

# Sullivan Upper School



## Careers Department Subject Choice for AS / A Level

## Information Booklet

January 2017

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Sullivan Upper School

January 2017

Dear Parents/Pupils

## **SUBJECT CHOICE AT A LEVEL**

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

The majority of pupils in Year 13 study four AS Levels, examined by CCEA (the Northern Ireland Examination Board); some choose to study three. The examinations for these CCEA courses are taken at the end of Year 13. In Year 14, pupils normally continue with three subjects to A2. As you may be aware, new specifications were introduced in September 2016 for the majority of CCEA courses and these courses retain AS Level as an integral part (40%) of the A Level.

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

We will keep pupils and parents fully informed and there is also further subject specific information within this booklet. More details about these arrangements will be provided at a **Parent Information Evening** at school in **September 2017**.

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

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

- [a] the best general indicator of performance at A Level is the **overall** performance at GCSE: the better this is, the better the A Level results are likely to be;
- [b] all pupils should appreciate that in many subjects the grade awarded in GCSE is a very good indicator of the likely result at A Level: this is particularly true of Mathematics, the Sciences and Modern Languages;
- [c] as a general rule, pupils should choose the subjects they like best, not least because they are likely to be spending two years with them;
- [d] it is very important that pupils choose subjects with particular career pathways in mind.

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

Yours sincerely

**C J W PEEL**  
**Headmaster**

POLICY

SULLIVAN UPPER SCHOOL

2017 Entry

**ADMISSIONS TO SIXTH FORM – 2017 ENTRY  
(INTERNAL & EXTERNAL)**



**A. INTRODUCTION**

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

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

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

**B. GENERAL STATEMENT OF POLICY**

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Those wishing to be considered for a place in Sullivan Upper School Sixth Form must complete the Application Form and return it by 1.00 pm on the date of publication of GCSE results.
2. Those who have submitted an application form before the date of publication of GCSE results should simply telephone their results to the school office by 1.00 pm on the date of publication of GCSE results. It is emphasised that it is the responsibility of applicants and their parents to ensure that all necessary information is provided by the closing date.
3. The school reserves the right to seek clarification from an applicant's current school in relation to academic and personal record.
4. Applicants will be ranked as outlined above (Section D) and will normally be asked to attend a brief interview to discuss potential subject options and to provide written confirmation of their results. Applicants must be available in person.

5. Final decisions about admissions will be made after all relevant information has been considered. All applicants, both successful and unsuccessful, will be contacted.
6. Successful applicants will be offered a place and will have 24 hours to confirm acceptance of that place, otherwise the offer may be withdrawn. Acceptance of a place in Sixth Form requires acceptance of the school's rules and regulations.

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

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

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

**C J W PEEL**  
**Headmaster**  
**For and on behalf of the Board of Governors**

September 2016

**APPENDIX 1**

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

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

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

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

NB It remains entirely a matter for the school to decide whether to apply for any extra places.

DE Circular 2014/05 issued on 29 April 2014

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

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

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

All pupils also have an individual interview with a representative from the Northern Ireland Careers Service.

## **IMPORTANT DATES**

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| September 2016 – June 2017        | Careers Education classes             |
| 9 December 2016 - 20 January 2017 | Talks Programme*                      |
|                                   | Talks Programme**                     |
| 23 January 2017                   | Parent Information Evening            |
| 31 January, 1 & 2 February 2017   | Subject Choice Interviews             |
| September 2016 - February 2017    | Individual pupil interviews with NICS |

\* Accountancy, Advertising/Marketing, Hospitality & Business, Engineering, Film Industry, Finance, IT, Journalism, Law, Medicine, Pharmacy, Physiotherapy, Politics, Radio/Media, Sports Management and Teaching.

\*\* Subject Choice Interview Preparation, and an introduction to new subjects studied at A Level at school and courses offered at Priory College.

## USEFUL WEBSITES

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

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

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

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

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

[www.connexions-direct.com](http://www.connexions-direct.com)

A useful site for general advice on a range of careers. This site will give you an overview of entry requirements for occupations but it is important that you check out some of the university sites for exact information on admissions criteria.

