FRIENDS' SCHOOL LISBURN

Sixth Form Curriculum

AS & A Level Courses

2023 - 2025

The information in this Booklet is accurate at time of printing

HISTORY

Welcome to Friends' School Lisburn and thank you for your interest in our school community.

Friends' is a long established school in Lisburn. A wealthy Quaker linen merchant, John Hancock, left £1000 in 1764 for the purchase of land in or around Lisburn on which to build a school to educate Quaker boys and girls. Twenty acres were purchased at Prospect Hill from the Earl of Hertford. In 1774, the first Headmaster, John Gough, was appointed, taking charge of a small boarding school of some thirty children. The school was known as the Ulster Provincial School and in 1794 became the responsibility of Ulster Quarterly Meeting which represents the Religious Society of Friends in Ulster.

The Board of Governors of Friends' School is composed of ten representatives of Ulster Friends, four nominees of the Department of Education, two elected parent governors and two elected teacher governors. The Chairman of the Board of Governors and the Principal continue to report to Ulster Quarterly Meeting on the School. The School is one of nine Quaker schools in Britain and Ireland and also has links with the other Quaker schools worldwide.

Our aim is 'excellence within a caring, supportive community'. There is a strong emphasis on effective pastoral care within School, for central to our ethos is the value of each individual and the importance of good relationships. We actively encourage tolerance and respect for others so that all, from whatever culture or background, are welcome.

We seek to encourage all pupils to reach their potential. Academic excellence is valued, as are all the other activities offered in School which give opportunities for pupils to flourish.

Today, Friends' is a day school, still standing on its original site on Prospect Hill and drawing its pupils from the general community in Lisburn and the surrounding area. The School may have changed greatly from its beginnings but its distinctive ethos remains.

This booklet gives an introduction to school life at Friends' and gives you details of the courses that we offer in Sixth Form.

S Moore
Principal

FRIENDS' SCHOOL VALUES AND AIMS

Friends' School owes its continuity and stability to its foundation by the Religious Society of Friends. Therefore, each individual is valued as of equal standing before God and a sense of social awareness is encouraged through service to others.

We seek to:

- enable all pupils to develop their academic potentials and interests to the fullest extent.
- provide a broad and balanced curriculum relevant to the needs of our pupils.
- foster the self-esteem of our pupils and staff.
- encourage the moral and spiritual development of our pupils.
- establish a partnership between School, parents and the local community.
- prepare pupils for adult

PASTORAL CARE

Pastoral care is a shared responsibility with all members of staff contributing to the creation and maintenance of a climate characterized by a commitment to care, open communication, cooperation, good sense and service. We place a strong value on inclusive relationships based on mutual respect, trust and consideration for others. Pastoral care, in Friends' School, is in sympathy with the principles of the Religious Society of Friends.

The Aims of Pastoral Care are to:

- support the academic, social and personal well-being and development of all our pupils.
- create a caring, secure and supportive atmosphere for all members of our community.
- value all members of our community as individuals of equal worth.
- encourage pupils and staff to value School as a community to which each individual can make a unique and valued contribution.
- prepare pupils for the challenges of adult and working life.

All subject teachers aim to support pupils in their learning; and seek to foster self-esteem, positive attitudes, self-motivation and responsibility while encouraging pupils to explore their own attitudes and values within a supportive atmosphere. The achievements of pupils, both inside and out of School, are celebrated through whole school and year group assemblies. Morning assemblies address personal, social and moral issues that affect young people and pupil involvement is encouraged.

There is a Vice Principal responsible for pastoral care who works alongside the Year Teacher and five Collect Teachers for each year group. There is continuity of care from Year 8 to Year 14. Collect Teachers meet with Collect groups of pupils each morning to enable strong and positive relationships to form and develop; and to monitor the welfare of pupils in each Collect group.

The Head of Sixth Form is Mr R McKinley.

A qualified Nurse works during school hours to provide medical care for all pupils, including those with specified and particular needs; and two counsellors, from external agencies, provide additional support for pupils, through sessions organized on a weekly basis.

Individual education plans, drawn up, monitored and evaluated by the trained Special Education Needs Coordinator, in consultation with parents and members of staff, support pupils with special educational needs.

Classroom Assistants work alongside subject teachers to provide individual support to a number of pupils. Disabled pupils have access to the full curriculum.

THE HOUSE SYSTEM

The House System is designed to integrate pupils vertically within School, thereby fostering co-operation between junior and senior pupils and developing a sense of social awareness and service. Members of staff are House Leaders, working closely with the pupils appointed as House Captains. The four Houses are Aughrim, Collin, Croob and Divis. There is an annual competition for the Inter-House Shield, drawing together points awarded for House competitions which include music, sport and quizzes. Pupils are also awarded House points for their involvement in and contribution to the life of School.

