

# St Patrick's Academy



## Subject Choice Information for AS Level – September 2023

**May 2023**

## Contents

<b>Subject</b>	<b>Awarding Body</b>	<b>Page Number</b>
<b>Accounting</b>	<b>AQA</b>	<b>3-4</b>
<b>Applied Health &amp; Social Care</b>	<b>CCEA</b>	<b>5</b>
<b>Art &amp; Design</b>	<b>CCEA</b>	<b>6</b>
<b>Biology</b>	<b>CCEA</b>	<b>7</b>
<b>Business Studies</b>	<b>CCEA</b>	<b>8-9</b>
<b>Chemistry</b>	<b>CCEA</b>	<b>10</b>
<b>Digital Technology</b>	<b>CCEA</b>	<b>11</b>
<b>Engineering (BTEC)</b>	<b>Pearson</b>	<b>12</b>
<b>English Literature</b>	<b>CCEA</b>	<b>13</b>
<b>Environmental Technology</b>	<b>CCEA</b>	<b>14</b>
<b>French</b>	<b>CCEA</b>	<b>15-16</b>
<b>Geography</b>	<b>CCEA</b>	<b>17</b>
<b>History</b>	<b>CCEA</b>	<b>18</b>
<b>Irish</b>	<b>CCEA</b>	<b>19</b>
<b>Life &amp; Health Sciences</b>	<b>CCEA</b>	<b>20</b>
<b>Mathematics (and Further Mathematics)</b>	<b>CCEA</b>	<b>21-22</b>
<b>Media Studies</b>	<b>WJEC</b>	<b>23-24</b>
<b>Music</b>	<b>CCEA</b>	<b>25</b>
<b>Nutrition &amp; Food Science</b>	<b>CCEA</b>	<b>26-27</b>
<b>Physical Education</b>	<b>WJEC</b>	<b>28-29</b>
<b>Physics</b>	<b>CCEA</b>	<b>30-31</b>
<b>Psychology</b>	<b>WJEC</b>	<b>32-34</b>
<b>Religious Studies</b>	<b>CCEA</b>	<b>35</b>
<b>Sociology</b>	<b>WJEC</b>	<b>36-37</b>
<b>Software Systems Development</b>	<b>CCEA</b>	<b>38</b>
<b>Technology &amp; Design</b>	<b>CCEA</b>	<b>39</b>

# Accounting - AQA

A qualification in accounting will always be helpful – whether it's used professionally or personally. This course helps students to understand the responsibilities of the accountant and the impacts of their recommendations on the business and the wider environment. Pupils will build knowledge and understanding of key concepts, principles and techniques that they can apply to real-life scenarios, developing the ability to solve problems logically, analyse data methodically, make reasoned choices and communicate effectively.

This specification encourages pupils to:

- Understand the role and develop the skills of the accountant in developing and evaluating accounting information systems and in preparing financial and management accounting information
- Apply the principles and techniques of accounting in the preparation of financial and management accounting information including using the double entry model to: record transactions; prepare financial statements for different types of organisations; and prepare management accounting information to enable management to plan, control and make decisions
- Analyse and evaluate a range of financial and management information and communicate the outcomes numerically and verbally
- Evaluate the impact of ethical considerations on the accountant and the duty to be truthful and accurately represent the facts when preparing and presenting accounting information, undertaking financial decision making and addressing the concerns of stakeholders
- Develop the ability to solve problems logically, analyse data methodically, make reasoned and justified decisions and use different reporting methods to communicate these to stakeholders.

The specification emphasises both financial accounting and the recording of past events, and management accounting as a means of planning and decision making. Pupils should appreciate that these are not totally distinct areas of study and that there is an interrelationship between financial accounting and aspects of management accounting. Pupils will develop an understanding of the principles of ethical behaviour which inform the actions of all those working within an accounting environment.

Pupils must demonstrate a good understanding of the double entry model and accounting principles and concepts as these form the foundation of all financial accounting techniques. They will also need to demonstrate quantitative skills that are relevant to the subject. Pupils will be expected to demonstrate knowledge of the formulae used for computations, carrying out computations and use the results of computations to inform judgements, solve problems and make decisions. Pupils must focus on developing their ability to write effectively so that they can report to stakeholders, making logical arguments and providing sound judgements based on analysis of available evidence taking account of financial and non-financial factors. Pupils should be encouraged to keep up to date with financial news including announcements concerning the performance of leading UK businesses, and be given the opportunity to investigate their published accounts.

## Accounting – AQA *(continued)*

This specification is designed to be taken over two years. **This is a linear qualification.** In order to achieve the award, pupils must complete all assessments at the end of the course and in the same series.

Content	Assessment	Weightings
<p>Paper 1</p> <p>Written exam: <b>3 hours</b> 120 marks</p> <p>Sections 1–8, 14–18 of the subject content</p>	<p>Three compulsory sections:</p> <ul style="list-style-type: none"> <li>• Section A has 10 multiple choice questions and several short answer questions. This section is worth 30 marks.</li> <li>• Section B has two structured questions each worth 20 marks. This section is worth 40 marks.</li> <li>• Section C has two extended answer questions each worth 25 marks. This section is worth 50 marks.</li> </ul>	<p>50% of A Level</p>
<p>Paper 2</p> <p>Written exam: <b>3 hours</b> 120 marks</p> <p>Sections 1–3, 8– 13, 17–18 of the subject content</p>	<p>Three compulsory sections:</p> <ul style="list-style-type: none"> <li>• Section A has 10 multiple choice questions and several short answer questions. This section is worth 30 marks.</li> <li>• Section B has two structured questions each worth 20 marks. This section is worth 40marks.</li> <li>• Section C has two extended answer questions each worth 25 marks. This section is worth 50 marks.</li> </ul>	<p>50% of A Level</p>

### Areas of study

- 3.1 An introduction to the role of the accountant in Business.
- 3.2 Types of business organization.
- 3.3 The double entry model.
- 3.4 Verification of accounting records.
- 3.5 Accounting concepts used in the preparation of accounting records.
- 3.6 Preparation of financial statements of sole traders.
- 3.7 Limited company accounts.
- 3.8 Analysis and evaluation of financial information.
- 3.9 Budgeting.
- 3.10 Marginal costing.
- 3.11 Standard costing and variance analysis.
- 3.12 Absorption and activity based costing.
- 3.13 Capital investment appraisal.
- 3.14 Accounting for organisations with incomplete records.
- 3.15 Partnership accounts.
- 3.16 Accounting for limited companies.
- 3.17 Interpretation, analysis and communication of accounting information.
- 3.18 The impact of ethical considerations.

**Entry Requirement:** Desirable Grade “B” in GCSE Mathematics.

<https://www.aqa.org.uk/subjects/accounting/as-and-a-level/accounting-7127>

# Applied Health and Social Care - CCEA

## What the subject is about:

Health & Social Care is the study of health and well-being. Pupils learn about the key stages of physical and emotional development and begin to understand the profound influence relationships and life events can have on an individual's health. Many pupils with qualifications in Health & Social care go on to have interesting careers in areas such as childcare, nursing, midwifery, counselling, health-visiting and paramedics.

