

# **FRIENDS' SCHOOL LISBURN**

**Sixth Form Curriculum**

**AS & A Level Courses**

**SEPTEMBER 2017**

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***The information in this Booklet is accurate at time of print.***

## SIXTH FORM CURRICULUM

Pupils in the Sixth Form are offered a broad range of subjects from which to choose their Advanced Level options. From the 26 subjects on offer, all pupils choose three or four subjects at AS Level, taken at the end of Year 13, and all take a minimum of three AS subjects on to Advanced Level.

### Entry to the Sixth Form

To enter the Sixth Form pupils enrolled at Friends' must have gained a minimum of 14 points at GCSE level, including passes at Grade C or above in both GCSE English Language and Mathematics. The points score at GCSE is 4 points for A\*, 3 for A, 2 for B and 1 for C.

Pupils must also be able to follow a viable course at AS level, which consists of a minimum of three AS subjects from the timetabled options provided. In all cases, the minimum requirements for studying each subject chosen at AS Level, as specified in the Sixth Form curriculum booklet, must be met. Pupils should also give careful consideration to the **recommended criteria** for each subject.

Pupils entering the Sixth Form will be expected to uphold the aims and values of the School; those returning to School after GCSEs will be expected to have demonstrated a commitment to the School's ethos and to have maintained a high standard of conduct during their time at Friends'.

### Transition from AS to A2

At the end of Year 13, pupils take AS examinations in all subjects, and all those wishing to continue to A2 must have a minimum of three passes at AS level. However, as the AS grade is 40% of the total A Level score, it is **strongly recommended** that pupils have at least a grade C in all subjects with which they wish to continue at A Level. Progression to A2 for pupils not achieving at least a grade C in two or more AS examinations will be subject to discussion with the Leadership team, when attendance, work ethic and attitude in Year 13 will be considered.

### Subject Choice

Our programme of careers education is intended to allow our pupils to make informed decisions about subject choice at A Level and to help guide and support them in their decisions about further education.

The **Year 12 Parents' Meeting on Thursday 23 February 2017** gives an opportunity for consultation with subject teachers and also for an interview with a member of the Careers Department or senior staff on subject choice. Descriptions of the AS and A Level courses on offer are given in this booklet.

Pupils are asked to make their A Level choices by **Tuesday 28 February**. Although we seek to offer as wide a choice as possible, it should be noted that it may not be possible to meet all choices because of timetabling constraints and because class sizes have to be viable. Subject choices will be provisionally confirmed by the start of the summer term and are finalised after the publication of GCSE results in August in consultation with Senior and Careers staff.

Miss A Collins, Vice Principal, is in charge of the arrangements for pupils making their A Level subject choices and will speak with pupils in Year Assemblies to outline the procedure to be followed. If you have any queries about the process, please contact Miss Collins in School.



By Emma Stewart Year 14

The study of Art and Design promotes and enriches the overall educational experience of students by promoting: independent learning; personal development and motivation; the ability to find alternative approaches and take risks in creative pursuits; and aesthetic and intellectual capacities. In addition, it helps develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem-solving, resilience, imagination, empathy and innovation.

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

“The creative industries are one of the UK’s greatest success stories, with British musicians, artists, fashion brands and films immediately recognisable in nations across the globe. Growing at almost twice the rate of the wider economy and worth a staggering £84 billion a year, our Creative Industries are well and truly thriving and we are determined to ensure its continued growth and success.”

Minister for Culture Ed Vaizey, 2016.

The course broadens and deepens knowledge, skills and contextual understanding of a range of art, craft and design disciplines.

Students can take:

- the AS course as a final qualification; or
- the AS units plus the A2 units for a full GCE A level qualification

A Level Art and Design is available as a General Art and Design (combined studies qualification) or as a specialism in Photography and Lens Based Media, Three Dimensional Design or Textiles.

There are four units – two at AS level and two at A2 level:

AS 1 : Experimental Portfolio

AS 2 : Personal Response

A2 1: Personal and Critical Investigation

A2 2: Thematic Outcome

Each year, A Level Art and Design students at Friends’ enjoy success. In the 2016 examination, all students achieved grades in the A-B band at AS Level, with 85.71% achieving the top grade. In addition, Lucy Mulholland and Rebecca McNeill achieved full marks and were delighted to have their work selected for True Colours, a unique and exciting exhibition which showcases the best and most interesting work created by local students for CCEA’s Summer GCSE and AS/A2 examinations.

At A Level, pupils in the Art and Design Department take increasing responsibility for their own learning and progress. Teachers continue to develop the candidates’ range of skills, with reference to the work of artists, designers and craft workers. Teacher demonstrations and class workshops offer pupils the opportunity to use a range of materials and experiment with new techniques. The specification is explored and pupils develop an understanding of the requirements of the course through discussion and reference to successful examples of portfolio and examination units, with particular focus on the assessment objectives. One-to-one discussion

between teacher and student becomes the fundamental approach of teaching and learning in the classroom so that each candidate is supported in developing personal and individual work. At assessment points, each student is provided with individual feedback, clearly communicating areas for development and improvement and this is shared with parents. Positive relationships and the sharing of high expectations enable our students to achieve their potential in A Level Art and Design.

### Student Requirements

It is a requirement that students who wish to take this subject have been awarded a **Grade B** or higher in both **GCSE Art and Design and English**. The full version of the newly revised A Level Art and Design specification can be viewed on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk) along with student support materials and subject related frequently asked questions.

## BIOLOGY CCEA

This course aims to encourage students to develop essential knowledge and understanding of concepts of **Biology** and to develop an understanding of scientific methods and skills. It seeks to make students aware of advances in technology relevant to Biology and how biological developments affect the environment. The course also contributes towards an understanding of ethical and cultural issues, helping students develop an interest and enjoyment of the subject.

The **AS Level** builds on the knowledge and understanding developed within GCSE Science: Biology and Double Award Science. The AS course exists as a stand-alone qualification or it can contribute a maximum of 40% to the full A level. The **A2 Level** specification incorporates the AS material and builds upon the knowledge, understanding and skills developed within the AS course. There is also a greater emphasis on higher order thinking skills at A2, therefore providing the basis for further study of Biology related courses. The specification adopts a modular structure and candidates are externally assessed on 6 units, two of which involve an element of internal assessment.

Content	Assessment	Weightings
AS 1: Molecules & cells	Exam (1½ Hrs)	37.5% of AS; 15% Of A level
AS 2 : Organisms & Biodiversity	Exam (1½ Hrs)	37.5% of AS; 15% Of A level
AS 3: Practical skills	Exam (1Hr) + internal assessment	25% of AS: 10% of A level
A2 1: Physiology, Co-ordination & Control & Ecosystems	Exam (2¼ Hrs)	24% of A level
A2 2: Biochemistry, genetics & Evolutionary Trends	Exam (2¼ Hrs)	24% of A level
A2 3: Practical skills	Exam (1¼ Hrs) + internal assessment	12% of A level

### Student Requirements

It is **strongly recommended** that pupils taking Biology to A Level have Grade AA in double Award Science at GCSE or a Grade A from single award. It is a requirement that pupils taking Biology have studied both Biology and Chemistry at GCSE Level, either through taking both subjects as single science or by taking Double Award Science to GCSE. All pupils meeting these criteria will be guaranteed access to the A Level Biology course.

Pupils with a B in GCSE Biology or AB in Double Award Science will only be permitted to continue with Biology following a consultation with the Head of Department which will take into account work and attitude to date and the suitability of the course for that individual. For pupils whose predicted grades are below the recommended entry requirements, these consultations will take place following initial subject choices in March. In all cases, scores in the examination component in this subject at GCSE must be at least 70%.

Please note also that a maximum of four classes can be timetabled and it may be necessary to select pupils on the basis of their attainment in GCSE.

\* Pupils thinking of applying to Medicine should also note that they need to have a GCSE qualification in all three Sciences (Biology, Chemistry & Physics) at GCSE level, either through the DA route or as three separate Sciences.

## **BUSINESS STUDIES CCEA**

By studying Business Studies you will gain a broader overview of the world of business, its functions, behaviour, and the problems and issues that face it.

If you would like to understand more about how and why businesses operate in the way that they do, then this course will help you to achieve this. You will be able to relate what you study to everyday activities such as purchasing goods, or the services you receive as well as business news reported in the media. This course will help develop skills that you can take forward into further education or your future career.

Through studying Business Studies, students will:

- develop an enthusiasm for studying business;
- gain a holistic understanding of business;
- develop a critical understanding of organisations and their ability to meet society's needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate enterprising and creative solutions to business problems and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals; and
- acquire a range of relevant business and generic skills including decision making, problem solving, the challenging of assumptions and the quantification and management of information.

### **What will you study and how will you be assessed?**

**There is no coursework requirement.**

#### **AS 1 Introduction to Business**

2 compulsory structured data responses  
**50% of AS, 20% of A level**

This unit introduces students to the business world. You will study the entrepreneur and what motivates individuals to develop business enterprises. You will become familiar with different business ownership structures and the key stakeholder groups which may have an interest in how a business is managed. You will also gain an understanding of the importance of quality and an appreciation of the impact of management and leadership styles on employee motivation and business operations.

#### **AS 2 Growing the Business**

2 compulsory structured data responses  
**50% of AS, 20% of A level**

In this unit you will gain an understanding of the role of technology in growing a business, how to assist with decision making and the impact of competition on a business. You will also gain an understanding of the

marketing process, marketing strategy and the use of E-Business.

You will study the role of accounting and financial information in business decision making and financial control.

### **A2 1 Strategic Decision Making**

1 compulsory structured data response  
**30% of A level**

In this unit you will identify business objectives and the potential for these to conflict with those of various stakeholder groups. You will also gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. You will analyse the importance of accounting and financial information in making strategic business decisions.

### **A2 2 The Competitive Business Environment**

A business report  
**30% of A level**

In this unit you will examine the macroeconomic framework within which businesses operate. You will study the impact of globalisation on business activities, develop an appreciation of the importance of ethics and sustainability on business decision making and culture.

### **Career Opportunities**

Business Studies can lead directly to a wide variety of careers in both the public and private sectors e.g. Management, Accountancy, Entrepreneurship, Banking, Business Law, Finance, Human Resources, Public Relations, Marketing, Advertising, Production or Teaching. A background in Business Studies is also a welcome addition in career areas often not directly linked with the subject, e.g. where management concepts, budget control and other contemporary issues are becoming increasingly important. If your aim is to become an entrepreneur the necessary knowledge and skills will be addressed.

### **University**

Many students who take Business Studies at A Level continue with the subject at university, often combined with other disciplines such as marketing, human resources, accounting and finance, languages and law.

### **Student Requirements**

It is not necessary to have studied Business Studies at GCSE to take it up at A Level. However, it is a requirement that anyone considering it for the first time should have at least a **Grade B** in both **GCSE English (either English Language or Literature)** and **Mathematics**, to indicate an ability to cope with the demands of the course. For those who have taken **GCSE Business Studies** it is a requirement that they should have at least a **Grade B** to continue with the subject at A Level.

## **CHEMISTRY CCEA**

### **Why choose GCE Chemistry?**

Chemistry is often described as the most versatile science. It is the science most often required by universities and higher education establishments for students to embark on degrees in medicine, dentistry and pharmacology, forensic and veterinary science, and chemical engineering. It is growing in popularity, and fits in well with the study of the other sciences. There is also an increased emphasis on mathematical content. Although chemistry has always been a practical subject, CCEA Chemistry is the only GCE in Chemistry which uses practical examinations in its award of both a GCE AS and A Level qualification.