PREFECTS

In Sixth Form, all pupils are encouraged to assume greater responsibility, not only for their own study and learning, but also in terms of the contribution they make to the life of School.
All Year 14 pupils take on the responsibility of Prefectship, a role that involves leadership, in terms of setting an example for younger pupils and carrying out a range of duties to assist staff in the management and administration of School.

Prefects work in co-operation with pastoral staff to ensure the smooth organization of school routines and procedures; and they are also very effective in their monitoring role. As leaders of the pupil body, they encourage the setting and maintenance of high standards in appearance, behaviour and relationships with others in the school community.

The Head Boy and Head Girl, along with their Deputies and team of Senior Prefects, lead the Year 14 Prefect group.

MENTORS

Mentoring is a very important area of pupil support here in Friends' School and some eighty Sixth Form pupils have volunteered this year to work alongside junior and middle school pupils to help them with homework, personal organisation, coursework, study or specific subjects identified as a priority. Mentors meet with pupils on a regular basis, outside of class time, in small groups, or individually and we value the supportive and positive relationships that develop between the senior and junior pupils, as a result.

Additionally, in Year 8, three Mentors are assigned to each Collect group at the beginning of the year and they assist with Year 8's induction to School, working alongside a Collect teacher and the Head of Year. These Year 8 Mentors stay with these pupils for the remainder of their first year, getting to know them very well and helping them to settle into the life and routines of a new school.

With the development of these relationships, it is hoped that younger pupils can become more confident and more independent in their learning, as they are supported in their studies.

Mentoring helps to create a school community in which pupils are encouraged to take responsibility one for another and it is a very worthwhile experience for both Mentors and those pupils being supported. As a voluntary activity, it acknowledges a keen sense of service as vitally important and recognises that all pupils have something valuable to offer to their fellow pupils.

THE SCHOOL COUNCIL

Through the School Council, pupils have an opportunity to discuss issues that are important to them and to communicate and present those issues to staff and other pupils. The Council gives pupils a platform on which they can join together, speak out and be heard; and it also allows pupils to work alongside members of staff and other pupils to gain experience of decision-making in School. The School Council is chaired by the Head Girl and the Head Boy. Each year group elects three representatives to the Council. School Council sub-committees address issues such as food, uniform and anti-bullying; and each year, the School Council plans and leads activities for Anti-Bullying week. The School Council aims to:

- facilitate the free flow of information, ideas and opinions between pupils and staff.
- enable consultation with pupils on important school matters.
- enhance understanding and co-operation between staff and pupils and between the different year groups.
- provide opportunities for pupils to raise, through their elected representatives, issues of importance to them.

The School Council Handbook sets out full details on the operation of the Council.

PERSONAL DEVELOPMENT AND CEIAG

All pupils in **Year 13** have a timetabled **Careers (CEIAG)** programme and in **Year 14** all pupils will regularly meet with Senior and Careers staff to facilitate Career planning**.** Additionally, there are opportunities to take part in activities such as the **CEIAG Sentinus Engineering Programme.** Pupils in Year 13 also have the opportunity to participate in **Young Enterprise scheme**, help to lead the Charity and Eco Committes where they lead team of pupils from across the school in fund-raising activities and how to become involved in a practical project within the community. In **Year 14,** pupils have two periods a week of **General Studies** which includes aspects of Career planning, preparation for the world of life and work and classes in Philosophy, Current Affairs, Art, Horticulture and Survival Cookery**.**

The CEIAG (Careers Education, Information and Guidance) Department plays an important role in the Sixth Form when pupils look beyond school. In Year 13, pupils plan and undertake a week of **Work Experience**. Most pupils take up placements locally but each year, a number travel further afield, building on links we have made with companies in Europe. CEIAG extends throughout the school and aims to assist pupils in knowing themselves better, making them aware of education, training and career opportunities and allowing the transition from school to adult life.

The great majority of our pupils go on to university after Sixth Form so the focus in CEIAG classes is on preparation for university applications, with visits from admissions tutors from universities across the United Kingdom, practice of interview techniques and the experience of a Mock Interview with outside specialists. Pupils also have the opportunity to visit local Careers conventions and to attend subject specific pre-university courses in areas such as Law, Medicine and Veterinary Sciences.