## Course content and assessment schedule for AS Level:

Unit	Duration	Completion date	Brief outline of main content.
1	Term 1	January Year 13	<p><b>Promoting Positive Care (25%) Coursework</b></p> <p>This involves the production of a portfolio based on a placement in a care home. Pupils will learn about:</p> <ul style="list-style-type: none"> <li>➤ Care Values.</li> <li>➤ Legislation relating to health care.</li> <li>➤ Health &amp; Safety legislation in care settings.               <ul style="list-style-type: none"> <li>➤ Policies.</li> </ul> </li> <li>➤ Abuse cases in care settings.</li> </ul>
2	Term 2-3	February / May Year 13	<p><b>Communication in the Care Setting (25%) Coursework</b></p> <p>This involves the production of a portfolio based on a placement in a Primary School. Pupil will learn about:</p> <p>The importance of communication in a Primary School setting.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>➤ Types of communications.</li> <li>➤ Factors that support communication.</li> <li>➤ Barriers to communication.</li> <li>➤ Working in teams.</li> </ul>
3	Terms 1 - 3	2 hr Exam in May / June Year 13	<p><b>Health and Well-being (50%). External examination.</b> Pupils will learn about:</p> <ul style="list-style-type: none"> <li>➤ Concepts related to health and well-being.</li> <li>➤ Factors affecting health and well-being.               <ul style="list-style-type: none"> <li>➤ Health Promotion approaches.</li> </ul> </li> <li>➤ Organisations responsible for promoting health and well-being.</li> <li>➤ Discrimination in care settings.</li> </ul>

## Qualities / skills needed to succeed in the course

- Be able to work independently to meet deadlines for your portfolio / coursework.
- Be able to work in groups to research topics and produce presentations
- Be able to express yourself clearly and be able to write to a good standard
- As this has a vocational dimension it is important to have a keen interest in the health and social care sector.

<https://ccea.org.uk/post-16/gce/subjects/gce-health-and-social-care-2016>

# Art & Design - CCEA

## Why study Art & Design?

The study of GCE Art and Design creates a pathway to a future career in a creative or cultural field. It builds on the knowledge and skills developed at GCSE Level and Key Stage 3 and prepares pupils for further study in Art and Design or related study in a creative field.

## What skills will I learn?

This qualification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art and design disciplines. Opportunities are made available to develop key skills for the world of work. This course encourages pupils to find alternative approaches and to take risks in their work. It develops independent approaches to learning and allows for personal responses. AS Level Art & Design develops your creative and imaginative skills, allowing you to work on your own initiative in developing and expressing your personal ideas visually. You will develop transferable skills such as problem solving, visual awareness and communication development along with higher level thinking skills, creativity and personal motivation.

## What can I do with a qualification in Art and Design?

The creative and cultural industries are fast growing areas of the economy and are key to economic success. Northern Ireland has established a reputation in these industries. The study of GCE Art & Design nurtures a range of qualities which are highly sought after by employers. These include creativity, problem solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification. Possible careers include advertising, architecture, art curation, craft, jewellery design, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, animation, software design, toys and game design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

## What will I study?

Unit	Area of Study
AS 1: Experimental Portfolio	Theme based: students will have the opportunity to develop, explore and record ideas.
AS 2: Personal Outcome	Theme based: students will have the opportunity to produce a final outcome(s).

## How will I be assessed?

Unit	Assessment Description	Weighting
AS 1	Teacher assessment of work with external moderation	50% of AS 20% of A Level
AS 2	Teacher assessment of controlled task with external moderation. Assessment Objective 4 more heavily weighted than 1, 2, 3	50% of AS 20% of A Level

## Entry Requirements:

Compulsory GCSE subjects	Minimum Grade
Art and Design	B

## What qualities / skills will I need to succeed in the course?

You will need to have an interest in art, craft or design. You will need to be creative and imaginative and enjoy using your initiative in developing and expressing your personal ideas visually. You will be required to explore working with a variety of 3D and 2D materials. You must be able to work well independently and be good at meeting deadlines. A keenness to learn about established practitioners, a willingness to experiment with techniques and an understanding of the need to reflect and refine work will all aid success in this subject.

<https://ccea.org.uk/post-16/gce/subjects/gce-art-and-design-2016>

# Biology - CCEA

## What does biology A Level cover?

Biology is the study of living organisms, including their structure, functioning, evolution, distribution and inter-relationships.

A Level Biology is relevant to the fields of science, engineering and medicine, but also to the areas of commerce and public service in which problem solving and practical skills are valued.

### The Course Content

AS:1	AS:2	A2:1	A2:2
Cell ultra structure	Principles of exchange & transport	Homeostasis & excretion	Statistics
Movement in and out of cells	Transport in plants	Coordination and control in animals (the nervous system)	DNA as the genetic code
Continuity of cells(mitosis & meiosis)	Circulatory System	Coordination and control in plants	Genes and patterns of inheritance
Molecules (biochemistry)	Gas exchange	Ecosystems: Populations Communities Ecological energetics	Mechanism of change (population genetics)
Enzymes	Adaptations of organisms		Photosynthesis (in detail)
Viruses	Biodiversity: The variety of Life	Pollution & conservation	Respiration (in detail)
Tissues & organs	Human impact on biodiversity	Immunity	Gene technology
			Classification of plants and animals

### Examinations and Assessment of practical skills

AS: 1 and 2 examinations are sat in June, last 1.5 hours each and are worth 30% of A Level qualification (15% each).

AS: 3 is worth 10% and consists of a 1-hour practical examination and writing up a practical lab book.

A2: 1 and 2 modules are sat in May, after 2 years, last 2 hours and 15 minutes each and are worth 48% (24% each) of the entire A Level qualification.

A2: 3 is worth 12% and consists of a 1 hour and 15-minute practical examination and a practical lab book.

### Skills required for AS and A2 biology

- You will need good mathematics ability, especially for the statistics section of A2.
- There is an essay component to each examination so good skills in literacy are required.
- Students produce a lab book of experiment write ups at AS Level and at A2 Level, so good practical and written skills are required.
- We are studying biology, not just human biology, so expect to study about plants and the environment.
- Most students find GCSE Level biology quite easy, but they find A Level biology very demanding and challenging as there is a huge leap in knowledge and understanding.

<https://ccea.org.uk/post-16/gce/subjects/gce-biology-2016>

# Business Studies - CCEA

This course aims to encourage pupils to:

- 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	Assessment	Weightings
<b>AS 1: Introduction to Business</b>	External written examination - <b>1 hour 30 minutes. (80 marks)</b> Assessment for this unit consists of a written examination that includes both short and extended questions. 2 compulsory structured data responses.	50% of AS Level. 20% of A Level.
<b>AS 2: Growing the Business</b>	External written examination - <b>1 hour 30 minutes. (80 marks)</b> Assessment for this unit consists of a written examination that includes both short and extended questions. 2 compulsory structured data responses.	50% of AS Level. 20% of A Level.
<b>A2 1: Strategic Decision Making</b>	External written examination - <b>2 hours. (90 marks)</b> 5 compulsory structured data response.	30% of A Level.
<b>A2 2: The Competitive Business Environment</b>	External written examination - <b>2 hours. (90 marks)</b> 5 compulsory structured data response.	30% of A Level.

## Unit AS 1: Introduction to Business

This unit introduces pupils to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Pupils become familiar with different business ownership structures and the key stakeholder groups that may have an interest in how a business is managed. Pupils 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. Pupils should appreciate the impact of management and leadership styles on employee motivation and business operations.

## Unit AS 2: Growing the Business

In this unit pupils 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. Pupils develop a critical understanding of the marketing process, marketing strategy and the use of e-business. Pupils also develop an appreciation of the role of accounting and financial information in business decision making and financial control.



# **Business Studies – CCEA** *(continued)*

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

Pupils identify business objectives and the potential for these to conflict with those of various stakeholder groups. Pupils analyse and evaluate stakeholder management strategies.

Pupils 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.

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

In this unit, pupils examine the macroeconomic framework that businesses operate in. They evaluate the impact of globalisation on business activities. Pupils 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. Pupils examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.

**Entry Requirements:** Desirable: Grade “B” in GCSE Mathematics and grade “B” in GCSE English Language OR Business Studies

<https://ccea.org.uk/post-16/gce/subjects/gce-business-studies-2016>

# Chemistry - CCEA

Since 2016, the main changes to A Level Chemistry are:

- **Every examination paper has 20% mathematical questions.**
- The weightings have changed so that **AS is worth 40%** of the overall grade and **A2 60%**.