This course emphasises the analytical approach; chemistry is unique in having an aspect called analytical chemistry. Students with enquiring minds will enjoy finding out which substances are present in the unknown samples they are given.

Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others.

### Content overview

In the AS units, students explore the fundamentals of GCE Chemistry which helps them to make the transition from GCSE Science. Students who continue to A2 will explore new topics such as fuel cells and lithium ion batteries together with chemistry in medicine. There are two practical exams: one at AS and one at A2. This ensures that students cover all aspects of chemistry so that they have the essential practical skills they need to progress to third level education and employment in the field. The written examination papers are still very much in the style of the former specification, except that multiple choice questions now carry one mark each and in most cases will be more straightforward than before.



### The aims of the Chemistry Advanced Subsidiary and Advanced GCE course are:

- develop their interest in and enthusiasm for chemistry;
- develop their interest in the further study of chemistry and the careers associated with courses related to the subject;
- draw together different areas of knowledge, skills and understanding;
- develop essential knowledge and understanding of the different areas of the subject and how they relate to each other;
- appreciate how society makes decisions about scientific issues and how the subject contributes to the success of the economy and society;
- develop competence and ability in practical, mathematical and problem-solving skills;
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of How Science Works;  
*and*
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts.

### The following are important features of this specification.

- It includes six externally assessed units: four are theory units and two are practical based units.
- It allows students to develop their chemistry knowledge, understanding and skills.
- Assessment at A2 includes more question styles, more demanding evaluative tasks, extended writing, and synoptic assessment that encourages students to develop their understanding of the subject as a whole. The contexts set in examination questions address contemporary chemistry and its assessment.
- It can give students a sound basis for progression to higher education.
- A range of support is available, including specimen assessment materials, exemplar schemes of work and teacher guidance.



### Student Requirements

It is **strongly recommended** that pupils taking Chemistry to A Level have Grade AA in double Award Science at GCSE or a Grade A from single award. In addition, because of the mathematical content of the course, it is recommended that pupils studying Chemistry have a Grade A in GCSE Mathematics. All pupils meeting these criteria will be guaranteed access to Chemistry A Level.

Pupils with a B in GCSE Chemistry, AB in Double Award Science or a B in Mathematics will only be permitted to continue with Chemistry following a consultation with the Head of Department which will take into account work and attitude to date and the suitability of the course for that individual.

For pupils whose predicted grades are below the recommended entry requirements, these consultations will take place following initial subject choices in March. In all cases, scores in the examination component in this subject at GCSE must be at least 70%.

Pupils thinking of applying to Medicine should also note that they need to have a GCSE qualification in all three Sciences (Biology, Chemistry & Physics) at GCSE level, either through the DA route or as three separate Sciences.

### **Extra Curricular Activities**

Pupils studying A Level Chemistry are encouraged to enter the Chemistry Olympiad Competition and the Schools' Analyst Competition at Stranmillis College.



## **DIGITAL TECHNOLOGY CCEA**

This newly accredited qualification from CCEA covers a wide range of areas within the field of ICT, ranging from learning the fundamentals of digital technologies right through to a practical understanding of the system development process as part of an overall application development project.

This course aims to expose students to the key issues and technologies within the IT industry so that they may have a better insight and indeed understanding of the different fields within the sector.

The course aims to help enable students to:

- develop a genuine interest in digital technology;
- gain an understanding of the system development process;
- gain an awareness of a range of digital 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 key concepts through challenging internal and external assessments.

This course is divided into four units: two units at AS level and two units at A2. A breakdown of the structure of the course can be seen below.

Content	Assessment	Weightings
<b>AS 1: Approaches to System Development</b>	External written examination 1 hour 30 minutes  Students answer short and extended questions based on Approaches to System Development.	50% of AS  20% of A level
<b>AS 2: Fundamentals of Digital Technology</b>	External written examination 1 hour 30 minutes  Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS  20% of A level
<b>A2 1: Information Systems</b>	External written examination 2 hours 30 minutes  Students answer short and extended questions based on Information Systems.	40% of A level
<b>A2 2: Application Development</b>	Internal assessment  Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level

## AS Modules

### **Unit AS 1: Approaches to System Development**

In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. The content of this unit underpins the learning that will take place in each of the three subsequent units. This unit is assessed through a 1 hour 30 minute written examination that includes both short and extended questions.

### **AS Unit 2 Fundamentals of Digital Technology**

In this unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface. Along with Unit AS 1, the content of this unit will provide a foundation for progression to A2. This unit is assessed through a 1 hour 30 minute written examination that includes both short and extended questions

## A2 Modules

### **Unit A2 1: Information Systems**

In this unit, students develop knowledge and understanding of information systems. It acts as an extension to Unit AS 2: Fundamentals of Digital Technology for students progressing from AS Level. This unit is assessed through a two hour 30 minute written examination that includes both short and extended questions

### **Unit A2 2: Application Development**

In this unit, students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client.

Students apply their practical skills to produce a solution and associated detailed documentation for the client. They can adopt a range of approaches, but the teacher will guide them in selecting an approach suitable to their particular knowledge and skills.

### **Entry Requirements:**

Pupils must obtain at least a B in their GCSE Maths and English to take up this subject at A Level.

It is **not necessary to have studied ICT at GCSE** to take up Digital Technology as an A Level, but pupils who have taken this subject should have at least a grade B at GCSE.

If you have any queries about this course please speak to Mr Martin.

## **ECONOMICS CCEA**

Economics is a fascinating subject to study as it helps you to understand the modern world – how and why it functions as it does. It can give you a new perspective on some of the most pressing and challenging problems facing the world today. Economics is the study of how individuals and groups of people make choices about what to do with their limited resources. It is concerned with decision-making. Economics is not, therefore, just about money, business and the stock market, although these are important aspects of the subject. It deals with wider social and environmental issues, including climate change, globalisation, sustainable development and the distribution of income and wealth. Economics equips students with skills that are highly valued by employers and provides them with a ‘tool kit’ of concepts, ideas and techniques which allows them to investigate and analyse problems, evaluate information and evidence, make reasoned judgments and arrive at conclusions.

Economics is a good choice for those who are curious to analyse issues, such as the implications for the UK leaving the EU or the effectiveness of foreign aid programmes and trade liberalisation in assisting less developed economies. Further issues which students will examine include the real cost of alcohol and tobacco consumption; what causes house, food and fuel prices to rise and fall; why footballers earn huge salaries; the privatisation of Royal Mail; the high cost of payday loans.

### **The Course**

The CCEA specification is organised into **FOUR** modules; **TWO at AS** and **TWO at A2**.

#### **AS Module 1 Markets and Market Failure 50% AS and 20% of A level**

In this unit, students consider how markets work. They examine how market forces of demand and supply interact to allocate resources in local, national and international markets. Students also apply demand and supply analysis to factor markets, particularly the labour market. While investigating how markets work, students also examine market failure. They look at the nature, causes and consequences of different forms of market failure. They evaluate possible methods of government intervention to remedy market failures.

**Assessment for this unit** consists of a **1 hour 30 written examination** that involves 4 short answer questions, a case study question and one extended open response question.

#### **AS Module 2 Managing the National Economy 50% of AS and 20% of A level**

Students use the basic aggregate demand–aggregate supply model to analyse changes in the economy. They examine the use of demand-side and supply-side policies as a means of achieving macroeconomic objectives. They assess the likely impact and effectiveness of different government policies. Students evaluate different approaches that policymakers may use to address macroeconomic issues. They learn about key changes in the UK economy and government policy since 1990.

**Assessment** for this unit consists of a **1 hour 30 written examination** that involves short 6 answer questions, a case study question and an extended open response question from a choice of two.

### **A2 Module 3 Business Economics 30% of A level**

In this unit, students examine how the number and size of businesses and the level of contestability affect the nature of competition between firms. Students consider how firms grow by examining organic growth, mergers and takeovers. Students examine the rational assumption that firms are profit maximisers and consider alternative business objectives. They analyse revenues, costs and profits in different market structures. They also analyse and evaluate firms' pricing and output decisions in different contexts and understand the role of competition in business decision-making. They analyse and evaluate the effect different market structures have on efficiency. Students learn about and understand the economic behaviour in competitive and non-competitive markets. They become aware of how social, institutional, technological and environmental change can affect present and future economic behaviour. A2 units build on the understanding developed at AS level.

**Assessment** for this unit consists of a **2 hour written examination** that involves 3 short answer questions, a case study and an open response question.

### **A2 Module 4 Managing the Economy in a Global World 30% of A level**

This unit gives students the opportunity to understand the significance of globalisation, international trade, the balance of payments and exchange rates. Students analyse public finance, macroeconomic policies and the role of the financial sector in a global context. They examine factors influencing the growth and development of developing countries. They also develop an understanding of trends in the global economy since 1990. A2 units build on the understanding developed at AS level.

**Assessment** for this unit consists of a **2 hour written examination** that involves 4 short answer questions, a case study and an open response question from a choice of two.

Assessment at AS is through a combination of short-answer questions, data response and open-response questions. At A2 it is through short-answer questions, data response and open-response questions with greater emphasis being given to analysis and evaluation. **There is no coursework requirement.**

### **Student Requirements**

It is not necessary to have studied Economics at GCSE to take it up at A Level. However, it is a requirement that anyone considering it for the first time should have at least a **Grade B** in both **GCSE English (either English Language or Literature)** and **Mathematics**, to indicate an ability to cope with the demands of the course. For those who have taken **GCSE Economics** it is a requirement that they should have at least a **Grade B** to continue with the subject at A level. An enquiring mind and an inclination to argue, reason and discuss are essential.

### **Career Opportunities**

Economics is a valuable stepping stone to a variety of courses and careers most obviously Economists, Management Consulting, Accountancy, Investment Banking, Business Studies, Business Management, the Civil Service, Insurance, Journalism, Law, Politics, Stock broking, Teaching and Lecturing.

## **ELECTRONICS WJEC**

Electronics is an absorbing course for students who want to explore and understand the electronic systems that underpin everyday life. It reflects up-to-date practice, encourages a safe approach to using electronic systems and promotes an awareness of the social, economic and cultural impact of Electronics.

The knowledge and skills acquired through the study of Electronics form a sound base, not only for taking the subject further, but also for employment in the scientific and technological professions. In addition, in studying this subject students will encounter techniques and disciplines of value in many other subject areas.

Electronics is a good option for students considering higher study in Science, particularly Physics or Electronic and Electrical Engineering. Some institutions prefer students to have either Electronics or Physics combined with Mathematics. Electronics opens up careers in scientific and technological professions and industry, such as those within the music, information technology or manufacturing sectors.

Ability and confidence in the subject are developed by having an emphasis on learning through doing, with straightforward practical work. Practical skills are internally assessed at both AS and A2 through a practical project. At AS, students are required to identify a problem, devise a specification for a solution and then build and test it; at A2, students follow the same process with the added requirement to produce a full evaluation of the system.

The practical side of the Electronics course will be delivered by staff from SERC at the Lisburn Campus in Castle Street in a once weekly two hour session from either from 9.00- 11.00 am or 1.30 pm – 3.30 pm.

### **Assessment**

#### **AS Unit 1 – Principles of Electronics**

Written examination: 120 marks – 10 or 11 compulsory questions

2 hours 30 minutes

#### **80% of AS qualification**

A mix of short answer and extended answer questions with some set in a practical context.

#### **AS Unit 2 – System design and realisation tasks**

Non-exam assessment (NEA)

Task 1 (20 marks) – involves the development of a digital system.

Task 2 (20 marks) – involves the development and investigation to test an analogue system.

Task 3 (20 marks) – involves the development of a microcontroller system programed via a flowchart.

