



Sixth Form Courses

Information Booklet

2017 - 2018

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Foreword

You are about to make one of the most important decisions in your life. Your choice of A Level subjects will have an impact on your future study and career opportunities. In making your choice, *consider which subjects you enjoy*. The depth and complexity of A Level courses compared to GCSE means you will have to spend many hours in school and at home over the next two years studying the subjects you have chosen. If you do not enjoy a subject then it is unlikely that you will be able to give the sustained commitment required to succeed. This is about you choosing the subjects that are right for **you**, for the right reasons. You need to think about the following:

- *What subjects are necessary and/or advisable for a particular higher education course or career?*
- *What opportunities do these subjects open up, which do they close down?*
- *Does my choice form a well-balanced programme of study?*
- *Am I likely to be successful in these subjects?*
- *Why am I choosing these subjects?*

This booklet is designed to help you make informed and appropriate choices. You will have an individual careers interview, where you can discuss your options, outline your probable course choices and consider the entry requirements that must be met. Preparation will ensure that your individual interview will be as informative and valuable as possible, and that preparation will have included the discussions at the Parents' Consultation Session and attendance at the Information Evening.

The decisions to be made are highly personal to you. It is **you** who will be doing the work and taking the exams. It is **your future** and the choices in the end should be made by you. Nevertheless, it is very important to consult carefully with your teachers, your parents and Career specialists, so that you have the best possible information to make a decision. Unfortunately, some advice can be ill informed or out of date: that is why you must do your own research and make use of the expertise available in school. The Tutors in the Careers Service work very hard to ensure that accurate, current information is available. Parents, as well as pupils, are welcome to make full use both of the formal arrangements of the decision-making process and of the opportunities for further consultation or interviews if required.

Read the information provided, listen carefully to the advice given, reflect on what you find out and then make your decision. Remember, we are here to support you and to help you achieve your potential. We want you to be a first class version of yourself, not a second class version of someone else.



Mr S. Naismith
Principal

SIXTH FORM CURRICULUM

This booklet is designed to help you to make decisions about your Sixth Form course. Please read it carefully and use it in conjunction with any advice given to you by the Careers staff and Heads of Department. As the picture is constantly changing in relation to A Level examinations and qualifications this booklet will give the most up to date information about the subjects we offer at Methody. Please do not rely on information from students who have done A Levels in years past.

The academic requirements for entry into the Sixth Form are as follows:

- 1. A minimum of 6 GCSE subjects at Grade 'C' or above (all taken by the end of Form 5)*
- 2. Students are expected to take three subjects to A Level. This means that for the majority of students, entry to Lower Sixth will require them to have achieved a minimum of 3 B Grades and 3 C Grades at GCSE including English Language and Mathematics.*
- 3. Grade 'B' or above in each of the subjects to be taken at A Level (or in a related subject if the A Level subject is first available at that level - see note (1)).*
- 4. Students may request to take a 4th subject if they:*
 - Intend to apply for a university course that requires 4 A Levels or*
 - Are studying Mathematics and Further Mathematics at A Level or*
 - Have another compelling reason to study an additional subject.*

Note: (1) A related subject is a subject taken at GCSE which requires comparable skills to a proposed A Level subject.

In August, students who obtain less than the minimum entry requirements should arrange to see Ms Davison, Senior Vice-Principal, who will provide information on the support available to enable them to identify alternative pathways of progression.

The Sixth Form Curriculum at Methody

3 (or 4) subjects chosen for A Level
Games (Optional)
Enrichment programme
Supervised Study
Tutorial Programme

1. In Lower Sixth, subjects which are modular consist of an AS (Advanced Subsidiary) Level with external exams at the end of Lower Sixth. AS grades are then awarded. For courses beginning in September 2017, all CCEA A Levels will be modular and the AS score will count towards 40% of the final A Level grade. However, subjects which are following an English examination board specification are linear. For these subjects the AS is a separate qualification and as such will not count towards the final A Level grade at the end of Upper Sixth. It is our policy that students who are taking linear courses will not be entered for AS examinations in these subjects.

- It is anticipated that all students will progress to Upper Sixth. However, if a student is significantly underachieving in the Lower Sixth Year then a meeting will be arranged with Mrs Parks as Head of Sixth Form and/or Ms Davison, the Senior Vice-Principal to discuss and identify alternative pathways of progression.

MAKING YOUR CHOICES:

In order to help you to choose your subjects for A Level there are a number of important events that will take place in February 2017.

Event	Date
F5 Careers Programme	Mon 20 th and Tues 21 st February
F5 Parents Information Evening	Mon 20th February
F5 Parents Consultation	Tues 21 st February
Form 5 Careers Interviews and completion of Choice Form with a member of the careers staff or Vice-Principal	W/B Monday 27 th February

Heads of Department of Psychology, Environmental Technology, Health and Social Care, Nutrition and Food Science, Geology, Government and Politics and Media Studies will also present information about their specifications and the content of their subject in Whitla Hall assemblies in January and February 2017.

It is essential that parents and pupils give careful consideration to the College requirements for A Level study. It is possible to make a change to your choice of A level subjects but any changes must be made as soon as possible, must be requested in writing by your parent/guardian and **are subject to timetabling constraints, such as class size, etc.**

The following modular A Levels will be offered for courses starting in September 2017.

Art and Design, Biology, Business Studies, Chemistry, Digital Technology, Economics, English Literature, Environmental Technology, French, Geography, German, Government and Politics, Health and Social Care, History, Mathematics, Moving Image Arts, Music, Nutrition and Food Science, Physics, Religious Studies, Spanish, Technology and Design.

The following linear A Levels will be offered for courses starting in September 2017

Classical Civilisation, Computer Science, Drama and Theatre Studies, Geology, Latin, Media Studies, Psychology and Russian.

Please read the following notes carefully.

- A subject will be timetabled provided a sufficiently large number of students opt for it. In some cases, special arrangements may be made for subjects with small numbers. In recent years, the number of taught periods allocated to certain subjects has sometimes been reduced and periods of independent study for the students have been timetabled to ensure provision remains comparable with other subjects.
- If any subject is oversubscribed a selection process will take place.
- Digital Technology must **not** be chosen with Computer Science.

4. (a) Those who have not taken Further Mathematics at GCSE will have an extra amount of time for Mathematics in Lower Sixth.
- (b) The course in Mathematics and Further Mathematics counts as two A Levels and can only be taken to full A Level standard. Students should be aware that this means that if they are selecting Mathematics and Further Mathematics for A Level that they must select 4 subjects in Lower Sixth. **It is important to note that some universities will not accept Mathematics and Further Mathematics as 2 distinct A Levels.**
5. In Modern Languages, some time is normally allocated for a ‘conversation’ class.
6. It is possible to commence the following subjects without having studied them at GCSE: Business Studies, Classical Civilisation, Digital Technology, Drama and Theatre Studies, Economics, Environmental Technology, Geography, Geology, Government and Politics, Health and Social Care, Moving Image Arts, Media Studies, Nutrition and Food Science, Psychology, Religious Studies. Approval to study Art and Design, Computer Science, English Literature, Design and Technology, History and Music, without having taken the subject at GCSE must be sought from the relevant Head of Department.

The Entitlement Framework

The College offers a wide range of applied and general courses. However, we are committed to providing access to the Entitlement Framework and if a student wishes to consider studying a subject not delivered by the College but by a school in the South Belfast Area Learning Community or by Belfast Metropolitan College, a second interview, with Mr Gibson (Entitlement Co-ordinator), will have to be arranged. Further information is available on the MCB web-site which will link you to other schools in the South Belfast Area Learning Community.

Special Points

Each subject page gives details of ‘special points’ which must be taken into account when making choices. Some subjects have a particularly high coursework/portfolio element to the overall assessment. Those students who favour continual assessment and are good at keeping to strict deadlines may, therefore, find such assessment arrangements conducive to their style of learning. Heads of Department have also provided helpful guidance on prior learning in GCSE subjects which are indicators of success at A Level.

Please Note

Given the new examination regime, students in L6th will be required to return to school for the last 2 weeks of June to continue with their A Level courses.