## Specification summary

Chemistry is often described as the most versatile science. It is the science most often required by universities and higher education establishments for learners to embark on degrees in **medicine, dentistry, veterinary science, pharmacy, pharmacology and forensics.**

The specification provides:

- A broad understanding of all major aspects of chemistry, allowing for application of knowledge and development of skills;
- A wide range of practical skills, linking to the theory developed in the course.
- Invaluable skills for both the workplace and further and higher education – for example – research, investigation, analysis, communication, problem-solving and working with others.

Content	Content summary	Assessment	Weightings
AS1	Basic concepts in physical and organic chemistry	External written exam 1hr 30mins. Multiple choice and structured questions	40% of AS 16% of A level
AS2	Further physical and inorganic chemistry and an introduction to organic chemistry	External written exam 1hr 30mins. Multiple choice and structured questions	40% of AS 16% of A level
AS3	Basic practical chemistry	Practical booklet A – in school laboratory – 1hr 15mins. Practical booklet B – external written exam – 1hr 15mins.	20% of AS 8% of A level
A21	Further physical and organic chemistry	External written exam 2hrs. Multiple choice and structured questions.	40% of A2 24% of A level
A22	Analytical, transition metals, electrochemistry and organic nitrogen chemistry	External written exam 2hrs. Multiple choice and structured questions.	40% of A2 24% of A level
A23	Further practical chemistry	Practical booklet A – in school laboratory – 1hr 15mins. Practical booklet B – external written exam – 1hr 15mins.	20% of AS 12% of A level

**Minimum entry requirements: at least AA in Double Award Science.**

<https://ceea.org.uk/post-16/gce/subjects/gce-chemistry-2016>

# Digital Technology – CCEA

A Level Digital Technology enables pupils to gain an awareness of a range of modern technologies and an appreciation of the potential impact that these may have on individuals, organisations and society. Pupils will develop an understanding of social, ethical and legal consequences related to digital technology and the course will provide opportunities for pupils to access career paths within professional IT management.

Topics studied include:

- System development methodologies, tools and techniques.
- Programming constructs, Data representation, Hardware and Software; internal CPU architecture, storage devices, Application and System Software.
- Web technology and Multimedia; HTML, CSS and protocols.
- Networking; resources, protocols, transmission media, error checking techniques.
- Databases; data modelling, normalisation, SQL.
- Applications of digital technology; AI, robotics, data mining, expert systems, mobile technologies, cloud computing.

Course content and assessment schedule			
	Content	Assessment	Weightings
AS Year 13	<b>AS 1:</b> Approaches to Systems Development	<b>External written examination (1 hour 30 minutes)</b> <i>Short and extended questions, based on the principles of Approaches to system development.</i>	20% of A Level
	<b>AS 2:</b> Fundamentals of Digital Technology	<b>External written examination (1 hour 30 minutes)</b> <i>Short and extended questions, based on the Fundamentals of Digital technology.</i>	20% of A Level
A2 Year 14	<b>A2 1:</b> Information Systems	<b>External written examination (2 hours 30 minutes)</b> <i>Short and extended questions, based on Information Systems</i>	40% of A Level
	<b>A2 2:</b> Application Development (Case Study)	<b>Internal assessment</b> <i>Pupils compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.</i>	20% of A Level

**Desirable GCSE Level subjects are:** Mathematics and Digital Technology (Grade B or above)

## Attributes needed to succeed in the course

**Pupils should:**

- be able to work independently.
- have a high level of self-motivation.
- demonstrate good habits of study and revision.
- be highly organised.
- good written communication skills.
- have the ability to work under pressure and meet deadlines.
- have access to a laptop with Microsoft Access installed for use during study periods in Year 14.

<https://ccea.org.uk/post-16/gce/subjects/gce-digital-technology-2016>

# Engineering – BTEC *(Taught at South West College, Dungannon)*

## Pearson BTEC Level 3 National Extended Certificate in Engineering

This qualification in Engineering gives learners a solid foundation for building a career in the engineering sector or moving on to further qualifications or training.

### Course Content and Assessment Information

Year	Module	Assessment	Course Content
13	1 - Engineering Principles	Mandatory & External (June)	This unit will develop your mathematical and physical scientific knowledge and understanding to enable you to solve problems set in an engineering context. You will explore and apply the algebraic and trigonometric mathematical methods required to solve engineering problems. The mechanical problems you will encounter cover static, dynamic and fluid systems. The electrical and electronic problems you will encounter cover static and direct current (DC) electricity, DC circuit theory and networks, magnetism, and single-phase alternating current theory. You may apply these engineering principles to solve problems involving more than one of these topic areas.
13	10 - Computer Aided Design in Engineering	Internally Assessed	In this unit you will use CAD software and hardware to produce 2D and 3D drawings. You will acquire the skills to produce models of products, editing and modifying these, and exploring materials and their properties. You will output a portfolio of drawings, for example orthogonal, 3D shaded or solid model, and detail view drawings, to an international standard.
14	2 - Delivery of Engineering Processes Safely as a Team	Mandatory Internally Assessed	In this unit, you will examine common engineering processes, including health and safety legislation, regulations that apply to these processes and how individual and team performance can be affected by human factors. You will learn the principles of another important process, engineering drawing, and develop two-dimensional (2D) computer-aided drawing skills while producing orthographic projections and circuit diagrams. Finally, you will work as a team member and team leader to apply a range of practical engineering processes to manufacture a batch of an engineered product or to safely deliver a batch of an engineering service.
14	3 - Engineering Product Design and Manufacture	Mandatory & External (May)	In this unit, you will examine what triggers changes in the design of engineering products and the typical challenges that engineers face, such as designing out safety risks. You will learn how material properties and manufacturing processes impact on the design of an engineering product. Finally, you will use an iterative process to develop a design for an engineering product by interpreting a brief, producing initial ideas and then communicating and justifying your suggested solution.

### Career opportunities

**Pupils interested in studying Engineering at university level are strongly advised to look carefully at admissions criteria to ensure that they meet the requirements in terms of subject and qualification combinations.**

Students may also progress to a Higher National Diploma or Certificate (HND, HNC) in a range of disciplines relating to engineering such as: Mechanical Engineering, Electrical/Electronic Engineering, Communications/Software Engineering, Engineering Management, Biomedical Engineering, Technology and Design, Sports Technology. If you want to enter full-time employment after you leave school, local employers recruit apprentices with BTEC qualifications for jobs such as: Manufacturing technicians, Electronics service technicians, Maintenance technicians.

<https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Engineering/2016/specification-and-sample-assessments/SPEC-BTEC-NAT-ENG-ExtCert.pdf>

# English Literature - CCEA

## What the subject is about:

English Literature is one of the most rewarding A Level subjects you can take. Universally recognised as a core academic subject, it is held in very high esteem by all universities. Increasingly, universities are citing the skills developed from A Level English Literature as highly desirable skills in candidates applying for any degree course. Creativity, innovation and high levels of literacy are essential to a healthy economy; in this respect, an A Level in English Literature is to be highly recommended, not only for students studying other humanities A Levels, but for those choosing pathways that involve science and business too. Studying English Literature gives you the opportunity to explore an interesting and diverse range of literature, including poems, novels and plays. You will get to know the writing of particular authors in great detail and develop your passion for literature – passion that we hope will remain with you for the rest of your life. This kind of study affords a unique way of appreciating the power of the written word and the cultural history of our own and other countries. An English Literature A Level will equip you with skills that are readily transferable into many other areas and many university courses. It opens up an opportunity to access a wide variety of careers, such as law, publishing, teaching, TV, film and media, journalism, marketing, writing, advertising, public relations, and many others. Pupils who choose to study English Literature with us enjoy consistently high grades.

