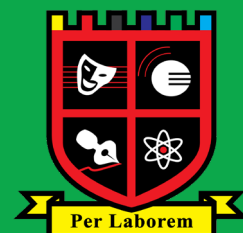




# A LEVEL OPTIONS

2021 – 2023

CAMBRIDGE HOUSE GRAMMAR SCHOOL



# Subject choices for **A Level**

## **INFORMATION FOR YEAR 12 PUPILS AND PARENTS**

This booklet has been produced to provide you with information and advice to help you make informed decisions about your future studies. It contains information about the options available at Sixth Form and details about each of the courses.

In Cambridge House Grammar School we aim to provide a broad and balanced curriculum, offering a range of general and applied courses at 'A' level/level 3 to suit all our young people while meeting the requirements of the Entitlement Framework.

## **CHOOSING YOUR SUBJECTS**

In this decision making process you should ask yourself some questions:

- **Do I have a career in mind?**
- **What subjects am I best at?**
- **What subjects do I like best?**
- **Am I going to meet any subject specific requirements?**

In coming to your decision you should discuss all the issues with your parents, your class teachers and your careers advisor.

## **BALLYMENA LEARNING TOGETHER**

Some of the courses we offer may be delivered by another school in the Ballymena area. The following subjects may be offered through BLT next year:

- Construction
- Engineering
- Sports Studies

Engineering and Sports Studies are also delivered in-house. If any of the subjects usually delivered in CHGS are under-subscribed, there may be a possibility of these courses being delivered at another school in the local area. Pupils are only allowed to study one subject in another school.

## **CONCLUSION**

The school will make every effort to meet the needs of each pupil. We may consider it wise to advise strongly on suitability for some courses. When numbers opting for some courses are so few that it would not be educationally or economically viable to offer them, School reserves the right to withdraw the option. It is essential therefore that you think very carefully about your choices now. When courses are oversubscribed, selection may be on the basis of attainment to date.

# Art and Design

## AS/A2

### INTRODUCTION

Art and Design at AS/A2 Level encourages students to build on their practical skills and develop their critical understanding. This course will help you to further expand your knowledge of artist materials and processes and understand how professional artists and designers work. It nurtures and develops a very wide range of intellectual and creative abilities and opens up a broad choice of career options.

### THE COURSE – WHY CHOOSE GCE ART AND DESIGN?

The creative industries are the fastest growing area of the economy and are vital to economic success. Studying art, craft and design creates a pathway to a career in a creative industry-related field, but more than that, it fosters a range of qualities which will be of benefit in any other walk of life. These include creativity, problem-solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification.

The AS/A2 programme is particularly enjoyable and we often see students making huge creative leaps on this course, as their artistic abilities flourish with the opportunity to really explore the possibilities of the subject in more depth. As numbers are smaller, the Art Department takes on more of a studio atmosphere and students have increased freedom, with coffee-making facilities and access to the Sixth Form work room during study periods. Gallery trips to Belfast around Christmas time, as well as the usual visit to the ‘true colours’ exhibition, are part of the extra-curricular activities in a normal year.

Both the AS and A2 Art and Design courses are completed and assessed by the middle of May, so you have one less subject to worry about during the busiest part of the summer examination timetable.

Our results at A2 level in Art and Design are normally 100% A\*- C; in the past two years this has risen to 100% A\*- B. Should you choose to study some aspect of Art and Design in higher education, you will be given specialist help to compile a portfolio and prepare for interviews. We have a track record of placing all Art and Design HE applicants on their first choice course.

Through studying GCE Art and Design, pupils gain:

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills
- Experience of working with a very broad range of media
- Independence in developing their own ideas, intentions and personal outcomes
- Awareness of the different roles, functions, audiences and consumers of art, craft and design

### ENTRY REQUIREMENTS

The course is designed to build on the study of Art and Design at GCSE Level, so a good grade (B or above) in the subject is usually necessary. In exceptional circumstances, however, pupils may be accepted without GCSE Art, if they can demonstrate strong artistic ability and enthusiasm, via a portfolio of personal work.

# Art and Design

## AS/A2

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN ART AND DESIGN?

The study of Art and Design nurtures a range of qualities (as listed on the previous page) which are highly sought after by employers. The creative and cultural industries are key to economic success and Northern Ireland and the UK have an established reputation in these industries. This qualification provides students with opportunities to develop key skills needed for the world of work and for further and higher education and creates a direct pathway to a future career in a creative field.

Possible careers include advertising, architecture, art curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, animation, performing arts, publishing, software design, toys and games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

### COURSE OUTLINE

In each year, the structure of the course is based on the simple process of developing art work on a single theme and following this through to create a final outcome (no separate theme, or additional prep work for the exam). There is no limit to how much time you spend on your final outcome, but the last part of it is done under exam supervision. Coursework in the A2 year includes a Written Element.

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: Experimental Portfolio</b> Record, explore and develop ideas based on a theme.	<b>AS 2: Personal Response</b> Finalise ideas and produce a personal outcome
Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 1: Personal and Critical Investigation</b> Record, explore and develop ideas based on a theme. Complete a written investigation (1000 – 2000 words)	<b>A2 2: Thematic Outcome</b> Finalise ideas and produce a personal outcome

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Assessment Taken
AS 1	Teacher assessed – moderated by CCEA	Coursework: Sept - Feb	50% of AS 20% of A Level	Summer Year 13
AS 2	Teacher assessed – moderated by CCEA	Outcome: Mar – May (completed during 10 hour supervised period)	50% of AS 20% of A Level	Summer Year 13
A2 1	Teacher assessed – moderated by CCEA Written Element is externally assessed	Coursework: Sept - Feb	36% of A Level (Written Element is 12%)	Summer Year 14
A2 2	Teacher assessed – moderated by CCEA	Outcome: Mar – May (completed during 15 hour supervised period)	24% of A Level	Summer Year 14



# Biology

AS/A2

## INTRODUCTION

The specification is designed to promote continuity, coherence and progression within the study of Biology. The A Level award provides a basis for the further study, at tertiary level, of Biology and related courses. For those progressing directly into employment, an AS or A Level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and the public service in which problem-solving and practical skills are valued.

The specification helps to provide an understanding of how biological developments affect the environment. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

## THE COURSE – WHY CHOOSE GCE BIOLOGY?

Many of us have a natural curiosity about ourselves and the organisms that share our planet. The intricacies of the organisation of life can be fascinating and enlightening and the study of biology at GCE can lead to greater understanding of and respect for living organisms. This qualification is for students with an interest in living organisms and a desire to acquire a deeper knowledge of their life processes. Students will acquire and develop skills that are valued in further and higher education, as well as in the workplace. These include an ability to understand complex processes, analysis, evaluation, problem solving and research, as well as practical skills such as using a microscope, handling apparatus and fieldwork.

## ENTRY REQUIREMENTS

It is essential that students attain: grade **AA or above** at **Higher Tier Double Award Science**, a minimum **grade B** in **Mathematics (Higher Tier)**, a minimum of **70% attained** in **Double Award Science B1 and B2 unit examinations**.

These criteria are essential as in the past, those students with lower grades have found the depth of understanding and the detailed knowledge required extremely challenging and have had limited success in this subject.

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN BIOLOGY?

With this qualification, you could either go on to further study in biology or a wide range of other disciplines, or you could enter the world of work, where many of the skills you have developed will be highly sought after.

Knowledge of biological processes has implications for a wide range of fundamentally important areas, including health, food production, conservation and, increasingly, technology, medicine, nursing, dentistry, veterinary science, speech and language therapy, pharmacology, physiology, biomedical science, forensic science and agriculture. Through following this specification, you will develop skills that are valued in Further and Higher Education, including an ability to understand complex processes, analysis, evaluation of practices, problem-solving and research, as well as practical skills such as using a microscope, handling apparatus and fieldwork.

# Biology

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Molecules and Cells</b> <ul style="list-style-type: none"><li>• Molecules</li><li>• Enzymes</li><li>• Viruses</li><li>• Cells</li><li>• Cell physiology</li><li>• Continuity of cells</li><li>• Tissues and organs</li></ul>	<b>AS 2: Personal Response</b> <ul style="list-style-type: none"><li>• Transport and exchange mechanisms</li><li>• The adaptation of organisms</li><li>• Biodiversity</li><li>• Human impact on biodiversity</li></ul>	<b>AS 3 : Practical Skills in AS Biology</b> <p>Seven practicals will be submitted for the internal assessment component of this unit. In addition, there is a written examination which lasts 1 hour and consists of between seven and ten structured questions.</p>

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Physiology, Co-ordination and Control, and Ecosystems</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Immunity</li><li>• Co-ordination and control in plants and animals Ecosystems</li></ul>	<b>A2 2: Biochemistry, Genetics and Evolutionary Trends</b> <ul style="list-style-type: none"><li>• Respiration</li><li>• Photosynthesis</li><li>• DNA as the genetic code</li><li>• Gene technology</li><li>• Genes and patterns of inheritance</li><li>• Population genetics</li><li>• Kingdom Plantae</li><li>• Kingdom Animalia</li></ul>	<b>A2 3: Practical Skills in A2 Biology</b> <p>Five practicals will be submitted for the internal assessment component of this unit. In addition, there is a written examination which lasts 1 hour 15 minutes and consists of between eight and ten structured questions.</p>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Assessment Taken
<b>AS 1</b>	External assessment Written examination. Students answer six to eight structured questions and write an essay.	1 hour 30 minutes	37.5% of AS 15% of A Level	Summer Year 13
<b>AS 2</b>	External assessment Written examination. Students answer six to eight structured questions and write an essay.	1 hour 30 minutes	37.5% of AS 15% of A Level	Summer Year 13
<b>AS 3</b>	External written examination assessing practical skills. Internal practical assessment (marked by teachers and moderated by CCEA).	1 hour 7 written assessments	25 % of AS 10% of A level	Summer Year 13
<b>A2 1</b>	External written examination. Students answer six to nine structured questions and write an essay.	2 hours 15 minutes	24% of A Level	Summer Year 14
<b>A2 2</b>	External written examination. Students answer six to nine structured questions and write an essay.	2 hours 15 minutes	24% of A Level	Summer Year 14
<b>A2 3</b>	External written examination assessing practical skills. Internal practical assessment (marked by teachers and moderated by CCEA).	1 hour 15 minutes 5 written assessments	12% of A level	Summer Year 14

# Business Studies

AS/A2

## INTRODUCTION

One of the key competencies requested by employers is commercial awareness. Business Studies will provide you with an insight into the world of business, enabling you to develop sound business acumen, thereby making you highly employable. Regardless of the career path you choose, having an A Level in Business Studies will provide you with important knowledge and skills that will support all university degrees and future employment opportunities.

Highly successful past pupils have studied A Level Business Studies with Science, Mathematics, Languages, History, Home Economics, Technology and Design and many other combinations. Through both theoretical and practical methods, you will discover how businesses operate and learn about their key elements and essential business functions.

The Business Studies Department in Cambridge House adds value to pupil performance and works effectively with pupils to achieve very good A Level outcomes.

## THE COURSE – WHY CHOOSE GCE BUSINESS STUDIES?

Through studying this specification, you will:

- gain an understanding of business and the international marketplace
- gain an understanding of organisations and their relationship with key stakeholders
- evaluate the role of technology in business communication, operation and decision making
- generate enterprising and creative solutions to business problems and issues
- understand the ethical dilemmas and responsibilities faced by organisations and business decision makers
- acquire a range of skills including: decision making; problem solving; interpretation of management information and strategic thinking
- develop advanced study skills which will help you to prepare for third level education.

As a Year 13 Business Studies pupil, you will be given the opportunity to work as part of a team to set up and run your own business through The Young Enterprise Company Programme. Your team will make all the decisions about your company, from deciding on the company name and product, creating a business plan, managing the company finances, selling to the public at trade fairs to ultimately winding up the company and paying your taxes.