Subject: **ART AND DESIGN** Board: **CCEA** Type: **Modular**

AIMS

AS and A Level courses based on this specification should encourage students to build a broad range of skills and knowledge of Art and Design as a basis for progression to further learning, including progression from AS to A2, and/or employment within the creative industries. A Level Art and Design will encourage students to develop:

- Intellectual, imaginative, creative and intuitive powers
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- An understanding of art, craft and design and media in contemporary society and in other times and cultures
- Experience of working within relevant and real frameworks and, where appropriate, to make links with careers in the creative industries
- The experience of working in a broad range of media, including traditional and new media and technologies
- Transferable skills such as creativity, problem solving, resourcefulness, resilience, imagination and innovation, highly sought after by employers, as well as higher order thinking skills such as researching, analysing and reflecting

CONTENT AND ASSESSMENT

AS

Unit 1	Experimental Portfolio – portfolio of practical work focussing on recording, experimentation and contextual work based on theme issued by CCEA at beginning of year	50% AS, 20% A Level
Unit 2	Personal Response - leading to an outcome completed as a 10hr timed test	50% AS, 20% A Level

A2

Unit 3	Personal and Critical Investigation on self-generated focus arising from theme set by CCEA at beginning of year - practical work focussing on recording, experimentation and contextual work and Written Investigation of 1,000 – 3,000 words	60% A2, 36% A Level
Unit 4	Thematic Outcome leading to 15hr timed test	40% A2, 24% A Level

SPECIAL POINTS

- In recent years, the creative workforce across the UK has grown four times faster than the workforce as a whole. The creative industries within Northern Ireland have been identified as a significant opportunity for wealth and job creation. An A Level in Art and Design opens up the opportunity of studying a wide range of vocational and non-vocational courses at degree level from Architecture to Games Design, preparing young people to contribute to the ever-increasing creative economy both locally and at international level. In recent years, our students have gone on to study a wide range of subjects at degree level including Architecture, Landscape Design, Games Design, Animation, Fashion Design, Fine Craft Design, Costume Design, Fine Art, History of Art and Graphic Design.
- Students opting for this subject must have achieved at least a good B grade in GCSE Art and Design. Strong observational drawing skills, including skills in drawing from life, are essential, as this forms a mandatory part of the A Level course. Students coming from centres who have not studied the CCEA GCSE may struggle with this aspect of the course and may be asked to present a portfolio of work as evidence of their ability in this area.

Students should also note that written annotation and evaluation is an integral part of the course and there is a requirement to produce an extended written investigation at A2 level

- A key issue to consider when choosing this subject is the quantity of portfolio work required. This form of assessment is ideally suited to students who like working regularly on substantial pieces of work and have a good record of meeting deadlines. It is important to consider the degree of motivation, self-organisation and time management required to get the very best grades in this subject.

AIMS

Through studying Business Studies at A Level, students will:

- Develop a lifelong interest in business;
- Gain a holistic understanding of business and the international marketplace;
- Develop a critical understanding of organisations and their relationship with key stakeholders;
- Evaluate the role of technology in business communication, business 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;
- Develop advanced study skills that help them prepare for third level education; and
- Acquire a range of relevant business and generic skills including decision making, problem solving and interpretation of management information.

CONTENT AND ASSESSMENT

- **AS Level** -40% of the full A Level

AS 1: Introduction to Business

AS 2: Growing the Business

- **A2 Level** -60% of the full A Level

A2 1: Strategic Decision Making:

A2 2: The Competitive Business Environment:

AS 1: 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.

Students acquire a critical understanding of the importance of quality and its significance in the competitive marketplace, including recruiting and training a quality labour force and the production process. Students should appreciate the impact of management and leadership styles on employee motivation and business operations.

External written examination - 1 hour 30 mins: Two compulsory structured data responses.

AS 2: 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.

Students also develop an appreciation of the role of accounting and financial information in business decision making and financial control.

External written examination - 1 hour 30 mins: Two compulsory structured data responses.

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: Five compulsory structured data responses.

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: Six compulsory structured data responses.

SPECIAL POINTS

- Business Studies continues to be one of the most popular university and career pathways for students leaving Methodist College. It will provide students with an excellent broad based preparation for careers and degrees in management, accountancy, product development, marketing, investment banking, international business, finance, actuary, retail or simply running your own business.
- Throughout the course, the students will experience guest speakers and the opportunity to visit businesses to see how theory learnt in the classroom can be carried across into the real business world.
- There is **no coursework** requirement in this specification. Students are encouraged to read beyond the set texts and to show an interest in contemporary business events.
- B grade or above at GCSE English, Geography, Business Studies and/or Mathematics are good indicators of students who will succeed in this subject at A Level.

Pupils should see Mr Armstrong to discuss any queries about differences between Business Studies and Economics.

Subject: CHEMISTRY Board: CCEA Type: Modular

Chemistry is a vibrant and exciting subject. It is involved in everything around us – from the making of new materials to understanding biological systems, from the food we eat to the quality of the water we drink, and from the medicines which keep us healthy to keeping the air we breathe pure. Many courses like Medicine, Dentistry, Veterinary Science, Pharmacy, Optometry, Nursing, Chemical Engineering, Forensic Science and Pharmacology all have a strong dependence on Chemistry.

AIMS

- To develop an interest in, and enthusiasm for Chemistry, including developing an interest in further study and careers in Chemistry;
- To appreciate how society makes decisions about scientific issues and how sciences contribute to the success of the economy and society;
- To develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other.

COURSE CONTENT:-

AS Level

40% of the full A Level

- AS 1: Basic Concepts in Physical and Inorganic Chemistry
- AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry
- AS 3: Basic Practical Chemistry

A2 Level

60% of the full A Level

- A2 1: Further Physical and Organic Chemistry
- A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
- A2 3: Further Practical Chemistry

SPECIAL POINTS

- The subject specifications build on the knowledge, understanding and skills set out in the Programme of Study for GCSE Chemistry. The minimum entry requirement is a grade B in Chemistry.
- Suitability for the course will be judged by the Head of the Faculty of Science and Technology on advice received from the Head of Department.
- A pupil wishing to study Chemistry at A level should have achieved at least a B grade in GCSE Mathematics to cope with the mathematical content of the A level course.

AIMS

- To develop an appreciation of the society of the Greeks and Romans.
- To understand and appreciate distinctive Greek and Roman ways of thought and feeling.
- To acquire a sophisticated level of knowledge and understanding of the literature and culture of the Greeks and Romans through studying a diverse range of ancient material and making connections and comparisons between them.
- To understand classical literature, thought and material culture in its context, including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials.
- To develop skills of critical analysis and evaluation and apply these to the range of source materials studied in order to gain insight into aspects of the classical world.
- To articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence based judgements.
- To understand, interpret, evaluate and analyse a range of evidence from classical sources in their social, historical and cultural context and to evaluate and use this evidence to produce analytical responses and effectively substantiated judgements.
- To present judgements in a clear, concise and logical manner.

CONTENT**Unit 1 – The World of the Hero: Homer’s *Odyssey* and Virgil’s *Aeneid*.**

- This component is solely focused on the study of literature in translation.
- The works of Homer were considered by the Greeks themselves to be the foundation of Greek culture, standing as they do at the beginning of the Western literary canon. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception and remain popular today. This component provides the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The *Odyssey* charts Odysseus’ ten-year journey to Ithaca after the Trojan War. He encounters a host of unusual characters including the one-eyed Cyclops Polyphemus, the witch Circe, the Sirens, the nymph Calypso, the monster Scylla and the whirlpool Charybdis. On arriving home (in disguise as a beggar), he finds that his loyal wife is being pestered by over one hundred suitors. With his young son Telemachus, the goddess Athene and a few loyal servants, he overcomes these men and is reunited with his wife. Seventeen of the twenty-four chapters are studied. Students develop an increasingly sophisticated level of knowledge and understanding of the epic itself, the way in which it was composed and the religious, cultural and social values and beliefs of its society.
- Virgil’s *Aeneid* is a cornerstone and landmark in Western literature. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular. Virgil wrote the *Aeneid* during the time of Augustus, the first Roman emperor. It traces the story of the journey from Troy to Italy of Aeneas, the Trojan hero and legendary founder of the Roman race. In the course of the book, he has to cope with the loss of his wife, the death of his father (whom he later visits in the Underworld) and the temptation to stay with Queen Dido in Carthage. On arriving in Italy, he has to fight for his survival. Ten of the twelve chapters are studied.
- The examination paper consists of three sections. Section A focuses solely on Homer and Section B contains questions focusing solely on Virgil’s *Aeneid*. Section C contains a stimulus question in which students draw on both a passage from Homer and one from Virgil and a choice of essays in which use must be made of secondary sources and academic views to support arguments.

Unit 2 – Culture and Arts: Imperial Image.

- This component involves the study of visual and material culture combined with the study of literature in translation.