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

University admissions requirements

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

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

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

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

Details of examination specifications for each subject

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

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

Further Education admissions requirements

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

Labour market Information & HE statistics

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

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

General careers ideas for post-16 options



## SELECTED SUBJECTS — WHERE THEY MAY LEAD

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

| A/AS Subjects   | Useful for Careers in  | Normally Required for Degree Courses in Higher Education  |
|---|--|---|
| <b>Humanities</b><br><br><b>English Literature</b><br><br><b>History</b><br><br><b>Modern Languages</b><br><br><b>Geography</b><br><br><b>Economics</b><br><br><b>Government &amp; Politics</b><br><br><b>Nutrition and Food Science (formerly Home Economics)</b><br><br><b>Religious Education</b><br><b>Business Studies</b> | <p>Journalism, library work, law, writer, PR, speech therapy, drama, teaching.</p> <p>Journalism, law, museum and archive work, politics, teaching.</p> <p>International business, law, journalism, travel industry, international finance, speech therapy, teaching.</p> <p>Planning, travel, surveyor, landscape architect, geology, meteorology, conservation, archaeology, teaching.</p> <p>Accountancy, economist, statistician, actuary, quantity surveyor, risk analysis</p> <p>Politics, journalism, government advisor, law, PR.</p> <p>Human nutrition, dietetics, environmental health, food marketing, food quality and safety, food technology, consumer studies, hospitality, retail management, public health.</p> <p>Theology, social &amp; youth work, teaching.</p> <p>Business, marketing, accountancy.</p> | <p>English, some Drama courses</p> <p>History</p> <p>Modern &amp; Classical Languages</p> <p>Geography</p> <p>Economics</p> <p>Desirable, but not a requirement</p> <p>Desirable, but not a requirement.</p> <p>Not a requirement.<br/>Desirable, but not a requirement</p>   |
| <b>Sciences</b><br><br><b>Physics</b><br><br><b>Chemistry</b><br><br><b>Biology</b><br><br><b>Mathematics</b><br><br><b>Computer Science</b><br><br><b>Design &amp; Technology</b>  | <p>Astronomy, architecture, medical physics, engineering, research, meteorology, optics, radiography, teaching.</p> <p>Chemical research, biochemistry, medicine, medical sciences, dentistry, veterinary, pharmacy, food science, material science, chemical engineering, environmental science, teaching.</p> <p>Biochemistry, medicine, medical sciences, dentistry, veterinary, optometry, food science, environmental science, pharmacy, physiotherapy, nursing, genetics, teaching.</p> <p>Accountancy, actuarial work, computing, engineering, finance, scientific research, statistics, teaching.</p> <p>Software engineering, IT industry.<br/>Business, IT industry</p> <p>Engineering, product design, IT industry</p>  | <p>Physics, Engineering, Optics, Astronomy</p> <p>Chemistry, Biochemistry, Medical Sciences, Dentistry, Veterinary, Pharmacy, Food Science, Material Science, Chemical Engineering</p> <p>Biology, Biochemistry, Medical Sciences, Dentistry, Veterinary, Food Science, Environmental Science, Zoology</p> <p>Mathematics, Engineering, Sciences, Architecture, Optics, Economics</p> <p>Desirable, but not a requirement</p> <p>Desirable, but not a requirement</p> |
| <b>Creative Subjects</b><br><br><b>Art &amp; Design</b><br><br><b>Drama and Theatre Arts</b><br><br><b>Moving Image Arts</b><br><b>Music</b><br><b>Physical Education</b>   | <p>Artist, fashion, advertising, graphic design, architecture, cartography, photography, film production, teaching.</p> <p>Performing arts, television, film production, journalism.</p> <p>Film &amp; television production</p> <p>Musician, sound technician, teaching.</p> <p>Sports management, physiotherapy, teaching</p>  | <p>Art and related degrees, desirable for Architecture</p> <p>Desirable, but not a requirement</p> <p>Desirable, but not a requirement<br/>Music &amp; related degrees<br/>Desirable, but not a requirement</p>   |

## OXBRIDGE

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

**G Clarke (Mrs)**  
**Coordinator for Oxbridge References**

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

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

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

\* To be confirmed. Pupils selecting Business Studies should have an alternative in mind.

## **COLLABORATIVE ARRANGEMENTS WITH PRIORY INTEGRATED COLLEGE**

In addition to the subjects offered to pupils in Sullivan, some subjects are also offered in collaboration with Priory Integrated College. These subjects will be taught in Priory by Priory teachers. A full list appears below. It should be noted that pupils will only be permitted to select one subject at Priory Integrated College.

If a pupil is interested in one of the subjects listed below, they should indicate this to the Careers Teacher at the interview and make a note on their form. They should not, however, include it as one of their three or four choices. This is because until both schools have finalised timetable arrangements and the numbers in the classes are finalised it will not be known whether or not it will be possible to accommodate this choice.

- OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care
- OCR A Level in Travel and Tourism
- CCEA A Level in Professional Services
- Pearson Edexcel BTEC Level 3 Subsidiary Diploma in Public Services
- Pearson Edexcel BTEC Level 3 Subsidiary Diploma in Applied Science
- Pearson Edexcel BTEC Level 3 Subsidiary Diploma in Sport
- Pearson Edexcel BTEC Level 3 Subsidiary Diploma in Business Studies
- Pearson Edexcel BTEC Level 3 Subsidiary Diploma in Creative Digital Media

Detailed information about these subjects is available on the respective websites.

## Subject: Art & Design (CCEA)

### Course Content:

#### AS Level:

##### **AS/1: EXPERIMENTAL PORTFOLIO (50% of AS, 20% of A2 Level)**

A theme will be issued at the start of the AS course.

The following assessment objectives will apply to this unit:

- AO1 – Knowledge & Understanding
- AO2 – Creative process
- AO3 – Skills

This unit provides the opportunity for students to develop creative, investigative, experimental, practical, technical and expressive skills, plus contextual and critical knowledge. It is designed to give students space to be creative without the burden of a specified outcome.

Students can work in a range of media and techniques within the areas of:

- Art, craft and design;
- Photography and lens-based media;
- Three-Dimensional Design
- Textiles

##### **AS/2: PERSONAL RESPONSE (50% of AS, 20% of A Level)**

In response to the theme set at the beginning of the course, students produce developmental work and an outcome that stems from the work completed for AS1. All four assessment objectives are assessed in this unit but AO4 (outcome) will be more heavily weighted.