PARENTAL INVOLVEMENT

There is an annual **Parents' Meeting** for each year group in Sixth Form and an additional **Advice Evening** at the beginning of Year 14. Parents also receive annual reports based on mid-year assessment. An **Advice Day** is held in August after the issue of AS results, to finalize A2 choices. Parents are invited to many School functions and are encouraged to contribute to School through the Parent Teacher Association and by their representation on the Board of Governors.

EXTRA CURRICULAR ACTIVITES

Pupils have opportunities to become involved in a wide range of extra-curricular activities whilst at Friends' School.

The **Music Department** puts on concerts and recitals throughout the year. There are Junior and Senior Orchestras and smaller instrumental ensembles, including Jazz and Folk Groups. There are also Junior and Senior Choirs as well as a Musical Theatre group.

Senior pupils take part in **debating** and **public speaking** competitions and there is a wide range of extra-curricular clubs and societies in which to participate, according to your interests. The Year 13 **Charity Committee** leads fund-raising in School and pupils take part in **Community Service** also.

There are many **trips** and **visits** organized through School. The **Languages Department** has an exchange programme with Germany and France, twinning with schools in Stuttgart and Aix-en-Provence. It runs a Home-stay scheme in Santander, Spain, also. The **History and Politics Department** takes senior pupils to Dublin. Pupils take part in expeditions to the Mournes, the Lake District and Loch Lomond with the **Duke of Edinburgh's Award Scheme**.

SPORT

Friends' School has a fine sporting tradition. Pupils enjoy considerable success representing the School in a wide range of sports and winning titles at Ulster and Irish levels. All have the opportunity to play sport and the number of options on offer gives an activity for everyone. The sports available to pupils over the course of the academic year are: athletics, badminton, basketball, cross-country, golf, gymnastics, hockey, netball, rugby, show jumping, skiing, squash, swimming and tennis. There are regular tours for rugby, for girls' and boys' hockey teams and for netball. School has excellent facilities on site for sport. The gymnasium is supplemented by a purpose built sports hall and fitness suite which overlooks our sports grounds. On our grounds are three rugby pitches, two cricket wickets, two new Astroturf hockey pitches and five Astroturf tennis courts.

PRIVATE STUDY

One major change from GCSE study to A Level is that you will not be timetabled for a class every period. Periods when you are not in class are not 'free periods' – they are for timetabled Private Study time. The nature of study at A Level is different in that you are expected to do more reading, research, note making and preparation on your own. Your teachers will direct you to exactly what you should do or you may be expected to use the Library and other resources. The Private Study Supervisor is **Mrs Cregan** and she will be able to direct you to useful resources. Private Study is not intended to enable you to do homeworks. You will be able to organize your time amongst your subjects and use it to consolidate work already covered in class; to read around the A Level syllabus; to prepare for your next class by reading ahead or to revise forthcoming tests, coursework or examinations.

Sixth Form requires you to be independent and proactive in your study patterns. Common Room periods are also allocated.

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 22 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 must have gained a minimum of 14 points at GCSE level, including passes at Grade C or above in both GCSE English and Mathematics.

(The points score at GCSE is 4 points for A*, 3 for A, 2 for B and 1 for C/C*)

Pupils must also be able to follow a viable course at AS level – ie a minimum of three AS subjects from the timetabled options provided. The particular requirements for studying each subject chosen at AS level, as specified in this Sixth Form curriculum booklet, must be met. For example, pupils choosing Technology & Design at AS level must have a Grade B or above in Technology & Design at GCSE.

In the case of subjects taken for the first time in the Sixth Form, the criteria set down for linked subjects must be met.

ART AND DESIGN CCEA

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.

Unit	Areas of Study
AS 1: Experimental Portfolio	Theme based: students will have the opportunity to develop, explore and record ideas.
AS 2: Personal Outcome	

"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.

Unit	Areas of Study
AS 1: Experimental Portfolio	Theme based: students will have the opportunity to develop, explore and record ideas.
AS 2: Personal Outcome	Theme based: students will have the opportunity to produce a final outcome/outcomes.
A2 1: Personal and Critical Investigation	Theme based: students have the opportunity to produce both a written (1000–2000-word) investigation and a practical response.
A2 2: Thematic Outcome	Theme based: students will have an opportunity to produce a final outcome/outcomes.