- The idea of politicians ‘spinning’ their public image is one which is very familiar from our contemporary media and so this exploration of a Roman politician and his successful propaganda campaign is highly relevant. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule. Through an examination of the literature and visual/material culture of the period, this component looks at the ways in which Augustus conveyed his personal brand to all social classes of Rome. The key topics are broken-down by aspects of Augustus’ public image, often accompanied by one of his official titles. This allows an assessment of the effectiveness of each strand of his self-presentation, as well as the effectiveness of his public image as a whole. The final key topic is concerned with representations of Augustus in later art and literature, enabling an assessment to be made of how successful Augustus’ self-presentation was in the long-term.
- The examination paper consists of two sections. All questions in Section A are compulsory and involve short answer questions and commentary questions which respond to two stimuli from the prescribed sources list of differing types and a shorter essay question which takes one or both sources as its starting point. Section B contains a choice of one from two essays in which use must be made of secondary sources and academic views to support arguments.

Unit 3 – Beliefs and Ideas: Democracy and the Athenians.

- This component involves the study of classical thought in combination with the study of literature in translation.
- The aim of this component is to examine the concept of Democracy, what this meant to the Athenians and its positive and negative aspects. The reforms of two key thinkers in depth, Solon and Cleisthenes, are studied in depth and an assessment is made of the extent to which they laid the foundations for the democracy of the 5th Century B.C. Time is spent looking at how democracy permeated Athenian identity, how it was celebrated and idealised, but also how it was criticised. The concepts of ‘popular’ leaders who mislead the people, or give them what they want rather than what they need, and a voting public who may not be fully informed on the issues, may resonate with today’s learners and make this study of one of the West’s foundational political ideas engaging and relevant. Finally, extracts are studied from the comedies of Aristophanes, whose biting wit and political satire can still capture a modern audience as it did an ancient one.
- The examination consists of two sections. All questions in Section A are compulsory and involve short answer and a commentary question responding to one stimulus from the prescribed sources list, the same style of questions discussing an idea from one of the key thinkers and a shorter essay question which takes the source, idea or both as a starting point. Section B contains a choice of one from two essays in which use must be made of secondary sources and academic views to support arguments.

ASSESSMENT

Three written papers are taken at the end of Upper Sixth.

- Unit 1 (2 hours 20 minutes) – 40%
- Unit 2 (1 hour 45 minutes) – 30%
- Unit 3 (1 hour 45 minutes) – 30%

SPECIAL POINTS

- No knowledge of Greek or Latin is required.
- No previous study of Classical Civilisation is required.
- A grade B in a subject such as History, English Language, English Literature, Latin or Religious Studies would be a good indicator for success in A Level Classical Civilisation.
- The course is quite varied in content and should therefore appeal equally to those who have an interest in literature, politics, drama and history.
- As this is a Linear A Level, there will be no AS examination.
- For further information please contact Dr. Dempsie.

Subject: **COMPUTER SCIENCE** Board: **AQA** Type: **Linear**

AIMS

A Level courses based on this specification should encourage candidates to develop a broad range of skills and knowledge of computing as a basis for progression into further learning or employment in computing-related fields. A Level Computer Science will encourage students to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically
- an understanding of the organisation of computer systems including software, hardware, data, communications and people
- the ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems
- project and time management skills
- the capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective
- an understanding of the consequences of uses of computing, including social, legal, ethical and other issues
- an awareness of emerging technologies and an appreciation of their potential impact on society.

A LEVEL CONTENT

- Fundamentals of data structures, Software development and Theory of computation.
- Tests a student's ability to answer questions from subject content including Fundamentals of data representation, Fundamentals of computer systems, Fundamentals of computer organisation and architecture, Consequences of uses of computing and Fundamentals of communication and networking
- Tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content including Fundamentals of programming, Fundamentals of data structures, Fundamentals of algorithms and Theory of computation
- Tests a student's ability to answer questions from subject content including Fundamentals of data representation, Fundamentals of computer systems, Fundamentals of computer organisation and architecture, Consequences of uses of computing, Fundamentals of communication and networking, Fundamentals of databases, Big Data and Fundamentals of functional programming
- The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving in a practical project

ASSESSMENT

Paper 1 - 2 hours 30 minutes on-screen examination	40% of A Level
Paper 2 - 2 hours 30 minutes written examination	40% of A Level
Paper 3 Practical Project	20% of A Level

SPECIAL POINTS

- This course covers the technical and theoretical aspects of computing; therefore students choosing this course should be advised to have achieved grade B in Science and Mathematics. It is particularly suited to those students wishing to study a Computer Science related course in Third level education or those who would find computing a useful support to technical and engineering subjects.
- You will develop technical computing and general professional skills (e.g. communication skills, working as a part of a team). Examples of possible computer careers/jobs include: Design e.g. Games, System, Graphic, Web; Programming; Telecommunications; Software engineering; Computer animator; Computer Forensics; Internet Professional; Robotics Engineer; Software Tester; Systems Analyst.
- It is recommended that students who studied GCSE Computing should have achieved at least grade B as this is a good indicator of success at A Level.
- Students considering this subject must consult Miss Richmond **before** their careers interview.

AIMS

This specification aims to encourage students to:

- develop a genuine interest in ICT;
- gain an understanding of the system development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- participate in developing an application while adhering to the system development process;
- develop an understanding of the consequences of using ICT on individuals, organisations and society, and of social, legal, ethical and other considerations of using ICT;
- 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 challenging internal and external assessments.

This should form a basis for progression into further learning, including progression from AS to A2 and/or employment. In addition, the CCEA specification encourages students to develop:

- the capacity for thinking creatively, innovatively, analytically, logically and critically;
- the skills to work collaboratively;
- the ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems;
- an understanding of the consequences of using ICT on individuals, organisations and society and of social, legal, ethical and other considerations on the use of ICT; and
- an awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

CONTENT

AS	AS 1	Approaches to System Development
	AS 2	Fundamentals of ICT
A2	A2 1	Information systems
	A2 2	Application Development

ASSESSMENT

AS	AS 1	External written examination paper	50% of AS; 20% of A Level
	AS 2	External written examination paper	50% of AS; 20% of A Level
A2	A2 1	External written examination paper	40% of A Level
	A2 2	Internal Assessment	20% of A Level

SPECIAL POINTS

- A GCSE qualification in a computer-based subject is not required for the successful completion of this course. However, a student who has studied GCSE ICT should have achieved a minimum of grade B overall as this is a good indicator of success at A Level.
- The study of ICT provides an insight into the significance and relevance of computers, applications and communications in the work environment and everyday life.
- ICT is used in areas as diverse as manufacturing, education and medicine.
- ICT skills are valued in virtually all areas of business and society.
- Advanced ICT skills are important in a variety of careers, including government and health, banking, public transport and biotechnology.
- As the world operates in an increasingly digitised environment, ICT skills are crucial in the workplace. Therefore, studying ICT does not mean you will necessarily be working in an ICT industry only. It's a way of opening doors to a huge variety of industries and sectors.
- Students considering this subject must consult Miss Richmond **before** their careers interview.

Subject: **DRAMA & THEATRE STUDIES** Board: **EDEXCEL** Type: **Linear**

The Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre consists of two coursework components and one externally examined paper. This specification is linear and students will complete all assessments by May/June in their second year of study.

Aims:

The aims of the A Level Drama and Theatre specification are to encourage students to:

- Develop interest and enjoyment in Drama and Theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject
- Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of Drama and Theatre
- Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work
- Integrate theory and practice through understanding of critical concepts and the discriminating use of specialist terminology

Content

Component 1: Devising (Component Code 9DR0/01)

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner.
- Performer or designer routes available.

Component 2: Text in Performance (Component Code 9DR0/02)

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.

Component 3: Theatre Makers in Practice (Component Code 9DR0/03)

Written examination: 2 hours 30 minutes

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a **complete performance text** – focusing on how this can be realised for performance.
- Practical exploration and interpretation of **another complete performance text**, in light of a chosen **theatre practitioner** – focusing on how this text could be reimagined for a contemporary audience.

Assessment

Component 1- Internally assessed and externally moderated	40% (80 marks)
There are two parts to the assessment: a portfolio and the devised performance/design realisation.	
Component 2- Externally assessed by a visiting examiner.	20% (60 marks)
Component 3- Externally Marked.	40% (80 marks)

SPECIAL POINTS

- The course covers both the theory and practical aspects of the Theatre and therefore students choosing this course should be advised to have a grade B in English Language and English Literature. It is particularly suited to those wishing to study Drama at third level education or undergo acting training as a profession. This course would also compliment the English Literature A Level course allowing pupils the opportunity to explore plays practically.
- The practical nature of the course enhances skills such as team-work, communication, oracy and time management. These transferable skills are essential for the world of work and third level education.
- With the establishment in Northern Ireland of a range of viable film and artistic workplaces, students studying this course will learn the skills necessary to work both in front of and behind the camera.

