessment Arrangements**

There are three units at AS and three units at A2.

<b><u>Module</u></b>	<b><u>Content</u></b>	<b><u>Assessment</u></b>	<b><u>Weightings</u></b>
AS 1	Promoting Quality Care	In this unit, students explore values of care. By investigating practices in a selected health, social care, or early years setting, students learn how care workers apply the values on a daily basis. Students learn how legislation impacts on health, social care and early years settings. They evaluate the effectiveness of policies in promoting quality care. Students research one example of poor practice and its effects on the well-being of service users, potential service users, the staff responsible, families and care workers or the organisation. Students must take care to maintain confidentiality. This unit is internally assessed and externally moderated.	25% AS 10% A Level
AS 2	Communication in Health, Social Care and Early Years Settings	In this unit, students explore communication skills and techniques used in a health, social care or early years setting and develop their communication skills. Students gain an understanding of how important effective communication skills are in developing good relationships and promoting quality care. Students complete a report on the communication skills they observe in a health, social care or early years setting. They also evaluate their own communication skills by carrying out an interaction. This interaction must take place in the setting. This unit is internally assessed and externally moderated.	25% AS 10% A Level
AS 3	Health and Well-Being	In this unit, students learn about key concepts of health and well-being, the range of service users' needs and the impact of health and ill health on individuals. They investigate a range of factors that affect health and well-being. Students examine health promotion approaches and investigate a campaign. They consider the roles of a range of organisations responsible for health and well-being. Students recognise the impact of discrimination on health and well-being and the importance of anti-discriminatory practice in health, social care and early years settings.	50% AS 20% A Level



		Assessment for this unit consists of a two-hour written examination that requires both short and extended responses.	
	A2 Course	<p>Details of the units to be completed at A2 will be confirmed by the school. Students must complete A2 3, in addition to two of the remaining units listed below:</p> <p>Unit A2 1: Applied Research Optional  Unit A2 2: Body Systems and Physiological Disorders Optional  Unit A2 3: Providing Services Compulsory  Unit A2 4: Health Promotion Optional  Unit A2 5: Supporting the Family Optional</p>	<p>A2 Unit 3 – External written examination – 30% of A Level</p> <p>A2 2 - Two Units are chosen from, 3 4 or 5 – Internally Assessed and Externally Moderated 15% each (30% of A Level)</p>

### **Careers**

The health, social care and early years' sectors are major employers in the public, voluntary and private sectors in N Ireland.

This is an ideal course for those students who want a broad background in Health and Social Care. Many students following this qualification go onto degree level study in areas such as health studies, psychology, sociology, social policy, social science, education, nursing and/or social work.

### **Additional Information**

Please note that students will be required to set up a placement in a health, social care or early years setting. This is the responsibility of the student.

Students choosing this subject must be aware that controlled assessment (50% of the qualification) has ongoing submissions and excellent time management is essential during delivery. It is also recommended that pupil have access to their own device for typing up controlled assessment.

SMT will make the final decision on final class numbers if the course is oversubscribed.

### **Subject Specific Requirements**

There are no specific subject requirements. However, it is recommended that students should have minimum of a B grade in English Language and a grade C in Mathematics.

In addition, it would be beneficial to have studied and achieved a grade B in one of the following GCSE subjects - Biology, Physical Education or Food and Nutrition.

**Subject:** History

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

There are two units at AS and two units at A2. In each of the units at AS and A2, there are a number of options, and you will study one option in each unit. The course provides a wide variety of topics and within each covers political, social, economic and cultural aspects of History.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Historical investigations and Interpretations	<b>Option 5: Germany 1918-1945</b>  Includes a short response questions, source work and a source-based question on interpretations.  External Written Examination: 1h 30m	50% AS 20% A Level
AS 2	Historical conflict and Change	<b>Option 5: Russia 1914–41</b>  Assessment for this option includes both short response and extended questions.  External Written Examination: 1h 30m	50% AS 20% A Level
A2 1	Change Over Time	<b>Option 5: Clash of Ideologies 1900-2000</b>  Students will study change and/or development, making links and drawing comparisons across different aspects of the period studied.  External Written Examination: 1h	20% A2
A2 2	Historical Investigations and Interpretations	<b>There is a choice of options for A2 Unit 2</b> Either <b>Option 3: Ireland 1775-1800</b> Or <b>Option 4: Partition of Ireland 1900-1925</b>  Students will investigate specific historical questions through sources, using information and reaching substantiated conclusions.  External Written Examination: 2h 30m	40% A2

**Subject Specific Requirements:**

None.