#### A2 Level:

##### **A2/1: PERSONAL and CRITICAL INVESTIGATION (25% OF A Level)**

This unit includes both practical and written investigations. A theme will be issued at the start of the A2 course.

The following assessment objectives will apply to this unit:

- AO1 – Knowledge & Understanding
- AO2 – Creative process
- AO3 – Skills

Students develop a personal investigation inspired by the theme., working in areas similar to AS. A written investigation linked to the practical work (1000-3000 words) will also be completed.

##### **A2/2: THEMATIC OUTCOME (25%)**

In response to the theme set at the beginning of the course, students produce developmental work and an outcome that stems from the work completed for A21. All four assessment objectives are assessed in this unit but AO4 (outcome) will be more heavily weighted.

### Coursework:

Apart from the completion of the Thematic Outcome (completed in school, under supervised examination conditions) all work will be of a coursework nature.

### Additional Information:

Students choosing this subject are expected to work independently outside school, including visiting exhibitions, workshops etc.

## Subject: Biology (CCEA)

### Course Content:

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

For an AS Level pupils study 3 modules:

- Module 1: **Molecules and Cells.** (Molecules, Enzymes, Cells, Viruses, Cell Physiology, Continuity of Cells, Tissues and Organs). The examination lasts 1½ hours.
- Module 2: **Organisms and Biodiversity.** (Transport and Exchange Mechanisms: Gas Exchange, Transport in Plants, Circulation in Mammals. Adaptations of Organisms, Biodiversity, Human Impact on Biodiversity). The examination lasts 1½ hours.
- Module 3: **Practical Skills.** This includes an exam lasting 1 hour testing practical skills acquired throughout the course and also coursework.

For A Level there are 3 further modules:

- Module 1: **Physiology, Co-ordination and Control and Ecosystems.** (Homeostasis and the Kidney, Immunity, Co-ordination and Control: Plant hormones, Nervous System and Muscle, Ecology).
- Module 2 : **Biochemistry ,Genetics and Evolutionary Trends** (Respiration, Photosynthesis, DNA, Gene Technology, Genetics, Taxonomy).
- Module 3: **Practical skills.** This includes an exam lasting 1¼ hours testing practical skills acquired throughout the course and also assesses skills used in writing a short bibliography detailing source references and also coursework.

Modules 1 and 2 are tested using external examinations each lasting 2¼ hours as well as the paper testing practical skills which will last 1¼ hours.

### Coursework:

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

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

### Additional Information:

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

## Subject: Business Studies (CCEA)

### Course Content:

The AS is made up of two modules:

#### AS1: Introduction to Business

This unit introduces students to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students become familiar with different business ownership structures and the key stakeholder groups that may have an interest in how a business is managed.

External Written Examination (1 hour 30 minutes), 50% of AS (20% of A Level)

#### AS2: Growing the Business

Students explore the role of technology in growing a business and how it helps with decision making. They also understand the impact of competition on a business. Students develop a critical understanding of the marketing process, marketing strategy and the use of e-business.

External Written Examination (1 hour 30 minutes), 50% of AS (20% of A Level)

The A2 is made up of two modules:

#### A2 1: Strategic Decision Making

Students identify business objectives and the potential for these to conflict with those of various stakeholder groups. Students analyse and evaluate stakeholder management strategies. Students gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. They also analyse the importance of accounting and financial information in making strategic business decisions.

External Written Examination (2 hours), 30% of A Level

#### A2 2: The Competitive Business Environment

In this unit, students examine the macroeconomic framework that businesses operate in. They evaluate the impact of globalisation on business activities. Students develop an appreciation of the importance of ethics and sustainability on business decision making and culture. They also evaluate the influence of stakeholders on business operations. Students examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.

External Written Examination (2 hours), 30% of A Level

### Coursework:

None

### Additional Information:

Pupils undertaking this course of study should have high levels of numeracy and literacy.

## Subject: Chemistry (CCEA)

### Course Content:

Modules 1, 2 and 3 (AS-modules) are studied in Year 13 and the examinations taken in the summer of that year. Modules 4, 5 and 6 (A2-modules) are covered in Year 14 and the examinations again taken in the summer.

|          |  | Exam Length   | % (AS) | % (A) |
|----------|--|---------------|--------|-------|
| Module 1 | Basic Physical & Inorganic Chemistry   | 1½ hours      | 40     | 16    |
| Module 2 | Further Physical & Inorganic Chemistry & Organic Introduction                    | 1½ hours      | 40     | 16    |
| Module 3 | Basic Practical Chemistry (2 papers)   | 1¼ + 1¼ hours | 20     | 8     |
| Module 4 | Further Physical & Organic Chemistry   | 2 hours       | -      | 24    |
| Module 5 | Analytical, Transition Metals<br>Electrochemistry, Organic Nitrogen<br>Chemistry | 2 hours       | -      | 24    |
| Module 6 | Further Practical Chemistry (2 papers)   | 1¼ + 1¼ hours | -      | 12    |

### Coursework:

None

### Additional Information:

The AS and A Level courses rely heavily upon the foundation laid at GCSE Level. Most GCSE topics will be developed in greater depth along with many completely new concepts. For success at this level, ideally at least grade A in GCSE Chemistry or grade B as an absolute minimum is recommended.