## Course content and assessment schedule:

Unit	Duration	Brief outline of main content
AS1	2 hours	<p><b><u>The Study of Poetry 1900-present and The Study of Drama 1900-present</u></b>            For this unit you will answer two questions:</p> <ul style="list-style-type: none"> <li>• one question from Section A on the poetry of Seamus Heaney and Robert Frost;</li> <li>• one question from Section B on Brian Friel's play, <i>Translations</i>.</li> </ul>
AS2	1 hour	<p><b><u>The Study of Prose pre-1900</u></b>            For this unit you will answer one question on <i>Frankenstein</i> by Mary Shelley.</p>
A21	1 ½ hours	<p><b><u>The Study of Shakespeare</u></b>            For this unit you will answer one question on the Shakespearean comedy, <i>The Taming of the Shrew</i>.</p>
A22	2 hours	<p><b><u>The Study of Poetry pre 1900 and Unseen Poetry</u></b>            For this unit you will answer two questions:</p> <ul style="list-style-type: none"> <li>• one question from Section A on Chaucer's <i>The Wife of Bath</i>;</li> <li>• one question from Section B on an unseen poem.</li> </ul>
A23	n/a	<p><b><u>COURSEWORK: The Study of Prose – theme-based</u></b>            For this unit you will submit one piece of coursework based on the study of two novels (one of which must be 21<sup>st</sup> century) which you will choose yourself (with guidance from your teacher).</p>

**Entry requirements:** Grade B in English Literature and English Language.

## Qualities/skills needed to succeed in the course:

- a passion for reading and discussing literature and a willingness to study independently;
- the ability to articulate informed and relevant responses to questions on literary texts;
- the ability to explore connections and comparisons between texts;
- the ability to identify and examine a range of methods employed by the author;
- the ability to demonstrate understanding of the context in which texts are written.

<https://ccea.org.uk/post-16/gce/subjects/gce-english-literature-2016>

## Environmental Technology - CCEA

This course focuses on looking at 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. This specification allows opportunities for you to:

- develop your interest in science and technology along with an enthusiasm for environmental action;
- appreciate how science and technology can contribute towards a sustainable economy and society.

Topics covered include:

- finding out about the impact of declining fossil fuel supplies and consider the options for reducing global dependency on crude oil;
- researching renewable energy sources and evaluating the technical, environmental and economic aspects of the energy output from wind, solar and biomass.
- examining a range of new and existing technologies and management systems that have the potential to support society's move towards a more sustainable way of living.
- Consider the sustainability performance of a building and apply the Code for Sustainable Homes (CSH) system to a specific construction.

You will also have opportunities to apply the knowledge and understanding that you have gained to a practical context. At AS Level and A Level, you will be required to submit a technical report, relating to a realistic scenario task. This will involve desktop research, practical investigation and discussion & recommendations.

### Assessment

AS 1 – The Earth's Capacity to support Human Activity	External written examination. <b>1 hour 30 minutes.</b>	50% of AS 20% of A Level
AS 2 – Renewable Energy Technologies	Internal assessment - Pupils produce a technical report based on a realistic scenario relating to the use of renewable energy technologies. Externally moderated.	50% of AS 20% of A Level
A2 1 – Building and Managing a Sustainable Future	External written examination. <b>2 hours.</b>	30% of A Level
A2 2 - Environmental Building Performance and Measurement	Internal assessment - Pupils produce a technical report relating to the environmental performance of a local building. Externally moderated.	30% of A Level

With investment in low-carbon technologies and the green economy on the rise, employers will need a workforce with the right skills and knowledge to take advantage of this growth. This GCE is fresh, contemporary and relevant to both pupils and employers. It is a science-based qualification, designed to enhance pupils' understanding of environmental and sustainability issues. It promotes the application of this knowledge in practical industry-based scenarios and assessment tasks. Environmental Technology will help you to make informed decisions and choices in everyday life. You can study Environmental Technology with a variety of other subjects. This can lead to a range of opportunities in higher education or a rewarding career.

<https://ccea.org.uk/post-16/gce/subjects/gce-environmental-technology-2016>

# French - CCEA

The study of A Level French further develops and extends the students' competence in each of the four skills of Reading, Writing, Listening and Speaking.

The examination board is CCEA. The latest version of the Revised AS and A2 French Specifications can be viewed and downloaded on the [www.ccea.org.uk/french](http://www.ccea.org.uk/french)

A Level French study also provides the opportunity to learn about the society and the culture of France and French speaking communities.

## AS LEVEL TOPICS INCLUDE:

### Relationships:

- 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 & Lifestyle:

- physical well-being for example diet and exercise,
- risk taking behaviour for example smoking, alcohol, drugs and extreme sports,
- dealing with stress and challenges for example school and 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

AS and A2 French studies build on the knowledge and skills achieved at GCSE level. In addition to the 5 hours of French study each week there will be an additional hour with a French assistant in order to practice spoken French.

The study of A level French is highly recommended to gain entry into many university courses and for many job opportunities as in an increasingly global economy, proficiency in French is a highly marketable job skill. French is integral to or complementary with a huge number of careers including international business, computers, travel and tourism, public administration, law, banking, medicine, accountancy, journalism, education and social work. In fact, a sound working knowledge of one or more modern European languages has become a major differentiator when it comes to recruitment. The study of other European languages and literature develops cultural awareness and sensitivity, improves one's ability to communicate and promotes greater appreciation of European business environments.

France is our closest European neighbour and after English, French is the most widely spoken and studied language in Europe. French is a major working language in the bureaucracy of the European Union and has been the vehicle for a large proportion of modern European culture and literature. In the world of international commerce, industry and politics, French is often the common language of communication. It is also the official language of forty countries worldwide.

## French – CCEA *(continued)*

### Details of assessments:

Unit	Assessment format	Duration	Weightings and marks
AS1 Speaking	Q1: Presentation Q2: Conversation	Approx.13 minutes	12% of A Level
AS 2 Listening	<b>Section A:</b> Listening: Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk.	40 minutes	16% of A Level French
Reading	<b>AS 2: Section B – Reading</b> Question 1: students answer <b>one</b> set of questions in French based on <b>one</b> passage. Question 2: students translate a passage from French into English. (50 minutes)	1 hour 20 minutes	
Writing	<b>AS 2: Section C – Use of Language</b> Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into French. (30 minutes) <b>Total time: 2 hours</b>		
Writing	<b>Section C:</b> Students write one essay in French in response to a set film or literary text.	1 hour	12% of A Level French

### ADDITIONAL INFORMATION:

Students can take:

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

The full advanced GCE award is based on the students' marks for AS (40%) and the A2 (60%).

<https://ccea.org.uk/post-16/gce/subjects/gce-french-2016>



# Geography - CCEA

## What the subject is about:

At AS Level the course is very similar to GCSE in structure. You will not cover each topic in as much detail but you cover all 6 themes in one year. There is **no coursework**, instead you carry out fieldwork and answer questions about it in your third AS paper.

A2 Level covers 4 topics (Settlement, Tourism, Coasts, Volcanoes and Earthquakes) and also includes a decision making paper.

We follow the CCEA specification and you will sit three papers at the end of Year 13 for an AS grade. You sit your three A2 papers at the end of Year 14.

The final A level grade is based on an aggregation of the marks from AS (40%) and the A2 (60%).