**Additional Information**

History is much more than reading about past events. This course can help develop and deploy a range of important skills such as collecting and evaluating information, independent thought, weighing up the evidence that you have found and putting a case together to support your conclusions. AS and A Level History will enable pupils to acquire a range of skills which are transferable to other areas of study and ultimately to a range of professions and jobs eg Law, Journalism, Business and Management. Both courses should provide a coherent, satisfying and worthwhile course for all students whether they progress to further study in the subject or not.

**Subject:** Mathematics

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The general aims of the courses in Mathematics are, to consolidate and extend the knowledge, skills and understanding developed at Key Stage 4 and to provide a suitable foundation for further study of Mathematics and other related subjects.

The students will be prepared for the CCEA Advanced Subsidiary [AS] and Advanced Level examinations in Mathematics.

The A Level award will be based on 40% of the students' AS units marks and 60% of their A2 units marks.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Pure Mathematics	Students answer all questions.  External Written Examination: 1h 45m	60% AS 24% A Level
AS 2	Applied Mathematics	Students answer all questions.  External Written Examination: 1h 15m	40% AS 16% A Level
A2 1	Pure Mathematics	Students answer all questions.  External Written Examination: 2h 30m	36% A2
A2 2	Applied Mathematics	Students answer all questions.  External Written Examination: 1h 30m	24% A2

**Subject Specific Requirements:**

A good grade in GCSE Further Mathematics is normally required. To cope with the demands of the AS course, those who are unable to offer GCSE Further Mathematics will be required to have achieved a top grade in their GCSE and have taken the M4/M8 combination of papers at GCSE. M4/M7 combination is not a suitable foundation for AS Mathematics.

There is no course work element.

**Additional Information**

While the modules in Mathematics are designed to be available to candidates with a top grade in GCSE Mathematics, the gap between GCSE and A Level remains a considerable challenge for a student who has not studied GCSE Further Mathematics in Year 12.

The Applied Mathematics will comprise of both Mechanics and Statistics on an equal weighting. All questions are compulsory with no element of choice.

Students are advised to look at content information about the specification can be found on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk).

**Subject:** Moving Image Arts

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The subject offers the students the opportunity to develop skills and knowledge relevant and necessary for a career in the creative industries. Students will have the opportunity to build a portfolio of filmic work (live action and/or animation) as well as build their analytical and contextual knowledge of film through exploring the works of other filmmakers.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Foundation Portfolio	Students create a short narrative or animated film sequence which shows understanding of: <ul style="list-style-type: none"><li>• Classical Hollywood Style</li><li>• Realism: and/or</li><li>• Formalism</li></ul> Through the appropriate use of: camera; editing; sound; lighting & mise-en-scene  To do this students complete a portfolio which contains five distinct stages: <ol style="list-style-type: none"><li>1. Statement of Intention;</li><li>2. Creative Pre-production</li><li>3. Planning, Design and Organisation</li><li>4. Creative Production and Post-production</li><li>5. Evaluation</li></ol> Internally marked and externally moderated.	60% AS 24% A Level
AS 2	Critical Response	Online examination with questions on clips from set study areas.  External Written Examination: 1h 30m	40% AS 16% A Level
A2 1	Creative Production and Research: Advanced Portfolio	Following a self-directed and open-ended brief, candidates will be expected to produce: <ul style="list-style-type: none"><li>• An illustrated essay (1200-1500 words)</li><li>• Pre-production planning</li><li>• Director's notebook</li><li>• Final product, film (4-7 mins) or animation (minimum 2-3.5 mins)</li><li>• Evaluation (800-1200 words)</li></ul> Internally marked and externally moderated.	36% A2
A2 2	Advanced Critical Response	Online examination with questions on clips from set study areas.  External Written Examination: 2h 15m	24% A2

**Subject Specific Requirements:**

Students should be able to demonstrate a genuine interest in the study of film/filmmaking through either their GCSE study or extracurricular involvement. Due to the quantity and quality of written work required, it is recommended that students should have a B grade at GCSE English.