AIMS

This specification aims to encourage students to:

- develop an interest in and enthusiasm for economics;
- appreciate how the subject contributes to the understanding of the wider economic and social environment;
- develop an understanding of a range of economic concepts and an ability to use those concepts in a variety of different contexts;
- adopt a critical approach to studying economics and develop an ability to think as an economist;
- understand that economic behaviour can be studied from a range of perspectives.

CONTENT AND ASSESSMENT

AS 1: Markets and Market Failure:

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

90 minute written examination. Students must complete a number of short-answer questions, a multi-part data response question and one extended open-response question from a choice of two.

AS 2: Managing the National Economy:

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

90 minute written examination. Students must complete a number of short-answer questions, a multi-part data response question and one extended open-response question from a choice of two.

A2 1: Business Economics:

This unit examines how the number and size of businesses and the level of contestability affect the nature of competition between firms. Students consider how firms grow by examining organic growth, mergers and takeovers.

Students will examine the rational assumption that firms are profit maximisers and consider alternative business objectives. They analyse revenues, costs and profits in different market structures. They also analyse and evaluate firms' pricing and output decisions in different contexts and understand the role of competition in business decision-making. Students analyse and evaluate the effect different market structures have on efficiency.

2 hour written examination. Students must complete a number of short-answer questions, a multi-part data response question and one open-response question from a choice of two.

A2 2: Managing the Economy in a Global World:

Unit A2 2 gives students the opportunity to understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will analyse public finance, macroeconomic policies and the role of the financial sector in a global context. Students will examine factors influencing the growth and development of developing countries. Students should have an awareness of trends in the global economy since 1990.

2 hour written examination. Students must complete a number of short-answer questions, a multi-part data response question and one open-response question from a choice of two.

SPECIAL POINTS

There is **no coursework** requirement in this specification. Students are encouraged to read beyond the set texts and to show an interest in contemporary economic events. Employers place a high value on the quantitative, analytical and problem-solving skills gained by those who study Economics as well as the emphasis on effective communication. Economics provides an understanding of how the world works. Students become more informed citizens who are better equipped to fulfil their role in society. Throughout their studies, students are exposed to a wide range of ideas including why markets work and why they fail, the environmental consequences of economic growth and the argument for fair trade. Theory is constantly illustrated by examples from contemporary issues so that students are always aware of the relevance of their learning. B grade or above at GCSE Mathematics, Geography, Economics and/or English are good indicators of students who will succeed in this subject at A Level.

Pupils should see Mr Armstrong to discuss any queries about differences between Economics and Business Studies.

Subject: ENGLISH LITERATURE Board: CCEA Type: Modular

AIMS

Through the study of English Literature at AS / A2 Level, we aim to develop wide-ranging skills and knowledge:

- The ability to fully interrogate written texts and become a confident reader.
- The skills to develop a viewpoint in response to the thoughts, opinions and ideas of other readers.
- The confidence to express your views intelligently and articulately.
- The skills to find connections between several texts simultaneously, locating and investigating comparisons and contrasts as necessary.
- The knowledge to establish working links between the texts and their historical (cultural, political, social, literary and biographical) contexts, and the skills to exploit these connections for an enhanced understanding of the text.
- The organisational skills to appropriately collate and structure a wide variety of information from a host of disparate sources.

CONTENT

AS1: THE STUDY OF POETRY 1900-Present and DRAMA 1900-present: Students study A Streetcar Named Desire by Tennessee Williams and selected poems by Robert Frost and Seamus Heaney.

AS2: THE STUDY OF PROSE Pre-1900: Students will study Wuthering Heights by Emily Bronte.

A2 1: SHAKESPEAREAN GENRES: Under the genre of 'Tragedy' pupils will study King Lear.

A2 2: THE STUDY OF POETRY Pre-1900 AND UNSEEN POETRY: Students will study a selection of Unseen Poems from different poets and Chaucer's The Wife of Bath's Prologue and Tale.

A2 3: INTERNAL ASSESSMENT: Students study 2 novels, one of which must be 21st Century, and complete a 2500 word essay.

ASSESSMENT

AS

Unit 1: 2 Hour examination (60% AS/24% A2)

Unit 2: 1 Hour examination (40% AS/16% A2)

A2

Unit 1: Examination 1 hour 30 mins (20% A Level)

Unit 2: Examination 2 hours (20% A Level)

Unit 3: Internal Assessment: 2500 WORD ESSAY (20% A Level)

SPECIAL POINTS

- Given the wide range of skills assessed throughout the AS / A2 years, we encourage students from a broad range of subject interests to pursue it. Success at GCSE Level in both English Language and English Literature (A* - B grades) is essential, and we particularly welcome applications from students with a strong background and interest in History, Politics, Classical Civilisation, Drama, Modern Languages, Psychology and Religious Studies.
- This course covers a range of highly enabling skills, all of which are particularly suited to academic and professional development in the 21st Century.
- Many universities view English Literature as a facilitating subject, in that the skills and knowledge gained are supremely applicable in future pathways.
- Not only is the subject enjoyable and challenging, but there is an inherent quality and depth to the student who has committed to studying literature at such a rigorous level: you will emerge with an extremely marketable skill-set.

AIMS

This science-based specification focuses on technological solutions to the energy and environmental problems facing the world today. It highlights the need to manage our planet's resources more effectively and explores how our society will make the transition to a more sustainable way of living. It is contemporary and relevant to both students and employers.

- To develop interest in science and technology along with an enthusiasm for environmental action;
- To appreciate how science and technology can contribute towards a sustainable economy and society;
- To develop your awareness of the complex interdependency between human populations and the environment on a global scale;
- To understand the concept of sustainability and the role of environmental technology in society;
- To apply your skills to relevant work-related scenarios;
- To develop decision-making skills;
- To research, develop and present your findings in a variety of formats;
- To develop advanced study skills in preparation for third level education;
- To demonstrate your understanding and application of key concepts through challenging internal and external assessments.

CONTENT

AS

Unit 1 The Earth's Capacity to Support Human Activity

Unit 2 Internal Assessment – Renewable Energy Technologies

A2

Unit 1 Building and Managing a Sustainable Future

Unit 2 Internal Assessment – Environmental Building Performance and Measurement

ASSESSMENT

AS

Unit 1 Examination (1½ hour) 50% of AS, 20% A2

Unit 2 Internal Assessment 50% of AS 20% A2

A2

Unit 1 Examination (2 hours) 30% A2

Unit 2 Internal Assessment 30% A2

SPECIAL POINTS

Environmental Technology will be considered as another acceptable subject for entry to civil engineering in QUB and has many elements that echo the BEng degree offered by the School of the Built Environment in Energy and Building Services Engineering in UU, a course which is struggling to recruit sufficient students to keep up with the demands of industry. There are no pre-requisite requirements for this course, however having studied Technology or Physics at GCSE would be an advantage. It would be advisable to have at least a grade B in GCSE Mathematics. See Miss Copeland or Mrs Greig for further information.

Subject: **GEOGRAPHY** Board: **CCEA** Type: **Modular**

Geography is the study of the earth’s landscapes, peoples, places and environments – both its physical features and its political and cultural characteristics.

Geography involves a synthesis of facts, figures, ideas and perspectives to help us understand and protect the world we live in. By studying geography, students learn about important contemporary issues like global warming, desertification, deforestation, loss of biodiversity, groundwater pollution and flooding.

Through studying the CCEA GCE Geography specification, students will learn about:

- geographical concepts and processes;
- interactions between people and their environment;
- the challenges of sustainability; and
- the importance of attitudes and values

Students become aware of the important relationships between societies, economies, cultures and environments. They will also have the opportunity to relate what they have studied to the world around them.