## Course content and assessment schedule:

Unit	Examination details	Brief outline of main content. (Identify where coursework or practical forms part or all of a module)
AS1	1 hour 15 minutes Summer Year 13	Physical Geography 40% of AS Level, 16 % of A2 Level. Topics covered: Rivers, Ecosystems & Atmosphere.
AS2	1 hour & 15minutes Summer Year 13	Human Geography 40% of AS Level, 16 % of A2 Level. Topics covered: Population, Settlement & Development.
AS3	1 hour Summer Year 13	Fieldwork Skills and Techniques in Geography, 20% of AS Level, 8% of A2 Level. River study
A21	1hrs & 30 minutes Summer Year 14	Physical Geography, 24% of A2 Level. Topics covered: Coasts, Volcanoes & Earthquakes.
A22	1hrs & 30 minutes Summer Year 14	Human Geography, 24 % of A2 Level. Topics covered: Tourism & Settlement
A23	1hrs & 30 minutes Summer Year 14	Decision Making in Geography 12 % of A2 Level. Complete a decision making exercise.

## Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
Geography	B	English	B
		Mathematics	B

## Qualities / skills needed to succeed in the course:

- An understanding of geographical concepts and processes to understand and interpret our changing world.
- The fieldwork and skills questions involve statistical calculations and graph work. The decision making paper will require you to be able to reach a decision about an issue and support your choice with evidence from the resources.
- This is a varied and challenging course but you should find it enjoyable.

<https://ccea.org.uk/post-16/gce/subjects/gce-geography-2018>

# History - CCEA

**What the subject is about:** You will be able to build on your understanding of the past through a broad and balanced study of twentieth century Irish and European history. Pupils develop the following skills:

- the ability to ask relevant questions about the past, to carry out research and evaluate conclusions.
- the ability to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
- critical and reflective thinking skills.

## Course content and assessment schedule:

Paper	Duration	Brief outline of main content.
<b>AS 1</b> <b>20%</b>	1 hour 30 minutes	<p style="text-align: center;"><b>Germany</b> (1918-1945)</p> <ul style="list-style-type: none"> <li>▪ The Weimar Republic and the Rise of the Nazi Party (1918-1933)</li> <li>▪ Nazi Germany (1933-1945)</li> </ul> <p><i>Assessed by comprehension questions and longer source analysis questions.</i></p>
<b>AS 2</b> <b>20%</b>	1 hour 30 minutes	<p style="text-align: center;"><b>Russia</b> (1903-1941)</p> <ul style="list-style-type: none"> <li>▪ Causes and Consequences of 1905 Revolution                             <ul style="list-style-type: none"> <li>▪ Lenin and Revolution (1917-1924)</li> <li>▪ Stalin and Revolution (1924-1941)</li> </ul> </li> </ul> <p><i>Assessed by traditional essay style questions and shorter comprehension questions.</i></p>
<b>A2 1</b> <b>20%</b>	1 hour 15 minutes	<p style="text-align: center;"><b>Clash of Ideologies in Europe</b> (1900-2000)</p> <ul style="list-style-type: none"> <li>▪ The Advance of Communism outside the USSR and the Opponents of Communism</li> </ul> <p><i>In the final examination you answer one question, a 50 mark essay.</i></p>
<b>A2 2</b> <b>40%</b>	2 hours & 30 minutes	<p style="text-align: center;"><b>Partition of Ireland</b> (1900-1925)</p> <ul style="list-style-type: none"> <li>▪ Home-Rule Crisis (1900-1914)</li> <li>▪ Political Events (1914-1918)</li> <li>▪ Events in Ireland (1919-1925)</li> </ul> <p><i>Assessed by source analysis and essays.</i></p>

## Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
History	B/A	English	B/A

## Qualities/skills needed to succeed in the course

Pupils must

- enjoy reading about history and analysing different interpretations of the past
- enjoy developing reasoned arguments and communicating their ideas in essays
- have good literacy skills

<https://ccea.org.uk/post-16/gce/subjects/gce-history-2019>

## Irish - CCEA

The study of A Level Irish further develops and extends the pupils' competence in each of the four skills of Reading, Writing, Listening and Speaking. A Level Irish study also provides the opportunity to learn about the society and the culture of the Gaeltacht areas of Ireland. It also provides the opportunity to study Irish literature and culture.

<b>AS topics</b>	Relationships - family life and pressures, working parents, personal relationships, young people's problems.	Health and Lifestyle – diet & exercise, drugs, smoking, dealing with stress, interests, travel.	Young People in Society – friendship, school, future career, media, religion.
<b>A2 topics</b>	Citizenship – equality, discrimination, poverty, immigration, conflict, multiculturalism.		Environment – conservation, pollution, energy.

AS and A Level Irish studies build on the knowledge and skills achieved at GCSE Level. In addition to the 5 hours of Irish study each week there will be an additional half hour with our Irish assistant in order to practice spoken Irish. The study of A Level Irish is highly recommended to gain entry into many university courses and for many job opportunities as in an increasingly global economy, proficiency in modern languages is a highly marketable job skill. Irish is integral to or complementary with a huge number of careers including international business, computers, travel and tourism, public administration, law, banking, accountancy, research, journalism, education and social work. In fact, a sound working knowledge of one or more modern European languages has become a major differentiator when it comes to recruitment. The study of other European languages and literature develops cultural awareness and sensitivity, improves one's ability to communicate and promotes greater appreciation of European business environments.

Assessment schedule – AS Level	Duration & Weighting
AS 1 Speaking Q1: Presentation (3 minutes) Q2: Conversation (8 minutes)	Approximately 11 minutes. <b>AS 30%, A2 12%.</b>
AS2 - Listening - Section A - Pupils answer 2 questions based on 2 passages recorded on disk. No 1 answer in Irish and No 2 answer in English.	40 minutes <b>AS 40%, A2 16%.</b>
AS2 - Reading - Section B: Q1. Reading comprehension questions in Irish based on one text.	50 minutes
Q2: Translation from Irish to English	
AS2 - Use of Language - Section C - 4 sections of short grammatical exercises plus short sentences from English into Irish.	30 minutes
AS 3 Extended Writing - Pupils write 1 essay in Irish in response to a set film or literary text.	1 hour <b>AS 30%, A2 12%</b>
A2 1: Speaking - Q1: Discussion based on 1 individual research project (6 minutes) and Q2: Conversation (9 minutes)	15 minutes <b>A2 : 18%</b>
A2 2 Section A – Listening - Pupils answer 2 questions based on 2 passages recorded on individual CDs.	45 minutes & 2 hours
A2 2 - Section B - Reading - Pupils answer 2 sets of questions, one summary exercise and one translation exercise.	45 minutes <b>A2 : 24%</b>
A2 3 - Extended Writing - Pupils write <b>one</b> essay in Irish in response to a set literary text.	1 hour <b>A2 : 18%</b>

## Life & Health Sciences – CCEA

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

Life and health science related industries make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

### AS Level

Unit	Content	Weighting
<b>Unit AS 1: Experimental Techniques</b>	In this unit students develop skills in performing a range of experimental techniques useful in biology, chemistry and physics. For each of the following scientific skills students must complete an investigation. They must present each investigation as a report that includes a title, objective, introduction, materials and apparatus, risk assessment, procedure, results and conclusion. This unit is internally assessed; students complete a portfolio of evidence.	33.34% of AS  13.34% of A Level
<b>Unit AS 2: Human Body Systems</b>	This unit gives students the opportunity to learn about how human body systems work and how they support good health. A healthy body is fundamental to good quality of life. To maintain good health, a balanced diet that meets the energy and nutritional needs of the individual is key, as is regular physical exercise. Healthcare professionals perform assessments of how well human body systems are functioning. These assessments can, for example, provide information on whether an individual may have a disease or may need to make changes to their diet. In this unit students consider some health and fitness measurements used to monitor the activity of the body. They also investigate what is considered to be a healthy diet for different groups, for example children, the elderly and pregnant women. This unit is assessed through an external examination consisting of a series of compulsory structured questions, some of which may allow opportunities for extended writing.	33.33% of AS  13.33% of A Level
<b>Unit AS 3: Aspects of Physical Chemistry in Industrial Processes</b>	In this unit students develop skills in performing calculations in chemistry. Students can also apply their knowledge of energetics, kinetics and equilibrium in the industrial manufacture of chemicals. This unit is assessed through an external examination consisting of a series of compulsory structured questions, some of which may allow opportunities for extended writing.	33.33% of AS  13.33% of A Level

<https://ccea.org.uk/post-16/gce/subjects/gce-life-and-health-sciences-2016>

## Mathematics - CCEA

GCE Level Mathematics aims to develop and strengthen a range of knowledge and skills. Among these, the course aims to help pupils:

- develop their understanding of mathematics and mathematical processes;
- develop their reasoning skills and their ability to recognize incorrect reasoning;
- extend their mathematical skills and techniques for use in more difficult, unstructured problems;
- understand the coherence and progression in mathematics and how different areas of mathematics are connected; and
- become aware of the relevance of mathematics to other fields of study, the world of work and society in general.