By Erin Megrath

Assessment

Unit	Assessment Description	Weighting
AS1	**Teacher assessment of work with external moderation Assessment Objectives 1, 2, 3 only**	**50% of AS 20% of A level**
AS2	**Teacher assessment of controlled task with external moderation Assessment Objective 4 more heavily weighted than 1, 2, 3**	**50% of AS 20% of A level**

A2 1	**Written investigation (1000–2000 words) externally assessed Teacher assessment of practical element with external moderation Assessment Objectives 1, 2, 3 only**	**20% of A2 12% 0f A level 40% of A2 24% of A level**
A2 2	**Teacher assessment with external moderation Assessment Objective 4 more heavily weighted than 1, 2, 3**	**40% of A2 24% of A level**

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 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% 0f A level**
AS 2 : Organisms & Biodiversity	**Exam (1½ Hrs)**	**37.5% of AS; 15% 0f 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 **1 compulsory structured data response**
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. You will also examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.

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 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.

Content	Assessment	Weightings
AS 1: Basic Concepts in Physical and Inorganic Chemistry	**Exam (1½ Hrs)**	**40% of AS; 16% of A level**
AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	**Exam (1½ Hrs)**	**40% of AS; 16% of A level**

AS 3: Basic Practical Chemistry	**Booklet A (1¼ Hrs)** **Booklet B (1¼ Hrs)**	**20% of AS: 8% of A level**
A2 1: Further Physical and Organic Chemistry	**Exam (2 Hrs)**	**24% of A level**
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	**Exam (2 Hrs)**	**24% of A level**
A2 3: Further Practical Chemistry	**Booklet A (1¼ Hrs)** **Booklet B (1¼ Hrs)**	**12% of A level**

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.

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 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 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 1 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 2 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. If they have studied **GCSE Business Studies,** it is a requirement that they should have at least a **Grade B** to take up Economics at A Level. An enquiring mind and an inclination to argue, reason and discuss are essential.

Career Opportunities

Economics is a valuable steppingstone 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.

ENGLISH LITERATURE CCEA

Why study English Literature

A level English Literature broadens your horizons and opens your mind to new perspectives and ideas. It encourages you to think for yourself, to become more critically aware of what motivates and drive us, and to discover connections between life and literature. It allows you to construct well-supported arguments and appreciate alternative interpretations of ideas – and offers you an opportunity to hone those 'soft skills' employers are desperate for!
The course itself covers a wide range of engaging literature including novels, plays and poems. You'll get to study Shakespeare's 'Othello', Mary Shelley's 'Frankenstein' and poetry from Heaney, Frost, Larkin and Jennings alongside some bawdy humour from Chaucer.

The texts are immersive, interesting and will give you opportunities to develop your own 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, worth 20% of the full A Level, allows you to choose your own two novels on which to base your study. That could be anything from Madeline Miller's stunning retelling of the Trojan War in 'The Song of Achilles' or George Orwell's dystopian masterpiece '1984' – in this case, Big Brother is not watching! You'll choose your own focus too; this will give you the chance to experience a genuine sense of personal engagement and achievement.

If you enjoy reading a wide range of literature and discussing and analysing ideas and issues, then this will be an ideal course for you!

What can I do with a qualification in English Literature?

Answer: Almost anything!
Fancy a career in Digital Media Management? (that's managing peoples' web profiles and online life to you and me!) Law? Events' management? Tourism and Hospitality management? Public Relations? Human Resources? Advertising? Journalism? Social Media? Film Production? Script writing? Editing and publishing? Business? Social work? Politics? Local/ National Government? Teaching – primary/secondary/ university? Film Directing? Broadcast Media? The list goes on…

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 will be **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!

What will I study?

AS English Literature – 2 modules

- The Study of Poetry 1900 – Present and Drama
- The Study of Prose Pre-1900

A2 English Literature – 3 modules

- Shakespearean Genres
- The Study of Poetry Pre-1900 and Unseen Poetry
- Internal Assessment – students choose any 2 novels.

And what previous Sixth Form students want you to know about English A Level:

- 'Studying the play 'Translations' opened my eyes to the harsh realities of 19th Century Ireland – this was excellent for my A2 History Course.'
- The novel 'Frankenstein' really pushed me to think about how we conduct our lives and the impact we have on others.'
- 'It's not just analysing a book - you get a chance to really think for yourself and consider what your views are on a fantastic range of issues.'
- ''Discussing poems raises all kinds of ideas and relationship issues – we've had some brilliant laughs!'
- **'**It's so different to GCSE – what you think and say is important. Choosing your own books for the A2 coursework made it really personal and satisfying.'
- 'Best subject for discussion and participation by a mile! You get loads of opportunity to share your views and question others'
- 'Nothing like GCSE Lit – much more lively and interesting!'
- 'Frankenstein was brilliant – talking to a sculptor and doing a workshop on the text really helped us understand the ideas.'