#### **20% of AS qualification**

#### **A Level Unit 1 – Principles of Electronics**

Written examination: 140 marks – 11 or 12 compulsory questions

2 hours 45 minutes

#### **40% of A2 qualification**

A mix of short answer and extended answer questions with some set in a practical context.

### **A Level Unit 2 – Application of Electronics**

Written examination: 140 marks – 11 or 12 compulsory questions

2 hours 45 minutes

#### **40% of A2 qualification**

A mix of short answer and extended answer questions with some set in a practical context.

### **A level Unit 3 – Extended system design and realisation tasks**

Non-exam assessment (NEA)

Task 1 (20 marks) – A design and program task to create a microcontroller system programmed in assembler language to solve an identified problem, need or opportunity.

Task 2 (50 marks) – A substantial integrated design and realisation task to create an electronic system to solve an identified problem, need or opportunity.

#### **20% of A2 qualification**

It is strongly recommended that those wishing to take this subject have a minimum of **Grade B in Technology and Design and either a Grade B in Maths or Grade B in Physics** at GCSE. The most important requirements are, however, a willingness to work independently, determination, enthusiasm and a desire to succeed. Pupils opting for this course are recommended to be also **studying** either **Technology and Design** or **Physics** at A Level.

## **ENGLISH LITERATURE CCEA**

### **Why study English Literature?**

A level English Literature broadens your horizons and opens your mind to new perspectives and ideas. It allows you to construct well-supported arguments and appreciate alternative interpretations of texts.

The course itself covers a wide range of engaging literature including novels, plays and poems.

The texts are stimulating, interesting and will give you opportunities to develop individual interests. You can use your own original ideas and creativity when responding to each text and the course invites in-depth discussion and reflection at every opportunity.

The coursework element allows for independent study, wider reading and a sense of personal achievement. If you enjoy reading a wide range of literature and analysing associated ideas and issues then this will be an ideal course for you.



## What can I do with a qualification in English Literature?



## It may be easier to ask 'What can I not do with a qualification in English Literature?'

An A level in English Literature develops your skills in written and face-to-face communication, as well as your capacity for research and your ability to understand complex ideas and theories. With this set of skills, you are very desirable in almost every field imaginable! A Level English is held in high esteem by Universities and employers alike. A good grade can give you access into a huge range of careers. You may be thinking of the media sector which covers everything from film to television, newspapers to news blogs, advertising to PR and gaming, game reviewing or Digital Media Marketing, Events' Management, PR, Human resources, Law, business, social work, politics, teaching, management etc. The list is endless and the possibilities are enormous! English A Level will open doors to an exciting, broad range of options, so if you're unsure what your career path might be, then this is the one for you!

## What will I study?

<b>Unit</b>	<b>Assessment Description</b>	<b>Weighting</b>
<b>AS 1:</b> The Study of Poetry 1900–Present and Drama 1900–Present	External written examination, 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book.	60% of AS 24% of A level
<b>AS 2:</b> The Study of Prose Pre–1900	External written examination, 1 hour Students answer one question. Closed book	40% of AS 16% of A level
<b>A2 1:</b> Shakespearean Genres	External written examination, 1 hour 30 minutes Students answer one question. Closed book	20% of A level
<b>A2 2:</b> The Study of Poetry Pre–1900 and Unseen Poetry	External written examination, 2 hours Students answer two questions, one from Section A and the question set in Section B. Closed book	20% of A level
<b>A2 3:</b> Internal Assessment	Internal assessment Students complete a 2500-word essay.	20% of A level

## How do pupils do in A Level English Literature exams?

Pupils perform consistently very well in English and report very high satisfaction levels.

**Results 2016:** A\* 50% A grades: 20% B 23%, C 7%

100% A - C

And what the current Sixth form want you to know about English A Level!

*'Best subject for discussion and participation by a mile!'* Rory

*'You get loads of opportunity to share your views and question others'* Victoria

*'Nothing like GCSE Lit – much more lively and interesting!'* Emma

*'There are fewer essays than at GCSE – and you get really good advice about how to write them.'* Shannon

*'Reading the play was brilliant and the trip to The Ulster Folk museum really brought the characters to life.'* Katie

*'Frankenstein was brilliant – talking to a sculptor and doing a workshop on the text really helped us understand the ideas.'* Anna

### Student Requirements

It is a requirement that pupils taking English Literature to A Level have a **Grade B** pass in both **English and English Literature** at GCSE. However, given the demands of this subject, it is strongly recommended that pupils have a **Grade A** pass in either **English** or **English Literature** at GCSE, as this will provide a more secure base for A Level study.

## GEOGRAPHY CCEA

In Sixth Form, **Geography** is taught as an **Advanced Subsidiary (AS)** and an **Advanced GCE (A2)** qualification. The AS is the first part of the full Advanced GCE course and will be assessed at the standard appropriate for pupils who have completed half of the full course. The AS requirement builds on but does not depend upon the knowledge, skills and understanding developed within GCSE Geography.

**Geography at A Level** develops skills in a wide range of areas and provides a “bridge” between the Sciences and the Arts. It provides many opportunities for developing and generating evidence for assessing and following the nationally specified key skills. Increasingly, Geography is being offered as satisfying entry requirements for some vocational courses which would, in the past, have required traditional Science subjects. Geography fits comfortably with almost any subject combination. Geographical education promotes environmental awareness at world, national and local levels. Assessment requires pupils to apply skills and concepts rather than mere factual recall. The structure of the Geography course is outlined below. The assessment weighting is shown by the figures in brackets. AS will be assessed at the end of Year 13 and A2 at the end of Year 14.

### AS 3 MODULES

Pupils study **THREE AS** modules in their first year, counting towards **40%** of the full A Level qualification:

- 1 Themes in **Physical Geography** include fluvial environments, ecosystems and the atmosphere. Skills in fieldwork will also be taught and assessed in this unit. (40% of AS and 16% of A level)
- 2 Themes in **Human Geography** include population, challenges in urban/rural environments and the nature and measurement of development. (40% of AS and 16% of A level)

**3 Fieldwork skills and techniques in Geography** where pupils are taught and then examined on how to present, analyse, interpret and evaluate fieldwork data gathered on a visit to the sand dune system at Murlough Nature Reserve. (20% of AS and 8% of A level)

## **A2 3 MODULES**

Pupils may continue to study a further **THREE** modules at **A2** Level, counting towards the remaining **60%** of the full A Level qualification:

- 1. Physical Processes and Human Interpretations.** comprises four optional units from which **two** of the following will be chosen: (24% of A level)
  - Plate Tectonics
  - Tropical Ecosystems
  - Coastal Environments
  - Extreme Landscapes
- 2. Process and Issues in Human Geography.** Comprises three optional units from which **two** of the following will be chosen. (24% of A level)
  - Cultural Geography
  - Planning for Sustainable Settlements
  - Ethnic diversity
  - Tourism
- 3. Decision Making in Geography.** Assessment of this unit consists of a written examination that takes the form of a report using the headings and sub-headings provided. (12% of A level)  
Students will be required to:
  - develop decision-making skills within a real world scenario;
  - identify and analyse appropriate material;
  - examine conflicting values; and
  - make and justify recommendations.

### **Student Requirements**

It is a requirement that pupils taking Geography in the Sixth Form complete a course of study in GCSE **Geography** attaining AT LEAST a **Grade B**.

## **GOVERNMENT AND POLITICS CCEA**

### **What is Politics?**

At its simplest, **Politics** is about the relationship of rulers to the ruled, the state to its citizens. Politics may be viewed as an activity or a profession. It involves the struggle for power - the art of government. It is about the reconciliation of differences and finding compromise between conflicting groups in society. Politics is about people.



### **What does the study of Politics involve?**

If you study Politics you will find yourself discussing and analysing political concepts, institutions of government and people's attitudes and actions. As an Arts subject, your own analysis will be essential rather than just knowing facts.

### **Why study Politics?**

People who study Politics develop skills which are invaluable throughout their careers and are much sought after by employers. They learn to process and analyse information and make judgments about the actions of individuals or groups and the effects those actions might have on others. The study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

### **AS 2 MODULES**

- 1 The Government and Politics of N Ireland**
- 2 The British Political Process**

### **A2 2 MODULES**

- 3 Comparative Government**
- 4 Political power and ideas**

### **Career Opportunities**

Most people who study Politics do not want to become politicians! Politics is an excellent qualification for many Arts based degree courses. The study of Politics is especially useful for those considering careers in: Accountancy, Administration/Local Government, Civil Service, Journalism/Broadcasting, Management, Publishing, Security Forces, Social Work or Teaching. It is particularly beneficial for those hoping for a career in Law.

### **Student Requirements**

A knowledge of GCSE History is NOT necessary if you wish to study Government and Politics. Students should enjoy reading and discussion. Interpretations of the British political system are constantly changing and in addition to reading from the main texts, students will be expected to read newspapers and journals.

It is a requirement that pupils commencing the study of Government and Politics at A Level have **Grade B** in **English and English Literature** GCSE if they have not studied History at GCSE. If **History** has been studied a **MINIMUM Grade B** is required.

## **HEALTH AND SOCIAL CARE CCEA**

### **Why study Health and Social Care?**

Health and Social Care is a stimulating, relevant and interesting subject. The health, social care and early years sectors are major employers in Northern Ireland. By choosing this subject you may be given the opportunity to study a wide range of subjects including communication, social policy, health promotion, physiology, family issues and research methods. You may be interested in health and well-being or pursuing a career in the caring profession. This subject develops knowledge, understanding and skills relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years. You will have opportunities to develop valuable skills such as research, analysis, communication, working with others, independent learning, creative thinking and problem solving. You will carry out placement in an early years setting in order to gain first-hand experience of the day-to-day running and the policies and procedures employed there.

### **How will I be assessed?**

There is a good balance between externally assessed units (examinations) and internally assessed units (portfolios) which enable you to plan work effectively and monitor your progress on a regular basis. This may also help you to work more efficiently and achieve your full potential in this subject. If you continue to third level education, by studying Health and Social Care you will be able to develop advanced study skills which will prepare you for the transition. You will also develop skills and values for employment in the health, social care and early years sectors.

<b>Unit</b>	<b>Assessment Description</b>	<b>Weighting</b>
<b>AS 1 (compulsory)</b>	Written report based on a health, social care or early years setting that you have experienced	25% of AS 10% of A level
<b>AS 2 (compulsory)</b>	Written report on communication in a health, social care or early years setting	25% of AS 10% of A level
<b>AS 3 (compulsory)</b>	<b>2 hour external examination paper</b>	50% of AS 20% of A level
<b>A2 3 (compulsory)</b>	2 hour external examination based on pre-release material	30% of A level
<b>A2 4</b>	A report on health improvement priorities and health promotion and a health promotion activity and evaluation	15% of A level
<b>A2 5</b>	A review of changes to family structures, case study of a family outlining the needs of individuals and the support provided and a report on families experiencing issues.	15% of A level

#### **Are there any particular qualities or skills I should have to study this course?**

You should enjoy working with others, communicating orally and in written form, planning your own learning and meeting deadlines.

#### **What kind of careers can it lead to?**

Studying health and social care will enable you to gain skills that are valued in further and higher education, as well as in the workplace.

Many students who complete GCE Health and Social Care continue to third level education to study a wide range of courses including childcare, nursing, midwifery, social work, occupational therapy, speech therapy, physiotherapy, teaching and similar careers. A wide range of courses including degree courses are available at colleges and universities.

You may, however, use this qualification to gain access to a course which is not related to health, social care or early years. Whilst GCE Health and Social Care is an applied subject, it has the same currency in UCAS points as other GCE subjects.