**Additional Information**

Keyboarding and word-processing skills are essential for the online exam. An interest in Film is essential. Students will be expected to film outside of school hours and will require a high level of organisational skills.

**Subject:** Music

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The A Level music course is both interesting and challenging. It builds on the foundation set at GCSE particularly in the areas of listening, composing and performing.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Performing	Students must undertake a solo performance lasting 5-7 minutes and of a standard equivalent to at least Grade 4 of the accredited graded music examination boards. They must also engage in a viva voce about points arising from their performance with the visiting examiner. Externally Assessed by a Visiting Examiner	32.5% AS 13% A Level
AS 2	Composing	Students must compose one piece of music lasting 1 ½ - 2 ½ minutes. They choose their own brief, compositional style and resources and must submit their composition in the form of a recorded performance with optional score. Students also submit an analytical and reflective commentary, maximum 1000 words.  Internally marked, externally moderated.	32.5% AS 13% A Level
AS 3	Responding to Music	Students undertake <b>THREE</b> compulsory Areas of Study: Music for Orchestra 1700-1900, Sacred Vocal Music (Anthems) and Secular Vocal Music (Musicals). All students undertake <b>TWO</b> external examinations as follows: <b>Test of Aural Perception:</b> questions on extracts from set works and unfamiliar music: 1h <b>Written examination:</b> includes short answer questions on a short printed score extract from <b>one</b> of the set works from the Area of Study (Music for Orchestra); short-answer questions on a short unfamiliar score extract and two extended writing questions, one on each of the two Areas of Study Sacred Vocal Music and Secular Vocal Music: 2h	35% AS 14% A Level
A2 1	Performing	Students must undertake a solo performance lasting 8-10 minutes and of a standard equivalent to at least Grade 5 of the accredited graded music examination boards. They must also engage in a viva voce about points arising from their performance with the visiting examiner. Externally Assessed by a Visiting Examiner	19.5% A2
A2 2	Composing	Students must compose one piece of music lasting 2-3 minutes. They choose their own brief, compositional style and resources and must submit their composition in the form of a recorded performance with optional score. Students also submit an analytical and reflective commentary, maximum 1200 words. Internally marked, externally moderated.	19.5% A2
A2 3	Responding to Music	Students undertake <b>THREE</b> compulsory Areas of Study: Music for Orchestra in the Twentieth Century, Sacred Vocal Music (Mass/Requiem Mass) and Secular Vocal Music 1600 to the Present Day. All students undertake <b>TWO</b> examinations as follows: <b>Test of Aural Perception:</b> questions on extracts from set works and unfamiliar music: 1h 15m <b>Written examination:</b> includes short answer questions on a short printed score extract from <b>one</b> of the set works from the Area of Study (Music for Orchestra); short-answer questions on a short unfamiliar score extract and two extended writing	21% A2

		questions, one on each of the two Areas of Study Sacred Vocal Music and Secular Vocal Music: 2h 15m.	
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**Subject Specific Requirements:**  
It is preferable but not essential to have studied GCSE Music before choosing the AS Music course.

**Subject:** Nutrition and Food Science

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

There are two units at AS and two units at A2. At A2 there are two options to choose from in Unit 1. The subject is both interesting and challenging and builds on the foundations set at GCSE.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Principles of Nutrition	This module requires the study of macro-nutrients and micro-nutrients and other dietary constituents. Pupils also study nutritional requirements and current dietary recommendations for each life stage. It consists of short questions and extended writing questions.  External Written Examination: 1h 30m	50% AS 20% A Level
AS 2	Diet, Lifestyle and Health	This module requires the study of current research in relation to the relationships between diet, lifestyle and health. Assessment is at the end of year 13. It consists of short questions and extended writing questions.  External Written Examination: 1h 30m	50% AS 20% A Level
A2 1	Option A: Food Security and Sustainability  <b><u>OR</u></b>  Option B: Food Safety and Quality	Option A: In this module pupils examine global issues related to food such as food security, food poverty, food sustainability and food waste.  <b><u>OR</u></b>  Option B: In this module pupils examine food safety as a public health priority including microbiological contamination, chemical contamination and current controls and legislation relation to food safety and quality.  External Written Examination (Option A <b>OR</b> B): 2h 30m	30% A2
A2 2	Research Project	This module requires pupils to submit a 4000 word report on a research project on a topic of their own choice from AS 1, AS 2 or A2. Pupils must structure their report to include a title, abstract, introduction, literature review, methodology, discussion of results, conclusions, recommendations and bibliography.  Internally marked, externally moderated.	30% A2