GCE Level Mathematics offers students three qualifications. These are:

AS Level Mathematics	A Level Mathematics	AS Level Further Mathematics
----------------------	---------------------	------------------------------

### **A Level Maths Specification summary**

The specification adopts a modular structure. Candidates are required to study two units for AS and four units for A Level GCE in Mathematics (The two AS units along with two A2 units).

The AS units are AS1 which is Pure Maths and AS2 which is Applied Maths which includes mechanics and statistics.

The A2 units are A21 which is Pure Maths and A22 which is Applied Maths which includes mechanics and statistics.

We would like students to have a grade A at GCSE Maths having studied the M8 Module. It would be preferable if they also had studied GCSE Further Maths.

Maths provides essential skills for a large variety of careers such as engineering, accountancy, business management, careers in financial sector and in the scientific world along with many others.

AS Level Mathematics	
<p>AS1 – Pure Mathematics (60% of AS course and 24% of the A Level course) This unit revises a lot of the work studied in Year 12 Further Mathematics Unit 1 – Pure Mathematics. The topics covered are algebra &amp; functions, coordinate geometry, binomial theorem, trigonometry, exponential &amp; logarithms, differentiation, integration and vectors;</p>	<p>AS2 – Applied Mathematics (40% of AS course and 16% of the A Level course) This unit revises a lot of the work studied in Year 12 Further Mathematics Units 2 &amp; 3 – Mechanics and Statistics. The topics covered are quantities and units in mechanics, kinematics, forces &amp; Newton’s laws, statistical sampling, data presentation &amp; interpretation, probability and statistical distributions;</p>

## Mathematics – CCEA *(continued)*

A Level Mathematics	
<p>A21 – Pure Mathematics (36% of the A level course) This unit builds on the content covered in the AS1 unit.</p> <p>The topics covered are further algebra &amp; functions, further coordinate geometry, sequences &amp; series, further trigonometry, further differentiation, further integration and numerical methods;</p>	<p>A22 – Applied Mathematics (24% of the A level course) This unit builds on the content covered in the AS2 unit.</p> <p>The topics covered are further kinematics, moments, impulse &amp; momentum, further probability, statistical distributions and statistical hypothesis testing;</p>

AS Level Further Mathematics	
<p>AS1 – Pure Mathematics (50% of AS course covered in Year 13) This unit covers some topics taught in GCSE Further Mathematics Unit 1 – Pure Mathematics.</p> <p>The topics covered are algebra &amp; functions, complex numbers, matrices and vectors.</p>	<p>AS2 – Applied Mathematics (50% of AS course covered in Year 14) This unit has a compulsory mechanics unit and a choice of either further mechanics or statistics.</p> <p>The topics covered in the compulsory mechanics section are Hooke’s Law, work &amp; energy, power and circular motion; The topics in the further mechanics section are further particle equilibrium, resultant and relative velocity, further circular motion, gravitation and dimensions; The topics in the statistics section are sampling, probability, statistical distributions and bivariate distribution.</p>

<https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018>

<https://ccea.org.uk/post-16/gce/subjects/gce-further-mathematics-2018>

# Media Studies - WJEC

## Overview of Specification

Pupils study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth. Advertising and marketing, film, music video, radio and video games are studied in relation to selected areas of the framework.

The WJEC A Level in Media Studies offers a broad, engaging and stimulating course of study which enables pupils to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- demonstrate a critical approach to media issues
- demonstrate appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- develop an understanding of the dynamic and changing relationships between media forms, products, industries and audiences
- demonstrate knowledge and understanding of the global nature of the media
- apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed
- make informed arguments, reach substantiated judgements and draw conclusions about media issues
- engage in critical debate about academic theories used in media studies
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- demonstrate sophisticated practical skills by providing opportunities for creative media production.

## Summary of Components and Assessment

**AS Unit 1: Investigating the Media Written examination: 2 hours 30 minutes 24% of qualification.**

The exam consists of three sections.

### **Section A: Selling Images – Advertising and Music Video**

This section assesses knowledge and understanding of media language, representation and audiences in relation to advertising or music video.

There is one question based on unseen print or audio-visual resource material.

### **Section B: News in the Online Age**

This section assesses knowledge and understanding of media language, representation, media industries and audiences.

There is one two-part question requiring reference to the set news products studied.

### **Section C: Film Industries – from the UK to Hollywood.**

This section assesses knowledge and understanding of media language, media industries and audiences.

There is one two-part question requiring reference to the set films studied.

### **AS Unit 2: Creating a Media Production Non-exam assessment 16% of qualification**

- A media production, including individual research and planning, created in response to a choice of briefs set by WJEC, and applying knowledge and understanding of key concepts
- An individual reflective analysis of the production.

### **A2 Unit 3: Media in the Global Age Written examination: 2 hours 30 minutes 36% of qualification**

This unit assesses knowledge and understanding of media language, representation, media industries and audiences. The exam consists of three sections. One section will also assess knowledge and understanding of media contexts and one section will also assess knowledge and understanding of critical perspectives.

#### **Section A: Television in the Global Age**

There is one question from a choice of two based on the set television programmes studied.

#### **Section B: Magazines – Changing Representations**

There is one question from a choice of two based on the set magazines studied.

#### **Section C: Media in the Digital Age – Video Games**

There is one question from a choice of two based on the set video games studied.

### **A2 Unit 4: Creating a Cross-Media Production Non-exam assessment 24% of qualification**

- A cross-media production, including individual investigative research and development, created in response to a choice of briefs set by WJEC and applying knowledge and understanding of key concepts and digital convergence.
- An individual critical analysis of the production.

[https://www.wjec.co.uk/qualifications/media-studies-as-a-level/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments)



# Music - CCEA

## Why study GCE Music?

Research shows that studying Music can help students develop critical thinking, spatial reasoning and cognitive skills. It also helps develop communication skills and encourages creativity and expressiveness. Students who play music develop skills in self-discipline, self-esteem and the ability to manage information.

## Specification at a glance

Content	Assessment	Weightings
AS 1: Performing	Solo performance and viva voce (Discussion of performance)	32.5% of AS Level; 13% of A Level
AS 2: Composing	Composition task or composition with technology task Written commentary	32.5% of AS Level; 13% of A Level
AS 3: Responding to Music	Two external written exams: Test of aural perception (1 hour) Written exam (2 hours)	35% of AS; 14% of A Level
A2 1: Performing	Solo performance and viva voce (Discussion of performance)	19.5% of A Level
A2 2: Composing	Composition task or composition with technology task Written commentary	19.5% of A Level
A2 3: Responding to Music	Two external written exams: Test of aural perception (1 hour 15mins) Written exam (2 hours)	21% of A Level

**Performing:** The minimum standard for AS is Grade 4 on main instrument;

**Composing:** The standard of this task at AS is expected to bridge the gap from GCSE to A Level.

**Responding to Music:** Music from the Renaissance, Baroque, Classical and Romantic periods right through to popular musicals and other sacred vocal styles are studied.