<u>AS</u>		<u>A2</u>	
AS1	Physical Geography Fluvial Environments Ecosystems Weather and Climate	A21	Physical Processes, Landforms & Management (2 from 4 options) Plate Tectonics Tropical Ecosystems Dynamic Coastal Environments Climate Change – Past and Present
AS2	Human Geography Population Settlement Development	A22	Processes and Issues in Human Geography (2 from 4 options) Cultural Geography Planning for Sustainable Settlements Ethnic Diversity Tourism
AS3	Fieldwork Skills & Techniques Fieldwork Skills	A23	Decision Making in Human Geography Case study based decision making exercise

Assessment

<u>AS</u>			<u>A2</u>		
Unit 1	Written paper (1 hour 15 minutes)	16%	Unit 4	Written paper (1 hour 30 minutes)	24%
Unit 2	Written paper (1 hour 15 minutes)	16%	Unit 5	Written paper (1 hour 30 minutes)	24%
Unit 3	Written paper (1 hour)	8%	Unit 6	Written paper (1 hour 30 minutes)	12%

SPECIAL POINTS: see <http://ccea.org.uk/geography/>

- Candidates should note that there is no coursework element at AS or A2.
- Pupils will sit all AS Units in June of the Lower Sixth year
- It is preferable that students wishing to study Geography at A level will have studied Geography at GCSE.

Subject: **GEOLOGY** Board: **Eduqas WJEC** Type: **Linear**

Geology underpins our society and our need for the natural resources and raw materials that support our daily lives. There are many geoscience based jobs - e.g. working in the extractive industries (bulk materials and minerals, consultants in private sector companies, consultancies and government bodies in hydrogeology and water supply; waste disposal; pollution control and land quality. Engineering geology within the construction industry is also a growing sector, where major projects such as the London Crossrail project, and regeneration of former industrial areas provide very good job prospects. Environmental issues such as global warming require the expertise of geologists who can trace the evidence for mass extinctions due to global climate changes in the past.

A Level Geology will introduce you to the science which studies the whole Earth. It covers a range of real life geological contexts (e.g. geohazards in Britain, managing resources, building roads and tunnels) and the challenges that face contemporary geoscience. Around half of all UK Earth Science undergraduates studied Geology A level and it is also an accepted science qualification for progression to other science courses and civil engineering.

You will learn about geology in a range of different contexts. The course assumes no prior experience of geology but builds on GCSE science concepts eg plate tectonics

A Level Components

Component 1: Geological Investigations

Written examination: 2 hours 15 minutes 35% of qualification

Component 2: Geological Principles and Processes

Written examination: 1 hour 45 minutes 30% of qualification

Component 3: Geological Applications 35% of qualification

Written examination: 2 hours linked to Geological Themes T1-T5

- All 3 written components require the completion of data and stimulus response questions using short, structured and extended writing answers.

A level Geology covers the following topics:

- Elements Minerals and Rocks
- Earth Structure
- Global Plate Tectonics
- Sedimentary environments and sedimentary rocks
- Igneous and metamorphic rocks
- Rock deformation
- Dating geological events
- Evolution of the Earth
- Earth Materials and Resources

The pupils will be provided with support materials linked to the syllabus and are offered opportunities to meet and engage with geologists in a range of professional environments. This also allows them to engage in scientific outreach work with other agencies eg the Ulster Museum.

Fieldwork

Fieldwork has long been an attractive aspect of the study of geology and has been incorporated at the heart of this specification. Areas that will be visited are Carrick-a-Rede, Ballintoy, the Mourne and several working quarries.

Practical Skills in Geology

Pupils learn very relevant practical and analytical skills through their fieldwork and practical tasks. All pupils have to be able to provide a valid risk assessment for a field work. They will develop greater appreciation of the hazards involved with living in certain parts of the world due to natural disasters such as earthquakes and flooding. It is a very suitable subject for pupils interested in a career in Civil Engineering, Law, Applied Sciences, and Geoscience related activities. Further information can be accessed at

<http://www.eduqas.co.uk/qualifications/geology/as-a-level/>

Special Points

Pupils do not have to have completed Geology at GCSE. It would be useful but not essential to have Geography GCSE. At least a grade B would also be an indicator of success in AS Geology. Many students take up Geology with a mixture of Mathematics, Environmental Technology, Science and Technology A Level subjects but it also complements the Geography A level course and supports and provides a strong Physical Geography knowledge and skills base.

Subject: GOVERNMENT & POLITICS Board: CCEA Type: Modular

Political issues and events are frequently the main focus of local, national and international news. This is not surprising as government and politics involves the big issues that affect all our lives. This course will help to develop your knowledge and understanding of political systems and who has the authority and power to make political decisions. You will learn about individual rights and responsibilities and compare how government works in different countries.

AS 1

This unit will cover the arrangements for government of Northern Ireland since 1994, the strategies, policies and electoral support of the main Northern Ireland political parties and the political effects of the different electoral systems used in Northern Ireland.

AS 2

This unit will focus on how Britain is governed and on the inter-relationships of the executive, legislature and pressure groups in particular. You will also have the opportunity to learn about the impact of the Brexit on the British political process.

A2 1

In this unit, you will have the option to study the UK and USA. This will enable you to compare the legislative and executive processes for your chosen option.

A2 2

In A2 2, you will have a choice of studying either Political Power or Political Ideas. Political Power will focus on the concepts of political power, the factors involved in exercising this power, and the basis of political authority, legitimacy and stability.

Studying government and politics can help prepare you for a career in a number of fields such as law, business, finance, government services, education, journalism, public relations or political research.

Assessment.

AS1: The Government and Politics of Northern Ireland 40% of AS 16% of A Level
1 hour 15 minutes examination paper. One piece of source material and three questions.

AS 2: The British Political Process 60% of AS 24% of A Level
1 hour 45 minutes external examination paper with five questions.

A2 1: Comparative Government Worth 35% of A Level
2 hours and 15 minutes external examination paper. One piece of source material and five questions on your chosen option.

A2 2: Political Power and Political Ideas 25% of A Level
1 hour and 30 minutes external examination paper. One piece of source material and three questions on your chosen option.

Special Points

Government and Politics is a challenging A Level in which a wealth of material is covered. In order to achieve good grades at AS and A Level Government and Politics, it is advisable that students wishing to study the subject have a grade B in English Language.

Subject: HEALTH & SOCIAL CARE Board: CCEA Type: Modular

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad based qualification gives students the opportunity to study a range of subjects relevant to these sectors. The Health and Social Care qualification will appeal to students with an interest in health and well-being and caring for others. Students will acquire skills that are valued in further and higher education, as well as in the workplace. These skills include; research, investigation, analysis, communication, problem solving and working with others.

AIMS

The course should encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example independent learning, creative thinking and problem solving, where appropriate;
- apply their skills to work-related scenarios;
- 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 written communication;
and
- demonstrate through challenging internal and external assessments that they can understand and can apply key concepts.

CONTENT

AS

Unit 1 Promoting Quality Care – In this unit students explore current values of care, standards of conduct and practice

Unit 2 Communication in Care Settings - This unit gives students the opportunity to explore communication skills and techniques used in a health, social care or early years setting and to develop their own communication skills

Unit 3 Health and Well-Being – In this unit, students learn about key concepts of health and well-being, the range of service users’ needs and the impact of ill health on individuals.

A2

Unit 10 Providing Services – This unit provides an overview of service provision in the health, social care and early years’ sectors.

Unit 12 Supporting the Family - This unit focuses on changing and evolving family structures in today’s society.

Unit 14 Human Nutrition and Health - This unit enables students to explore the relationship between nutrition and health

ASSESSMENT

AS

Unit 1	Internal Assessment (Written Report)	33.3% of AS
Unit 2	Internal Assessment (Written Report)	33.3% of AS
Unit 3	Internal Assessment (Written Report)	33.3% of AS

A2

Unit 10	Written Examination (2 hours)	33.3% of A Level
Unit 12	Internal Assessment (Written Report)	33.3% of A Level
Unit 14	Internal Assessment (Written Report)	33.3% of A Level

SPECIAL POINTS

- A key issue to consider when thinking about studying Health and Social Care is the proportion of portfolio work required. This form of assessment can be beneficial to students who prefer working regularly on substantial pieces of work whilst being assessed throughout.
- It is important to consider the degree of consistent motivation and organisation required to get the very best grades from this form of assessment.