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 not necessary to have studied Geography 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 **GCSE English (either English Language or Literature)**, to indicate an ability to cope with the demands of the course. For those who have taken **GCSE Geography** it is requirement that they should have at least a **Grade B** to continue with the subject at A Level.

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?

Pupils who study Politics develop skills which are invaluable throughout their careers and are very desirable to 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 Northern 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

If pupils wish to study Government and Politics, they 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 at least a **Grade B** in History, or **English** and **English Literature** at GCSE.

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.

Unit	Assessment Description	Weighting
AS 1 (compulsory)	**Written report based on a health, social care or early years setting that you have experienced**	**25% of AS 10% of A level**
AS 2 (compulsory)	**Written report on communication in a health, social care or early years setting that you have experienced**	**25% of AS 10% of A level**
AS 3 (compulsory)	**2 hour external examination paper**	**50% of AS 20% of A level**
A2 3 (compulsory)	**2 hour external examination based on pre-release material**	**30% of A level**
A2 4	**A report on public health and health promotion, including carrying out a small scale health promotion activity and evaluation of the activity**	**15% of A level**
A2 5	**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 from, 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 – Public Health and health Promotion
In this unit, you develop an understanding of public health issues in the UK and how they are being addressed in Northern Ireland. You select and produce an individual report of three public health issues and how they are being

addressed. You also investigate one current health promotion campaign run by the Public Health Agency (PHA) in Northern Ireland. You plan, implement and evaluate a small-scale health promotion activity either individually or in a group of no more than four. The activity should use at least one health promotion approach and may 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 about some of the most exciting, tragic and significant events in human civilization. While studying History, you will be asked to make judgments on human nature and behaviour - such judgments are not easy to reach 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 that 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 therefore helps us to develop independent minds, and 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.

Studying History provides vital creative and investigative skills essential for a wide range of Careers. These skills include critical thinking, written and spoken communication skills, critical evaluation of sources and the ability to read and understand complex texts. The History curriculum is designed to allow students to engage with the past in a way that sheds light on current affairs at home and abroad. Students study a broad mixture of British, Irish, European and global history.

AS
2 MODULES
1 Germany 1919 - 1945
2 Italy 1870 - 1943 or Russia 1914-41

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

1 External Examination 50% AS Level, 20% A Level
2 External Examination 50% AS Level, 20% A Level

A2	**2 MODULES**	
1	**The American Presidency**	**1901 - 2000**
2	**The Partition of Ireland**	**1900 - 1923**

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

1	**External Examination**	**20%**
2	**External Examination**	**40%**

What can you do with History?

History is recognised by Britain's leading universities as a 'facilitator subject' and is deemed to provide students with the skills necessary for success in the most demanding and competitive disciplines. The skills developed in A Level History are particularly useful for students who wish to pursue careers in Law, Journalism, Humanities or the Civil/Diplomatic service, but also Accountancy, Administration, Broadcasting, Local Government, Management, Publishing, Security Forces, Social Work, and Teaching.

Student Requirements

It is a requirement to have studied **History** to GCSE and have attained a MINIMUM **Grade B**.

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 and 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** which will contribute 40% of the total A2 grade.

AS 1 Pure Mathematics (60% of AS, 24% of A2) **AS 2 Applied Mathematics (40% of AS, 16% of A2)**

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. 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 in Year 14.

A2 1 Pure Mathematics (36% of A2) **A2 2 Applied Statistics (24% of A2)**

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 340 UMS (total) and must have sat Modules M4 and M8. It is also strongly recommended that pupils have at least a Grade B in GCSE Further Mathematics.

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 Pure and Applied modules are equally weighted, but the AS modules make up a total of 40% of the overall A2 grade with the A2 modules making up the remaining 60%.
Pupils studying A Level Further Mathematics will complete all modules 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 Mathematics may choose to complete an AS in Further Mathematics by sitting the AS 1 and AS 2 Further Mathematics 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 must have A* grades in **both** GCSE Mathematics and GCSE Further Mathematics and it is recommended that they consult with the Head of the Mathematics Department in order to confirm their suitability for this subject. It is recommended that A level Further Mathematics is chosen alongside three other AS subjects in order for pupils to have the choice of what subjects they carry on to A2.

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).

Again, 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, as well as following our Departmental Twitter feed.

Pupils in the Sixth form have the opportunity to participate in both a German and French debating competition, and enter essay writing competitions in Spanish. Pupils also enjoy showings of foreign films in school and at QFT.