## Attributes needed to succeed in the course:

- Enjoys playing main instrument and is committed to regular practice in order to develop technical and musical skills;
- willingness to participate in the musical extra-curricular life of the school, in order to enhance musical experience;
- good aural skills; good written skills;
- willingness to develop a knowledge of all styles of music through independent listening.

## Career options:

Music graduates have a wide range of career options available to them both inside and outside the industry, including: performer, teacher, administrator, songwriter, conductor, composer, recording engineer, manager, promoter, or music publisher.

There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR, technology, label services, ticketing and merchandising. It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.

<https://ccea.org.uk/downloads/docs/Specifications/GCE/GCE%20Music%20%282016%29/GCE%20Music%20%282016%29-specification-Standard.pdf>

# Nutrition and Food Science - CCEA

Nutrition and Food Science is 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.

Through studying this revised specification, students will be encouraged to develop knowledge and understanding of:

- health and well-being;
- how to manage resources to meet an identified human need in a diverse and ever – changing society;
- the rapid technological changes and the growth of scientific knowledge and understanding
- how society impacts on health and well-being;
- issues affecting our food supply and how they impact upon the environment, and the ethical implications
- carrying out independent primary and secondary research

Students can take:

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

## Specification at a glance

<p><b>AS 1: Nutrition for Optimal Health</b></p> <p><i>50% of AS</i></p> <p><i>20% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Protein</li> <li>• Fat</li> <li>• Carbohydrate</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Trace minerals</li> <li>• Water and other fluids</li> <li>• Nutrition through life</li> </ul>
<p><b>AS 2: Priority Health Issues</b></p> <p><i>50% of AS</i></p> <p><i>20% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Nutrient requirements</li> <li>• Eating patterns</li> <li>• Energy and energy balance</li> <li>• Diet-related disorders</li> <li>• Alcohol</li> <li>• Physical Activity</li> </ul>
<p><b>A21: Option 1- Food security and sustainability</b></p> <p><i>30% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Food security</li> <li>• Food poverty</li> <li>• Food sustainability</li> <li>• Food waste</li> <li>• Changing consumer behaviour</li> </ul>
<p><b><u>Or</u></b></p> <p><b>Option 2 – Food safety and Quality</b></p> <p><i>30% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Food safety</li> <li>• Safety through the food chain</li> <li>• Microbiological contamination</li> <li>• Chemical contamination</li> <li>• Additives</li> <li>• Allergens</li> <li>• Controls and legislation</li> </ul>

## Nutrition and Food Science – CCEA *(continued)*

<b>A2:2 Research Project</b> <i>30% of A Level</i>	4000-word research based dissertation. Marked internally and externally moderated. Topic is chosen by student but must reflect some aspect of AS/A2 course content.
---	---

### Some career opportunities:

Each day, food choices affect health. 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. There are many career opportunities within this field of work as scientific knowledge and research develops. This 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.

Covering such a wide spectrum of topics, students may develop a good base knowledge to pursue further studies which could then take them into a wide range of employment opportunities within the food industry, into roles such as **product development specialists, quality assurance managers, laboratory analysts, technical managers, microbiologist, food technologist, Environmental health, marketing managers and resource control. Additionally, they may go on to pursue higher degrees, such as Masters and PhD's in food security, food analysis, meat science, public health management, nutrition and dietetics, health professions (medicine, pharmacy, nursing) or to study for teaching qualifications.**

### Some further related courses:

**Consumer Management and Food Innovation** Bachelor of Science with Honours  
and Diploma in Professional Practice DPP Campus, Coleraine campus

**Bsc Hons Food Management**

BSc Hons Food Design & Nutrition

BSc Hons Food Technology

} CAFRE

**and many more . . .**

### Entry Requirements

#### ***Desirable***

Food & Nutrition - B

Double Award Science - BB

English Language - B

#### ***Personal skills and qualities***

Interested in food/health related issues

Good oral/written communication skills

Good analytical skills

Be able to distinguish fact from opinion

***Note:*** There is no practical work in this course.

<https://ccea.org.uk/post-16/gce/subjects/gce-nutrition-and-food-science-2016>

# Physical Education - WJEC

## Why study Physical Education?

This course has been designed to allow pupils to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practice with an emphasis on the application of theoretical knowledge. Pupils will develop an understanding of how the various theoretical concepts impact on their own performance. Pupils will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport.

## AS Specification at a glance

### Subject content

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

### AS Assessments

<b>Paper 1: Exploring Physical Education</b>	Non –Exam Assessment: <b>Practical Performance in Physical Activity and Sport</b>
<p style="text-align: center;"><b>What's assessed</b></p> <ol style="list-style-type: none"> <li>1. Exercise physiology, performance analysis and training</li> <li>2. Sport psychology</li> <li>3. Skill acquisition</li> <li>4. Sport and society</li> </ol>	<p style="text-align: center;"><b>What's assessed</b></p> <ol style="list-style-type: none"> <li>1. Practical performance as a performer and coach or official.</li> <li>2. Devise a written personal performance profile – i.e. identify a weakness in performance and devise a training programme to address weakness</li> </ol>
<p style="text-align: center;"><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 ¾ hours               <ul style="list-style-type: none"> <li>• 72 marks</li> <li>• 60% of AS</li> <li>• 24% of A Level</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Internal assessment, external moderation               <ul style="list-style-type: none"> <li>• 48 marks</li> <li>• 40% of AS</li> <li>• 16% of A Level</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Question Type</b></p> <p>Contextualised questions to include multiple choice, data response, short and extended answers.</p>	<p style="text-align: center;"><b>Questions</b></p> <p>One compulsory case study consisting of approximately seven questions.</p>

# Physical Education - WJEC *(continued)*

## A Level Specification at a glance

### Subject content

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

### A2 Assessments

<b>Paper 1: Evaluating Physical Education</b>	Non –Exam Assessment: <b>Practical Performance in Physical Activity and Sport</b>
<p style="text-align: center;"><b>What's assessed</b></p> <ol style="list-style-type: none"> <li>1. Exercise physiology, performance analysis and training</li> <li>2. Sport psychology</li> <li>3. Skill acquisition</li> <li>4. Sport and society</li> </ol>	<p style="text-align: center;"><b>What's assessed</b></p> <ol style="list-style-type: none"> <li>1. Practical performance as a performer or a coach or an official.</li> <li>2. Investigative Research – i.e. evaluate literature on possible action plans to address an identified performance weakness.</li> </ol>
<p style="text-align: center;"><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours                             <ul style="list-style-type: none"> <li>• 90 marks</li> </ul> </li> <li>• 36 % of A Level</li> </ul>	<p style="text-align: center;"><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• Internal assessment, external moderation                             <ul style="list-style-type: none"> <li>• 60 marks</li> <li>• 24% of A Level</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Question Type</b></p> <p>A range of questions to include data response, short and extended answers.</p>	<p style="text-align: center;"><b>Questions</b></p> <p>One compulsory case study consisting of approximately seven questions.</p>

### Entry requirements:

<b>Desirable subjects</b>	<b>Grade</b>
GCSE PE	A
English	B
Science	B

### Qualities/skills needed to succeed in the course

- The ability to analyse the factors that affect performance and participation in Physical education.
- The ability to perform in a variety of roles in sport such as a performer, official and/or coach.
- An interest in current contemporary topics in sport.

[https://www.wjec.co.uk/qualifications/physical-education-a-as-level#tab\\_overview](https://www.wjec.co.uk/qualifications/physical-education-a-as-level#tab_overview)

## Physics - CCEA

Physics and the problem-solving skills it develops is useful in many different jobs including agriculture, plans and land, environmental sciences, construction, engineering and manufacturing, medicine and nursing, medical technology, and science and research.