AIMS

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

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance for today's society;
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European history;
- build on their understanding of the past through experiencing a broad and balanced course of study;
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- develop their use and understanding of historical terms, concepts and skills;
- make links and draw comparisons with and/or across different periods and aspects of the past; and
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

CONTENT AND ASSESSMENT

AS

Unit 1	Germany, 1919-1945	Written paper 1 ½ hours	50% of AS	20% of A Level
Unit 2	Russia 1914-41	Written paper 1 ½ hours	50% of AS	20% of A Level

A2

Unit 3	Ireland under the Union, 1800-1900	Written paper 1 Hour	20% of A Level
Unit 4	The Partition of Ireland, 1900-1925	Written paper 2 ½ hours	40% of A Level

SPECIAL POINTS

Pupils will be at a disadvantage taking History A Level if they have not studied History at GCSE. At least grade B in both English Language and English Literature is a useful indicator to success in History A Level, given the requirement for extended writing and for constructing arguments in each unit. The study of History is of much value since it contributes to an understanding of spiritual, moral and cultural issues and provides students with opportunities to explore values, attitudes, perceptions and ideologies which have shaped human behaviour, endeavour and achievement in the past. The study of History helps to students to improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds. The study of History prepares students for a range of careers both related to the historical context and the wider employment context. It will allow students to develop skills which are transferable. These include the ability to analyse and evaluate evidence reaching conclusions and judgements; the ability to present arguments or debates in a logical and clear manner; to think and research critically and to draw rational conclusions based on evidence. These are transferable skills which can be adapted to all work-related contexts and are highly valued by employers. Many students who have studied History enter careers in Law, Business, Human Resources and Management. Students who are pursuing a science-based career have also found History to be very useful in developing their literary skills.

AIMS

- To develop an appropriate level of competence in the Latin language.
- To acquire the Latin language skills to read literary texts, both prose and verse, in the original language.
- To begin to develop a sensitive and analytical approach to language generally.
- To develop linguistic skills to help both in the study and application of English and other languages.
- To acquire the literary skills to read Latin literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres.
- To apply analytical and evaluative skills at an appropriate level which show direct engagement and an informed personal response with original texts in the Latin language.
- To encourage students to develop research and analytical skills to empower them to become independent learners and to help them in their future study.
- To gain a deeper understanding of the life and culture of the Roman world through the literature studied.
- To encourage an appreciation of the debt owed by our language, literature and civilisation to the Romans.

CONTENT

Unit 1 – Unseen Latin Prose and Verse Translation.

Preparation for this translation unit will consist of learning the words contained in the AS Vocabulary List (which builds on words known at GCSE level) and other general vocabulary, revising grammar and translating in class and at home passages from a range of writers. The verse passage will come from Ovid and the prose passage from Livy.

Unit 2 – Unseen Latin Comprehension.

Preparation for this comprehension unit will be as for Unit 1.

Unit 3 – Prose Set Texts.

Passages from Tacitus *Annals* Bk. 1 will be translated in class and at home and general vocabulary will be covered. In the examination, these passages will be tested by comprehension, translation and short essays.

Unit 4 – Verse Set Texts.

Passages from Virgil *Aeneid* Bk. 8 and Virgil *Aeneid* Bk. 10 will be translated in class and at home and general vocabulary will be covered. In the examination, these passages will be tested by comprehension, translation and short essays.

ASSESSMENT

Four written papers are taken at the end of Upper Sixth.

Unit 1 (1 hour 45 minutes) – 33%

Unit 2 (1 hour 15 minutes) – 17%

Unit 3 (2 hours) – 25%

Unit 4 (2 hours) – 25%.

SPECIAL POINTS

- There is no translation from English into Latin.
- As this is a Linear A Level, there will be no AS examination.

AIMS

1. to develop an understanding and enjoyment of Mathematics;
2. to acquire a foundation appropriate to a further study of Mathematics either as a single subject or as part of a related subject;
3. to develop an ability to apply Mathematics to a variety of areas of study.

COURSES AVAILABLE:(a) Mathematics and Further Mathematics

This course is intended for students who have a real interest in and enjoyment of Mathematics and who have proved themselves to be capable mathematicians. They should ideally have achieved an A* grade in both GCSE Mathematics and GCSE Further Mathematics. It is a two year course requiring 18 periods per two week cycle in L6 and 20 periods per two week cycle in U6 and leads to two A Level grades, one in Mathematics and one in Further Mathematics. It is not possible to follow this course at AS Level only. Students will sit 6 units at the end of Lower Sixth leading to an A Level in Mathematics and a further 4 at the end of Upper Sixth leading to an A Level in Further Mathematics. Students will study a significant amount of both Pure Mathematics and Mechanics in both years, along with two units in Statistics.

This course provides an excellent basis for those wishing to study courses at university which contain significant mathematical content. A student considering applying to Oxford or Cambridge to study Engineering, Computing or one (or more) of the Physical Sciences would find it an advantage to study two A Levels in Mathematics.

In the course of working for 2 A Levels in Mathematics students will gain 2 AS Levels, one in Mathematics and one in Further Mathematics.

(b) A-Level Mathematics (including AS Mathematics)

- Route 1 This route is for students who have achieved a satisfactory standard in GCSE Further Mathematics (grade B or above) and at least an A in GCSE Mathematics.
- Route 2 This course is for students who did not take GCSE Further Mathematics and who have achieved a minimum grade A in GCSE Mathematics.

In both instances students will study 1 unit of Pure Mathematics and 1 unit of Applied Mathematics [Mechanics and Statistics] in Lower Sixth. In Upper Sixth students will again study 1 unit of Pure Mathematics and 1 unit of Applied Mathematics [Mechanics and Statistics]. Topics covered at A Level Mathematics include further Algebra, Sequences and Series, Trigonometry, Calculus, Exponential Functions, Logarithms and Vector Theory. Whilst it is important to recognise the demands of A Level Mathematics it should be appreciated that the study of Mathematics keeps open a wide variety of career opportunities.

The AS contributes 40% to the overall A2.

Subject: **MEDIA STUDIES** Board: **AQA** Type: **Linear**

AIMS

Through the study of Media Studies at A Level, we aim to develop wide-ranging skills and knowledge:

- You will study in detail the four main areas of the theory behind the media in all guises: media language, media representation, media industries, media audiences.
- This course is well-suited to those students who are interested in the study of media beyond simply the written word: audio-visual forms, online forms, print forms.
- You will closely study a full range of media products in terms of perceived quality, form and structure.
- You will cover different historical periods and different global settings.
- You will study emerging and future developments anticipated in the media.
- Perhaps most importantly, you will have the opportunity for interpretation and in-depth critical analysis, which will enable you to develop a detailed understanding of how the media communicate meanings and how audiences respond.

CONTENT

PAPER 1: The theoretical framework of the analysis of media and their subsequent exploration.

PAPER 2: The analysis of media products with focused study of the Close Study Products (CSPs) provided by AQA and a series of other products / texts. Also under study will be the contexts within which the products were created.

NON-EXAM ASSESSMENT (COURSEWORK PROJECT): Creating a Media Product. There will be a choice of topics related to an over-arching theme, and the final product must be targeted at a specified audience.

ASSESSMENT

Paper 1: 2 Hour examination on **ISSUES AND DEBATES IN THE MEDIA:** An argument relating to a theme, short answer questions, 2 x 15 mark questions, 2 x 25 mark questions. (84 marks, 35% of A Level)

Paper 2: 2 Hour examination **COMPARING AND CONTRASTING POINTS OF VIEW RELATING TO A PARTICULAR CSP:** short answer questions and 2 x 30 mark questions testing knowledge of theory. (84 marks, 35% of A Level)

Non-Exam Assessment: Students will produce a **COURSEWORK PROJECT** assessed by teachers and moderated by AQA. (72 marks, 30% of A Level)

SPECIAL POINTS

- Given the wide range of visual and analytical skills assessed throughout the 2 years, we encourage students from a broad range of subject interests to pursue it. In order to achieve a good in A Level Media Studies a grade B GCSE English Language (with a real interest in the 'Multi-Modal' and 'Reading Non-Fiction' units) is advisable. Given the visual and creative slant to the subject, we particularly welcome applications from students with a strong background and/or interest in Art, ICT, Technology, Drama and Business Studies.
- This course is enjoyable and challenging and caters for many different learning styles. It covers a range of highly enabling skills, all of which are particularly suited to professional and business development in the 21st Century.
- Many universities recognise that the skills and knowledge gained in Media Studies are supremely applicable in future career pathways.

MODERN LANGUAGES (French, German, Spanish, Russian)

AIMS

We aim to encourage our students to:

- develop an interest in, and enthusiasm for, learning a language;
- develop an understanding of the language in a variety of contexts and genres;
- develop practical language skills and integrate, where appropriate, the skills of listening, speaking, reading and writing in the development of linguistic competence;
- foster an ability in students to use language for different purposes and to communicate confidently, clearly, effectively and imaginatively for a range of purposes;
- to increase sensitivity to language and language learning;
- to develop awareness and understanding of the contemporary society, cultural background and heritage of countries where the foreign language is spoken.