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

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



## Subject: Computer Science (AQA)

### Course Content:

This Course offers opportunities for pupils to enter:

- Specialist academic study of IT/computer systems.
- Specialist academic study of software engineering.
- Advanced study of modern technology-based systems.
- Career paths that relate to the responsible use of Computer systems.

The course uses AQA syllabus which is an English examination board consequently pupils must choose a **one year AS Level** course which is a **standalone** qualification, or a **two year A Level** qualification. If pupils choose the two year course, it is anticipated that they will **not** be entered for AS Level examinations and they will be expected to attend some classes during Year 13 study leave.

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

During the Year 13 Parental Consultation, the teacher will discuss the choice of AS or A2 and mutually agreeable changes can be made to the pupil's choice of AS or A Level at this point but no later.

The course covers content such as:

- Fundamentals of programming
- Software Development
- Theory of Computation
- Fundamentals of communication and networking

### Coursework:

The coursework (non-exam assessment) of Computer Science is worth 20% of the A Level two year course and will be completed during the second year of the course. Pupils will be expected to work independently to solve a practical programming problem of their own choice. Teaching staff will guide this work and advice on how to maximise marks. Pupils will start this work during the AS examination period for other subjects so should be prepared to attend classes while others are on study leave.

### Additional Information:

It is advisable that any pupil wanting to take this subject have grade A/A\* in GCSE ICT. It is essential that they have an interest in computers and enjoy problem solving activities. Pupils need to be very organised and able to meet deadlines set by teachers to monitor coursework progress. If you would like further details of the syllabus it can be found at [www.aqa.org.uk](http://www.aqa.org.uk) or feel free to speak to a member of the computing department in school.

## Subject: Design & Technology (WJEC)

### Course Content:

There are two Units of Work assigned to the AS Level and two at A2 Level.

#### **Unit 1 Examination Paper** - *Comprises 50% of the overall AS Level and 20% of the A2 Level*

The examination includes a mix of structured and extended writing questions assessing a student's knowledge and understanding of:

- technical, designing and making principles

along with their ability to:

- analyse and evaluate design decisions and wider issues in design and technology.

#### **Unit 2 Design and Make Task** - *Comprises 50% of the overall AS Level and 20% of the A2 Level*

A design and make task, based on a brief developed by the candidate, assessing the student's ability to:

- identify, investigate and outline design possibilities

- design and make prototypes

- analyse and evaluate design decisions and wider issues in design and technology.

#### **Unit 3 Examination Paper** - *Comprises 30% of the overall Advanced GCE*

As in Unit 1, the examination includes a mix of structured and extended writing questions assessing a student's understanding of technical, designing and making principles. Students will also analyse and evaluate design decisions and wider issues in design and technology.

#### **Unit 4 Major Project- Commercial Design** - *Comprises 30% of the Advanced GCE*

Candidates will undertake a single substantial design and make project based on a brief developed by the student, assessing the candidate's ability to:

- identify, investigate and outline design possibilities

- design and make prototypes

- analyse and evaluate design decision

The project requires students to demonstrate the integration of designing and making skills and knowledge and understanding.

### Coursework:

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

### Additional Information:

Students proposing to take the AS in Design and Technology – Product Design should have achieved at least a Grade B in GCSE Technology and Design or an equivalent qualification.

## **Subject: Drama and Theatre Studies (AQA)**

### **Course Content:**

Drama and Theatre Studies at A Level uses the AQA specification. As AQA is an English examination board, pupils must choose a one year AS Level course which is a standalone qualification. The new A Level course requires a greater depth of study than AS Level and has a substantial practical component (60%) Both courses can be taught together. During the Year 13 Parental Consultation the teacher will discuss the choice of AS or A Level.

#### **Components**

##### **AS**

#### **Component 1 Interpreting Drama (written examination – 1 hour 45 minutes)**

Questions on live theatre production seen and one play from a choice of plays.

#### **Component 2 Process and Performance (practical)**

Practical exploration of two extracts from published plays. The interpretation of the second extract must be influenced by the work and methodologies of one prescribed practitioner and performed as a final assessed piece (duologue/group performance). The task can be undertaken as performer/director/designer. Students are required to produce a Portfolio of their preparation work.

##### **A Level**

#### **Component 1 Drama and Theatre (written examination – 3 hours)**

Questions on live production seen and two prescribed plays (One the same as AS text).

#### **Component 2 Creating original Performance (practical)**

Students will devise a piece of drama, influenced by the work and methodologies of one prescribed practitioner(monologue/duologue/group performance).

#### **Component 3 Making theatre (practical)**

Practical exploration of three extracts from published plays. The interpretation of the third extract must be influenced by the work and methodologies of one prescribed practitioner and performed as a final assessed piece (monologue/duologue/group performance). The task can be undertaken as performer/director/designer. Students are required to produce a Reflective Report of their preparation work.

### **Coursework:**

Component 2 of the AS course and Components 2 and 3 of the A Level course are practical units and will be assessed in the Spring Term 2017 (AS) and Spring Term 2018 (A Level).