#### **Unit Content and Assessment Information**

**AS Unit 1 – Promoting Positive Care** – In this unit you produce a report on a health, social care or early years setting that you have experienced. You investigate how care workers apply the values of care on a daily basis with service users. You also develop an understanding of how legislation impacts on the quality of care delivered in the setting. This unit also focuses on policies, and you will evaluate the effectiveness of policies in promoting quality care in your chosen setting. The latter part of the unit requires you to research an example of poor practice in a health, social care or early years setting and to assess its impact on service users and others.

**AS Unit 2 – Communication in Care Settings** - This unit requires you to produce a report in which you examine communication skills observed in a health, social care or early years setting. You will develop your knowledge of the different types of communication used in these settings and their purpose. In the unit you also study how a range of factors may support effective communication with service users. You have the opportunity to investigate

how barriers to communication with service users can be overcome. The unit also focuses on the importance of communication when working in teams. You complete a critical appraisal of the communication skills you used in an interaction in your chosen setting.

**AS Unit 3 –Health and Well Being** - In this examined unit you learn about key concepts of health and well-being and the impact of ill health on individuals. You also develop knowledge of the needs of a range of service users. You have the opportunity to investigate how a range of factors may affect health and well-being. In this unit you study the various approaches used in health promotion and gain an understanding of how individuals can take responsibility for their own health and well-being. A number of organisations contribute to health and well-being, and this unit provides you with the opportunity to investigate their role. Your understanding of the impact of discrimination on health and well-being will be developed, and you will develop your knowledge of how anti-discriminatory practice may be promoted in health, social care and early years settings.

Assessment – 2 hour external examination.

**A2 Unit 3 – Providing Services** – This examined unit based on pre-release material provides you with an overview of service provision in the health, social care and early years sectors. You learn about how services have developed and how they are structured, regulated and funded. The unit gives you an opportunity to examine how policy and legislation influence the provision of care services. You develop an understanding of the needs of different service user groups and how these needs may be met by a range of services and practitioners.

You will undertake a 2 hour external examination based on pre-release material which will be made available 8 weeks prior to the examination.

#### **A2 Unit 4 – Health Promotion**

In this unit, you will produce an individual report on Northern Ireland health improvement priorities and a current health promotion campaign. You may work individually or as part of a group to plan and carry out a health promotion activity in a setting such as a school, residential home or nursery school. Your activity should use at least one health promotion approach, and you can make use of existing health promotion materials. This unit provides you with opportunities to work as part of a team and to develop your communication skills. You produce an individual report of the activity.

#### **A2 Unit 5 – Supporting the Family –**

This unit provides you with the opportunity to consider the changing family structures in today's society. You also develop an understanding of a range of factors that influence family life and investigate the services available to families and the support they provide. Assessment for this unit requires you to produce a review of family structures and a case study of a family. You are also required to produce a report focusing on the support available to families experiencing issues such as poverty, addiction, bereavement or racism.

#### **Student Requirements**

It is a requirement that pupils have at least a **Grade B** in GCSE **English or English Literature**. A compulsory part of this course is to undertake work experience in a care setting.

**HISTORY CCEA**

#### **Why study History at A Level?**

History teaches you to think in a combination of ways not found in any other subject. The methods of investigation, study and research which are involved are very useful for a variety of careers. While involved in the study of History, you will be asked to make judgments on human nature and behaviour - such judgments are not easy to make and many careers welcome the trained minds of historians. History is an Arts subject which means that there are rarely clear-cut or simple answers to the questions which historians seek to answer. Its attempts to reconstruct the past will always be open to different interpretations and opinions; it is more important for students

to put forward opinions supported by evidence than to expect to find the “right answers.” History helps us to develop independent minds - a good reason why everyone should find it useful. History at A Level is a relevant qualification for many university degree courses but especially Law. An interest in and general knowledge of History are often a useful background to allied disciplines in Arts courses but History is increasingly seen as the central discipline which integrates many fields of knowledge. The study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

#### **AS 2 MODULES**

- |          |                |                     |
|----------|----------------|---------------------|
| <b>1</b> | <b>Germany</b> | <b>1919 - 1945.</b> |
| <b>2</b> | <b>Russia</b>  | <b>1914 - 1941.</b> |

The Assessment and % weighting for each module are as follows:

- |          |                             |                                  |
|----------|-----------------------------|----------------------------------|
| <b>1</b> | <b>External Examination</b> | <b>50% AS Level, 20% A Level</b> |
| <b>2</b> | <b>External Examination</b> | <b>50% AS Level, 20% A Level</b> |

#### **A2 2 MODULES**

- |          |  |                     |
|----------|--|---------------------|
| <b>1</b> | <b>The Clash of Ideologies in Europe</b> | <b>1900 - 2000.</b> |
| <b>2</b> | <b>The Partition of Ireland</b>          | <b>1900 - 1923.</b> |

The Assessment and % weighting for each module are as follows:

- |          |                             |            |
|----------|-----------------------------|------------|
| <b>1</b> | <b>External Examination</b> | <b>20%</b> |
| <b>2</b> | <b>External Examination</b> | <b>40%</b> |

#### **What can you do with History?**

There are many career areas to which History can make a contribution, some of which are listed below: Accountancy, Administration, Broadcasting, Civil Service, Journalism, Local Government, Management, Publishing, Security Forces, Social Work, Teaching. It is particularly beneficial for those hoping for a career in **Law**.

#### **Student Requirements**

It is a requirement that a pupil who has studied **History** to GCSE have a **MINIMUM Grade B**. For pupils who have not studied GCSE History it is a requirement that they have **AT LEAST a Grade B** in GCSE **English** *and* GCSE **English Literature**.

### **MATHEMATICS CCEA**

**Mathematics** at **AS** or **Advanced GCE** is a course worth studying, not only as a supporting subject for the physical and social sciences, but also in its own right. It is challenging and interesting. It is a very useful support for many other qualifications, as well as being a sought after qualification for the work place and courses in higher education.

Whilst studying **Mathematics** you will be expected to:

- \* use mathematical skills and knowledge to solve problems
- \* solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in Mathematics.
- \* simplify real - life situations so that you can use Mathematics to show what is happening and what might happen in different circumstances
- \* use the Mathematics that you learn to solve problems that are given to you in real life contexts
- \* use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology.

### **Why choose Mathematics?**

The main reason for studying Mathematics at Advanced Level is that it is interesting, challenging and enjoyable. Solving problems is both exciting and satisfying.

The importance of Mathematics is wide and advancing at a spectacular rate. Mathematics is about pattern and structure; it is about logical analysis, deduction and calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the Mathematics of these patterns can be used to explain and control natural happenings and situations. Mathematics has a pervasive influence on our everyday lives.

The use of arithmetic and the display of information by means of graphs is commonplace. These are the elementary aspects of Mathematics. Advanced Mathematics is widely used but often in unseen and unadvertised ways.

### **AS Mathematics 2 MODULES**

Pupils who choose this subject will be studying **TWO** modules during **Year 13** in nine periods a week:

**AS 1 Pure Mathematics**      **AS 2 Applied Mathematics**

This course is ideal for those who have an aptitude for the intellectual pursuit of Mathematics but do not need a full 'A' Level for their chosen career. Both AS modules are equally weighted and each forms half of the AS qualification. Pupils will take Modules AS 1 and AS 2 at the end of Year 13.

### **A2 Mathematics 2 MODULES**

Those pupils who choose to study the Advanced option will take a further **TWO** modules:

**A2 1 Pure Mathematics**      **A2 2 Applied Statistics**

Both A2 modules are equally weighted, however the AS components make up 40% of the overall qualification.

The overall A level qualification is then weighted as

**AS 1 Pure – 20%**      **AS 2 Applied – 20%**      **A2 1 Pure – 30%**      **A2 2 – Applied – 30%**

Pupils will take **A2 1** and **A2 2** at the end of Year 14.

Pure Mathematics itself is often described as an art form. All the deductions in Mechanics that stem from observation can be given a sound basis through the theory of Calculus. We hope that those who complete their A Level study gain not only a mathematical knowledge but also such skill areas as abstraction, organisation, generalisation and simulation which have wide and varied applications in the world.

### **Student Requirements**

It is a requirement that pupils taking Mathematics to A Level have a minimum of a Grade A pass at GCSE and must have sat Modules T4 and T6. It is also strongly recommended that pupils have at least a Grade B in GCSE Further Mathematics; pupils who do not meet this criterion will only be permitted to continue with Mathematics following a consultation with the Head of Department. For pupils who are not taking GCSE Further Mathematics, or whose predicted grade is below a B, these consultations will take place following initial subject choices in March.

## Career Opportunities

Those who qualify in **Mathematics** are in the fortunate position of having a wide range of career choices. The abilities to use logical thought, to formulate a problem in ways which allow for computation and decision-making, to make deductions from assumptions, to use advanced concepts, are all enhanced by a Mathematics degree course. It is for this reason that mathematicians are increasingly in demand. With a Mathematics degree, you should be able to turn your hand to Finance, Statistics, Engineering, Computing, Teaching or Accountancy with a success not possible to other graduates. This flexibility is even more important nowadays as we remain uncertain as to which areas will be the best for employment in future years.

**Computer Science** has a considerable mathematical component which is becoming more important as the designers of software are required to prove that the software meets its specification. This kind of rigour is one of the basic techniques of Mathematics and can be learned only through a Mathematics course.

## FURTHER MATHEMATICS CCEA

Pupils who choose this Advanced Level course must not only have excelled at both **GCSE Mathematics** and **GCSE Further Mathematics** but should also enjoy the challenge and discipline of intellectual pursuit. By nature of the subject matter, pupils study topics well beyond the scope of A Level in Pure Mathematics, Mechanics and Statistics.

The course comprises **FOUR** modules taken in addition to those selected for A Level.

AS 1 – Pure Mathematics

AS 2 – Applied Mathematics

A2 1 – Pure Mathematics

A2 2 – Applied Mathematics

All modules are compulsory, but within the Applied modules pupils can choose options from **Mechanics, Statistics** and **Discrete and Decision Mathematics**, depending on the strengths and preferences of the class.

The AS modules make up a total of 40% of the overall grade with the A2 modules making up the remaining 60%.

Pupils studying A Level Further Mathematics will have completed Modules AS1, AS 2, A2 1 and A2 2 of the A level Mathematics course in Year 13. They will then study the Further Mathematics modules in Year 14. Pupils who do not wish to continue to A2 Further Maths may choose to complete an AS in Further Maths by sitting the AS 1 and AS 2 Further Maths modules.

Those who have chosen Further Mathematics in the past have told us that their experience has prepared them well for the demands of courses in Medicine and much of the content prepares them for many areas of Engineering. They generally assure us that if they had it all to do again they would choose Further Mathematics. We can offer no better recommendation!

## Student Requirements

Further Mathematics is an extension of Advanced Level Mathematics and, as such, is suited to those who have a particular aptitude for, and interest in, the study of Mathematics at the **highest level**. Those considering taking Further Mathematics at Advanced Level should consult with the Head of the Mathematics Department in order to confirm their suitability for this subject.



## MODERN LANGUAGES CCEA

The Modern Languages Department prepares pupils for CCEA examinations in French, German and Spanish.