The Languages Department also organises visits and exchanges to help pupils develop their skills in the countries in which the languages they have chosen are spoken. We have a thriving partnership with the Remstal-Gymnasium Weinstadt, near Stuttgart in Germany, and pupils also have the opportunity to attend Language Schools in Salamanca and Nice, where they enjoy a totally immersive language experience by staying with families from the local area.
Some pupil comments from the most recent trip are as follows:

"I really enjoyed meeting and chatting with my host, improving my conversation skills and seeing lots of interesting places such as Monaco."

"The highlight of my trip was the language classes which were solely in French. I enjoyed the opportunity to learn new specific vocab which I couldn't have otherwise learnt through the school specification."

We also try to facilitate work experience placements abroad in Year 13. Over the last number of years, we have arranged placements in the European Parliament in Brussels, at CSC, a computing company in Paris, and at Eurodisney.

MOVING IMAGE ARTS CCEA

A Level Moving Image Arts is a course of study and practice in filmmaking where you will be given the opportunity to develop creativity, knowledge and skills in the production of your own film portfolios. You will study a wide range of films and practitioners to inform your own ideas and will acquire skills in screen-writing, directing, camera work, lighting, production design, editing and sound, creating detailed, illustrated evidence of your research, planning and design work.

In an online examination you will analyse a range of previously unseen film clips, demonstrating knowledge and understanding of different film styles, movements and industry contexts.

Moving Image Arts is a challenging and rewarding course, offering solid progression into further and higher education and is an ideal choice for students wishing to pursue a career in the creative industries.

The rapid growth of digital and online media means that there is great demand for moving image content worldwide, not only in the film, TV and gaming industries, but also in a wide number of other areas, including PR, marketing, advertising and journalism. A GCE in Moving Image Arts can therefore introduce you to many exciting and enterprising fields, giving you the confidence to then build your knowledge further in the area that interests you most. Moving Image Arts provides the opportunity to build specific technical knowledge alongside a wide range of impressive transferable skills for employment including creative enterprise, team work, problem-solving, communication, leadership and organisation. As a result, this qualification will equip you with a valuable knowledge and skills base to help you to progress to both third level education and the world of work. If you are specifically interested in a career in film or television, Moving Image Arts is an excellent way to build a presentable portfolio of work and experience that clearly demonstrates evidence of your creativity, technical skill and potential. This evidence can be very advantageous when attending competitive interviews for jobs or higher education places.

Unit Areas of Study

AS 1
In this unit, you will study three areas of film style:
- Classical Hollywood Style;
- Formalism; and
- Realism.

You will learn the creative and technical skills of moving image production including how camera, lighting, mise-en-scene, sound and editing are used to create emotion, mood and audience response. You will use your study to inform and inspire your own creative practice.

AS 2
In this unit you will study the following styles and movements to prepare for your online examination:
- Classical Hollywood Style and Alfred Hitchcock;
- Formalism in Early European Cinema including German Expressionism and Soviet Montage; and
- American Expressionism and Film Noir.

You will also learn about the Hollywood Studio System and realist techniques used in Hollywood cinema.

A2 1
In this unit you will refine your technical filmmaking skills further, conducting independent research into a film practitioner of your own choice. There will also be further emphasis on screenwriting and the development of your

ideas into a complete and original narrative film. You will experiment with the techniques and conventions you have studied to inform your own creative ideas.

A2 2
In this unit you will study the following styles of Realism in World Cinema to prepare for your online examination:
• Italian Neo-Realism;
• French New Wave and Cinéma Vérité; and
• Poetic Realism.

You will also study ways in which filmmakers have tried to experiment with narrative and will learn about writing director's notes in response to unseen script material.

The Moving Image Arts course is delivered with enthusiasm, through class teaching and one to one support. This allows pupils to develop their skills and work with increasing independence and confidence as the course progresses. 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 MIA.

Student Requirements

It is not necessary to have studied Moving Image Arts at GCSE to take it up at A Level. It is a requirement that a pupil who has studied **MIA** to GCSE have a MINIMUM **Grade B**. However, it is recommended that a pupil considering it for the first time should have developed skills in photography, ICT or Art.

MUSIC CCEA

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
AS 1: Performing	**Externally assessed by a visiting examiner**	**32.5% of AS**
	• **Solo Performance**	**13% of A Level**
	• **Viva Voce**	
AS 2: Composing	**Internally assessed, externally moderated**	**32.5% of AS**
	• **A: Composition Task**	

		13% of A Level
	Or	
	• **B: Composition with technology task** • **Written Commentary**	
AS 3: Responding to Music	**Two external written examinations** • **Test of Aural Perception** **1 hour** • **Written examination** • **2 hours**	**35% of AS** **14% of A Level**

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.