### **Additional Information:**

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

## **Subject: Economics (CCEA)**

### **Course Content:**

The Advanced Subsidiary course consists of two modules: Markets and Market Failure and Managing the National Economy. Topics include demand and supply, the price system, merit and demerit goods, pollution and congestion, national income, inflation and government management of the economy.

The A2 course consists of a further two modules: Business Economics and Managing the Economy in a Global World. Topics include revenue and profits, market structures, the goals of firms, the case for free trade, the EU debate, and the case for debt relief.

Each module is assessed through a combination of short questions, an unseen case study and a structured essay. Note that 15% of AS and 20% of the overall A Level marks will be based on quantitative skills.

Pupils will gain knowledge of how the economy works and should become more financially aware as a result of their study of this subject.

The AS course can be studied in its own right or as year one of the A Level: if the latter, then AS represents 40% and A2 60% of the overall grade.

### **Coursework:**

None.

### **Additional Information:**

Economics requires pupils to be able to express their views in both written and quantitative format, whilst also being capable of interpreting economic information presented in a variety of ways such as newspaper articles, diagrams and pie charts. It is strongly recommended that pupils have a high level of mathematical ability (grade A or above at GCSE) due to the mathematical content. (There is no requirement that pupils should have studied GCSE Further Mathematics).

## Subject: English Literature (CCEA)

### Course Content:

First teaching September 2016. The subject will be assessed in modules which are as follows:

- AS Module 1      The Study of Poetry and Drama, 1900 – present.** Two hour external examination.
- Open Book – based on the study of 2 poets, Robert Frost and Seamus Heaney. Pupils will be required to compare/contrast, understand context and analyse poetic methods.
  - Closed book – based on the study of 'A Streetcar Named Desire' by Tennessee Williams.

- AS Module 2      The study of Prose, pre 1900**  
One hour external examination; closed book. Pupils will be required to write about one novel: Mary Shelley's 'Frankenstein'.

**The A2 modules are as follows:**

- A2 Module 1      Shakespearean Genres**  
External examination, closed book 1hr 30 mins. Pupils will be required to write an essay on Tragedy based on 'King Lear'.
- A2 Module 2      The study of Poetry pre 1900 and unseen poetry.** External examination, closed book, 2 hours.
- Pupils will write about the poetry of John Donne
  - Unseen poetry; pupils will use their knowledge of poetic methods to analyse an unseen poem.
- A2 Module 3      Internal Assessment.**
- Pupils will complete a 2500 word coursework essay based on the study of 2 novels eg David Park's novel 'The Poets' Wives' and Edna O'Brien's novel 'The Country Girls', both of which deal with the theme of Family.

### Coursework:

As above. Please note, there is no coursework component in AS and the A2 coursework constitutes 20% of the overall A Level.

### Additional Information:

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

## Subject: French (CCEA)

### Course Content:

The AS French course builds on knowledge and skills acquired at GCSE.

Pupils doing the course will take three AS assessment units at the end of Year 13. Pupils who go on with the subject at A Level will do three A2 units in Year 14.

**AS1 – Speaking:** a presentation based on an AS Level theme related to an aspect of a French-speaking country or community, followed by a conversation.

**AS2 – Listening** (digital recordings - candidates have full control over playback), **Reading** (comprehension and translation into English) and **Use of Language**.

**AS3 – Extended Writing:** candidates write one essay in French on a film or set text that they have studied in school.

Pupils who want to keep their French language skills alive for another year after GCSE should consider doing the AS course. By the end of Year 12, pupils have been studying French for five years and have acquired a sound base on which to go on with the language into Sixth Form.

The course aims to make the transition from GCSE as smooth and as user-friendly as possible. We make use of a wide range of audio material and short contemporary texts to improve pupils' language skills as quickly as possible. In addition to timetabled lessons with their teachers, all pupils have a weekly conversation class with a native French speaker.

#### **A2 1 – Speaking**

Candidates introduce and discuss one individual research project based on an aspect of a French-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region).

**A2 2 – Listening and Reading** (digital recordings – again, candidates have full control over playback), **Reading and Writing** (comprehension, summary and translation from English to French).

**A2 3 – Extended Writing:** candidates write one essay in French on a set text that they have studied in school.

### Coursework:

There is no coursework.

### Additional Information:

See the new specifications for French on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your French teacher. A good grade at GCSE is normally essential.

## **Subject: Further Mathematics (CCEA)**

### **Course Content:**

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

#### Examination Details

In September 2017 there are major changes anticipated to the A level Mathematics and Further Mathematics courses. Consequently unlike previous years, we expect to follow a programme in which students in the first year (i.e. in Year 13) follow the new specifications for both AS Mathematics and AS Further Mathematics. In the second year, i.e. when these students are in Year 14, they will take A2 modules to complete both the A level Mathematics and Further Mathematics A level.

The proposed changes to the A Level course can be found in the Mathematics section of this booklet.

We anticipate the revised Further Mathematics AS specification to comprise 50% Pure Mathematics and 50% Applied Mathematics and assume knowledge of the AS Mathematics course. The Applied section will cover both Mechanics and Statistics. Similarly, the A2 Further Mathematics specification is expected to comprise 50% Pure Mathematics and 50% Applied Mathematics.