**Subject Specific Requirements:**

It is preferable but not essential to have studied GCSE Food and Nutrition before choosing the AS Nutrition and Food Science course.

**Additional Information**

This A Level course provides a good foundation for higher education courses in human nutrition, food science, food safety and quality, food technology, dietetics, environmental health, food marketing, consumer studies, hospitality, retail management and public health.

**Subject:** Physical Education

**Examination Board:** WJEC

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

There are two units at AS and two units at A2.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	<b>Exploring Physical Education</b>	Contextualised questions to include multiple choice, data response, short and extended answers.  External Written Examination: 1h 45m	60% AS 24% A Level
AS 2	<b>Improving personal performance in Physical Education</b>	To assess 1. Practical performance in one activity as a player/performer; 2. Practical performance as a coach or official; 3. Personal Performance Profile.  Internally Marked, Externally Moderated.	40% AS 16% A Level
A2 1	<b>Evaluating Physical Education</b>	A range of questions to include data response, short and extended answers  External Written Examination: 2h	36% A2
A2 2	<b>Refining personal performance in Physical Education</b>	To assess 1. Practical performance in one activity as a player/performer, coach or official 2. Investigative Research.  Internally Marked, Externally Moderated.	24% A2

**Subject Specific Requirements:**

It is recommended that students who have successfully completed GCSE PE at grade B or better should consider this AS Level.

**Additional Information**

Students will be expected to keep individual evidence of their performance in each role

Practical assessment will be in one activity as a player/performer. Practical Moderation will take place with an external Moderator – March / April of the final year.



**Subject:** Physics

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The aim of this course is to provide a knowledge and understanding of the principles and applications of physics which are relevant to the world in which we live. It is suitable for anyone who is interested in studying Physics at university, for anyone who enjoys the subject, and for anyone who would like to study a course at third level or take up a career in which a background in physics is useful.

People who have studied Physics at A Level and above are highly-valued for their numeracy, problem-solving and technological skills. They adapt well to a range of careers in engineering, research, product development, finance, IT, meteorology, geophysics, education and healthcare.

**Assessment Arrangements**

<b>Module</b>	<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1	Forces, Energy and Electricity	Students complete compulsory short answer questions and questions that require extended writing.  External written examination: 1h 45m	40% AS 16% A Level
AS 2	Waves, Photons and Astronomy	Students complete compulsory short answer questions and questions that require extended writing.  External written examination: 1h 45m	40% AS 16% A Level
AS3	Practical Techniques and Data Analysis	Students complete an externally-assessed test of practical skills consisting of short tasks (1h) and a separate paper requiring the analysis of experimental results (1h).  Two external written papers	20% AS 8% A Level
A2 1	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	Students complete compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification.  External written examination: 2h	24% A2
A2 2	Fields, Capacitors and Particle Physics	Students complete compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification.  External written examination: 2h	24% A2
A2 3	Practical Techniques and Data Analysis	Students complete an externally-assessed test of practical skills consisting of two experimental tests (1h) and a separate paper requiring the analysis of experimental results (1h).  Two external written papers	12% A2

**Subject Specific Requirements:**

It is recommended that those attempting the AS/A2 course should have achieved at least a grade A in Higher Tier GCSE Physics. Those who have a GCSE in Further Mathematics and those who are studying AS Mathematics find the transition from GCSE to A Level easier.

**Additional Information**

There is no coursework in the Physics course. There are however practical examinations at both AS and A2.

**Subject:** Religious Studies

**Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

A Level Religious Studies is quite different from GCSE on several counts, the main one being content. At A Level (both AS and A2) there are two topics: New Testament and Islam.