### **What will I learn?**

The course will enable you to communicate at a higher level in the language or languages you have chosen. You will learn more about a wide range of issues relating to the society and culture of the countries in which the languages are spoken and will be given the opportunity to consider and discuss a range of issues including family life, relationships with others, physical and emotional well-being, interests, including sport, music, arts, film and fashion, risk-taking behaviours, social media, holidays and tourism. At A2 you will also consider our place in a changing world where issues such as equality and prejudice, poverty, immigration, conflict, cultural identity and environmental issues will be considered. You will explore issues relating to young people in society and consider education and employment, and career aspirations as well as democracy and European citizenship. The course aims to encourage you to develop your knowledge and understanding of these societal, political and cultural themes whilst improving linguistic competence. General study skills are also enhanced in preparation for third level education.

### **Reading and Listening**

You will develop skills which will help you to understand and extract information from contemporary sources such as newspapers, magazines, television, radio and the internet. This will enable you to answer questions in examinations and will help you research some of the topics you will be studying. You will also be introduced to aspects of culture, history, geography and the literature of the societies where the languages are spoken.

### **Speaking and Writing**

You will learn to communicate effectively both orally and in writing. You will be able to present information in the language you have chosen and to discuss ideas, provide opinions and analyse material you have listened to or read. To help you in this, you will learn a greater range of vocabulary and will investigate grammar and structures which will enable you to use language more independently. You will also develop skills in translating.

### **AS (Advanced Subsidiary) French/ German/ Spanish**

You may take this first part of the advanced course on its own, or at the end of the year continue with language studies to A2 level.

The **AS** course consists of 3 Modules:

#### **Module 1 Speaking**

This is worth 12% of your A Level or 30% of your AS grade and will last approximately 11 minutes.

There are two parts to this examination: a prepared **presentation** and a general **conversation**. You will be assessed by an external examiner.

#### **Module 2 Listening, Reading and Use of Language**

The examination lasts 2 hours and is worth 16% of your A level or 40% of your AS grade.

In the **Listening** test, you will listen to 2 recordings and answer 2 questions, one in the target language, the other in English. The **Reading** component will consist of 2 questions.

Question 1: you will answer one set of questions in the target language based on one passage.

Question 2: you will translate a passage from the target language to English

In the **Use of Language** section, you will complete a series of short grammatical and lexical exercises. You will also translate short sentences from English into the target language

#### **Module 3: Extended Writing**

You will write one essay response in the target language based on a film or a literary text. The response should be at least 300 words long. This examination lasts 1 hour and is worth 12% of your A level or 30% of your AS grade.

The **A2** course also consists of three modules

### **Module 1 Speaking**

This is worth 18% of your A Level and will last approximately 15 minutes.

There are 2 parts to this examination: you will introduce and discuss an individual research project based on a region, an historical period from the 20th century or a cultural aspect of the country of the language you are studying (6 minutes).

This will be followed by a general conversation (9 minutes).

You will be assessed by an external examiner

### **Module 2 Listening, Reading and Writing**

The examination is worth 24% of your A Level and will last 2 hours 45 mins

The **Listening** component will consist of two questions, including one in which you will answer questions in English. (45 mins).

The **Reading** component will consist of 4 questions.

Question 1: you will complete a gap-filling exercise in the target language

Question 2: you will answer a set of questions in the target language based on one passage.

Question 3: you will read a passage in the target language and summarise it.

Question 4: you will translate a passage from English into the target language. (2 hours).

### **Module 3 Extended Writing**

You will write one essay response in the target language based on a literary novel that you will study throughout the year. The response must be at least 300 words long. There will be a choice of questions. This examination is worth 18% of your A level grade.

### **Student Requirements**

Pupils are required to have a **MINIMUM** of a **Grade B** in GCSE. However, given the demanding nature of this subject, it is **STRONGLY RECOMMENDED** that pupils taking a Modern Language to A Level have **AT LEAST** a **Grade A** at GCSE.

### **Career opportunities**

The AS and A2 courses will equip you to use languages for work, further study and for leisure. Those choosing predominately science-based courses may see languages as a passport to studying or working abroad in the future. **Many of our top pupils have combined languages with science courses and they feel that this gives them a greater breadth of knowledge and experience, something which is appreciated by Admissions Tutors at universities.** Having at least one language to A level can be an advantage when you are looking for job opportunities in a number of careers, including the following:

**Accountancy, Banking, Business, Computing, Diplomacy, Engineering, Interpreting and Translating, Journalism, Law, Marketing, PR, Sales, Teaching and Tourism.**

In an increasingly international market, having good language skills will place you at an advantage over other job applicants and will put you on an equal footing with those from other European countries, many of whom can offer English as well as their own language.

### **Studying Languages in the Sixth Form**

Those studying languages in the sixth form will generally have two teachers who will share the course and bring different areas of expertise to their classes. In addition, compulsory conversation classes are timetabled with our Language Assistants in all three languages.

The Library is equipped with reference books and with current affairs magazines adapted for student use. In addition, pupils will be encouraged to pursue their own interests by reading widely on the Internet and by being



## Specification Summary

This specification encourages an approach to teaching and learning which integrates both the creative and critical aspects of moving image, enabling students to demonstrate skills and knowledge in both practical and theoretical contexts:



**AS 1: Realist & Formalist Techniques & Classical Hollywood Foundation Portfolio** – production of a film or animation sequence in response to a pre-release stimulus.

**AS 2: Critical Response** – Online examination featuring unseen film clips.

**A2 1: Creative Production and Research: Advanced Portfolio** – production of a complete narrative film or animation supported by independent research into a selected film practitioner.

**A2 2: Advanced Critical Response** – online examination featuring unseen film clips and stimulus requiring comparative analysis and an applied creative exercise.

Content	Content summary
<b>AS 1</b>  <b>Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio</b>	Study of Classical Hollywood Style, Realism and Formalism to inform the creation of a 3-4 minute narrative film sequence or 1 ½ - 2 minute animation sequence in response to stimulus provided by CCEA. Portfolio must include evidence of planning, research and evaluation.
<b>AS 2</b>  <b>Critical Response</b>	Online examination requiring recall and extended writing in response to unseen film clips <ul style="list-style-type: none"> <li>· Section A – Hitchcock and the Classical Hollywood Style</li> <li>• Section B – Formalism: Early European Cinema and American Expressionism</li> </ul>
<b>A2 1</b>  <b>Creative Production and Research: Advanced Portfolio</b>	Independent study of a chosen film practitioner to inform the creation of an original and complete 4-7 minute narrative film or 2-3 minute animation.  Portfolio must include an illustrated essay and evidence of planning, research and evaluation.
<b>A2 2</b>  <b>Advanced Critical Response</b>	Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen film clips and an unseen film script. <ul style="list-style-type: none"> <li>· Section A: Realism – Narrative and Visual Style</li> <li>· Section B: Creative Exercise</li> </ul>

**Student Requirements**

Criteria for this subject have been set by The Wallace High School. A limited number of places is available and in the event of oversubscription preference will be given to those who have achieved a **Grade B** or above in GCSE Moving Image Arts and those with the highest grades/marks in **ICT** and/or **Art** and/or **Journalism**.

**This course will be taken at The Wallace High School.**

<b>MUSIC CCEA</b>
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**Aims**

The specifications aim to provide a worthwhile, satisfying and complete period of study which broadens experience, develops imagination, fosters creativity and promotes personal and social development. In particular, the course encourages students to:

- \* extend the skills, knowledge and understanding needed to communicate through music and to take part in music-making.
- \* engage in and extend their appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development.
- \* develop particular strengths and interests which will encourage life-long learning and provide access to music-related careers and other non-musical careers which consider the skills necessary in music as a profound benefit.

**AS - 3 Units****Assessment – AS**

Unit	Assessment	Weighting
<b>AS 1: Performing</b>	Externally assessed by a visiting examiner	32.5% of AS
	<ul style="list-style-type: none"> <li>• Solo Performance</li> <li>• Viva Voce</li> </ul>	13% of A Level
<b>AS 2: Composing</b>	Internally assessed, externally moderated	32.5% of AS
	<ul style="list-style-type: none"> <li>• A: Composition Task</li> </ul>	13% of A Level
	<p style="text-align: center;"><b>Or</b></p> <ul style="list-style-type: none"> <li>• B: Composition with technology task</li> <li>• Written Commentary</li> </ul>	
<b>AS 3: Responding to Music</b>	Two external written examinations	35% of AS
	<ul style="list-style-type: none"> <li>• Test of Aural Perception</li> </ul>	14% of A Level
	<ul style="list-style-type: none"> <li>• <b>1 hour</b></li> <li>• Written examination</li> <li>• <b>2 hours</b></li> </ul>	

### Student Entry Requirements for AS

It is a requirement that pupils taking Music have AT LEAST a **Grade B** at GCSE. However, given the demands of the subject at A Level it is **strongly recommended** that pupils taking Music to A Level have a **Grade A** at GCSE and can perform fluently to a standard equating to at least a Grade 5 music exam.

### A2 – 3 Units

The **A2** course follows a natural line of progression from AS study to one which is more advanced, employing a similar layout to that of AS. The emphasis is, again, on enjoyment of music-making, composing and listening.

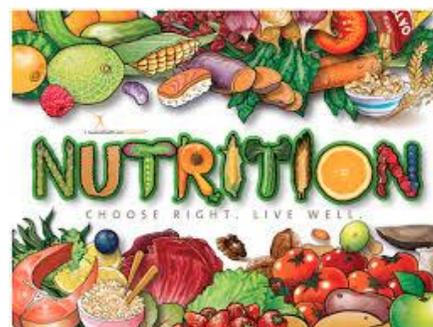
### Assessment – A Level

Unit	Assessment	Weighting
<b>A2 1: Performing</b>	Externally assessed by a visiting examiner <ul style="list-style-type: none"><li>• Solo Performance</li><li>• Viva Voce</li></ul>	19.5% of A Level
<b>A2 2: Composing</b>	Internally assessed, externally moderated <ul style="list-style-type: none"><li>• A: Composition Task</li><li><b>Or</b></li><li>• B: Composition with technology task</li></ul> Written Commentary	19.5% of A Level
<b>A2 3: Responding to Music</b>	Two external written examinations <ul style="list-style-type: none"><li>• Test of Aural Perception <b>1 hour 15 mins</b></li><li>• Written examination <b>2 hours</b></li></ul>	21% of A Level

### NUTRITION AND FOOD SCIENCE CCEA

#### Rationale

This specification is designed to promote continuity, coherence and progression within the study of Nutrition and Food Science. The specification consists of two parts: AS and A2. Students can take the AS as a final qualification or as the first half of the A Level Qualification. The **AS** builds on but does not depend upon the knowledge, understanding and skills developed within GCSE Home Economics. The **A2** section of the Advanced GCE builds upon the foundations of knowledge, understanding and skills developed within the AS and provides the basis for further study of Nutrition and Food Science and related subjects in higher and further education. The central focus of Nutrition and Food Science education is the health and well-being of people in their everyday living. Nutrition and Food Science is concerned with the management of human and non-human resources and with making decisions about nutrition and consumer issues.



The aims are to encourage students to develop and apply knowledge, understanding and skills to meet human need in a broad range of activities, as well as developing an awareness of how to manage resources to meet an identified human need in an ever-changing society, including value issues. Emphasis is placed on encouraging students to participate in active investigations and use ICT where appropriate. It is hoped students will develop skills in decision-making and evaluation. Pupils will develop advanced study skills that help them prepare for third level education.

**AS 2 Units**

**AS 1: Principles of Nutrition 50% AS/20% A Level External Examination**

This unit requires the study of macro and micro nutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied.

**AS 2 Diet, Lifestyle and Health 50% AS/20% A Level External Examination**

In this unit, students investigate current research on diet, lifestyle and health.

**A2 2 Units**

**A2 1 Pupils will be taught one unit from the following two options.**

**Option A: Food Security and Sustainability 30% of A level External Examination**

In this unit students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.