We also want our students to:

- derive enjoyment and benefit from learning a language;
- acquire knowledge, skills and understanding for practical use, further study and / or employment;
- communicate with speakers of the foreign language;
- take their place in a multilingual, global society.

- **FRENCH, GERMAN and SPANISH** Board: CCEA Type: Modular

AS Course

Relationships

Students have the opportunity to understand and explore these topics in French/Spanish:

- different family structures;
- roles, responsibilities and relationships within families;
- challenges for families;
- intergenerational issues; and
- influences on young people, for example peers, family and friends.

Culture and Lifestyle

Students have the opportunity to understand and explore these topics in French/Spanish:

- Physical well-being, for example diet or exercise;
- risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports;
- dealing with stress and challenges, for example school or examinations;
- hobbies and interests, for example sport or music;
- the arts, film, fashion and design;
- social media and new technology; and
- holidays, festivals and tourism.

A2 Course

Young People and Society

Students have the opportunity to understand and explore these topics in French/Spanish:

- part-time jobs;
- education and employment;
- career planning – aspirations and/or intentions;
- young people and democracy;
- European citizenship – advantages, disadvantages and opportunities; and
- societal attitudes and young people.

Our Place in a Changing World

Students have the opportunity to understand and explore these topics in French/Spanish:

- equality/inequality and discrimination/prejudice;
- poverty at home and abroad – causes, consequences and measures to combat it;
- immigration and emigration – causes, benefits and related issues;
- multicultural society and cultural identity – benefits and challenges;
- causes, consequences and resolution of conflict; and
- sustainable living and environmental issues.

ASSESSMENT

AS Course	40% of A Level	
AS 1: Speaking presentation (3 mins) and conversation (8 mins)	30% of AS level	12% of A level
AS 2: Listening 2 recordings (40 mins)	40% of AS level	16% of A level
AS 2: Reading Comprehension question, translation from Spanish/French into English (50 mins)		
AS 2: Use of Language short grammatical and lexical exercises (30 mins)		
AS 3: Extended Writing essay on a set film or literary text (1 hour)	30% of AS level	12% of A level

A2 Course 60% of A level

A2 1: Speaking

Question 1: students introduce and discuss **one** individual research project based on either: a cultural aspect; a historical period from the twentieth century; or a region of a Spanish/French-speaking country or community. (6 mins)

Question 2: conversation (9 mins) 18% of A level

A2 2: Section A – Listening

Two questions (45 mins)

A2 2: Section B – Reading

Gap-fill, comprehension, summary, translation (2 hours) 24% of A level

A2 3: Extended Writing

essay in Spanish/French in response to a set literary text. (1 hour) 18% of A level

- **RUSSIAN** Board: **EDEXCEL** Type: **Linear**

CONTENT:

- Young people in society, their interests and concerns
- Education and Employment;
- The Multicultural Society Immigration, Integration, Racism;
- Contemporary Social Issues Wealth and poverty, Law and order, Impact of scientific and technological progress.

Two cultural topics from a choice of:

- A target language-speaking region/community;
- A period of 20th century history from a target language-speaking country/community;
- A novelist from a target language-speaking country/community;
- A dramatist from a target language-speaking country/community;
- A director/architect/musician/painter from a target language-speaking country/community.

A LEVEL ASSESSMENT:

- Paper 1 Listening, reading and translation 2 hours 40%
- Paper 2 Written response to works and translation 2 hours 40 min 30%
- Paper 3 Speaking 20 minutes (which includes 5 minutes' preparation time) 30%

Subject: MOVING IMAGE ARTS Board: CCEA Type: Modular

AIMS

The rapid growth of digital media technologies mean that moving image literacy is critical to understanding and interpreting modern society and the moving image is a key driver of the creative industries. This CCEA course is designed to help students develop their creative and critical abilities through hands-on learning of the craft of moving image arts and will provide a good basis for progression to further study or a career in the creative industries. Students will create their own moving image product e.g. short film or animation, as well as exploring the rich and diverse heritage of the moving image. An A Level Moving Image Arts will help students develop:

- intellectual, imaginative, creative and intuitive powers
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- an understanding of the interrelationships between the moving image and other art forms, disciplines and practices
- knowledge and understanding of the place of the moving image in contemporary society
- an awareness of the context in which moving image production and reception takes place.

CONTENT

AS

Unit 1 Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio

Unit 2 Critical Response (online examination with questions on clips from set study areas)

A2

Unit 1 Creative Production and Research: Advanced Portfolio (including illustrated essay)

Unit 2 Advanced Critical Response (online examination with questions on clips from set study areas and an unseen script)

ASSESSMENT

AS (40% of A Level)

Unit 1

Portfolio:

60% AS, 24% A Level

- statement of intention
- pre-production materials
- short film or animation
- evaluation

Unit 2

Online examination (1½ hours)

40% of AS, 16% A Level

A2 (60% of A Level)

Unit 1

Portfolio:

36% A Level

- illustrated essay
- pre-production materials
- short film or animation
- evaluation

Unit 2

Online examination (2 hrs 15mins) 24% A Level

(All units available in summer only)

SPECIAL POINTS

- Whether accessed through cinema, television, DVD or the internet, moving images are a primary source of information and knowledge about the world. Moving image literacy is therefore critical to understanding and interpreting modern society.
- This subject is designed to help students develop their creative and critical abilities, through hands-on learning in the craft of moving image arts. The subject is anchored in the students' creation of their own moving image art works. Exploring the rich and diverse heritage of the

moving image and its relationship with other art forms and disciplines should inform and inspire the students' work. Courses based on this specification will stimulate and encourage skills in creativity. Students will be introduced to a rich variety of moving image practices, processes, conventions, styles and techniques.

- Students should have an interest in viewing a wide range of films - both contemporary and historical.
- A key issue to consider when thinking about studying Moving Image Arts is the proportion of portfolio work required. This form of assessment can be beneficial to students who prefer working regularly on substantial pieces of work. It is important to consider the degree of constant motivation, organisation and time management required to get the very best grades from this approach
- In recent years, the creative workforce across the UK has grown four times faster than the workforce as a whole. The growth locally of the Games, Animation, motion graphics and Special Effects branches of the sector have boosted MIA as a worthwhile subject in terms of careers.
- Students should note that there is a limited number of places available for this subject. If over-subscribed, the following criteria will be used as a basis for selection. A good B or above in a GCSE subject with a heavy coursework content. An interview may also be necessary as part of this process. Preference will be given to students who have achieved a B or above in GCSE MIA or Media Studies, in the first instance.
- A high level of ICT skills
- Knowledge of video editing software
- An ability to demonstrate an interest in film and film making e.g having examples of films or animations made previously

Richard Williams, CEO, Northern Ireland Screen commented: "MIA is a challenging and rewarding course. I am firmly of the view that the future of the screen and creative industries will be in the hands of students who have built from the foundation of having studied MIA. Already we see MIA alumni making waves across the sector and the universities report that screen and creative industry courses are dominated by MIA students. At the same time, MIA is a brilliant introduction to entrepreneurship and leadership, skills in great demand right across the economy far beyond the creative industries."

Subject: **MUSIC** Board: **CCEA** Type: **Modular**

AIMS

- to develop compositional and practical/performance skills to an advanced level;
- to provide a detailed knowledge of particular aspects of the history of Music and to engage in and extend their appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development;
- to foster the highest standards of personal musicianship and to develop the student's ability to communicate, both orally and in writing;
- develop particular strengths and interests, encouraging lifelong learning and providing access to music-related and other careers;

CONTENT

AS

Unit 1	Performing
Unit 2	Composing
Unit 3	Aural and Written examinations

A2

Unit 1	Performing
Unit 2	Composing
Unit 3	Aural and Written examinations

There are regular homeworks; some students are able to produce the required work in relatively short times, but others find some aspects (for example, composition) more time consuming. Students should also remember that they are expected to give adequate time to personal practice on their instrument(s).

ASSESSMENT

AS

Unit 1	Solo Performance	32.5% (13% of A Level)
Unit 2	1 Composition Task	32.5% (13% of A Level)
Unit 3	Aural and Written examinations	35% (14% of A Level)

A2

Unit 1	Solo Performance	19.5% of A Level
Unit 2	1 Composition Task	19.5% of A Level
Unit 3	Aural and Written examinations	21% of A Level

SPECIAL POINTS

Students considering A level Music must show clear evidence of a strong natural aptitude for the subject and are required to participate fully in choirs and instrumental groups. It is essential that they are all members of the Senior Choir as we choose pieces for the choir to complement aspects of the course. They should have attained at least grade 6 standard in their chosen instrument/voice.