## ENTRY REQUIREMENTS

Business Studies is not a subject that all pupils will have had the opportunity to study before. It is not essential to have studied GCSE Business Studies, but you will find it beneficial if you have. Pupils who have achieved good results at GCSE will find it much easier to take up Business Studies as a new subject at this level.

# Business Studies

AS/A2

## CAREER FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN BUSINESS STUDIES?

Put simply, A Level Business Studies is an excellent career choice. When you consider that everyone is involved with business as an owner, employee or a customer, then having knowledge of how businesses function can only be beneficial to your future career.

More specifically, it offers an excellent foundation for those wishing to pursue careers in Accounting, Actuarial Science, Banking and Finance, Consultancy, Engineering, Health-Related Professions, Human Resources, Management, Marketing, Retailing and Sales.

## COURSE OUTLINE

### Year 13 AS Level – Worth 40% of the Final A Level Result

AS 1: Introduction to Business		AS 2: Growing the Business	
• Enterprise and Entrepreneurship	• Central Purpose of Business Activity	• Quality Management	• Spectrum of Competition
• Forms of Business Ownership	• Stakeholder Groups	• Investment and Productivity	• Market Research
• Markets and Market Forces		• Organisational Design	• Marketing Mix
		• Investing in People	• Market Planning and Strategy
		• Motivation	• E-Business
		• Management and Leadership	• Sources of Finance
			• Break-Even Analysis
			• Cash Flow
			• Budgeting
			• Financial Statements
			• Final Accounts

### Year 14 A2 Level – Worth 60% of the Final A Level Result

A2 1: Strategic Decision Making		A2 2: The Competitive Business Environment	
• Business Objectives	• Organisational Culture	• Macroeconomic Framework	• Influence of Stakeholder Groups
• Stakeholder Objectives	• Communication	• Globalisation	• Government Policies
• Economies and Diseconomies of Scale	• Business Strategy and Planning	• Business Ethics and Organisational Culture	• Organisations Design
		• Sustainability	• Monopolies, Mergers, Takeovers and Restrictive Practices
		• Corporate Social Responsibility (CSR)	• Change

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1: Introduction to Business	Pupils answer two compulsory, structured data response questions.	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
AS 2: Growing the Business	Pupils answer two compulsory, structured data response questions.	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
A2 1: Strategic Decision Making	Pupils answer five compulsory, structured data response questions.	2 hours	30% of A Level	Summer Year 14
A2 2: The Competitive Business Environment	Pupils answer six compulsory, structured data response questions.	2 hours	30% of A Level	Summer Year 14

# Chemistry

## AS/A2

### INTRODUCTION

The CCEA GCE Chemistry specification encourages students to appreciate how society makes decisions about scientific issues and how chemistry contributes to the success of the economy and society.

### THE COURSE – WHY CHOOSE CHEMISTRY?

Chemistry helps us make sense of the world around us and connects to the main social, ethical and cultural issues affecting our lives today. It cultivates knowledge and understanding of the material world, the nature of science and the scientific process.

Through studying chemistry, pupils:

- develop their interest in and enthusiasm for chemistry;
- develop essential knowledge and understanding of the different areas of the subject and how they relate to each other;
- develop competence and ability in practical, mathematical and problem-solving skills;
- develop and demonstrate a deep appreciation of scientific skills, and knowledge and understanding of how science works;

### ENTRY REQUIREMENTS

It is essential that students attain; Grade AA or above at Higher Tier Double Award Science, A minimum grade B in Mathematics (Higher Tier), A minimum of 70% attained in Double Award Science C1 and C2 unit examinations. These criteria are essential as in the past, those students with lower grades have found the depth of understanding and the detailed knowledge required extremely challenging and have had limited success in this subject.

### CAREER FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN CHEMISTRY?

A chemistry qualification could open doors to all sorts of jobs that you may have never imagined. The food we eat, the clothes we wear and the technology we use all depend on chemistry. Chemists develop new medicines, safeguard our food supply and monitor and protect our environment. Most laboratory-based jobs benefit from a chemistry qualification. Many university science courses have a significant proportion of chemistry content and a GCE in chemistry is an excellent preparation for such study. Over 500 additional courses contain a notable element of chemistry as well as allowing a degree of breadth of study. As a chemist you could:

- Fight disease by discovering new medicines.
- Protect the environment.
- Invent new products and materials, including cosmetics, paints, food and drink, plastics and much more.
- Solve crime using forensic analysis.
- Inspire others through teaching chemistry.
- Move into areas you had never even considered.

# Chemistry

## AS/A2

### COURSE OUTLINE

#### Year 13 AS Level – Worth 40% of the Final A Level Result

#### AS 1: Basic concepts on physical and inorganic chemistry

- Formulae, equations
- Atomic structure
- Bonding
- Structure
- Shapes of molecules and ions
- Redox
- Halogens
- Acid-base titrations
- Qualitative tests

#### AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry

- Formulae and amounts of substance
- Nomenclature and Isomerism
- Alkanes
- Alkenes
- Halogenoalkanes
- Alcohols
- Infrared Spectroscopy
- Energetics
- Kinetics
- Equilibria
- Group II elements and their compounds

#### AS 3: Basic Practical Chemistry

- Practical techniques

#### Year 14 A2 Level – Worth 60% of the Final A Level Result

#### A2 1: Further Physical and Organic Chemistry

- Energetics: solids and solutions
- Entropy and Free Energy
- Chemical Kinetics
- Chemical Equilibrium
- Acid-base equilibria
- Isomerism
- Carbonyl compounds
- Carboxylic Acids
- Esters
- Fats and Oils
- Arenes

#### A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

- Chromatography
- Volumetric Analysis
- Mass spectrometry
- NMR Spectroscopy
- Electrochemistry
- Transition Metals
- Metal Complexes
- Transition metal chemistry
- Organic Nitrogen Chemistry: Amines
- Polymer Chemistry
- Chemistry in Medicine

#### A2 3: Further Practical Chemistry

- Practical techniques

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Assessment Taken
AS 1	Written paper	1 hour 30 minutes	40% of AS 16% of A Level	Summer Year 13
AS 2	Written paper	1 hour 30 minutes	40% of AS 16% of A Level	Summer Year 13
AS 3	Paper A - Laboratory based Paper B - Written paper	1 hour 15 mins 1 hour 15 mins	20 % of AS 18% of A level	Summer Year 13
A2 1	Written paper	2 hours	24% of A Level	Summer Year 14
A2 2	Written paper	2 hours	24% of A Level	Summer Year 14
A2 3	Paper A - Laboratory based Paper B - Written paper	1 hour 15 mins 1 hour 15 mins	12% of A level	Summer Year 14

# Construction and the Built Environment

## Pearson BTEC Level 3 National Extended Certificate

### INTRODUCTION

The Extended Certificate in Construction is for learners who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

### THE COURSE – WHY CHOOSE CONSTRUCTION?

The construction sector Construction is a very important global industry and is worth £90 billion annually to the UK economy. At technician level and beyond, there is a diverse range of career pathways, with established professional entry and development routes in civil engineering, building services, engineering, design/ architecture, and construction supervision/management. Currently, qualified construction technicians, managers and professionals are highly sought after in the UK industry, with demand for a greater number of professionals to implement and lead low-carbon and sustainable building projects in an efficient, cost-effective way.

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that it fully supports entry to the relevant range of specialist degrees. The qualification provides the knowledge, understanding and skills that will allow learners to progress to further education, or directly to employment or an Apprenticeship in the construction sector.

BTEC Construction provides the knowledge, understanding and skills that will allow learners to progress to further education, or directly to employment or an Apprenticeship in the construction sector.

### ENTRY REQUIREMENTS

Learners are most likely to succeed if they have: five GCSEs at C or above, BTEC qualification(s) at Level 2, achievement in English and mathematics through GCSE or Essential Skills.

### CAREER FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN CONSTRUCTION?

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant construction courses.

When combined with other qualifications within a study programme, such as two A Levels or an AS/A Level and another BTEC National Extended Certificate, such as maths, science or art and design, learners can progress to higher education or to other areas of construction, such as architecture.

# Construction and the Built Environment

## Pearson BTEC Level 3 National Extended Certificate

### COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: Basic concepts on physical and inorganic chemistry</b> AO1 Demonstrate knowledge of construction terms, standards, concepts, methods and processes. Command words: calculate, describe, explain, identify, state/give AO2 Demonstrate understanding of construction standards, concepts, methods and processes in context, in order to find solutions to real-life construction problems. Command words: calculate, describe, discuss, draw, explain, find AO3 Analyse and evaluate information in order to recommend and justify the use of technologies and methodologies to solve construction problems in context. Command words: analyse, discuss, evaluate AO4 Make connections between information, technologies and methodologies to resolve construction problems Command words: analyse, discuss, evaluate	<b>AS 2: Health and Safety in Construction</b> In this unit you will: A Understand how health and safety legislation is applied to construction operations B Carry out the development of a safe system of work for construction operations C Understand the need for the review of safety systems for construction operations.

Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 1: Construction Design</b> AO1 Demonstrate knowledge and understanding of constructiondesign and build concepts and processes AO2 Apply knowledge and understanding of construction design and build concepts and processes to design a building to meet an initial project brief AO3 Analyse site, client and construction information to make decisions in order to produce a building design to meet an initial project brief AO4 Be able to develop a reasoned design solution for a building to meet an initial project brief.	<b>A2 2: Construction Technology</b> In this unit you will: A Understand common forms of low-rise construction B Examine foundation design and construction C Examine superstructure design and construction D Examine external works associated with construction projects.

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Assessment Taken
AS 1	Written exam	1 hour 30 minutes	66% of AS 33% of A Level	Summer Year 13
AS 2	Internal Assessment	Continuous assessment	34% of AS 17% of A Level	Year 13
A2 1	A task set and marked by Pearson and completed under supervised conditions	12 hours in a 2-week period	33% of A Level	Summer Year 14
A2 2	Internal Assessment	Continuous assessment	17% of A Level	Year 14



# Digital Technology

AS/A2

## INTRODUCTION

This course has been revised for first teaching in September 2016. Formerly known as ICT it is now called Digital Technology. The content of the course has been extensively changed to keep it up to date and relevant in today's digital world. In particular, the course now incorporates a programming element where pupils are introduced to fundamental programming concepts including object oriented programming.

## THE COURSE – WHY CHOOSE DIGITAL TECHNOLOGY?

- It gives students opportunities to progress to career paths leading to professional IT management and the responsible use of IT within industry.
- It offers advanced study of modern technology-based systems.
- It reduces the assessment burden and provides stretch and challenge for A2 students.
- It offers the development of advanced skills in a range of development environments and a mixture of examination formats and question types.

Through studying Digital Technology, pupils:

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

## ENTRY REQUIREMENTS

Grade A\* or A in GCSE Digital Technology OR

Grade B in GCSE Digital Technology AND a good GCSE profile.

# Digital Technology

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN DIGITAL TECHNOLOGY?

Further study of IT or computing disciplines at university level can lead to high end professional careers in computer programming, systems development, website design, cyber security and many more.

The IT industry in Northern Ireland is currently booming with many multinational companies choosing to base their IT systems here. This means that there are a large number of job opportunities for IT graduates in a wide variety of disciplines right on our doorstep.

For further information on IT careers, [bringitonni.info](http://bringitonni.info) and [e-skills.com](http://e-skills.com) are useful websites.