### **Coursework:**

### **Additional Information:**

We recommend that only those students who achieve at least a B grade in their AS Further Mathematics continue to study the A2 Further Mathematics course.

## Subject: Geography (CCEA)

### Course Content:

#### Year 13 AS

Three modules are used to deliver and assess this course.

1. **Physical Geography**  
Topics with this theme include the benefits and problems of flooding, the impact and formation of hurricanes, and the human impact on vulnerable biomes.
2. **Human Geography**  
Topics within this theme include population imbalances, rural conservation issues, and measurements of development.
3. **Geographical and Fieldwork Skills**  
The course includes a range of cartographic, graphical and statistical skills. It also includes primary fieldwork which is assessed by exam rather than coursework.

#### Year 14 A2

A further **three** related modules build on AS to the full A Level course.

1. **Physical Geography** This includes topics selected from earthquakes, volcanoes, glacial studies, tropical ecosystems and global climate change.
2. **Human Geography** This includes fertility policies, ethnic conflict issues (Sri Lanka and Belfast) and migration processes.
3. **Decision Making**  
Decision making requires students to assess a case study through a wide range of media sources and to adapt a role in a planning decision.

### Coursework:

No assessed coursework is required but fieldwork will take place in both Year 13 and 14. Data processing and examination assessment takes place in the AS course.

### Additional Information:

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

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



## Subject: German (CCEA)

### Course Content:

The AS German course builds on knowledge and skills acquired at GCSE.

Pupils doing the course will take three AS assessment units at the end of Year 13. Pupils who go on with the subject at A Level will do three A2 units in Year 14.

**AS1** – Speaking: a presentation based on an AS Level theme related to an aspect of a German-speaking country or community, followed by a conversation

**AS2** – Listening (digital recordings - candidates have full control over playback), Reading (comprehension and translation into English) and Use of Language

**AS3** – Extended Writing: candidates write one essay in German on a film or set text that they have studied in school

Pupils who are good at German and want to maintain and develop their language skills in this important European language for another year after GCSE should consider doing the AS course.

The course aims to make the transition from GCSE as smooth and as user-friendly as possible. We make use of a wide range of audio material and short contemporary texts to improve pupils' language skills as quickly as possible. In addition to timetabled lessons with their teachers, all pupils have a weekly conversation class with a native German speaker.

#### **A2 1** – Speaking

Candidates introduce and discuss one individual research project based on an aspect of a German-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region)

**A2 2** – Listening and Reading (digital recordings – again, candidates have full control over playback), Reading and Writing (comprehension, summary and translation from English to German)

**A2 3** – Extended Writing: candidates write one essay in German on a set text that they have studied in school

### Coursework:

There is no coursework.

### Additional Information:

See the new specifications for AS and A2 German on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your German teacher. A good grade at GCSE is normally essential.

## **Subject: Government & Politics (CCEA)**

### **Course Content:**

The Advanced Subsidiary course consists of two modules: The Government and Politics of Northern Ireland and The British Political Process. Topics covered include the Northern Ireland Assembly, the Executive Committee, local political parties, the role of the Prime Minister, the House of Commons, the House of Lords.

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

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

### **Coursework:**

None.

### **Additional Information:**

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



## Subject: Mathematics (CCEA)

### Course Content:

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

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

***In September 2017 some major changes are due to the specification for A Level Mathematics. Once CCEA publish the revised specification we will provide details of the changes. However, we expect the changes to include changes to content, weighting of papers and changes of weighting of the AS marks when used as part of the full A Level award.***

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

In terms of content, the proposal is that Year 13 pupils will study the AS course which will comprise 60% Pure Mathematics (24% of A Level) and 40% Applied Mathematics (16% of A Level). The Applied Mathematics course will include Statistics and Mechanics.

Similarly, in Year 14 the proposed course for the A2 units will comprise Pure Mathematics and Applied Mathematics.

### Coursework

There is no coursework element in A Level Mathematics.

### Additional Information:

While the modules in Mathematics are designed to be available to candidates with a top grade in GCSE Mathematics, the gap between GCSE and A Level remains a considerable challenge for a student who has not studied GCSE Further Mathematics in Year 12. Therefore, a grade in GCSE Further Mathematics is normally required. To cope with the demands of the AS course those who are unable to offer GCSE Further Mathematics will be required to have achieved a top grade in their GCSE and have taken the T4/T6 combination of papers at GCSE. T3/T6 combination is not a suitable foundation for AS Mathematics.

## Subject: Moving Image Arts (CCEA)

### Course Content:

#### AS LEVEL: YEAR 13:

##### **AS1: FOUNDATION PORTFOLIO (24% of A Level)**

Students create a short narrative or animated film sequence which shows understanding of:

- Classical Hollywood Style
- Realism: and/or
- Formalism

Through the appropriate use of: camera; editing; sound; lighting & mise-en-scene

To do this students complete a portfolio which contains five distinct stages:

1. Statement of Intention;
2. Creative Pre-production
3. Planning, Design and Organisation
4. Creative Production and Post-production
5. Evaluation

##### **AS1: CRITICAL RESPONSE (16% of A Level)**

On-line examination (1hr 30min) with questions on clips from set study areas.