**Option B: Food Safety and Quality 30% of A level External Examination**

In this unit, students explore securing a safe food supply from the primary producer to the consumer.

**A2 2 Research project 30% of A level Internal assessment**

This unit requires the submission of a report on a research based activity which should not exceed **4000 words**. The chosen research area should come from AS 1, AS 2 or A2 1 and involve use of primary and secondary sources. The assignment should provide opportunities for students to demonstrate appropriate knowledge, understanding and skills demanded by the research process. This unit will include an element of synoptic assessment and therefore students will have to demonstrate connections between different elements of the subject. The project will be teacher assessed and externally moderated.

**Nutrition and Food Science at A Level is an acceptable qualification for entry to colleges and universities.**

**Student Requirements**

It is a requirement that pupils taking Nutrition and Food Science to A Level who have studied **Home Economics** at GCSE have attained a **MINIMUM** of a **Grade B** pass at GCSE. Pupils may take up Nutrition and Food Science at A Level without having studied the subject at GCSE. In that case, it is a requirement that pupils have a **MINIMUM** of a **Grade B** pass in **AT LEAST ONE** of the following subjects at GCSE: **Biology, Chemistry, Double Award Science (BB), English, Business Studies, Economics, Physical Education.**

**Extra Curricular Activities**

- A presentation is given by a local Environmental Health Officer to outline their role and the protective role of legislation. At the end of the presentation time is set aside to talk about a career in Environmental Health and the qualifications needed to enter a relevant training course. A variety of other speakers have been invited e.g. Bankers, those who work in mental health e.g. from the group Accept, Financial Advisors, Doctor from RVH, and some will also offer career advice at some point in their presentation.

- The students attend courses at CAFRE to enhance their learning experience and careers advice is always part of the presentations.

### **Career Opportunities**

There are numerous job opportunities in the diverse nutrition and food science sector and associated fields such as: Dietetics, Human Nutrition, Food Design and Nutrition, Food Product Development, Food Management and Marketing, Food Manufacturing, Environmental Health, Food Science and Technology, Consumer Business Management, Teaching, Sports Studies, Nursing, Occupational Therapy and Radiotherapy.

## **PHYSICAL EDUCATION EDEXCEL**

The new AS in Physical Education is a standalone qualification and does not contribute towards an A level. It equates to half the content of an A level, but the assessment is at a similar standard to the current AS (and therefore a lower standard to A level). Both qualifications have linear assessment, with all examinations at the end of the course.

- The course has 70% theory, 30% coursework, 15% of which is awarded for a practical activity and 15% for coursework.
- All students opting for this subject sit an AS exam in June
- Students who decide to take the course to A level will build on the topics covered at AS as part of the full A level preparation

### **The course content for AS and A2 is outlined below:**

- Components 1 and 2 (70%) are studied by pupils at AS and A2, but in more depth at A2
- Component 3 is a practical assessment at AS and A2 will be marked out 15% in each year similar to the current system.
- In Component 4 (15%), the same Performance Analysis completed at AS (1700 words) can be resubmitted at A2, but with some changes to reflect the higher standard of A2. The Performance Development Plan (1800 words) is submitted in A2 and completes the coursework

### **Component 1: Scientific Principles of Physical Education**

<b>AS</b>	<b>A2</b>
<b>Written examination: 1 hour and 45 minutes</b>	<b>Written examination: 2 hours and 30 minutes</b>
<b>40% of the AS qualification</b>	<b>40% of the A level qualification</b>
<b>90 marks</b>	<b>140 marks</b>

### **Content overview**

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis  
Biomechanics is embedded within the content of Topics 1 and 2.

### **Assessment overview**

- The assessment comprises two sections: Section A – Applied anatomy and physiology and Section B – Exercise physiology and applied movement analysis.
- The assessment consists of short answer, long answer and extended answer questions.
- One extended-answer question, marked with an asterisk, requires students to use their knowledge and understanding from across the course of study in their answer.

## **Component 2: Psychological and Social Principles of Physical Education**

**AS**

**Written examination: 1 hour and 15 minutes**  
**30% of the qualification**  
**60 marks**

**A2**

**Written examination: 2 hours**  
**30% of the qualification**  
**100 marks**

### **Content overview**

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

### **Assessment overview**

- The assessment comprises two sections: Section A – Skill acquisition and sport psychology and Section B – Sport and society.
- The assessment consists of short answer, long answer and extended answer questions.
- One extended-answer question, marked with an asterisk, requires students to use their knowledge and understanding from across the course of study in their answer.

**A Level: Two extended-answer questions**

## **Component 3: Practical Performance**

**AS**

**Non-examined assessment: internally assessed, externally moderated**  
**15% of the qualification**  
**24 marks**

**A2**

**Non-examined assessment: internally assessed, externally moderated**  
**15% of the qualification**  
**40 marks**

### **Content overview**

### **Assessment overview**

- It is recommended that the minimum duration for the student activity is approximately 27 (54 for A level) hours, combining preparation and the assessed performance.
- The assessment consists of students completing one physical activity.
- Students can be assessed in either the role of player/performer or coach.

## **Component 4: Performance Analysis and Performance Development Programme**

**AS**

**Non-examined assessment: internally assessed, externally moderated**  
**15% of the qualification**  
**24 marks**

**A2**

**Non-examined assessment: internally assessed, externally moderated**  
**15% of the qualification**  
**40 marks**

### **Content overview**

- In the role of player/performer or coach analyse two components of a physical activity (one physiological component and **either** a tactical **or** technical component).
- In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme (A Level)

### **Assessment overview**

- Carrying out and producing the Performance Analysis and PDP may take place over multiple sessions up to a combined duration of 27 hours (54 hours for A Level).
- The assessment consists of students producing a Performance Analysis and then

developing a Performance Development Programme.

- Students can be assessed in either the role of player/performer or coach.

### Useful websites

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.html>

[http://www.prospects.ac.uk/options\\_sport\\_science.htm](http://www.prospects.ac.uk/options_sport_science.htm)

<http://www.nidirect.gov.uk/careers>

<http://www.careers-in-sport.co.uk/profile/pe-teacher>

<http://www.cimspa.co.uk/en/jobs/careers/careers-in-sector.cfm>

### Student Requirements

It is a requirement that pupils taking Physical Education to A Level who have studied **Physical Education** at GCSE have attained a MINIMUM of a **Grade B** pass. Pupils may take up A Level Physical Education at A Level, in which case it is a requirement that they have a MINIMUM of a **Grade BB** pass in **Double Award Science** or a **Grade B** pass in one or more of **Biology, Chemistry** and **Physics** at GCSE. While an interest in sport is expected, it is essential for pupils to be involved in School team or other sports to undertake this course. Pupils considering this subject should consult with the Head of PE to determine whether their activity is examinable.

## PHYSICS CCEA

The **A Level** award provides a basis for the further study, at tertiary level, of Physics and related subjects such as Applied Mathematics, Astronomy, Astrophysics, Engineering (including its Aeronautical, Civil, Electrical, Electronic and Mechanical branches), Geophysics and Materials Science. An A Level or AS award is relevant to tertiary level study in subjects such as Chemistry, Computer Science, Medicine, Mineralogy, Crystallography and Ophthalmic Optics. For those progressing directly into employment, an A Level or AS award provides a basis for work in the fields of Science, Engineering, Medicine, Communications, Computers and Information Technology. It is also relevant to areas of commerce and branches of the public service in which problem-solving and practical skills are valued. This specification contributes to an understanding of spiritual, moral and cultural issues by introducing students to aspects both of the vastness and the smallness of our universe. They will meet Kepler's Laws of Planetary Motion (Module A2 2) which signalled the departure from a geocentric to a heliocentric planetary system and a revolution in the relationship between the Church and Science. They will also learn about ways of probing matter which led to the discovery of the fundamental particles of nature (Module A2 2), foreshadowed by Aristotle more than two millennia ago. This specification contributes to environmental education through its study of energy issues (Modules AS 1 and A2 1), including the generation and transmission of electricity; the release of energy by nuclear fission and fusion (Module A2 1 and A2 2); radiation hazards (Module A2 1) and medical physics (Module AS 2).

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

### AIMS

**AS** and **A** Level courses based on this specification should encourage students to:

- \* develop essential knowledge and understanding in Physics and, where appropriate, the applications of Physics and the skills required in new and changing situations
- \* develop an understanding of the link between theory and experiment
- \* appreciate how Physics has developed and is used in present day society
- \* show the importance of Physics as a human endeavour which interacts with social, philosophical, economic and industrial matters
- \* sustain and develop their enjoyment of and interest in Physics.

## Specification Structure

This specification adopts a modular structure and candidates are required to study **THREE** teaching and learning modules for the **AS** course and **SIX** modules for the full **A Level** course. All modules are compulsory. The modules are listed below:

### AS 3 MODULES

- AS1 Forces, Energy and Electricity
- AS2 Waves, Photons and Astronomy
- AS3 Practical Techniques

### A2 3 MODULES

- A2 1 Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
- A2 2 Fields and their Applications
- A2 3 Practical Techniques

A knowledge of the subject matter of the AS modules is a prerequisite to the study of the A2 modules.

## Student Requirements

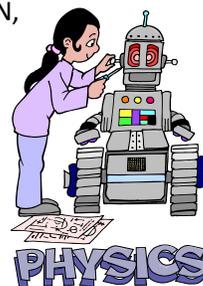
It is **strongly recommended** that pupils taking Physics to A Level have Grade AA in double Award Science at GCSE or a Grade A from single award. In addition, because of the mathematical content of the course, it is recommended that pupils studying Physics have a Grade A in GCSE Mathematics. All pupils meeting these criteria will be guaranteed access to Physics A level.

Pupils with a B in GCSE Physics, AB in Double Award Science or a B in Mathematics will only be permitted to continue with Physics following a consultation with the Head of Department which will take into account work and attitude to date and the suitability of the course for that individual. For pupils whose predicted grades are below the recommended entry requirements, these consultations will take place following initial subject choices in March. In all cases, scores in the examination component in this subject at GCSE must be at least 70%.

It is advantageous to study Mathematics at A level alongside Physics.

## Achievements & Trips

- In February 2012 and again in 2014, a group of A-level students enjoyed a trip to CERN, Geneva to the world famous CERN institute, home to the Large Hadron Collider (LHC), the world's largest particle accelerator. Here protons are accelerated to close to the speed of light around a 27km long ring, before being smashed into each other. Founded in 1954, CERN has been the centre of some of the most cutting edge research into physics and in 1990 was where Tim Berners-Lee created the revolutionary World Wide Web.
- A number of pupils from Year 13 are involved with Sentinus, working in an industrial setting to solve a 'real life' engineering problem and as a result gain their Gold Crest Award.



## RELIGIOUS STUDIES CCEA

### What is Religious Studies at A Level about?

At Friends' you will study 'Ethics' and 'Acts' at AS and A Level. We follow the CCEA specification, which involves two modules at AS Level and two modules at A2 Level.

## The aims are that you will...

- Develop an interest in and enthusiasm for a rigorous study of the writings of Paul and various ethical issues.
- Treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of Paul's writings and Ethics.
- Use an enquiring, critical and empathetic approach to the study of Paul's writings and Ethics.

Students are encouraged to reflect on the relationship between their units of study and other **aspects of human experience**. Through a study of human experience, students will have the opportunity to shed light upon the viewpoint and practices of others.

## Ethics (Module 6)



At AS you will explore the relationship between science, technology and Christian Ethics. This will allow you to consider possible implications for society, marriage and the family. You will consider key issues in medical ethics such as human infertility, surrogacy and embryo research. You will also consider moral debates surrounding abortion and the ethics of euthanasia.