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: Introduction to Business</b> <ul style="list-style-type: none"><li>• Approaches to systems development</li><li>• Programming</li></ul>	<b>AS 2: Growing the Business</b> <ul style="list-style-type: none"><li>• Data representation</li><li>• Data and information</li><li>• Hardware and software</li><li>• Web technology and multimedia</li></ul>
Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 1: Information Systems</b> <ul style="list-style-type: none"><li>• Networks</li><li>• Databases</li><li>• Applications of Digital Technology</li><li>• Individual, social and legal considerations</li></ul>	<b>A2 2: Application Development</b> <ul style="list-style-type: none"><li>• Analysis</li><li>• Design</li><li>• Application Development</li><li>• Documentation and Evaluation</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	External Exam Short and extended questions	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
AS 2	External Exam Short and extended questions	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
A2 1	External Exam Short and extended questions	2 hours	40% of A Level	Summer Year 14
A2 2	Internal Assessment Develop and document a software application	60 hours	20% of A Level	Summer Year 14



# Drama and Theatre Studies

AS/A2

## INTRODUCTION

Edexcel A-Level Drama and Theatre Studies is a linear course that allows students the opportunity to explore and participate in drama and theatre activities. The course has I have a practical element while offering students the chance to develop their analytical and evaluative skills over a wide range of texts and styles.

## THE COURSE – WHY CHOOSE DRAMA AND THEATRE STUDIES?

Clear and coherent structure – our qualification has a straightforward structure with three components, one that focuses on devising, one that focuses on performing or designing skills and one that focuses on practical exploration of texts to interpret them for performance.

Practical focus – the new specification focuses on the practical exploration of performance texts, including exploring them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification.

Engaging performance texts – we have picked a list of texts that will engage students and inspire teachers and students. We have avoided the most popular performance texts to ensure that students can still perform them in the non-examination assessment components.

Free choice of performance texts – the new specification will continue to allow you the freedom to choose performance texts that will best suit your students, their ability to access the work, their interests and their performance skills.

Clear and straightforward question papers – we have focused on ensuring that our question papers are clear and accessible for students and that mark schemes are straightforward in making the requirements clear.

Performance and design skills – we will continue to assess student’s performance and design skills through visiting examiners ensuring students skills are assessed in a live context.

Through studying Drama and Theatre Studies, pupils:

- Will develop their performance or design skills in a range of theatrical performances.
- Will develop their analytical and evaluative skills in a range of drama texts.
- Will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

## ENTRY REQUIREMENTS

A minimum of a grade B in GCSE Drama, or equivalent subject (English, Media Studies, History)

A willingness to perform.

An excellent attendance record.

# Drama and Theatre Studies

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN DRAMA AND THEATRE STUDIES?

The confidence and communication skills that will be developed in an A-level drama or performing arts course can lead to a wide range of careers and not just within the performing arts industry. Over the years we have had students move on to virtually every career path including medicine, law, the performing arts industry, education, the media industry and many, many more.

## COURSE OUTLINE

Year 13-14 A2 Level	
<b>Component 1: Devising</b> <ul style="list-style-type: none"><li>• Devise an original performance piece.</li><li>• Use an extract from a performance text and a practitioner as stimuli.</li><li>• Centre choice of performance text and practitioner.</li><li>• Performer or designer routes available.</li></ul>	<b>AS 2: Growing the Business</b> <ul style="list-style-type: none"><li>• A group performance/design realisation of one key extract from a performance text.</li><li>• A monologue or a duologue/design realisation for one key extract from a different performance text.</li><li>• Centre choice of performance texts.</li></ul>
<b>Component 3: Theatre Makers in Practice</b> <ul style="list-style-type: none"><li>• Live theatre evaluation-centre choice of performance.</li><li>• Practical exploration and interpretation of a performance text focusing on how this text can be realised in performance. (Colder Than Here by Laura Wade)</li><li>• Practical exploration and interpretation of another performance text- focusing on how this text could be reimaged for a contemporary audience. (Lysistrata by Aristophanes)</li><li>• Choice of eight practitioners</li></ul>	

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
1	Internally assessed and externally moderated. There are two parts to this assessment:	Conducted over several weeks.	25% of A Level	Spring/Summer Year 13
	1. A portfolio (60 marks). The portfolio submission will be handwritten/typed evidence between 2500–3000 words. 2. The devised performance/design realisation (20 marks).			
2	Externally assessed by a visiting examiner. <ul style="list-style-type: none"><li>• Group performance/design realisation: Worth 36 marks.</li><li>• Monologue or duologue/design realisation: worth 24 marks.</li></ul>	Conducted over several weeks.	35% of A Level	Spring Year 14
3	<b>Section A: Live Theatre Evaluation</b> Students answer one extended response question from a choice of two to analyse and evaluate a live theatre performance they have seen in light of a given statement.	2 hours 30 minutes	40% of A Level	Summer Year 14
	<b>Section B: Page to Stage: Realising a Performance Text</b> Students answer two questions based on an unseen extract from the performance text they have studied.			
	<b>Section C: Interpreting a Performance Text</b> Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.			

# Engineering

## Pearson BTEC Level 3 National Extended Certificate

### INTRODUCTION

This programme when offer a broad basis of study for the Engineering sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

### THE COURSE – WHY CHOOSE ENGINEERING?

There are 4 mandatory units throughout the course of study. Pupils will complete these in class through internal assessment and also through mandatory external examinations. This course is structured to suit controlled assessment orientated pupils.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the Engineering sector.

### ENTRY REQUIREMENTS

To study Engineering at GCE level you must meet the following criteria:

- Achieve a grade B or better in Mathematics at GCSE level.

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN BTEC ENGINEERING?

This qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning.

This combination combines well with a large number of subjects and supports entry to higher education courses in a wide range of disciplines, depending on the subjects taken alongside it. However, for learners wishing to study an aspect of engineering in higher education, opportunities include:

- BSc Hons in Electrical Engineering, if taken alongside A Levels in maths and a science subject (i.e. physics)
- BSc (Hons) in Architectural Engineering, if taken alongside a BTEC National in Construction and the Built Environment and A Levels in maths or art/design
- BSc (Hons) in Computer Science, if taken alongside A Levels in computing and maths
- BSc (Hons) in Maths or Physics if taken alongside A Levels in maths and physics.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

# Engineering

## Pearson BTEC Level 3 National Extended Certificate

### COURSE OUTLINE

Year 13	
<b>Unit 1 - Engineering Principles</b> In this unit you will: <ul style="list-style-type: none"><li>Recall basic engineering principles and mathematical methods and formulae.</li><li>Perform mathematical procedures to solve engineering problems.</li><li>Demonstrate an understanding of electrical, electronic and mechanical principles to solve engineering problems.</li><li>Analyse information and systems to solve engineering problems.</li><li>Integrate and apply electrical, electronic and mechanical principles to develop an engineering solution.</li></ul>	<b>Unit 9 - Work Experience in the Engineering Sector</b> In this unit you will: <ul style="list-style-type: none"><li>Examine the benefits of work experience in engineering for own learning and development.</li><li>Develop a work experience plan to support own learning and development.</li><li>Carry out work experience tasks to meet set objectives.</li><li>Reflect on how work experience influences own personal and professional development.</li><li>Pupils must complete 10 days' work experience in engineering faculty and write a report of their tasks carried out and skills learned.</li></ul>

Year 14	
<b>Unit 2 - Delivery of Engineering Processes Safely as a team</b>  In this unit you will: <ul style="list-style-type: none"><li>Examine common engineering processes to create products or deliver servicessafely and effectively as a team.</li><li>Develop two-dimensional computer-aided drawings that can be used in engineering processes.</li><li>Carry out engineering processes safely to manufacture a product or to deliver a service effectively as a team.</li></ul>	<b>Unit 3 - Engineering Product Design and Manufacture</b>  In this unit you will: <ul style="list-style-type: none"><li>Demonstrate knowledge and understanding of engineering products and design.</li><li>Apply knowledge and understanding of engineering methodologies, processes, features and procedures to iterative design.</li><li>Analyse data and information and make connections between engineering concepts, processes, features, procedures, materials, standards and regulatory requirements.</li><li>Evaluate engineering product design ideas, manufacturing processes and other design choices.</li><li>Be able to develop and communicate reasoned design solutions with appropriate justification</li></ul>

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
1	External Examination	2 hours	33% of Final BTEC Award	Summer Year 13
9	Internal Assessment	Several weeks	17% of Final BTEC Award	Summer Year 14
2	Internal Assessment	Several weeks	17% of Final BTEC Award	Summer Year 14
2	Assessed Externally	Several weeks	33% of Final BTEC Award	Summer Year 14

# English Literature

AS/A2

## INTRODUCTION

The CCEA GCE English Literature specification encourages students to be independent, imaginative, critical and analytical readers. It aims to increase their enjoyment of reading across three key genres: prose, poetry and drama.

## THE COURSE – WHY CHOOSE ENGLISH LITERATURE?

Students have opportunities to engage both with set texts and with texts of their own choosing. They explore various writers’ presentation of ideas and the impact of their work on contemporary and modern readers.

Students also learn how to develop their ability to research, plan and prepare their responses using their own ideas and interests, as well as critical reading.

Through studying English Literature, pupils:

- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and apply effectively their knowledge of literary analysis and evaluation;
- explore the contexts of the texts they are reading and others’ interpretations of them;
- deepen their understanding of the changing traditions of literature in English;
- carry out independent research and present personal responses in the form and language appropriate to literary study;
- develop advanced study skills that help them prepare for third level education;
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts; and
- nurture a lifelong interest in English literature.

## ENTRY REQUIREMENTS

Students wishing to study A-Level English Literature should have a minimum of a B Grade in GCSE English Language. A GCSE in English Literature is helpful but not a requirement.

# English Literature

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN ENGLISH LITERATURE?

GCE English Literature prepares students for many further studies and career opportunities, including

- Primary and Post-Primary Teaching
- Journalism
- Law
- Marketing
- Research and Publishing

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Poetry and Drama 1900 -</b> <ul style="list-style-type: none"><li>• Poetry of Heaney and Frost</li><li>• Translations Brian Friel</li></ul>	<b>AS 2: Prose pre-1900</b> <ul style="list-style-type: none"><li>• Dracula Bram Stoker</li></ul>	
Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Shakespearean Genres</b> <ul style="list-style-type: none"><li>• One Shakespeare play</li></ul>	<b>A2 2: Poetry, pre-1900 and Unseen</b> <ul style="list-style-type: none"><li>• Poetry of William Blake</li><li>• Approaching Unseen Poetry</li></ul>	<b>A2 3: Prose</b> <ul style="list-style-type: none"><li>• Comparison of two novels of pupils' choice (one must be C21st)</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	Examination. 2 Essay Questions. Poetry – Open Book Drama – Closed Book	2 hours	60% of AS 24% of A Level	Summer Year 13
AS 2	Examination. 1 Essay Question Closed Book	1 hour	40% of AS 16% of A Level	Summer Year 13
A2 1	Examination. 1 Essay Question Closed Book	1 hour 30 minutes	20% of A Level	Summer Year 14
A2 3	Examination. 2 Essays Closed Book	2 hours	20% of A Level	Summer Year 14
A2 3	Internal Assessment 2500 word essay	n/a	20% of A Level	Year 14

# French

## AS/A2

### INTRODUCTION

GCE French will give you a fascinating insight into the world of French. Whilst developing the ability to communicate confidently and effectively in French in both speech and writing, you will also learn about the contemporary French society, cultural background and heritage of not only France but of other countries and communities where French is spoken. Your own personal development will also benefit greatly from taking GCE French. It will strengthen your confidence and help you gain a positive attitude to learning and independent study. The AS units can be taken separately as a stand alone qualification, or you can take the AS units combined with the A2 units to gain the full A level qualification.

### THE COURSE – WHY CHOOSE FRENCH?

If you have an interest and a desire to learn and experience the world around you then you will be well suited to this course. The AS course can be taken on its own without progressing on to the full A level qualification and this will still provide you with a wealth of knowledge and competency in French for use in leisure or travel; however, if you wish to specialise in French at degree level or equivalent, it would be beneficial to complete the A2 units and obtain a full A level qualification.

Through studying French, pupils will:

- develop an enthusiasm for and an understanding of the French language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the French language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in French-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use French at a high level to discuss and reflect on aspects of society, politics and culture.