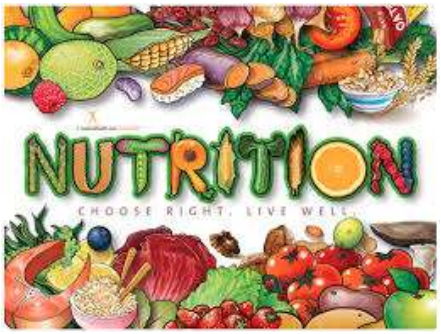
A2 – 3 Units
The **A2** course follows a natural line of progression from AS study to one which is more advanced, employing a similar layout to that of AS. The emphasis is, again, on enjoyment of music-making, composing and listening.

Assessment – A Level

Unit	**Assessment**	**Weighting**
A2 1: Performing	**Externally assessed by a visiting examiner** • **Solo Performance** • **Viva Voce**	**19.5% of A Level**
A2 2: Composing	**Internally assessed, externally moderated** • **A: Composition Task** **Or** • **B: Composition with technology task** **Written Commentary**	**19.5% of A Level**
A2 3: Responding to Music	**Two external written examinations** • **Test of Aural Perception** **1 hour 15 mins** • **Written examination** **2 hours**	**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 Food and Nutrition. 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.

Aims

The aims are to encourage student 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 Food and Nutrition at GCSE have attained a MINIMUM of a Grade B 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 in AT LEAST ONE of the following subjects at GCSE: Biology, Chemistry, or Double Award Science.

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.

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 WJEC

AS and A Level Physical Education

The WJEC AS and A level in physical education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance.

AS Unit 1

Exploring physical education
Written examination: 1¾ hours
24% of A level qualification (60% of AS qualification)
72 marks
To assess all AS subject content

Question types

Contextualised questions to include multiple choice, data response short and extended answers.

AS Unit 2

Improving personal performance in physical education
Non-exam assessment
16% of A level qualification (40% of AS qualification)
48 marks

This unit will assess:
· practical performance in **one** activity as a player/performer and as a coach **or** official
· Personal Performance Profile

1. **Practical performance as a player/performer**
Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

2. **Practical performance as a coach**
Learners must plan and deliver a coaching session as part of a training programme.

3. **Practical performance as an official**
Learners should be the main official in their chosen activity in a competitive situation. Activities that are acceptable for assessment as an official can be seen in Appendix B.

4. **Personal Performance Profile**
The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.

A level Unit 3

Evaluating physical education
Written examination: 2 hours
36% of qualification
90 marks
To assess all A level subject content

Question types

A range of questions to include data response, short and extended answers.

A level Unit 4

Refining personal performance in physical education
Non-exam assessment
24% of qualification
60 marks

To assess

Practical performance in **one** activity as a player/performer, coach **or** official · Investigative Research

1. Practical performance as player/performer

Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

2. **Practical performance as a coach**
Learners must plan and deliver a progressive coaching session as part of a training programme.

3. Practical performance as an official
Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

Activities that are acceptable for assessment as an official can be seen in Appendix B.

Assessment as a player/performer coach or official must be in one of the activities in Appendix B approved by Qualifications Wales.

4. Investigative Research
The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

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 without having taken the subject to GCSE, 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. As an interest in sport is expected, it is essential for pupils to be involved in a 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, if it is not a sport taken at Friends', is examinable.

PHYSICS CCEA

Physics A-Level is a highly regarded subject and develops many high order skills which are sought after by higher and further education and employers. It 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, Nursing, Dentistry, Veterinary Science, 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).

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 Thermal Physics, Circular Motion, Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
A2 2 Fields, Capacitors and Particle Physics
A2 3 Practical Techniques and Data Analysis

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

Student Requirements

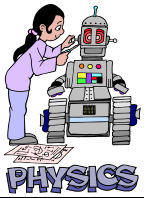
Pupils are required to have a MINIMUM of a **Grade B** pass at GCSE in **Physics** (if taken as a single science at GCSE) or **Grade AB** at GCSE in **Double Award Science***. However, it is strongly recommended that pupils taking Physics to A level from a Double Award Science base have **Grade AA** at GCSE. In addition, pupils studying Physics are required to have **AT LEAST** a **Grade B** pass in **Mathematics** and, given the mathematical content of the course, a **Grade A** pass is recommended. **It is advantageous to study Mathematics at A level alongside Physics.**

Achievements & Trips

- **In February, every other year, A-level students are given the opportunity to go on 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.