At A2 you will begin by focusing on moral theory. This includes issues such as virtue ethics and the study of free will, determinism and libertarianism. You will learn about global rights and focus on gender-related issues. You will examine the nature and purpose of punishment and the problems presented by contemporary warfare.

## Acts (Module 2)



This module explores the beginnings of the Church of the New Testament, tracing the journey of the gospel. Pupils explore the growth and expansion of the church. In addition, candidates are required to explore the relationship of Acts with other aspects of human experience.

At A2 pupils investigate Paul's letter to the Galatians, Ephesians and to the Corinthians and evaluate the relevance of these letters for the Christian Church today.

## This course will appeal to those students who:

- enjoy studying a subject that is relevant to their own lives and experience
- enjoy stimulating and lively discussion
- enjoy finding out answers, not just being told them
- want to develop an enquiring mind
- are keen to research and develop independent learning.

## What particular skills will be developed in this course?

Religious Studies at A Level develops a wide variety of life skills, such as the ability to:

- Analyse, interpret and evaluate material
- Discuss and sustain a line of argument
- Listen to others, value and respect their opinion even though you may not agree!

Religious Studies has become a very popular choice at Friends' and indeed in the UK in general. Many students who intend to do medicine or law take up RS for their AS year as they see the benefit of studying medical ethics. So, we have students from arts and science backgrounds in our classes.

## **Career Opportunities**

Religious Studies opens up a wide range of opportunities for further and higher education and interesting and rewarding careers - Journalism, Law, Social Work, Teaching, Medicine, Occupational Therapy and Publishing. Students engage with great debates and are therefore provided with the opportunity to hone their skills in 'arguing a case on the basis of evidence' – a skill which is absolutely central to progress in the world of work.

## **Student Requirements**

It is a requirement that those wishing to study A Level Religious Studies have achieved a **Grade B** in GCSE **Religious Education**. Pupils should have a keen interest in independent reading and research.

## **SOFTWARE SYSTEMS DEVELOPMENT CCEA**

### **Why choose Software Systems Development?**

Northern Ireland has already established a reputation for being a regional centre for excellence in IT. Over the last ten years, the region has attracted the investment of some of the largest companies in the world, several of whom have established their entire IT divisions here in the province. This trend is set to continue as more and more companies realise the high quality of graduates our education system is producing.

Software engineers are currently in high demand in Northern Ireland with the overwhelming majority of graduates gaining permanent employment once they graduate from University. These jobs are often well-paid and offer very competitive benefits packages and in some cases opportunities for travel within the company.

A Level Software Systems Development was introduced to try and encourage and foster development of object-oriented programming skills, a key requirement for anyone considering not only a career in IT but indeed any STEM-related career. There are many jobs which require an understanding of object-oriented programming even though it is clearly not a core requirement e.g. engineering.

### **Course Aims**

This course aims to help students to:

- develop a genuine interest in programming in software systems development;
- develop an understanding of systems approaches and modelling techniques;
- develop skills that will prepare them for work in today's software industry;
- participate in developing a software project using a complete software development process;

### **Course Structure**

#### **AS**

##### ***Unit 1***

This unit provides students with a thorough understanding of object-oriented systems. Students adopt an object-oriented approach to problem solving. Object concepts are defined and implemented. The unit enables students to develop object-oriented skills. It helps students to appreciate the benefits of developing applications in this type of environment. This unit is externally assessed through a two hour question paper

##### ***Unit 2***

This unit provides students with an opportunity to implement and develop object-oriented technologies in an event driven environment. Students are able to state requirements and design, implement, test and evaluate their application. This unit is internally assessed through development of a coursework portfolio showcasing programming skills.

#### **A2**

##### ***Unit 1***

This unit provides students with a thorough understanding of the reasons for systems development. It also provides them with an understanding of fundamental systems analysis and design concepts. It provides a detailed

study of design methodologies. The unit introduces students to project management concepts and testing strategies that assist the systems development process. This unit is externally assessed through a two hour question paper with a pre-release case study.

**Unit 2**

This unit provides students with an opportunity to design and implement a solution to a given problem using the knowledge and skills acquired in the preceding units. The students implement an agreed design using an appropriate software tool. The unit allows them to experience the elements of the systems development process. We require students to build their solutions using an RDMS through an event driven programming environment. This unit is internally assessed with a pre-release case study.

**Student Requirements**

It is a requirement that anyone who has **studied ICT to GCSE has a minimum of a Grade A** to study A Level Software Systems Development. Please note that it is **not necessary, however, to have studied ICT at GCSE** to take up Software Systems Development as an A Level. However, those wishing to study SSD without GCSE ICT should have an **A in Further Mathematics** or an **A\* in Mathematics**

It is also a requirement that anyone considering this subject with GCSE ICT should have **at least a Grade B in GCSE Mathematics** and, because of the need to be able to apply mathematical skills of problem solving and logic, a **Grade A is recommended**. It is also **strongly recommended** that pupils taking Software Systems Development to A level have **studied Further Mathematics at GCSE**.

Attendance at the weekly programming club, *“Code Academy”*, designed to introduce students to the fundamentals of programming in C#, a large component of the A Level Software Systems Development, is also highly recommended.

**TECHNOLOGY AND DESIGN    CCEA**

The **A Level** course builds on knowledge and skills developed in the CCEA GCSE course. The course offers opportunities to engage in problem-solving activities both in the redesign of existing products (AS) and in the design and manufacture of a new product (A2). As well as developing skills in design, pupils will also study materials, processes and control systems.

The course is particularly suitable for those who intend to pursue a career in Engineering or Design but may also be an interesting and challenging subject for other pupils.

**Candidates will study:**

<b>Unit</b>	<b>Title</b>	<b>Description</b>	<b>Assessment</b>	<b>Weighting</b>
1	Design and Materials and Systems and Control	This unit has two main areas of study. Design and Materials – Pupils will be expected to develop knowledge of materials, commercial practice and design influences. Systems and Control – Pupils will study a broad range of electronic systems with an emphasis on incorporating systems in product design.	Two 1 hour examination papers taken in the same sitting with a 20 minute break in between.	20%

2	Coursework: Product Developme	The emphasis in this unit is on the analysis and development of an existing product, with a view to re-designing either the product or an aspect of it. This involves the development and manufacture of a 3D product and a 10 A3 page portfolio.	45 hours of coursework internally assessed, externally moderated.	20%
3	Systems and Control	This unit involves a more in-depth study of electronic and microelectronic systems.	2 hour examination paper	30%
4	Coursework: Product-System, Design and Manufacture	Pupils will be required to design and manufacture a technological product or system. They must identify a problem or need and ensure it provides sufficient scope to meet the assessment criteria.	60 hours of coursework internally assessed, externally moderated.	30%

Candidates passing unit 1 and 2 will qualify for the Advanced GCE Subsidiary level. Candidates passing all four units will qualify for Advanced GCE.

### Student Requirements

Coursework is a major component of A Level work. Candidates have a responsibility to organise their work effectively and work to clearly defined deadlines.

It is a requirement that all pupils taking AS/A2 Technology and Design have AT LEAST a **Grade B** pass in GCSE **Technology and Design**.



## TRAVEL AND TOURISM    OCR

The **AS** and **Advanced GCE** in **Travel and Tourism** allows candidates to develop knowledge, understanding and skills of the travel and tourism industry. Pupils will have the opportunity to:

- explore the issues affecting the development of the industry and its potential effect on employment opportunities
- develop an understanding of the significance of the industry and the interdependence of its sectors
- appreciate the importance of customers, communities and sustainable development to the industry
- appreciate the global and dynamic nature of travel and tourism in relation to people, environment and the economy
- develop practical, technical and ICT skills relevant to travel and tourism
- develop values and attitudes in relation to travel and tourism
- use research, evaluation and problem solving skills in a travel and tourism context

At **AS Level**, pupils will focus on developing an understanding of the characteristics of the travel and tourism industry and its individual sectors; and the skills required to operate effectively within it.

**The three units at AS level:**

### **Unit G720: Introducing travel and tourism**

- Nature of travel and tourism;
- Scale of the travel and tourism industry;
- Development of the modern travel and tourism industry;
- Structure of the travel and tourism industry.

This paper has structured questions based on pre-released stimulus material

33% of the total AS GCE

2hr written paper

100 marks

This unit is externally assessed.

### **Unit G721: Customer service in travel and tourism**

- Principles of customer service;
- Needs of external and internal customers;
- Customer-service skills and personal presentation;
- Assessment of the quality of customer service in travel and tourism.

This unit is assessed through portfolio work

This unit is internally assessed

33% of the total AS GCE

Coursework

50 marks

### **Unit G722: Travel destinations**

- Research skills;
- Geographical locations of major short-haul and long-haul destinations for UK tourists;
- Key features of major destinations;
- Why different destinations appeal to different tourist groups;
- Changes in popularity of tourist destinations.

This unit is assessed through portfolio work

This unit is internally assessed

33% of the total AS GCE

Coursework

50 marks

At **A2 Level**, pupils are encouraged to develop a more critical understanding of the travel and tourism industry and the connections between its different sections; and to apply this understanding in unfamiliar contexts.

### **The three units at A2 level**

#### **A2 Unit G278: Tourism development**

This paper has **three** sections. One based on a UK destination, one based on an overseas destination and one based on a case study which may be in the UK or overseas.

16.7% of the total GCE

2hr written paper

100 marks

This unit is externally assessed.

#### **A2 Unit G729: Event management**

This unit is assessed through portfolio work

This unit is internally assessed  
16.7% of the total GCE  
Coursework  
50 marks

### **A2 Unit G730: The guided tour**

This unit is assessed through portfolio work  
This unit is internally assessed  
16.7% of the total GCE  
Coursework  
50 marks

### **Student Requirements**

It is a requirement that pupils have AT LEAST a **Grade B in English**. Additionally, it is recommended that pupils have a **Grade B** in one of the following subjects: **Economics, Business Studies, Geography, History, Home Economics** and **ICT**.

### **Extra-Curricular Activities**

\*Please note that as part of the course at A2, pupils are expected to organise and participate in a trip for the purposes of completing a unit of work. **Pupils opting for this course need to be aware that there will be an expense associated with this trip that cannot be met by School.**

### **Career Opportunities**

**Travel and Tourism at A Level** can lead to a wide range of careers within the chosen industry.

SUBJECT LIST	SUMMARY GCSE REQUIREMENTS	SUMMARY REQUIREMENTS IF TAKEN AS A NEW SUBJECT (*)	SUMMARY STRONGLY RECOMMENDED
Art & Design	Grade B in Art and Design and English.		
Biology	Grade B in Biology and Grade B in Chemistry or Grade AB in Double Award Science, but <b>only following consultation with HoD. Score in examination component must be at least 70%</b>		Grade AA in Double Award Science or Grade A in Biology and Grade A in Chemistry <b>will guarantee access.</b>
Business Studies*	Grade B Business Studies	Grade B in English (either English Language or Literature) and Mathematics.	
Chemistry	Grade B Chemistry or Grade AB in Double Award Science. Also Grade B in Mathematics, but <b>only following consultation with HoD. Score in examination component must be at least 70%</b>		Grade AA in Double Award Science or Grade A in Chemistry and Grade A in Mathematics <b>will guarantee access.</b>
Digital Technology*	Grade B in ICT	Grade B in English (either English Language or Literature) and Mathematics.	
Economics*	Grade B in Economics	Grade B in English (either English Language or Literature) and Mathematics.	
Electronics*		Grade B in Technology and Design and either a Grade B in Maths or Grade B in Physics.	Studying either Technology and Design or Physics at A Level.
English Literature	Grade AB overall in English and English Literature at GCSE.		Grade A pass in both English and English Literature at GCSE
Geography	Grade B in Geography.		
Government and Politics*	Grade B in History.	Grade B in English <i>and</i> English Literature.	
Health & Social Care*		Grade B in English or English Literature	
History*	Grade B in History.	Grade B English <i>and</i> English Literature.	
Mathematics	Grade A at GCSE and must have sat Modules T4 and T6.		Grade B in Further Mathematics.
Further Mathematics	Consult with the Head of the Mathematics Department in order to confirm their suitability for this subject.		