### ENTRY REQUIREMENTS

Before taking this course you will need to have obtained a good GCSE standard in both French (Grade A or above) AND English (Grade B or above). You should also have a good knowledge of the culture and society of France and other countries where French is spoken and, of course, a desire to enhance this knowledge through further study. A sustained, committed effort from the outset is essential if you wish to be successful in this subject.

# French

## AS/A2

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN FRENCH?

Learning a language will bring you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve communication and interpersonal skills all of which are highly sought after by employers and universities alike. A qualification in GCE French will offer you a range of employment opportunities and not just in the traditional fields of teaching, tourism, government and marketing, but also in areas such as financial services, IT, Journalism and Engineering.

### COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Speaking</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Culture and Lifestyle</li></ul>	<b>AS 2: Listening, Reading and Use of Language</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Culture and Lifestyle</li></ul>	<b>AS 3: Extended Writing</b> <ul style="list-style-type: none"><li>• Set film or literary text</li></ul>
Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Speaking</b> <ul style="list-style-type: none"><li>• Young People in Society</li><li>• Our Place in a Changing World</li></ul>	<b>A2 2: Listening and Reading</b> <ul style="list-style-type: none"><li>• Young People in Society</li><li>• Our Place in a Changing World</li></ul>	<b>A2 3: Extended Writing</b> <ul style="list-style-type: none"><li>• Set literary text.</li></ul>

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
<b>AS 1</b>	Presentation (approximately 3 mins) Conversation (approximately 8 mins)	11 minutes	30% of AS 12% of A Level	Summer Year 13
<b>AS 2</b>	[A] Listening – two passages on disk. (40 mins) [B] Reading – one reading comprehension and one translation from French into English. (50 mins) [C] Use of Language – grammatical exercises and translation of short sentences from English into French. (30 mins)	2 hours	40% of AS 16% of A Level	Summer Year 13
<b>AS 3</b>	Extended Writing – one essay in French.	1 hour	30% of AS 12% of A Level	Summer Year 13
<b>A2 1</b>	Discussion (approximately 6 mins) Conversation (approximately 9 mins)	15 minutes	18% of A Level	Summer Year 14
<b>A2 2</b>	[A] Listening – two passages on disk. (45 mins) [B] Reading – two reading comprehensions, one summary, and one translation from English into French. (2 hours) [C] Use of Language – grammatical exercises and translation of short sentences from English into French. (30 mins)	2 hours 45 minutes	24% of A Level	Summer Year 14
<b>A2 3</b>	Extended Writing – one essay in French.	1 hour	18% of A Level	Summer Year 14



# Geography

AS/A2

## INTRODUCTION

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers

## THE COURSE – WHY CHOOSE GEOGRAPHY?

Geographers study the interaction between people and the places they inhabit. It is a relevant and flexible STEM subject which integrates well with a variety of other subject areas and can usefully be combined with science subjects, e.g. Maths, Physics, Chemistry and Biology; arts subjects, eg. English, History and Modern Languages; or social sciences, eg. Business Studies. As a result A2 level Geography is recognised by the Russell Group of leading Universities as an important facilitating and bridging subject.

A level Geography allows the science specialist to develop important literacy skills and the arts specialist to develop important numeric and graphical skills.

## ENTRY REQUIREMENTS

It is desirable that students attain: **Grade B or above at GCSE Geography, a grade B in GCSE English Language, a grade C in GCSE Mathematics.** These criteria are important, as in the past, those students with lower grades have found the depth of understanding and the detailed knowledge required extremely challenging and have had limited success in this subject. Students not meeting these criteria may discuss entry onto this course with the Head of Department (Mrs Wylie) after results day. However, entry would only be permitted at the discretion of the Head of Department.

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN GEOGRAPHY?

A level Geography will help you develop a wide range of skills that are attractive to employers. It helps develop communication skills, literacy and numeracy, IT literacy, spatial awareness, team working, problem solving and environmental awareness. There is a close link between what you will study in geography and what is going on in the world around you. Many of the topics or issues you will study are regularly reported about in the media.

Many geography students go on to have successful and interesting careers such as urban planners, climatologists, environmental managers, GIS managers, environmental technologists, surveyors, town and country planners, lawyers, researchers and teachers.

# Geography

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Physical Geography</b> You will study three themes: <ul style="list-style-type: none"><li>Fluvial Environments</li><li>Global Biomes and Ecosystems</li><li>Weather and Climate</li></ul>	<b>AS 2: Human Geography</b> You will study three themes: <ul style="list-style-type: none"><li>Population and Resources</li><li>Settlement Change and Challenges</li><li>Development Issues</li></ul>	<b>AS 3: Fieldwork</b> There are two themes: <ul style="list-style-type: none"><li>Fieldwork skills: in this you will focus on fieldwork and first hand data collection from the physical and human environment.</li><li>Geographical Skills and Techniques: here you will focus on general skills including data collection, graphing and mapping techniques and data processing.</li></ul>

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Physical Processes Landforms and Management</b> You will study two units: <ul style="list-style-type: none"><li>Plate Tectonics: Theory and Outcomes</li><li>Dynamic Coastal Environments</li></ul>	<b>A2 2: Processes and Issues in Human Geography</b> You will study two units: <ul style="list-style-type: none"><li>Planning for Sustainable Settlements</li><li>Tourism</li></ul>	<b>A2 3: Decision Making</b> This examination paper is a decision-making exercise where you will use the skills and techniques you have acquired to examine, analyse and evaluate a range of resources.

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	The examination is divided into two sections: Section A – you will answer three short structured questions, one on each of the themes Section B – there are three questions requiring extended writing, one on each theme. You will answer any two questions.	1 hour 15 minutes	40% of AS 16% of A Level	Summer Year 13
AS 2	The examination is divided into two sections: Section A – you will answer three short structured questions, one on each of the themes Section B – there are three questions requiring extended writing, one on each theme. You will answer any two questions.	1 hour 15 minutes	40% of AS 16% of A Level	Summer Year 13
AS 3	The examination is divided into two sections: Section A – you will answer short structured questions about your fieldwork event Section B – you will answer short structured questions based on resources provided	1 hour	20% of AS 8% of A Level	Summer Year 13
A2 1	For each of your units of study you will answer one multi-part question – which will include a case-study based essay style question. You will have a choice from two questions.	1 hour 30 minutes	24% of A Level	Summer Year 14
A2 2	For each of your units of study you will answer one multi-part question – which will include a case-study based essay style question. You will have a choice from two questions.	1 hour 30 minutes	24% of A Level	Summer Year 14
A2 3	This examination paper is a decision-making exercise where you will use the skills and techniques you have acquired to examine, analyse and evaluate a range of resources.	1 hour 30 minutes	12% of A Level	Summer Year 14

# Health and Social Care

AS/A2

## INTRODUCTION

The CCEA GCE Health and Social Care specification appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology, and develop skills including research, investigation, and analysis.

## THE COURSE – WHY CHOOSE HEALTH AND SOCIAL CARE?

Studying Health and Social Care allows students to develop their subject knowledge, understanding and skills in relation to health, social care and early years work contexts. It can give students a sound basis for progression to higher education or work in health, social care or early years.

Single Award includes three assessment units at AS and another three at A2, including two compulsory internally assessed and two compulsory externally assessed units.

Through studying Health and Social Care, pupils:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, creative thinking and problem-solving, where appropriate;
- apply their skills to work-related scenarios and work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication;
- and demonstrate through internal and external assessments that they understand and can apply key concepts.

## ENTRY REQUIREMENTS

There are no specific GCSE subjects required but due to the demands of the internally assessed units, a grade B in English Language is preferred.

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN HEALTH AND SOCIAL CARE?

A qualification in GCE Health and Social Care can open up a variety of career paths such as working in the community, or going into nursing or teaching, becoming an occupational therapist, speech and language therapist or social worker, there are many different career options available.

Other students go on to complete a BTEC Diploma in Health and Social Care. Some students go straight into employment in the fields of health and social care.

# Health and Social Care

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Promoting Quality Care</b> <ul style="list-style-type: none"><li>• Values of care</li><li>• Legislation that promotes quality care</li><li>• Health and safety</li><li>• Policies</li><li>• The impact of poor practice</li></ul>	<b>AS 2: Communication in Health, Social Care and Early Years Settings</b> <ul style="list-style-type: none"><li>• Communication in health, social care and early years settings</li><li>• Factors that support effective communication</li><li>• Recognising and overcoming barriers to communication with service users</li><li>• The importance of communication when working in teams</li><li>• Critical evaluation of an interaction in the chosen setting</li></ul>	<b>AS 3: Health and Well-Being</b> <ul style="list-style-type: none"><li>• Concepts of health and well-being</li><li>• Factors affecting health and well-being</li><li>• Health promotion</li><li>• The roles of organisations responsible for health and well-being</li><li>• Discrimination and anti-discriminatory practice in health, social care and early years settings</li></ul>

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 3: Providing Services</b> <ul style="list-style-type: none"><li>• The effects of legislation and policy on service provision</li><li>• Meeting individual needs</li><li>• Overcoming barriers</li><li>• The differing roles and responsibilities of practitioners</li><li>• Working effectively in teams</li></ul>	<b>A2 4: Public Health and Health Promotion</b> <ul style="list-style-type: none"><li>• Public health and health promotion</li><li>• Planning a health promotion activity</li><li>• Preparing to evaluate the activity</li><li>• Carrying out the activity</li><li>• Evaluating the activity</li></ul>	<b>A2 5: Supporting the Family</b> <ul style="list-style-type: none"><li>• Family structures</li><li>• How families meet the needs of vulnerable members</li><li>• Support provided for individuals and their families</li><li>• Family issues</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	Internal assessment	n/a	25% of AS 10% of A Level	Summer Year 13
AS 2	Internal assessment	n/a	25% of AS 10% of A Level	Summer Year 13
AS 3	External written examination Pupils answer three compulsory questions	2 hours	50% of AS 20% of A level	Summer Year 13
A2 3	External written examination based on pre-release material	2 hours	30% of A Level	Summer Year 14
A2 4	Internal assessment	n/a	15% of A Level	Summer Year 14
A2 5	Internal assessment	n/a	15% of A Level	Summer Year 14

# History

AS/A2

## INTRODUCTION

History is not about “stuff;” History is about people - a real-life drama full of villains and heroes, the mighty and the meek. It examines the circumstances that moved its players to transform people and places (for better and for worse), and it holds the answers to how and why our lives are fashioned the way they are today - from our language, fashion and technology to our sports, political systems and religious practices. History explains the major events happening in our world now and provides lessons and clues for the future.

## THE COURSE – WHY CHOOSE HISTORY?

History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine the following skills:

- Analysis
- Research
- Essay writing
- Communication
- Problem solving
- Argumentation
- Teamwork
- Economic & Political Literacy
- Interpretation & evaluation of evidence

Historians look at all the available evidence and come to conclusions, a lot like a good detective, which helps them learn to be organised and manage information. It will be up to you to bring together all your knowledge and to try and solve the mysteries of the past.

## ENTRY REQUIREMENTS

Grade “B” in History & English. Any pupil without GCSE History wishing to take A-Level History must demonstrate a solid overall GCSE profile including at least a “B” in English.

Ideally you will have an interest in current affairs with a keen eye on the ongoing political & economic issues of today’s world.

Students not meeting these criteria must discuss entry for this course with the Head of Department (Mr Alexander) after results day in August. However, entry will only be permitted at the discretion of the Head of Department.

# History

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN HISTORY?