Subject: **NUTRITION & FOOD SCIENCE** Board: **CCEA** Type: **Modular**

AIMS

Nutrition and Food Science are currently high in the public's perception and there could not be a better time to develop knowledge and understanding of the subject, given the current global and national food issues. Each day, food choices affect health – how people feel today, tomorrow and in the future. Good nutrition is an important part of leading a healthy lifestyle and can help to reduce the risk of chronic illness and promote overall health. Nutrition is a fast-moving discipline that focuses on understanding the role of diet in maintaining a healthy human body and preventing disease. There are many career opportunities within this field of work as scientific knowledge and research develops. The subject can open up a range of possibilities in the world of work, both at home and worldwide, with opportunities for further and higher education.

This specification aims to encourage students to

- 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 thinking skills, for example independent learning, creative thinking and problem-solving, where appropriate;
- 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;
- develop advanced study skills that help them prepare for higher education and the world of work;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts.

CONTENT

AS

Unit 1 **Principals of Nutrition** - the study of macronutrients and micronutrients and other dietary constituents.

Unit 2 **Diet, Lifestyle and Health** – in this, unit students investigate current research on diet, lifestyle and health in the following areas: eating patterns, energy & energy balance, diet-related disorders, alcohol and physical activity.

A2 1

Option 1 **Food Security and Sustainability** – this option requires the study of consumer behaviour in relation to food purchasing decisions and the consideration of issues and implications of consumer food choice.

Or

Option 2 **Food Safety and Quality** – the study of securing safe food supply from primary producer to consumer.

A2 2

Research Project

Coursework Assignment – a 4,000 word report on a research based activity. The students chosen topic should come from a topic covered in the A level course.

ASSESSMENT

AS

Unit 1	Written paper (1½ hours)	50% of AS	20% of A Level
Unit 2	Written paper (1½ hours)	50% of AS	20% of A level

A2

Option 1	Written paper (2 ½ hours)	30% of A Level
Option 2	Written paper (2 ½ hours)	30% of A Level
Research Project	Coursework	30% of A Level

SPECIAL POINTS

- A grade B at GCSE Home Economics is preferred for successful completion of this course. If no GCSE Home Economics a grade B or above would be required in GCSE science for entry.
- There is no cooking at A Level in this subject.
 - The course provides a good foundation for higher education courses such as medicine, dietetics, sports science, food science, nursing, consumer studies, business studies and marketing.
 - At A2 teachers the research project allows for flexibility of choice, so that students can specialise in individual areas of interest to them.
 - Through the research project students develop advanced study skills to help prepare them for higher education and the world of work. This provides students with the opportunity to develop a wide range of transferable skills and capabilities such as critical and creative thinking, decision-making, problem-solving, designing a research tool, analytical aptitude and target-setting.

Subject: **PHYSICS** Board: **CCEA** Type: **Modular**

AIMS

- 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.
- Through studying Physics, you will develop new ways of looking at the world and new thinking skills. These thinking skills can be applied to other disciplines such as Chemistry, Biology, Medicine, Earth and Planetary Sciences, are useful in the world of work and help you cope with everyday life.

CONTENT (CCEA Examination board)

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

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

ASSESSMENT

AS: Two 1 hour 45minute written papers and two 1 hour practical components

A2: Two 2 hour written papers and two 1 hour practical components

GCE Physics provides you with 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.

SPECIAL POINTS

The subject specifications build on the knowledge, understanding and skills set out in the Programme of Study for GCSE Physics. The minimum entry requirement is a grade B in Physics.

There is a significant amount of Mathematics in both the AS and A2 Physics courses. It is therefore advisable that students have an A or A* grade in GCSE Mathematics

Suitability for the course will be judged by the Head of the Faculty of Science and Technology on advice received from the Head of Department.

AIMS

The A Level course based on this specification should encourage candidates to develop a broad range of skills and knowledge of psychological theory and research. Psychology is a Social Science and study at A-level will provide a solid understanding of How Science Works through engaging in a variety of scientific investigations and mathematical analysis. The course encourages students to:

- develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods within psychology
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- develop an interest in and enthusiasm for psychology, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the psychology contributes to the success society.

CONTENT**A Level**

Paper 1	Social influence, Memory, Attachments, Psychopathology
Paper 2	Approaches in Psychology, Biopsychology, Research Methods
Paper 3	Issues and debates in Psychology, Development, Schizophrenia, Forensics

ASSESSMENT**A Level**

Paper 1	Written paper (2 hours)	33.3% of A Level
Paper 2	Written paper (2 hours)	33.3% of A Level
Paper 3	Written paper (2 hours)	33.3% of A Level

SPECIAL POINTS

Psychology is a challenging A level in which a wealth of material is covered and a lot of subject specific terminology is used. It requires a mix of literary, scientific and mathematical skills. In order to achieve good grades at A level Psychology it is essential that students wishing to study the subject have a grade B in GCSE Maths. B grades in GCSE English and Science are also good indicators of success.

Subject: **RELIGIOUS STUDIES** Board: **CCEA** Type: **Modular**

AIMS

Through studying GCE Religious Studies, students will have opportunities to:

- to promote an enquiring, critical and sympathetic approach to the study of religion;
- to enable students to recognise and appreciate the way in which faith affects thinking and behaviour;
- to develop knowledge and understanding of religion and ethics;
- to study the development of Christianity in its formative years;
- to discuss and evaluate religious beliefs, practices and values;
- to develop an understanding of spiritual, moral and cultural issues;
- to adopt an enquiring, critical and reflective approach to the study of religion; and reflect on and develop their own values, opinions and attitudes.

CONTENT

AS

The course consists of the following:

Unit 1 An Introduction to the Acts of the Apostles

Unit 2 Religious Ethics: the application of ethical theories to medical and human rights issues. (e.g. abortion, euthanasia, fertility treatment);

A2

Unit 1 A study of Selected Letters of St Paul

Unit 2 Global Ethics: The application of ethical theories to issues such as war and peace, crime and punishment, human and animal rights and gender justice.

ASSESSMENT

Students will be assessed on their ability to:

- i) select and present relevant factual information in an organised manner;
- ii) show an understanding of language, terms and concepts used in religion;
- iii) make a critical assessment of issues of belief and practice arising from the topics studied.

AS	A2
Unit 1 Written paper (11/3 hours) 50%	Unit 1 Written paper (2 hours) 50%
Unit 2 Written paper (11/3 hours) 50%	Unit 2 Written paper (2 hours) 50%

SPECIAL POINTS

The subject is recognised by universities as an arts subject for entrance purposes. It is not intended only for those who are considering theology or religion. Students from a range of religious backgrounds and none have chosen this subject. Those who choose A Level RE combine it with both arts and science subjects and apply for a wide variety of courses at university. It is particularly suitable for students who:

- Want to have an understanding of the ethical moral issues in a wide range of careers;
- Have an interest in religion in general or Christianity in particular;
- Wish to deepen their understanding of the role of religion in public and private life;
- Might eventually want to pursue a career in Christian or other related work;
- Are interested in medicine and health related issues as one of the AS modules involves medical ethics.

Subject: **TECHNOLOGY & DESIGN** Board: **CCEA** Type: **Modular**

Technology & Design is a subject aimed toward pupils with a view to pursuing a career in Engineering, Architecture, Product Design, Business & Marketing, and many more. It is also a good skills based subject for anyone who wishes to keep their options open.

AIMS

- To develop and sustain creativity and innovative practice.
- To recognise and overcome challenges and constraints when working towards the production of high-quality practice.
- To draw on and apply knowledge; understanding and skills of production processes to a range of design and technological activities.

CONTENT

AS

Unit 1 Paper 1: Design and Materials
Paper 2: Systems and Control

Unit 2 Coursework: Product Development

A2

Unit 1 Product Design

Unit 2 Coursework: System, Design and Manufacture

ASSESSMENT

AS

Unit 1	Examination x2 (1 hour each with 20 minute break between)	50% of AS	20% of A2
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Unit 2	Coursework	50% of AS	20% of A2
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A2

Unit 3	Examination (2 hours)		30% of A2
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Unit 4	Coursework		30% of A2
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FURTHER INFORMATION

Pupils who have not studied Technology and Design to GCSE level may be able to take the subject at AS level and possibly to A2 level. If this is the case pupils should have achieved at least a B in GCSE Science and Maths. Contact Mrs Bell for further information.

*******Pupils should also be aware that Technology and Design is a recognised entry requirement by universities for students wishing to study Engineering*******