#### A2 LEVEL: YEAR 14:

##### **A2/1: CREATIVE PRODUCTION & RESEARCH: ADVANCED PORTFOLIO (36% of A Level)**

Following a self-directed and open-ended brief, candidates will be expected to produce:

- An illustrated essay (1200-1500 words)
- Pre-production planning
- Director's notebook
- Final product, film (4-7 mins) or animation (minimum 2-3.5 mins)
- Evaluation (800-1200 words)

##### **A2/2: CRITICAL RESPONSE & SPECIALISATION (24% of A Level)**

- On-line exam (2 hour 15 min), with questions based on clips from set study areas and an unseen script.

### Coursework:

- As specified in AS/1 & A2/2

### Additional Information:

- Keyboarding and word-processing skills are essential for the on-line exam
- An interest in Film is essential.

## Subject: Music AS (CCEA)

### Course Content:

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

#### AS Unit 1 Performing 35% of AS (14% of A Level)

Students must undertake a solo performance lasting 5-7 minutes and of a standard equivalent to at least Grade 4 of the accredited graded music examination boards. They must also engage in a viva voce about points arising from their performance with the visiting examiner.

#### AS Unit 2 Composing 35% of AS (14% of A Level)

Students must compose one piece of music lasting 1 ½ - 2 ½ minutes. They may choose their own brief, compositional style and resources and must submit their composition in the form of a recorded performance with optional score. Students must also submit an analytical and reflective commentary.

#### AS Unit 3 Responding to Music 30% of AS (12% of A Level)

Students must undertake **THREE** compulsory Areas of Study:

- Music for Orchestra 1700-1900
- Sacred Vocal Music (Anthems)
- Secular Vocal Music (Musicals)

All students undertake **TWO** examinations as follows:

**Test of Aural Perception** lasting 1 hour

This includes 5 questions on extracts from familiar and unfamiliar music.

**Written examination** lasting 2 hours

This includes short answer questions on a short printed score extract from **one** of the set works from the compulsory Area of Study (Music for Orchestra); short-answer questions on a short unfamiliar score extract and two extended writing questions, one on each of the two Areas of Study Sacred Vocal Music (Anthems) and Secular Vocal Music (Musicals).

### Coursework:

### Additional Information:

## Subject: Music A2 (CCEA)

### Course Content:

The A2 Level music course is both interesting and challenging. It builds on the foundation set at GCSE particularly in the areas of listening, composing and performing.

#### **A2 Unit 1 Performing 21% of A Level**

Students must undertake a solo performance lasting 8-10 minutes and of a standard equivalent to at least Grade 5 of the accredited graded music examination boards. They must also engage in a viva voce about points arising from their performance with the visiting examiner.

#### **A2 Unit 2 Composing 21% of A Level**

Students must compose one piece of music lasting 2-3 minutes. They may choose their own brief, compositional style and resources and must submit their composition in the form of a recorded performance with optional score. Students must also submit an analytical and reflective commentary.

#### **A2 Unit 3 Responding to Music 18% of A Level**

Students must undertake **THREE** compulsory Areas of Study:

- Music for Orchestra in the Twentieth Century
- Sacred Vocal Music (Mass/Requiem Mass)
- Secular Vocal Music 1600 to the Present Day

All students undertake **TWO** examinations as follows:

**Test of Aural Perception** lasting 1 hour 15 minutes  
This includes 5 questions on extracts from familiar and unfamiliar music.

**Written examination** lasting 2 hours

This includes short answer questions on a short printed score extract from **one** of the set works from the compulsory Area of Study (Music for Orchestra in the Twentieth Century); short-answer questions on a short unfamiliar score extract and two extended writing questions, one on each of the two Areas of Study Sacred Vocal Music (Mass/Requiem Mass) and Secular Vocal Music. (Musicals).

### Coursework:

### Additional Information:

## **Subject: Nutrition & Food Science (CCEA)** (formerly Home Economics)

### **Course Content:**

#### **AS LEVEL YEAR 13**

##### **AS Module 1 Principles of Nutrition** (50% of AS 20% of A Level)

This module requires the study of macro-nutrients and micro-nutrients and other dietary constituents. Pupils also study nutritional requirements and current dietary recommendations for each life stage. Assessment is at the end of year 13. There will be a written paper lasting 1 hour 30 minutes consisting of short questions and extended writing questions.

##### **AS Module 2 Diet, Lifestyle and Health** (50% of AS 20% of A Level)

This module requires the study of current research in relation to the relationships between diet, lifestyle and health. Assessment is at the end of year 13. There will be a written paper lasting 1 hour 30 minutes consisting of short questions and extended writing questions.

#### **A2 LEVEL YEAR 14**

At A Level pupils will study **either** Option A **or** Option B (30% of A Level)

##### **A2 1 Option A Food Security and Sustainability**

In this module pupils examine global issues related to food such as food security, food poverty, food sustainability and food waste.

##### **A2 1 Option B Food Safety and Quality**

In this module pupils examine food safety as a public health priority including microbiological contamination, chemical contamination and current controls and legislation relation to food safety and quality

Assessment is at the end of year 14. There will be a written paper lasting 2 hours 30 minutes consisting of four extended writing questions.