With your ace analytical, writing, debate and detective skills, you’ll be primed for a huge range of careers in history and beyond. Areas you could go into include:

- Law
- Politics
- Civil Service
- Business
- Marketing
- Journalism
- Economics
- Teaching
- Academia
- Insurance
- Social Research
- Archaeology & Curation
- Armed Forces
- Tourism

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: Promoting Quality Care</b> The challenges left by the First World War; Weimar Republic; the Great Depression; the Rise of Hitler & the Nazi Party; the development of dictatorship; treatment of minorities & terror; & Germany at War.	<b>AS 2: Communication in Health, Social Care and Early Years Settings</b> The causes & consequences of the 1917 Communist Revolution; Lenin’s Russia including the role of Trotsky & the use of terror; Stalin’s Russia including why he rose to power, his leadership style & how he transformed Russia – economically & socially.
Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 3: Providing Services</b> The relationship between the USSR & the West until the collapse of the Iron Curtain; motives & methods of Russian & Western foreign policy over issues like the nuclear arms race & the Berlin Wall.	<b>A2 4: Public Health and Health Promotion</b> The Ulster Crisis; Impact of the Great War; 1916 Easter Rising; Anglo – Irish War; Michael Collins, the IRA & the Civil War of 1922 – 23; creating & sustaining the new Northern Ireland.

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	1 structured question from a choice of 2. 2 Source-based questions	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
AS 2	Two questions from a choice of 3. Each contains a short response question & an essay	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
A2 1	One essay question from a choice of two	1 hours	20% of A Level	Summer Year 14
A2 2	3 Source – based questions. 1 Essay question from a choice of 2.	2 hours 30 minutes	40% of A Level	Summer Year 14

# Information Technology

## Pearson BTEC Level 3 National Extended Certificate

### INTRODUCTION

The BTEC Level 3 National Extended Certificate in Information Technology is equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to employment, often via the stepping stone of higher education, not necessarily in IT.

### THE COURSE – WHY CHOOSE BTEC INFORMATION TECHNOLOGY?

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

Through studying BTEC Information Technology, pupils will develop:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.
- the ability to learn independently
- the ability to research actively and methodically
- the ability to be able to give presentations and be active group members.

### ENTRY REQUIREMENTS

There are no formal entry requirements for BTEC Information technology, however, a willingness to work, good time management and good attendance are essential for you to be successful. It may be beneficial to have studied Digital Technology, ICT or Business and Communication Systems at GCSE as a lot of the subject content is relevant and students will find it much easier to take up an IT qualification at this level.

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN INFORMATION TECHNOLOGY?

BTEC Information Technology gives learners the opportunity to progress to a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous. The qualification supports entry to, for example:

- HND in Business
- BA (Hons) in Computer Arts
- BSc (Hons) in Software Development for Animation
- BA (Hons) in Accounting and Finance.

# Information Technology

## Pearson BTEC Level 3 National Extended Certificate

While the qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education, it also enables leaners to develop knowledge and skills needed for entry-level roles related to IT, including vocational apprenticeship roles and trainee/entry-level roles such as a social media specialist, web/content developer, or business analyst.

Some university courses may require the achievement of specific units and learners should always check the entry requirements for degree programmes with specific higher education providers.

### COURSE OUTLINE

Year 13 AS Level – Worth 58% of the Final A Level Result	
<b>Unit 1: Information Technology Systems</b> <ul style="list-style-type: none"><li>• Digital devices in IT systems</li><li>• Transmitting data</li><li>• Operating online</li><li>• Protecting data and information</li><li>• Impact of IT systems</li><li>• Issues</li></ul>	<b>Unit 3: Using Social Media in Business</b> <ul style="list-style-type: none"><li>• Explore the impact of social media on the ways in which businesses promote their products and services</li><li>• Develop a plan to use social media in a business to meet requirements</li><li>• Implement the use of social media in a business</li></ul>
Year 14 A2 Level – Worth 42% of the Final A Level Result	
<b>Unit 2: Creating Systems to Manage</b> <ul style="list-style-type: none"><li>• The purpose and structure of relational database management systems</li><li>• Standard methods and techniques to design relational database solutions</li><li>• Creating a relation database structure</li><li>• Evaluating a database development project</li></ul>	<b>Unit 6: Website Development</b> <ul style="list-style-type: none"><li>• Understand the principles of website development</li><li>• Design a website to meet client requirements</li><li>• Develop a website to meet client requirements</li></ul>

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
Unit 1	External Exam Mandatory Unit	2 hours	33%	Summer Year 13
Unit 2	Externally Assessed Task Mandatory Unit	5 hours (over 2 days) Computer-based	25% of A Level	January Year 14
Unit 3	Internally Assessed Assignments	n/a	25% of A Level	Summer Year 13
Unit 4	Internally Assessed Assignments	n/a	17% of A Level	Summer Year 14



# Life and Health Sciences

AS/A2

## INTRODUCTION

The CCEA GCE Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland.

Life and health science related industries make up over 25% of Northern Ireland’s total economic output and include a diverse range of public and private businesses and employment opportunities.

## THE COURSE – WHY CHOOSE LIFE AND HEALTH SCIENCES?

This specification aims to encourage students to:

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

## ENTRY REQUIREMENTS

Students must attain at least a BB in Double Award Science

(BB attained through no more than three foundation tier examinations).

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN LIFE AND HEALTH SCIENCES?

Careers linked with Life and Health Sciences include all these professions; pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health.

# Life and Health Sciences

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Experimental Techniques</b>	<b>AS 2: Human Body Systems</b>	<b>AS 3: Aspects of Physical Chemistry in Industrial Processes</b>
Students must complete twelve investigations. They must present each investigation as a report that includes a title, objective, introduction, materials and apparatus, risk assessment, procedure, results and conclusion.	<ul style="list-style-type: none"><li>• Cardiovascular system</li><li>• Respiratory System</li><li>• Respiration</li><li>• Homeostasis</li><li>• Nutrition and Exercise</li></ul>	<ul style="list-style-type: none"><li>• Chemical calculations</li><li>• Volumetric analysis</li><li>• Energetics</li><li>• Kinetics</li><li>• Equilibrium</li><li>• Industrial processes</li></ul>

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Scientific Method, Investigation, Analysis and Evaluation</b>	<b>A2 2: Organic Chemistry</b>	<b>A2 4: Sound and Light</b>
Students carry out research and get to choose, plan and undertake a scientific investigation. They will communicate their results and conclusions and evaluate their work.	<ul style="list-style-type: none"><li>• Nomenclature, structure and isomerism in organic compounds</li><li>• Hydrocarbons – alkanes</li><li>• Hydrocarbons – alkenes</li><li>• Alcohols</li><li>• Polymers</li><li>• Spectroscopic techniques</li><li>• Making and purifying organic compounds – the preparation of aspirin</li><li>• Making nylon</li></ul>	<ul style="list-style-type: none"><li>• Waves</li><li>• The ear</li><li>• Sound measurement</li><li>• Standing waves</li><li>• Hearing response</li><li>• The eye</li><li>• Light in communication</li><li>• Radio waves</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
<b>AS 1</b>	Internal assessment Core unit	Completed throughout academic year	33.34% of AS 13.34% of A Level	Summer Year 13
<b>AS 2</b>	External written examination	1 hour 30 minutes	33.33% of AS 13.33% of A Level	Summer Year 13
<b>AS 3</b>	External written examination	1 hour 30 minutes	33.33% of AS 13.33% of A Level	Summer Year 13
<b>A2 1</b>	Internal assessment Core unit	Completed throughout academic year	20% of A Level	Summer Year 14
<b>A2 2</b>	External written examination Core unit	1 hour 45 minutes	20% of A Level	Summer Year 14
<b>A2 4</b>	External written examination Optional unit selected	1 hour 45 minutes	20% of A Level	Summer Year 14

# Mathematics

AS/A2

## INTRODUCTION

Mathematics and Further Mathematics are seen as ‘facilitating subjects’ as they are more frequently required than other subjects for entry to a range of degree courses. Russell Group universities value mathematics skills for many different degree courses. Mathematical and statistical problem solving, data analysis and interpretation skills can be useful for a wide range of undergraduate courses.

## THE COURSE – WHY CHOOSE MATHEMATICS?

The CCEA GCE Mathematics specification. It encourages students to understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study. Students are encouraged to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- extend their range of mathematical skills and techniques; reason logically and recognise incorrect reasoning;
- solve challenging problems that require them to decide on the solution strategy;
- represent situations mathematically and understand the relationship between problems in context and mathematical models that they may apply to solve these;
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions;
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding;
- use technology such as calculators and computers effectively, and recognise when such use may be inappropriate;

## ENTRY REQUIREMENTS

The new GCE Mathematics specification assumes the knowledge of Higher Tier GCSE Mathematics. This therefore includes the mathematics studied in modules up to and including M4 and M8. The recommended minimum requirement for the study of A-level Mathematics is a grade A in GCSE

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN MATHEMATICS?

Careers with good mathematics skills and qualifications are not only well paid, but they are often interesting and rewarding. Students who have studied mathematics are in a fortunate position of having an excellent choice of career. The reason why so many employers highly value mathematics qualifications is that mathematics students become better at thinking logically and analytically. Through solving problems you can develop resilience and are able to think creatively and strategically. Career prospects for mathematics graduates are very rich, with opportunities for employment in: Accountancy, Aerospace, Automotive, Business support services, Chemicals, Construction, Consultancies, Education, Engineering, Environment, Financial Services, Food & Drink, Government, Healthcare, Insurance, IT & Computing, Manufacturing, Metals & Minerals, Pharmaceuticals, Academic Research, Science, Telecoms, Transport, Utilities.

# Mathematics

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: Pure Mathematics</b> <ul style="list-style-type: none"><li>• Algebra and functions</li><li>• Co-ordinate geometry in the (x, y) plane</li><li>• Sequences and series</li><li>• Trigonometry</li><li>• Exponentials and logarithms</li><li>• Differentiation</li><li>• Integration</li><li>• Vectors</li></ul>	<b>AS 2: Applied Mathematics</b> <ul style="list-style-type: none"><li>• Quantities and units in mechanics</li><li>• Kinematics</li><li>• Forces and Newton’s laws</li><li>• Statistical sampling</li><li>• Data presentation and interpretation</li><li>• Probability</li><li>• Statistical distributions</li></ul>

Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 1: Pure Mathematics</b> <ul style="list-style-type: none"><li>• Algebra and functions</li><li>• Co-ordinate geometry in the (x, y) plane</li><li>• Sequences and series</li><li>• Trigonometry</li><li>• Differentiation</li><li>• Integration</li><li>• Numerical methods</li></ul>	<b>A2 2: Applied Mathematics</b> <p>The unit addresses aspects of both Mechanics (50% of the assessment) and Statistics (50% of the assessment).</p> <ul style="list-style-type: none"><li>• Kinematics</li><li>• Moments</li><li>• Impulse and momentum</li><li>• Probability</li><li>• Statistical distributions</li><li>• Statistical hypothesis testing</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
<b>AS 1 Pure Mathematics</b>	External written examination, with 6-10 questions. Students answer all questions	1 hour 45 minutes	60% of AS 24% of A Level	Summer Year 13
<b>AS 2 Applied Mathematics</b>	External written examination, with 5-10 questions. Students answer all questions	1 hour 15 minutes	40% of AS 16% of A Level	Summer Year 13
<b>A2 1 Pure Mathematics</b>	External written examination, with 7-12 questions. Students answer all questions	2 hours 30 minutes	36% of A Level	Summer Year 14
<b>A2 2 Applied Mathematics</b>	External written examination, with 6-10 questions. Students answer all questions	1 hour 30 minutes	24% of A Level	Summer Year 14

## FURTHER MATHEMATICS

The CCEA GCE Further Mathematics specification aims to encourage deeper understanding of mathematics and mathematical processes. It assumes knowledge of Higher Tier GCSE Mathematics and GCE Mathematics.

Students explore pure mathematics, including further algebra and functions, complex numbers, matrices, vectors, further calculus, hyperbolic functions and differential equations. They also investigate applied mathematics, including mechanics, statistics, and discrete and decision mathematics. Studying GCE Further Mathematics gives students opportunities to extend their range of mathematical skills and techniques. They will be able to apply mathematics in other fields of study and develop awareness of how mathematics is relevant to the world of work. This qualification gives students a sound basis for progression to higher education and to employment.