- **WE hope to revisit CERN again in Spring term in 2022 with the current Year 14 pupils.**

- **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

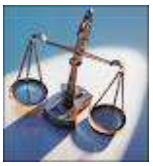
What is Religious Studies at A Level about?
At Friends' you will study 'Ethics' and 'Acts' at AS and A Level. We follow the CCEA specification, which involves two modules at AS Level and two modules at A2 Level.

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 7)



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 Studies**. 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
Year 13

Unit AS 1: Introduction to Object Oriented Development
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 AS 2: Event Driven Programming
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 A2 1: Systems Approaches and Database Concepts
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 A2 2: Implementing Solutions
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 Digital Technology 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 Digital Technology at GCSE** to take up Software Systems Development as an A Level. However, those wishing to study SSD without GCSE Digital Technology should have an **A** in **Further Mathematics** or an **A*** in **Mathematics.**

TECHNOLOGY AND DESIGN CCEA

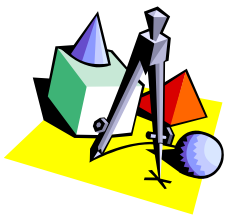
The **A Level** course builds on knowledge and skills developed in the CCEA GCSE course. The course offers opportunities to engage in problem-solving activities both in the redesign of existing products (AS) and in the design and manufacture of a new product (A2). As well as developing skills in design,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

Unit	Title	Description	Assessment	Weighting
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 Development**	**The emphasis in this unit is on the analysis and development of an**	**45 hours of coursework**	**20%**

		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.	**internally assessed, externally moderated.**	
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.**

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 **only following consultation with HOD. Score in examination component must be at least 70%**		Grade AA in Double Award Science or Grade A in Biology and Grade A in Chemistry **will guarantee access**
Business Studies*	Grade B in Business Studies	Grade B in English (either English Language or Literature) and grade B in Mathematics	
Chemistry	Grade B Chemistry or Grade AB in Double Award Science. Also Grade B in Mathematics, but **only following consultation with HoD. Score in examination component must be at least 70%**		Grade AA in Double Award Science or Grade A in Chemistry and Grade A in Mathematics **will guarantee access**
Economics		Grade B in GCSE Business Studies, if this has been taken at GCSE. Grade B in English (either English Language or Literature) and Mathematics	
English Literature	Grade BB overall in English and English Literature at GCSE		Grade AB overall in English and English Literature at GCSE
Geography*	Grade B in Geography	Grade B in English (either English Language or Literature)	
Government and Politics*		Grade B in History or Grade B in English *and* English Literature	
Health &Social Care*		Grade B in English or English Literature	
History*	Grade B in History		
Mathematics	Minimum 340 UMS and must have sat Modules M4 and M8		Grade B in Further Mathematics
Further Mathematics	Must have A* grades in **both** GCSE Mathematics and GCSE 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 in all skill areas
Moving Image Arts	Grade B in GCSE Moving Image Arts, if this has been taken at GCSE	Demonstrate skills in ICT or Art	
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 Food and Nutrition.	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, and involvement in school team or other sports	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 *or* Grade AB in Double Award Science. Also, Grade B in Mathematics, but **only following consultation with HoD. Score in Examination component must be at least 70%**		Grade A in Physics *or* Grade AA in Double Award Science and Grade A in Mathematics **will guarantee access.** It is also advantageous to study Mathematics at A level alongside Physics
Religious Studies	Grade B Religious Studies.		
Software Systems Development*	Grade B in ICT and Grade A in Mathematics at GCSE	Grade 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		

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
- Using the Unifrog website
- Careers Fair
- Visiting Speakers
- Preparation for making university applications through UCAS.

All pupils have a weekly period in Careers throughout Year 13.

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.

- The Head of Careers — Mrs E Anderson
- Collect Teacher
- Year Head — Mrs S Leaker
- Head of Sixth Form — Mr R Mc Kinley
- The external Careers Adviser — Ms D Brennan
- Leadership Team — Mr S Moore, Mr S Alexander, Ms S Cochrane

Remember – all these people are there to help.

Think – Discuss - 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
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

In particular the Northern Ireland Skills Barometer 2021 is very useful for pupils and parents in thinking about making career decisions about their future. This report provides a detailed understanding of the skill requirements for the Northern Ireland economy, up to 2030. The research analyses where the skills gaps are currently, where they are emerging and where they are likely to emerge over the longer term. You can read the summary findings at the following address:

https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-Barometer-2021-Summary-Report.pdf

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

https://unifrog.com
https://www.ucas.com/
https://www.serc.ac.uk/
https://www.belfastmet.ac.uk/

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