### **Coursework:**

##### **A2 2 Research Project** (30% of A Level)

This module requires pupils to submit a 4000 word report on a research project on a topic of their own choice from AS 1, AS 2 or A2. Pupils must structure their report to include a title, abstract, introduction, literature review, methodology, discussion of results, conclusions, recommendations and bibliography.

### **Additional Information:**

It is preferable but not essential to have studied GCSE Home Economics before choosing the AS Nutrition and Food Science course. This A Level course provides a good foundation for higher education courses in human nutrition, food science, food safety and quality, food technology, dietetics, environmental health, food marketing, consumer studies, hospitality, retail management and public health.



## **Subject: Physical Education AS (WJEC)**

### **Course Content:**

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

#### **AS (2 Units)**

##### **AS Unit 1: Exploring physical education**

Written examination: 1¾ hours

24% of qualification 72 marks

Question types

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

##### **AS Unit 2: Improving personal performance in physical education**

Non-exam assessment

16% of qualification 48 marks

To assess

1. practical performance in one activity as a player/performer
2. practical performance as a coach or official
3. Personal Performance Profile

### **Coursework:**

As outlined above in Unit 2: Improving personal performance in physical education

### **Additional Information:**

Realistically only students who have successfully completed GCSE PE at grade B or better should consider this AS Level.

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

## **Subject: Physical Education A2 (WJEC)**

### **Course Content:**

#### **A Level Units (AS units plus a further 2 units)**

##### **A2 Unit 3: Evaluating physical education**

Written examination: 2 hours  
36% of qualification 90 marks

##### Question types

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

##### **A2 Unit 4: Refining personal performance in physical education**

Non-exam assessment  
24% of qualification 60 marks

##### To assess

1. practical performance in one activity as a player/performer, coach or official
2. Investigative Research

### **Coursework:**

As outlined in Unit 4: Refining personal performance in physical education

### **Additional Information:**

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

## Subject: Physics (CCEA)

### Course Content:

The new revised course became “live” from September 2016.

The aim of the course is to provide a knowledge and understanding of the principles and applications of Physics which contribute to a technologically based society. It is suitable for those who will undertake further specialist studies in Physics, for those who will study subjects or take up careers in which a background of Physics is relevant, or those who enjoy the study of Physics.

People with a Physics background are regarded in the working world as highly versatile and they adapt to different careers from Accountancy to Engineering.

The AS consists of three modules completed in Year 13.

- AS 1** Forces Energy and Electricity
- AS 2** Waves, Photons and Astronomy
- AS 3** Practical Techniques and Data Analysis

The full A Level consists of the AS modules plus the A2, which also comprises three modules.

- A2 1** Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
- A2 2** Fields, Capacitors and Particle Physics
- A2 3** Practical Techniques and Data Analysis

### Coursework:

There is no coursework apart from the two practical examinations, which consists of two parts, both for AS and for A2.

### Additional Information:

It is recommended that those attempting the AS/A2 course should have achieved an A\*, A or B grade at GCSE Physics. Those who have a GCSE in Additional Mathematics or a strong mathematical background find the transition from GCSE to A Level easier.

## Subject: Religious Studies (CCEA)

### Course Content:

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

This is made up as follows:

|                      | Year 13               | Year 14  |
|----------------------|-----------------------|--|
| <b>New Testament</b> | Acts of the Apostles  | Themes in I Corinthians, Galatians & Ephesians |
| <b>Islam</b>         | Introduction to Islam | Islam in a Contemporary Context                |

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

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

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

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

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

### Coursework:

There is no coursework.

### Additional Information:

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

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

## Subject: Spanish (CCEA)

### Course Content:

The AS Spanish course builds on knowledge and skills acquired at GCSE.

Pupils doing the course will take three AS assessment units at the end of Year 13. Pupils who go on with the subject at A Level will do three A2 units in Year 14.

**AS1** – Speaking: a presentation based on an AS Level theme related to an aspect of a Spanish-speaking country or community, followed by a conversation.

**AS2** – Listening (digital recordings - candidates have full control over playback), Reading (comprehension and translation into English) and Use of Language.

**AS3** – Extended Writing: candidates write one essay in Spanish on a film or set text that they have studied in school.

Pupils who are good at the subject and want to maintain and develop their language skills in this major world language for at least another year after GCSE should consider doing the AS course.

The course aims to make the transition from GCSE as smooth and as user-friendly as possible. We make use of a wide range of audio material and short contemporary texts to improve pupils' language skills as quickly as possible. In addition to timetabled lessons with their teachers, all pupils have a weekly conversation class with a native Spanish speaker.

#### **A2 1** – Speaking

Candidates introduce and discuss one individual research project based on an aspect of a Spanish-speaking country or community or area (a cultural aspect or an historical period from the twentieth century or a region).

**A2 2** – Listening and Reading (digital recordings – again, candidates have full control over playback), Reading and Writing (comprehension, summary and translation from English to Spanish).

**AS3** – Extended Writing: candidates write one essay in Spanish on a set text that they have studied in school.

### Coursework:

There is no coursework.

### Additional Information:

See the new specifications for AS and A2 Spanish on the CCEA website [[www.ccea.org.uk](http://www.ccea.org.uk)] and/or speak to your Spanish teacher. A good grade at GCSE is normally essential.