# Media Studies

AS/A2

## INTRODUCTION

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, magazines, television, online, social and participatory media. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

## THE COURSE – WHY CHOOSE MEDIA STUDIES?

The subject is designed to allow media students to draw on their existing experience of the media and to develop their abilities to respond critically to the media. It enables students to explore a wide variety of media, including digital media technologies, drawing on the fundamental concepts informing the study of the media: texts, industry and audiences.

The specification also encourages creative work to enable students to gain a greater appreciation of the media through their own production work and to develop their own production skills.

Through studying add the name of your subject, pupils:

The specification is designed to encourage students to:

- enhance their enjoyment and appreciation of the media and its role in their daily lives
- develop critical understanding of the media through engagement with media products and concepts and through the creative application of production skills
- explore production processes, technologies and other relevant contexts
- become independent in research skills and their application in their production work and in developing their own views and interpretations

## ENTRY REQUIREMENTS

GCSE Media Studies is preferred but not essential.

GCSE English Grade C or above.

An interest in current events and an ability to think critically is essential.

# Media Studies

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN MEDIA STUDIES?

According to the Office of National Statistics 2020 report, people with a degree in media have the second highest employment rate in the UK.

Past pupils of the school have established careers in Events Management, Public Relations, Business and Marketing and Interactive Digital Media Arts.

## COURSE OUTLINE

### Year 13 A Level (Linear Course)

#### Component 1: Media Products, Industries and Audiences

- Newspapers
- Advertising
- Film Marketing
- Music Videos
- Online Marketing
- Radio
- Video Games

### Year 14 A Level – Worth 100% of the Final A Level Result (Linear Course)

#### Component 2: Media Forms and Products in Depth

- Television
- Magazines
- Online and Alternative Media

#### Component 3: Cross-Media Production Non-Exam Assessment

- Film Marketing

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
Component 1	External Written Examination	2 hours 15 minutes	35% of A Level	Summer Year 14
Component 2	External Written Examination	2 hours 30 minutes	35% of A Level	Summer Year 14
Component 3	Exte An individual cross-media production based on two forms in response to a choice of briefs set by EDUQAS, applying knowledge and understanding of the theoretical framework and digital convergence.	Several hours across various lessons	30% of A Level	Summer Year 14

# Music

## AS/A2

### INTRODUCTION

The CCEA GCE Music specification allows students to create and perform music which expresses their own interests and style.

In the AS units, they study music from the Renaissance, Baroque, Classical and Romantic periods right through to popular musicals and sacred vocal styles. Students who continue to A2 will get to explore, in greater depth, the orchestral music of the twentieth century alongside secular and sacred vocal music spanning over 400 years.

### THE COURSE – WHY CHOOSE MUSIC?

The students who take music at AS or A2 level come from a variety of backgrounds and are committed to the subject. Many may be considering music as an option in third level education or to complement their other GCE choices.

Most will be experienced performers and the specification provides them with an opportunity to develop this talent while broadening their understanding of compositional techniques and the evolution of a variety of musical styles. The study of music to this standard promotes organisational skills, self-discipline and self-confidence.

Through studying Music, pupils:

- engage actively in studying music;
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians;
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers;
- reflect critically and make personal judgements on their own music and the music of others;
- engage with, and extend appreciation of, the diverse heritage of music to promote personal, social, intellectual and cultural development; and
- develop awareness of music technologies and their use in creating and presenting music.

### ENTRY REQUIREMENTS

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on some of the knowledge, understanding and skills developed in GCSE Music. It is recommended that students possess some skill in vocal or instrumental performance, equal or above Grade 4 standard. They should also have some understanding of basic harmonic progression and staff notation.

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION MUSIC?

Creative industries are a rapidly growing area of the economy and Music forms a huge part of this. Northern Ireland and the UK continue to produce world-renowned music artists and composers within genres of the art form.

# Music

## AS/A2

Studying music is enjoyable! For those who love to perform individually or as part of a larger group, for those who love to create their own music and for those who love listening to music, GCSE and A Level represent a very engaging pathway to follow.

Careers in music include:

- Entertainment Lawyer
- Music Producer
- Artists and Performance Manager
- DJ
- Singer/Musician
- Music Publisher
- Composer
- Sound Engineer
- Conductor
- Music Director
- Concert Promoter
- Teacher

### COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Performing</b> <ul style="list-style-type: none"><li>Solo Performance</li><li>Viva Voce</li></ul>	<b>AS 2: Composing</b> A: Composition Task or B: Composition with Technology Task Written commentary	<b>AS 3: Responding to Music</b> Test of aural perception 1 hour Written examination 2 hours
Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Performing</b> <ul style="list-style-type: none"><li>Solo performance</li><li>Viva Voce</li></ul>	<b>A2 2: Composing</b> A: Composition Task or B: Composition with Technology Task Written Commentary	<b>A2 2: Responding to Music</b> Test of aural perception 1 hour and 15 minutes Written examination 2 hours

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	Externally assessed by visiting examiner	5-7 minutes	32.5% of AS 13% of A Level	Summer Year 13
AS 2	Internally assessed, externally moderated	1.5-2.5 minutes	32.5% of AS 13% of A Level	Summer Year 13
AS 3	Two external written examinations	1 hour 2 hours	35% of AS 14% of A Level	
A2 1	Externally assessed by visiting examiner	8-10 minutes	19.5% of A Level	Summer Year 14
A2 2	Internally assessed, externally moderated	2-3 minutes	19.5% of A Level	Summer Year 14
A2 4	Two external written examinations	1 hour 2 hours	21% of A Level	



# Nutrition and Food Science

AS/A2

## INTRODUCTION

To lead healthy lives, we all need to know about food and nutrition. Northern Ireland’s economy benefits greatly from the food our agri-food industry produces.

The choices we make about food affect our health and wellbeing, so knowledge of nutrition and food science is important. We also need to know how advertising and food labelling can influence the choices we make about what we consume.

To make the right choices, we need to be familiar with the principles of nutrition and how dietary requirements can change throughout our lives.

## THE COURSE – WHY CHOOSE NUTRITION AND FOOD SCIENCE?

Nutrition and Food Science is a very relevant subject to study, as we have become increasingly concerned about:

- food security;
- ethical farming;
- sustainability;
- climate change;
- food poverty;
- allergies;
- obesity;
- traceability;
- public health;
- food waste; and
- contamination.

Through studying Nutrition and Food Science, pupils:

- develop and apply knowledge, understanding and skills to meet human needs in a broad range of activities;
- develop an awareness of how to manage resources to meet an identified human need in a diverse and ever-changing society;
- develop higher order critical thinking skills such as problem-solving and decision making;
- develop personal capabilities such as self-management and working with others;
- become independent and lifelong learners;
- develop Cross-Curricular Skills of Communication, Using Mathematics and Using ICT;
- take account of and develop an awareness of rapid technological changes and the growth of scientific knowledge and understanding;
- carry out research and present their findings in different formats; and
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts.

## ENTRY REQUIREMENTS

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification builds on knowledge, understanding and skills developed in GCSE Food and Nutrition. A Grade B or above in GCSE Food and Nutrition and/or a BB grade in Double Award Science is desirable.

# Nutrition and Food Science

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN NUTRITION AND FOOD SCIENCE?

This subject provides a solid foundation for higher education and a wide range of careers. 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.

## COURSE OUTLINE

### Year 13 AS Level – Worth 40% of the Final A Level Result

- | AS 1: Principles of Nutrition  | AS 2: Diet, Lifestyle and Health   |
|--|--|
| <ul style="list-style-type: none"><li>• Protein</li><li>• Fat</li><li>• Carbohydrate</li><li>• Vitamins and Minerals</li><li>• Water and other fluids</li><li>• Nutrition through life</li><li>• Nutrient requirements</li></ul> | <ul style="list-style-type: none"><li>• Eating patterns</li><li>• Energy and energy balance</li><li>• Diet-related disorders</li><li>• Alcohol</li><li>• Physical activity</li></ul> |

### Year 14 A2 Level – Worth 60% of the Final A Level Result

- | A2 1: Option A: Food Security and Sustainability  | A2 2: Research Project   |
|---|--|
| <ul style="list-style-type: none"><li>• Food security</li><li>• Food poverty</li><li>• Food sustainability</li><li>• Food waste</li><li>• Changing consumer behaviour</li></ul> | <ul style="list-style-type: none"><li>• Focus of the research project</li><li>• Title, Abstract and Introduction</li><li>• Literature Review</li><li>• Methodology</li><li>• Discussion of results</li><li>• Conclusions</li><li>• Recommendations</li><li>• Bibliography and appendices</li></ul> |

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	External written examination	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
AS 2	External written examination	1 hour 30 minutes	50% of AS 20% of A Level	Summer Year 13
A2 1	External written examination	2 hours 30 minutes	30% of A Level	Summer Year 14
A2 2	Internal assessment	n/a	30% of A Level	Summer Year 14

# Physics

AS/A2

## INTRODUCTION

GCE Physics will give you a fascinating insight into the world of Physics. It reveals the link between theory and experiment and informs you about how Physics has developed and is used in present day society. You will study three units at AS Level and three at A2 Level. Four of the units are theory based and are assessed by written examination papers. The remaining two units are practical units which are assessed by a practical examination.

## THE COURSE – WHY CHOOSE PHYSICS?

This course is suitable if you wish to further your education in Physics. You can take this course as a one year AS Level course which would be beneficial for use with many subjects you may like to study in the future and also in various careers. If you go on to study the full GCE then it provides a good foundation for further study at university or for students going into the world of work. Through study in Physics, you will develop new ways of looking at the world and new thinking skills.

## ENTRY REQUIREMENTS

You will need to have obtained a good standard at GCSE Science: Double Award (at least an AB). This is important as the AS specification builds on the knowledge, understanding and skills developed within these subjects. A good standard at GCSE Higher Tier Mathematics (A) is necessary and it is desirable to be studying Further Mathematics if you plan to study GCE Physics. It is recommended that students have achieved at least an average GCSE score of 6.5 or that the Head of Department has advised the student of their suitability to study Physics at this level.

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN PHYSICS?

Physics remains a popular A Level as it provides a sound basis for the further study of Physics and related subjects at university, such as Applied Mathematics, Astronomy, Astrophysics, Engineering (including its Aeronautical, Civil, Electrical, Electronic and Mechanical branches), Geophysics and Materials Science. If you go directly into employment, GCE Physics provides a basis for work in the fields of Science, Engineering, Medicine, Communications, Computers, and Information Technology. It is also relevant to those areas of commerce and branches of the public service where problem-solving and practical skills are valued.

# Physics

AS/A2

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Forces, Energy and Electricity</b> This unit teaches you to deal with physical quantities and scalars and vectors, which are required in all branches of Physics. You will build on the knowledge and understanding of Newtonian mechanics and electricity to explain many economic and social applications of Physics.	<b>AS 2: Waves, Photons and Astronomy</b> The ideas about waves in this topic provide vital links to the study of light and sound. The section on photons introduces the quantum theory and the concept of wave-particle duality, two of the most revolutionary advances in Physics.	<b>AS 2: Practical Techniques</b> In this unit you will acquire essential practical techniques, including planning, implementing, analysis, evaluation and communication.

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b> This unit's content on circular motion and oscillations extends the mechanics foundation included in Unit AS 1. Thermal Physics connects the properties of gases to the basic principles of kinetic theory. The section on Atomic and Nuclear Physics has important social and economic applications and leads to an introduction to Particle Physics	<b>A2 2: Fields, Capacitors and Particle Physics</b> This is a fundamental area of Physics which has numerous applications in everyday life. You will study action-at-a-distance forces that arise between bodies that are separated from one another.	<b>A2 3: Practical Techniques and Data Analysis</b> In this unit you will build on the essential practical techniques that were acquired in Unit AS 3.