SUBJECT LIST	SUMMARY GCSE REQUIREMENTS	SUMMARY REQUIREMENTS IF TAKEN AS A NEW SUBJECT (*)	SUMMARY STRONGLY RECOMMENDED
Modern Languages	Grade B in Modern Languages.		Grade A at GCSE.
Moving Image Arts	Grade B in Moving Image Arts or highest grades/marks in ICT and/or Art and/or Journalism.		
Music	Grade B Music.		Grade A in Music and can perform to a standard equating to a Grade 5 music exam.
Nutrition and Food Science*	Grade B in Home Economics	Grade B in at least ONE of the following subjects: Biology, Chemistry, Double Award Science (BB), English, Business Studies, Economics, Physical Education.	
Physical Education*	Grade B in Physical Education	Grade BB pass in Double Award Science or a Grade B pass in one or more of Biology, Chemistry and Physics at GCSE.	
Physics	Grade B in Physics <i>or</i> Grade AB in Double Award Science. Also, Grade B in Mathematics, but <b>only following consultation with HoD. Score in Examination component must be at least 70%</b>		Grade A in Physics <i>or</i> Grade AA in Double Award Science and Grade A in Mathematics <b>will guarantee access.</b> It is also advantageous to study Mathematics at A level alongside Physics.
Religious Studies	Grade B Religious Studies.		
Software Systems Development*	Grade A in ICT and Grade B in Mathematics at GCSE.	Grade A in Further Mathematics or an A* in Mathematics at GCSE.	Grade A in Mathematics, and also Further Mathematics at GCSE. Attendance at Programming Club "Project Code"
Technology and Design	Grade B Technology and Design.		
Travel and Tourism*		Grade B in English	Also, Grade B in one of the following subjects: Economics, Business Studies, Geography, History, Home Economics and ICT.

**CAREERS, EDUCATION, INFORMATION, ADVICE AND GUIDANCE AT  
FRIENDS' SCHOOL (CEIAG)**

Careers guidance is an important aspect of Sixth Form provision. In Sixth Form, Careers guidance includes:

- Mock Interviews
- Work Experience
- University Visits
- Careers Conventions
- Careers Workshops
- Visiting Speakers
- Preparation for National Admissions Tests

As part of the Personal Development Programme all pupils have a weekly period in Careers throughout Year 13 and a Module on Careers in Year 14.

To best support your son/daughter in this important transition period we recommend that **you discuss with your son/daughter their career plan and assist him/her to make appropriate choices.**

To further assist you we have included information on:

- **Key School Contacts**
- **STEM Information**
- **Labour Market Information**
- **Useful Websites**

#### **Key Contacts**

This may be the first time that your child will have taken an important decision which will affect his/her future. It is important to know that he/she is not on his/her own – there is a wide range of people within the School with whom you and your son/daughter can discuss their career pathways and subject choices.

- |                              |   |
|------------------------------|---|
| • <b>The Head of Careers</b> | Ms E Spiers   |
| • <b>Collect Teacher</b>     | Mr R Timothy/Mr R McKay/Mrs S Barron/Miss G Clegg/Mr R Murray |
| • <b>Year Head</b>           | Mrs L Rodgers   |
| • <b>Head of Sixth Form</b>  | Mr R Mc Kinley  |
| • <b>The Careers Adviser</b> | Miss R Cruickshank  |
| • <b>Leadership Team</b>     | Mr S Moore, Miss A Collins and Mr P Elliott                   |

**Remember – all these people are there to help. Think, Discuss and Decide!**

#### **STEM (Science Technology Engineering and Maths)**

The future prosperity of the UK is very much dependent upon young people choosing STEM-related subjects. Such subjects will play a key role in the country's future economic and social development.

Recent research has indicated that there has been a shortfall in the number of people choosing to study STEM subjects. Many jobs require highly numerate, analytical people with STEM skills.

## STEM related subjects offered at Friends' School include:

### A Level

Biology	Moving Image Arts	Physics
Chemistry	Nutrition and Food Science	Technology and Design
Digital Technology	Further Mathematics	Software Systems Development
Electronics	Mathematics	

### Labour Market Information (LMI)

In the current economic climate, it is more important than ever that young people make their career choices wisely. While it's important to study subjects that they enjoy, it is also prudent to have one eye to the career opportunities which lie ahead.

LMI is the data about jobs that can be used to support career decision making, leading to informed, appropriate and achievable career choices. It helps individuals determine which occupations suit their aptitudes and interests, where the jobs are and which occupations have the best prospects.

### What does LMI cover?

- skills and entry requirements
- options with your subjects/qualifications
- how easy/difficult it is to enter an occupation
- the size and nature of industries within Northern Ireland
- employment trends
- occupational areas
- vacancies that employers find hard to fill
- where vacancies are advertised

One of the best sources of LMI is **Sector Skills Councils**. Sector Skills Councils (SSCs) are groups of employers representing their employment area. They provide information on future employment opportunities within their job sector. **All students should identify which skill sector interests them most and whether any employment opportunities will arise in the near future.** The websites for the SSCs are included in the "Useful Websites" section.

Other useful websites for thinking ahead to Higher and Further Education include:

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

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

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

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

JOB SECTOR SKILL AREA	USEFUL WEBSITES	
STEM	<a href="http://www.sectorcareersinfo.co.uk">www.sectorcareersinfo.co.uk</a> <a href="http://www.careersserviceni.com">www.careersserviceni.com</a> <a href="http://www.activate.co.uk">www.activate.co.uk</a> <a href="http://www.e4s.co.uk">www.e4s.co.uk</a>	<a href="http://www.futuremorph.org">www.futuremorph.org</a> <a href="http://www.stemnet.org.uk">www.stemnet.org.uk</a> <a href="http://www.mathscareers.org.uk">www.mathscareers.org.uk</a> <a href="http://www.jobs.ac.uk">www.jobs.ac.uk</a>
Leisure	<a href="http://www.leisurejobs.com">www.leisurejobs.com</a>	<a href="http://www.skillsactive.com">www.skillsactive.com</a>
Plumbing & Electrical	<a href="http://www.summitskills.org.uk">www.summitskills.org.uk</a> <a href="http://www.ett-ni.org">www.ett-ni.org</a>	<a href="http://www.pmst.co.uk">www.pmst.co.uk</a> <a href="http://www.ani.ac.uk">www.ani.ac.uk</a>
Business and IT	<a href="http://www.e-skills.com">www.e-skills.com</a> <a href="http://www.bringitonni.info">www.bringitonni.info</a>	<a href="http://www.momentumni.org">www.momentumni.org</a>
Construction Industry	<a href="http://www.constructionskillsni.org.uk">www.constructionskillsni.org.uk</a> <a href="http://www.bconstructive.co.uk">www.bconstructive.co.uk</a> <a href="http://www.citbni.org.uk">www.citbni.org.uk</a>	<a href="http://www.buildingservicejobs.co.uk">www.buildingservicejobs.co.uk</a> <a href="http://www.jobsinsurveying.co.uk">www.jobsinsurveying.co.uk</a>
Creative and Cultural	<a href="http://www.ccskills.org.uk">www.ccskills.org.uk</a>	<a href="http://www.creative-choices.co.uk">www.creative-choices.co.uk</a>
Creative Media	<a href="http://www.skillset.org">www.skillset.org</a>	<a href="http://www.bigambition.co.uk">www.bigambition.co.uk</a>
Energy and Utility Skills	<a href="http://www.euskills.co.uk">www.euskills.co.uk</a>	
Environment and Land-Based	<a href="http://www.lantra.co.uk">www.lantra.co.uk</a> <a href="http://www.afuturein.com">www.afuturein.com</a> <a href="http://www.animal-jobs.co.uk">www.animal-jobs.co.uk</a>	<a href="http://www.enviromentaljobs.co.uk">www.enviromentaljobs.co.uk</a> <a href="http://www.environmentjob.co.uk">www.environmentjob.co.uk</a> <a href="http://www.greenjobs.co.uk">www.greenjobs.co.uk</a>
Facilities Management,	<a href="http://www.assetskills.org">www.assetskills.org</a> <a href="http://www.rics.org">www.rics.org</a>	<a href="http://www.cih.org">www.cih.org</a> <a href="http://www.bifm.org.uk">www.bifm.org.uk</a>
Fashion and Textiles	<a href="http://www.skillfast-uk.org">www.skillfast-uk.org</a>	<a href="http://www.canucutit.co.uk">www.canucutit.co.uk</a>
Financial Services	<a href="http://www.fssc.org.uk">www.fssc.org.uk</a>	
Food and Drink Manufacturing	<a href="http://www.improve-skills.co.uk">www.improve-skills.co.uk</a>	<a href="http://www.caterer.com">www.caterer.com</a>
Health Sector	<a href="http://www.hscni.net">www.hscni.net</a> <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a> <a href="http://www.dhsspsni.gov.uk">www.dhsspsni.gov.uk</a>	<a href="http://www.stepintothens.nhs.uk">www.stepintothens.nhs.uk</a> <a href="http://www.jobs.nhs.uk">www.jobs.nhs.uk</a>
Hospitality, Travel and Tourism	<a href="http://www.people1st.co.uk">www.people1st.co.uk</a>	<a href="http://www.uksp.co.uk">www.uksp.co.uk</a>
Justice Sector	<a href="http://www.skillsforjustice.com/careers">www.skillsforjustice.com/careers</a>	<a href="http://www.irecruit.nicsrecruitment.gov.uk">www.irecruit.nicsrecruitment.gov.uk</a>
Lifelong Learning	<a href="http://www.lluk.org">www.lluk.org</a>	
Logistics Sector	<a href="http://www.skillsforlogistics.org">www.skillsforlogistics.org</a>	<a href="http://www.deliveringyourfuture.co.uk">www.deliveringyourfuture.co.uk</a>
Northern Ireland Civil Service	<a href="http://www.nicsrecruitment.gov.uk">www.nicsrecruitment.gov.uk</a>	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
Passenger Transport	<a href="http://www.goskills.org">www.goskills.org</a>	<a href="http://www.careersinpassangertransport.org">www.careersinpassangertransport.org</a>
Process and Manufacturing	<a href="http://www.proskills.co.uk">www.proskills.co.uk</a>	<a href="http://www.prospect4u.co.uk">www.prospect4u.co.uk</a>
Retail	<a href="http://www.skillsmartretail.com">www.skillsmartretail.com</a>	
Science Based Industries	<a href="http://www.cogent-ssc.com">www.cogent-ssc.com</a> <a href="http://www.semta.org.uk">www.semta.org.uk</a>	<a href="http://www.etcni.org.uk">www.etcni.org.uk</a>
Social Care and Children	<a href="http://www.nisc.info/careers">www.nisc.info/careers</a>	<a href="http://www.egsa.org.uk">www.egsa.org.uk</a>
Automotive Skills	<a href="http://www.motor.org.uk/careers">www.motor.org.uk/careers</a>	