At the end of each year there are two written papers, which examine the students' knowledge, understanding and ability to analyse and evaluate the topics.

As well as the topics themselves, we also address the synoptic (human experience) element, which means that we take time to compare the two areas of study and also to look at issues outside the course which impact upon the areas of study. This may include looking at topical issues, other parts of the Bible, modern and historical figures and various aspects of modern life.

Discussion is an important aspect of the course, and most students find that they thoroughly enjoy this subject.

Whereas an empathetic approach is taken to Religious Studies at GCSE, at A Level the subject matter is explored from an objective and academic standpoint, making it appeal both to students from a personal faith background and those with no religious commitment.

The course covers a broad spectrum and discussion, and personal note-making skills are developed. Reading around the topics is important. Essay writing skills are an essential element of the subject, as the examination papers consist entirely of essay questions.

**Assessment Arrangements**

<b><u>Module</u></b>	<b><u>Content</u></b>	<b><u>Assessment</u></b>	<b><u>Weightings</u></b>
AS 1	Acts of the Apostles (Unit 2)	Students answer one from two questions in Section A and one from two questions in Section B.  External Written Examination: 1h 20m	50% AS 20% A Level
AS 2	Introduction to Islam (Unit 6)	Students answer one from two questions in Section A and one from two questions in Section B.  External Written Examination: 1h 20m	50% AS 20% A Level
A2 1	Themes in I Corinthians, Galatians & Ephesians (Unit 2)	Students answer two from three questions in Section A and the compulsory synoptic question in Section B.  External Written Examination: 2h	50% A2 30% of A Level
A2 2	Islam in a Contemporary Context (Unit 6)	Students answer two from three questions in Section A and the compulsory synoptic question in Section B.  External Written Examination: 2h	50% A2 30% of A Level

**Subject Specific Requirements:**

None.

**Additional Information**

Year 13 usually spend a day visiting Dublin and other visits may take place during the year, if the opportunity arises. Also, outside speakers are sometimes invited to come into school and speak to the pupils on various issues.

There is no coursework.

If you would like to know any more about the course, please speak to Mrs McMaster, who teaches this course at A Level.

**Subject:** Spanish **Examination Board:** CCEA

**Availability:** This subject is available at AS and A2 Level

**Course Content:**

The specification builds upon the knowledge and understanding, concepts and skills acquired through the study of Spanish at Key Stage 4 (GCSE). The examinations will assess the four skill areas of Speaking, Listening, Reading and Writing, placing great emphasis on the use of Spanish as the medium of assessment. The course will develop the student's awareness, appreciation and knowledge of the culture and civilisation of Spain.

**Assessment Arrangements**

Module	Content	Assessment	Weightings
AS 1	Speaking	<b>A presentation based on an AS Level theme related to an aspect of a Spanish -speaking country or community, followed by a conversation.</b>  Lasts for 11m.	30% AS 12% A Level
AS 2	Listening, Reading and Use of Language	Section A: Listening – two questions based on two discrete passages (digital recording) (40m) Section B: Reading – Comprehension and Translation from Spanish to English Section C: Grammar Exercises and Translation of short sentences from English into Spanish Section B & C last for 1h 20m  Total Written Examination time: 2h	40% AS 16% A Level
AS3	Extended Writing	An essay in response to a Spanish film or literary text.  External Written Examination: 1h	30% AS 12% A Level
A2 1	Speaking	Students introduce and discuss one individual research project based on an aspect of a Spanish-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region) – lasts 6m. This is followed by a conversation lasting 9m.  Total time: 15m	18% A2
A2 2	Listening & Reading	Section A: Listening – two questions based on two discrete passages (digital recording) (45m) Section B: Reading – Gap Filling, Comprehension, Summary and Translation from English to Spanish (2h)  Total Written Examination time: 2h 45m	24% A2
A2 3	Extended Writing	<b>Students write one essay in Spanish on a set text that they have studied in school.</b>  External Written Examination: 1h	18% A2

**Subject Specific Requirements:**

An A\*, A or B grade in GCSE Spanish is strongly recommended.

**Additional Information**

There is no coursework. However, the Speaking Tests are conducted by an external examiner and normally take place on a selected date in May. Students are advised to look at the new specifications for Spanish on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your Spanish teacher.