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	A number of compulsory short-answer questions, some with opportunities for extended writing.	1 hour 45 minutes	40% of AS 16% of A Level	Summer Year 13
AS 2	A number of compulsory short-answer questions, some with opportunities for extended writing.	1 hour 45 minutes	40% of AS 16% of A Level	Summer Year 13
AS 3	Four short tasks testing practical skills. Data Analysis Paper requiring the analysis of experimental results.	1 hour External Practical 1 hour Data Analysis Paper	20% of AS 8% of A Level	Summer Year 13
A2 1	A number of compulsory short-answer questions, some with opportunities for extended writing and elements of synoptic assessment.	2 hours	40% of A2 24% of A Level	Summer Year 14
A2 2	A number of compulsory short-answer questions, some with opportunities for extended writing and elements of synoptic assessment.	2 hours	40% of A2 24% of A Level	Summer Year 14
A2 3	Two experimental tasks testing practical skills. Data Analysis Paper requiring the analysis of experimental results.	1 hour External Practical 1 hour Data Analysis Paper	20% of A2 12% of A Level	Summer Year 14

# Professional Business Services

AS/A2

## INTRODUCTION

The UK’s professional and business services (PBS) sector is a global success story. The UK is host to top international firms providing the various highly skilled services that make up the sector, including accountancy, advertising, architecture, engineering, legal services, management consultancy and scientific research and development. The opportunities are huge: the UK Commission for Employment and Skills expects 600,000 additional UK jobs to be created in the PBS sector in the next decade. The UK is host to many world leading PBS businesses, including six of the top 10 international networks of accountancy firms, the ‘magic circle’ of leading law firms, and the world’s largest advertising company, WPP. The UK has strong international players across the rest of the sector, including architecture, recruitment services and audit.

## THE COURSE – WHY CHOOSE PROFESSIONAL BUSINESS SERVICES?

- Through studying this specification, you will:
- develop your interest in and enthusiasm for professional business services, including developing an interest in further study and careers in the subject
  - develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem solving
  - carry out practical tasks and present your findings in different formats
  - appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond
- As a Year 13 Professional Business Services pupil, you will be given the opportunity to work as part of a team to set up and run your own business through The Young Enterprise Company Programme. Your team will make all the decisions about your company, from deciding on the company name and product, creating a business plan, managing the company finances, selling to the public at trade fairs to ultimately winding up the company and paying your taxes.

## ENTRY REQUIREMENTS

Pupils who have achieved good results at GCSE will find it much easier to take up Professional Business Services as a new subject at this level. Knowledge, understanding and skills developed in GCSE Business Studies, Business Communication Systems, English and Mathematics will also be beneficial.

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN PBS?

By choosing GCE Professional Business Services as one of your A Levels you will have the opportunity to gain the knowledge and experience key to future successes in both higher education and the world of work. In addition to excellent academic preparation for further study and future employment, this A Level also provides the opportunity to develop the soft skills much sought after by employers. The adoption of a blended learning approach will help to make you work ready and as a result highly employable, well able to succeed in the recruitment and selection process and make a smooth transition into the work setting.

# Professional Business Services

AS/A2

Whilst Professional Business Services is sound preparation for the majority of careers, it directly relates to accountancy, advertising, architecture, engineering, legal services, management consultancy and scientific research and development.

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Introduction to PBS</b> <ul style="list-style-type: none"><li>• The Business Environment</li><li>• The Professional Business Services Sector</li><li>• The Consultancy Process</li><li>• Client Relationships</li><li>• Business Ethics</li><li>• Persuasion and Influencing</li><li>• Techniques for Business Planning</li><li>• Risk Management</li><li>• Government Regulation</li></ul>	<b>AS 2: Human Resource Services</b> <ul style="list-style-type: none"><li>• Human Resource Services</li><li>• Organisational Structure and Culture</li><li>• Recruitment Processes</li><li>• Learning and Development</li><li>• Employee well-being</li><li>• Motivation</li><li>• Managing Conflict</li><li>• Research Processes</li><li>• Report Writing</li></ul>	<b>AS 3: Financial Decision Making</b> <ul style="list-style-type: none"><li>• Financial Decision Making</li><li>• Finance Management</li><li>• Budgeting</li><li>• Cash Flow</li><li>• Financial Statements</li><li>• Ratio Analysis for Decision Making</li><li>• Interpreting Published Accounts</li><li>• Investment Appraisal</li><li>• Financial Decision Making Process</li></ul>

Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 4: Technology in Business</b> <ul style="list-style-type: none"><li>• Role of Technology in Business</li><li>• IT Systems in a Business</li><li>• Data Storage</li><li>• Technology for Communications, Managing People and Business Operations</li><li>• Security Issues</li><li>• Social, Moral and Ethical Issues</li><li>• Technology and Data</li></ul>	<b>A2 5: Leadership and Management</b> <ul style="list-style-type: none"><li>• Leadership and Management</li><li>• Leadership Styles</li><li>• Theories of Leadership</li><li>• Performance Management</li><li>• Managing Teams</li><li>• Managing Change</li></ul>	<b>A2 6: Project Management</b> <ul style="list-style-type: none"><li>• Introduction to Project Management</li><li>• Project Documentation</li><li>• Feasibility of the Project</li><li>• Initiation</li><li>• Planning</li><li>• Execution</li><li>• Closure</li><li>• Evaluation</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	External Assessment. Written examination paper	1 hour 30 minutes	30% of AS 12% of A Level	Summer Year 13
AS 2	Internal Assessment	Completed over several weeks	40% of AS 16% of A Level	During Year 13
AS 3	External Assessment. Written examination paper	1 hour 30 minutes	30% of AS 12% of A Level	Summer Year 13
A2 1	External Assessment. Written examination paper	2 hours	18% of A Level	Summer Year 14
A2 2	External Assessment . Written examination paper	2 hours	18% of A Level	Summer Year 14
A2 3	Internal Assessment Portfolio of evidence for a Project Management Task	Completed over several weeks	24% of A Level	During Year 14

# Religious Studies

AS/A2

## INTRODUCTION

The CCEA GCE Religious Studies specification offers an academic approach to the study of religion, ethics and philosophy. It gives students opportunities to develop their knowledge and understanding of religion. It is open to all students of any religious persuasion or none. This qualification is for students who are interested in and enthusiastic about religion and its relation to the local community and wider world.

Religious Studies helps to equip you with many of the skills needed in further and higher education and the workplace. You will develop critical evaluation skills and the ability to construct logical and convincing arguments.

## THE COURSE – WHY CHOOSE RELIGIOUS STUDIES?

Studying GCE Religious Studies will help you develop your understanding of religious beliefs, practices and values. It will give you the opportunity to develop your insight into various areas of study in religion and relate these to a local cultural and religious environment and to the wider world.

Through studying Religious Studies, pupils:

- Develop an insight and interest in areas of knowledge, belief and thought central to an understanding of the modern world.
- Discuss, debate and critically evaluate contemporary religious ideas.
- Investigate and speculate about the ultimate meaning and purpose of life

## ENTRY REQUIREMENTS

Grade “B” in Religious Studies & English at GCSE. Any pupil without GCSE Religious Studies wishing to take the A-Level course must demonstrate a solid overall GCSE profile including at least a “A” in English.

Ideally you will have an interest in current affairs with a keen eye on the ongoing religious & ethical issues of today’s world. Students not meeting these criteria must discuss entry for this course with the Head of Department (Mr Ross) after results day in August. However, entry will only be permitted at the discretion of the Head of Department.

# Religious Studies

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN RELIGIOUS STUDIES?

By choosing GCE Professional Business Services as one of your A Levels you will have the opportunity to gain the knowledge and experience key to future successes in both higher education and the world of work. In addition to excellent academic preparation for further study and future employment, this A Level also provides the opportunity to develop the soft skills much sought after by employers. The adoption of a blended learning approach will help to make you work ready and as a result highly employable, well able to succeed in the recruitment and selection process and make a smooth transition into the work setting.

Whilst Professional Business Services is sound preparation for the majority of careers, it directly relates to accountancy, advertising, architecture, engineering, legal services, management consultancy and scientific research and development.

## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result	
<b>AS 1: An Introduction to the Acts of the Apostles</b> <ul style="list-style-type: none"><li>• The context of Acts</li><li>• The beginnings of the church</li><li>• Growth and expansion of the church</li><li>• Paul the Apostle</li><li>• Other Aspects of Human Experience</li></ul>	<b>AS 2: Foundation of Ethics</b> <ul style="list-style-type: none"><li>• Deontological approaches to decision making</li><li>• Teleological approaches to decision making</li><li>• Life and death issues</li><li>• Development in bioethics</li><li>• Other Aspects of Human Experience</li></ul>
Year 14 A2 Level – Worth 60% of the Final A Level Result	
<b>A2 1: Themes in Selected Letters of St Paul</b> <ul style="list-style-type: none"><li>• Paul's Letter to the Galatians</li><li>• Paul's Letter to the Corinthians</li><li>• Paul's Letter to the Ephesians</li><li>• Synoptic: Controversy, Division and Reconciliation</li></ul>	<b>A2 2: Global Ethics</b> <ul style="list-style-type: none"><li>• Moral theory</li><li>• Global Rights</li><li>• Global Issues</li><li>• Synoptic: Conscience, Freedom and Tolerance</li></ul>

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	External written examination	1 hour 20 minutes	50% of AS 20% of A Level	Summer Year 13
AS 2	External written examination	1 hour 20 minutes	50% of AS 20% of A Level	Summer Year 13
A2 1	External written examination	2 hours	30% of A Level	Summer Year 14
A2 2	External written examination	2 hours	30% of A Level	Summer Year 14



INTRODUCTION

GCE Spanish will give you a fascinating insight into the world of Spanish. Whilst developing the ability to communicate confidently and effectively in Spanish in both speech and writing, you will also learn about the contemporary Spanish society, cultural background and heritage of not only Spain but of other countries and communities where Spanish is spoken. Your own personal development will also benefit greatly from taking GCE Spanish. It will strengthen your confidence and help you gain a positive attitude to learning and independent study. The AS units can be taken separately as a stand alone qualification, or you can take the AS units combined with the A2 units to gain the full A level qualification.

THE COURSE – WHY CHOOSE SPANISH?

If you have an interest and a desire to learn and experience the world around you then you will be well suited to this course. The AS course can be taken on its own without progressing on to the full A level qualification and this will still provide you with a wealth of knowledge and competency in Spanish for use in leisure or travel; however, if you wish to specialise in Spanish at degree level or equivalent, it would be beneficial to complete the A2 units and obtain a full A level qualification.

Through studying Spanish, pupils will:

- develop an enthusiasm for and an understanding of the Spanish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Spanish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture.

ENTRY REQUIREMENTS

Before taking this course you will need to have obtained a good GCSE standard in both Spanish (Grade A or above) AND English (Grade B or above). You should also have a good knowledge of the culture and society of Spain and other countries where Spanish is spoken and, of course, a desire to enhance this knowledge through further study. A sustained, committed effort from the outset is essential if you wish to be successful in this subject.

CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN SPANISH?

Learning a language will bring you a wide range of skills and attributes. Not only will you be able to communicate in another language but you will have opportunities to improve communication and interpersonal skills all of which are highly sought after by employers and universities alike. A qualification in GCE Spanish will offer you a range of employment opportunities and not just in the traditional fields of teaching, tourism, government and marketing, but also in areas such as financial services, IT, Journalism and Engineering.

COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Speaking</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Culture and Lifestyle</li></ul>	<b>AS 2: Listening, Reading and Use of Language</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Culture and Lifestyle</li></ul>	<b>AS 3: Extended Writing</b> <ul style="list-style-type: none"><li>• Set film or literary text.</li></ul>
Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Speaking</b> <ul style="list-style-type: none"><li>• Young People in Society</li><li>• Our Place in a Changing World</li></ul>	<b>A2 2: Listening and Reading</b> <ul style="list-style-type: none"><li>• Young People in Society</li><li>• Our Place in a Changing World</li></ul>	<b>A2 3: Extended Writing</b> <ul style="list-style-type: none"><li>• Set literary text.</li></ul>

ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
<b>AS 1</b>	Presentation (approximately 3 mins) Conversation (approximately 8 mins)	11 minutes	30% of AS 12% of A Level	Summer Year 13
<b>AS 2</b>	[A] Listening – two passages on disk. (40 mins) [B] Reading – one reading comprehension and one translation from Spanish into English. (50 mins) [C] Use of Language – grammatical exercises and translation of short sentences from English into Spanish. (30 mins)	2 hours	40% of AS 16% of A Level	Summer Year 13
<b>AS 3</b>	Extended Writing – one essay in Spanish.	1 hour	30% of AS 12% of A Level	Summer Year 13
<b>A2 1</b>	Discussion (approximately 6 mins) Conversation (approximately 9 mins)	15 minutes	18% of A Level	Summer Year 14
<b>A2 2</b>	[A] Listening – two passages on disk. (45 mins) [B] Reading – two reading comprehensions, one summary, and one translation from English into Spanish. (2 hours) [C] Use of Language – grammatical exercises and translation of short sentences from English into Spanish. (30 mins)	2 hours 45 minutes	24% of A Level	Summer Year 14
<b>A2 3</b>	Extended Writing – one essay in Spanish.	1 hour	18% of A Level	Summer Year 14

# Sport

## Pearson BTEC Level 3 National Extended Certificate

### INTRODUCTION

This programme when offer a broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

### THE COURSE – WHY CHOOSE BTEC SPORT?

There are three mandatory units, one internal and two external. Learners must complete and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in the mandatory internal unit. Learners must complete one optional unit which is also an internal based unit. This course is structured to suit both exam orientated pupils and coursework orientated pupils has two units are exam based and two units are coursework base.

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

### CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN BTEC SPORT?

A qualification in BTEC Sport can lead to careers in leisure or recreation management, sports management, podiatry, physiotherapy, dietetics, sports coaching, professional sports, gym instruction, fitness instruction, personal training and lifeguarding.

### ENTRY REQUIREMENTS

GCSE requirements C\* and above in:

- Science
- English
- PE preferable but accepted without
- Competent ICT skills

# Sport

## Pearson BTEC Level 3 National Extended Certificate

### COURSE OUTLINE

Year 13
<b>Unit 1 (Mandatory and External) Anatomy and Physiology</b> AO1: Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system AO2: Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance AO3: Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system AO4: Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements AO5: Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems <b>Unit 5 (Optional and Internal) Application of Fitness Testing</b> A: Understand the principles of fitness testing B: Explore fitness tests for different components of fitness C: Undertake evaluation and feedback of fitness test results

Year 14
<b>Unit 2 (Mandatory and External) Fitness Training and Programming for Health, Sport and Well-being</b> AO1: Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being AO2: Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals AO3: Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests AO4: Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved AO5: Be able to develop a fitness training programme with appropriate justification List key topic areas as a series of bullet points <b>Unit 3 Professional Development in the Sports Industry</b> A: Understand the career and job opportunities in the sports industry B: Explore own skills using a skills audit to inform a career development action plan C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway D: Reflect on the recruitment and selection process and your individual performance. List key topic areas as a series of bullet points

### ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
Unit 1	External examination	2 hours	Worth 33% of the final BTEC grade	Summer Year 13
Unit 2	External examination	1 hour	Worth 33% of the final BTEC grade	Summer Year 14
Unit 3	Extended Writing – one essay in Spanish.	n/a	Worth 17% of the final BTEC grade	Winter/Spring Year 14
Unit 5	Internal Coursework	n/a	Worth 17% of the final BTEC grade	Winter/Spring Year 13

# Technology and Design

AS/A2

## INTRODUCTION

The CCEA GCE Technology and Design specification encourages students to recognise and overcome challenges and constraints when working towards making high quality products.

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

The AS units include a common core of design and materials and a specialised study of systems and control

Students also complete a product development task that is internally assessed.

Students who continue to A2 explore systems and control (either electronic and microelectronic systems or mechanical and pneumatic systems) or product design in greater detail than at AS level. The A2 course includes an internally assessed design-and-make task.

## THE COURSE – WHY CHOOSE TECHNOLOGY AND DESIGN?

This specification aims to encourage students to:

- make use of tacit knowledge and reflective practices in order to work with tasks
- that are challenging and often need to be analysed and defined;
- develop a lifelong interest in technology and design;
- develop and sustain their creativity and innovative practice;
- develop higher order thinking skills, for example creative thinking and
- problem-solving, where appropriate;
- recognise and overcome challenges and constraints when working towards
- making high quality products;
- draw on a range of skills and knowledge from other subject areas;
- carry out research and present their findings in different formats;
- develop a critical understanding, from a contemporary perspective, of the
- influence of technology and design;
- draw on their knowledge, understanding and skills in making processes and apply
- these to a range of technological and design activities;
- develop an understanding of contemporary technology and design practices; and
- use digital technologies and information handling skills to enhance their technological and design capability.

## ENTRY REQUIREMENTS

To study Design & Technology at GCE level you must meet the following criteria:

- Achieve a grade B or better at GCSE level
- Achieve a grade C or better in Mathematics at GCSE level.

# Technology and Design

AS/A2

## CAREERS FOCUS – WHAT CAN I DO WITH A QUALIFICATION IN TECHNOLOGY AND DESIGN?

Once you obtain your qualification in Design & Technology it may lead you into a number of options and paths such as: Further Education to study courses in Engineering, Product Design, Architecture or Software Programming and developing to name but a few courses available. Look for more information at University of Ulster Prospectus or Queen’s University for courses at home in this subject area.

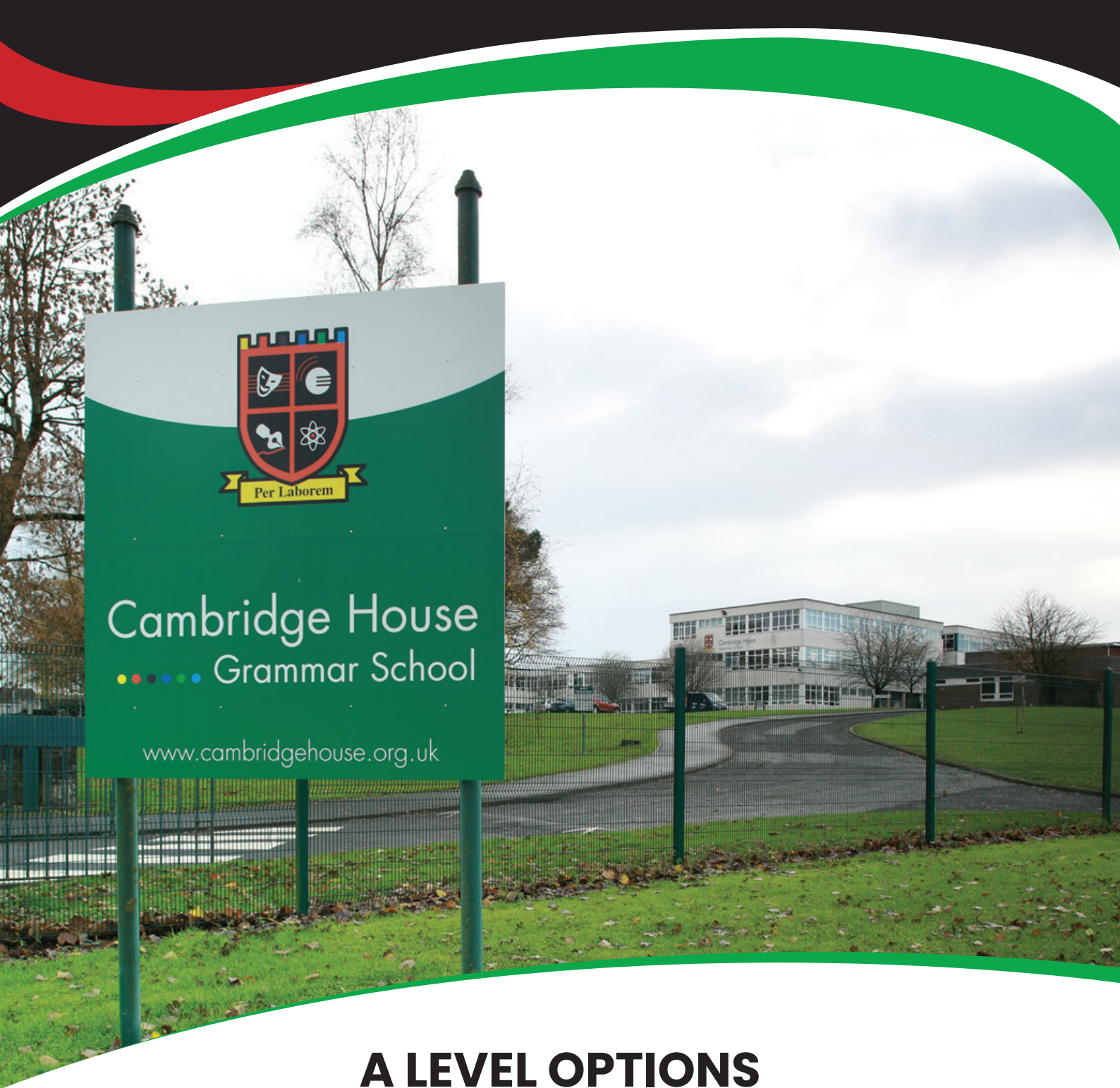
## COURSE OUTLINE

Year 13 AS Level – Worth 40% of the Final A Level Result		
<b>AS 1: Design &amp; Materials &amp; Systems and Control</b>	<b>AS 2: Product Development</b>	
<b>Materials</b>	<b>Systems &amp; Control</b>	<ul style="list-style-type: none"><li>• Investigation and analysis of an existing product</li><li>• Redesign solutions and development</li><li>• Manufacture</li><li>• Testing &amp; evaluation of the product</li></ul>
<ul style="list-style-type: none"><li>• Material Selection</li><li>• Wood</li><li>• Metal</li><li>• Plastic</li><li>• All relevant manufacturing processes at industrial level</li><li>• Quality &amp; safety</li><li>• Design and manufacture</li></ul>	<ul style="list-style-type: none"><li>• Systems and Control Components</li><li>• Safety</li><li>• Calculations of electronic components</li><li>• Combining input devices</li><li>• Output devices</li><li>• Electronic systems- logic gates</li></ul>	
Year 14 A2 Level – Worth 60% of the Final A Level Result		
<b>A2 1: Systems and Control</b>	<b>A2 2: Product-Systems design and manufacture</b>	
<ul style="list-style-type: none"><li>• Systems and Control Components</li><li>• Safety</li><li>• Calculations of electronic components</li><li>• Combining input devices</li><li>• Output devices</li><li>• Electronic systems</li></ul>	<ul style="list-style-type: none"><li>• Identification of a problem, a client and end user needs and specification</li><li>• Initial Ideas</li><li>• Development</li><li>• Manufacture</li><li>• Testing &amp; evaluation of final product</li></ul>	

## ASSESSMENT

Unit	Assessment Format	Duration	% Weighting	Availability
AS 1	Pupils complete two separate papers. The first on Materials and the second on Systems and Control	2 x 1 hour examinations	50% of AS 20% of A Level	Summer Year 13
AS 2	Pupils complete a 10 page A3 design portfolio and manufactured prototype product	Several weeks work	50% of AS 20% of A Level	Summer Year 14
A2 1	Pupils complete a 2 hour examination on the theory content	2 hours	50% of AS 30% of A Level	Summer Year 14
A2 2	Pupils complete a 20 page A3 design portfolio and manufactured prototype product	2 hours	50% of AS 30% of A Level	Summer Year 14





# A LEVEL OPTIONS

2021 – 2023



## CAMBRIDGE HOUSE GRAMMAR SCHOOL

Cambridge Avenue, Galgorm Road  
Ballymena, BT43 2EH

028 2564 3151  
[info@cambridgehousegrammar.ballymena.ni.sch.uk](mailto:info@cambridgehousegrammar.ballymena.ni.sch.uk)

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