### What the subject is about:

Through studying this specification, pupils:

- develop their interest in and enthusiasm for physics;
- begin to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works; and
- develop essential knowledge and understanding of different areas of physics and how they relate to each other.

Units	Content
<p>AS1: Forces, Energy and Electricity</p> <p><i>1 hour 45 minutes</i></p> <p><i>40% of AS Level</i> <b>16% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Physical quantities</li> <li>• Scalars and vectors</li> <li>• Principle of moments</li> <li>• Linear motion</li> <li>• Dynamics</li> <li>• Newton’s Laws of motion</li> <li>• Linear momentum and impulse</li> <li>• Work done, Potential and kinetic energy</li> <li>• Electric current, charge and voltage</li> <li>• Resistance and resistivity</li> <li>• Internal resistance and electromotive force</li> <li>• Potential divider circuits</li> </ul>
<p>AS2: Waves, Photons and Astronomy</p> <p><i>1 hour 45 minutes</i></p> <p><i>40% of AS Level</i> <b>16% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Waves</li> <li>• Refraction</li> <li>• Lenses</li> <li>• Superposition, interference and diffraction</li> <li>• Quantum physics</li> <li>• Wave-particle duality</li> <li>• Astronomy</li> </ul>
<p>AS3: Practical Techniques and Data analysis</p> <p><i>20% of AS Level</i> <b>8% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Implementing</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Refinement</li> <li>• Communication</li> </ul> <p><i>2 (1 hour) sub components</i></p> <p><i>Practical skills conducted in classroom. (40 marks)</i></p> <p><i>Separate paper in examination hall requiring analysis of experimental results (50 marks)</i></p>

## Physics – CCEA *(continued)*

Units	Content
<p>A2 1: Deformation of solids, Thermal Physics, Circular motion, Oscillations and Atomic and Nuclear Physics</p> <p>2 hours (some synoptic questions)</p> <p style="text-align: center;">40% of A2 Level <b>24% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Deformation of solids</li> <li>• Thermal physics</li> <li>• Circular motion</li> <li>• Simple harmonic motion</li> <li>• The nucleus</li> <li>• Nuclear decay</li> <li>• Nuclear energy</li> <li>• Nuclear fission and fusion</li> </ul>
<p>A2 2: Fields, capacitors and Particle Physics</p> <p>2 hours (some synoptic questions)</p> <p style="text-align: center;">40% of A2 Level <b>24% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Force fields</li> <li>• Gravitational fields</li> <li>• Electric fields</li> <li>• Capacitors</li> <li>• Magnetic fields</li> <li>• Deflection of charged particles</li> <li>• Particle accelerators</li> <li>• Fundamental particles</li> </ul>
<p>A2 3: Practical Techniques and Data analysis</p> <p style="text-align: center;">20% of A2 Level <b>12% of A Level</b></p>	<ul style="list-style-type: none"> <li>• Implementing</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Refinement</li> <li>• Communication</li> </ul> <p>2 (1-hour) sub components:</p> <ul style="list-style-type: none"> <li>• Experimental tests in classroom. (40 marks)</li> <li>• Separate paper in examination hall requiring analysis of <i>experimental results</i> (50 marks)</li> </ul>

### Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects
Double Award Science	BB	Further Mathematics
Physics part of Double Award	A	
Mathematics	A	

### Attributes needed to succeed in the course:

<ul style="list-style-type: none"> <li>• Good attendance and punctuality</li> <li>• The ability to listen in class and follow instructions</li> <li>• An organized approach to taking notes</li> <li>• A willingness to develop good mathematical skills</li> <li>• A willingness to develop good practical skills</li> <li>• A willingness and ability to study independently</li> </ul>
---

<https://ccea.org.uk/post-16/gce/subjects/gce-physics-2016>

# Psychology - WJEC

## What the subject is about:

Psychology is the study of people: how they think, their behaviour and their emotions in social situations and the motivations underlying such behaviour.

## Assessment Objectives:

Learners must:

**AO1-** Demonstrate a knowledge and understanding of scientific ideas, processes, techniques and procedures.

**AO2-** Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- In a theoretical context.
- In a practical context.
- When handling qualitative data.
- When handling quantitative data.

**AO3-** Analyse, interpret and evaluate a range of scientific information, ideas and evidence including in relation to issues, to:

- Make judgements and reach conclusions.
- Develop and refine practical design and procedures.

## Qualities/skills needed to succeed in the course

Tasks at both AS and A2 include a range from the following: multiple choice, short answers and extended writing tasks. Pupils will be required to write a number of essay style questions at both at AS and A2 level and, as a result, should have a high standard of written communication. Pupils should be capable of interpreting information, applying knowledge and learned theories to a number of different scenarios. Potential candidates for this course should have a genuine interest in Psychological development and its effects on human behaviour.

## Entry Requirements:

<b>Compulsory GCSE subjects</b>	<b>Minimum Grade</b>
English Language	B
Mathematics	B
Double Award Science	AA



# Psychology - WJEC *(continued)*

## Course content and assessment schedule:

Unit	Information	Outline of main content
<p><b>AS Unit 1: Psychology: Past to Present</b></p>	<p>Written examination 1 hour and 30 minutes.</p> <p>(80 marks)</p> <p>20% of the A Level qualification and 50% of the A Level qualification.</p>	<p>The purpose of this unit is to give a solid grounding in some of the basic core elements of psychology. The intention is to allow the learner, through the study of classic research to gain an appreciation that psychology continues to develop and evolve. The early ideas should not be dismissed but rather studied in context with consideration of the advances made in more recent years.</p> <p>For each of the five psychological approaches (biological, psychodynamic, behaviourist, cognitive and positive) it will be necessary for learners to:</p> <ul style="list-style-type: none"> <li>• know and understand the assumptions</li> <li>• apply the assumptions to explain the formation of a relationship</li> <li>• know and understand how the approach can be used in therapy (one therapy per approach)</li> <li>• know and understand the main components of the therapy</li> <li>• evaluate the therapy (including its effectiveness and ethical considerations)</li> <li>• evaluate the approach (including strengths, weaknesses and comparison with the four other approaches)</li> <li>• know, understand and make judgements on a classic piece of evidence (including methodology, procedures, findings, conclusions and ethical issues and social implications).</li> </ul>
<p><b>AS Unit 2: Psychology: Using Psychological Concepts</b></p>	<p>Written examination 1 hour and 30 minutes.</p> <p>(80 marks)</p> <p>20% of the A Level qualification and 50% of the A Level qualification.</p>	<p><b>Contemporary debate:</b> Learners are asked to explore debates in:</p> <ul style="list-style-type: none"> <li>• the ethics of neuroscience</li> <li>• the mother as primary care-giver of an infant#</li> <li>• using conditioning techniques to control the behaviour of children</li> <li>• reliability of eye-witness testimony (including children)</li> <li>• relevance of positive psychology in today's society</li> </ul> <p><b>Principles of research and application of research methods: Principles of research</b></p> <p>The focus for this section is that of psychological research, from the initial planning stages through to the final stage of analysis and evaluation. It is designed to introduce candidates to the methodologies used by psychologists in working scientifically and to gain an appreciation of the impact of choices made on the outcomes of the work and consequently the possible applications. Learners should appreciate the limitations of scientific research and when dealing with the complexities of humans as test material, there are several issues which need to be considered. To achieve this appreciation, learners are encouraged to carry out appropriately supervised, ethical investigations. To give an appropriate context for the teaching, two pieces of research from the work of social and developmental psychologists should be studied.</p> <p><b>Application of research methods to a novel scenario</b></p> <p>This section requires learners to apply their knowledge and understanding of research methods to a novel research scenario, making judgements on the details of psychological research.</p>

## Psychology - WJEC *(continued)*

Unit	Information	Outline of main content												
<b>A2 Unit 3 Psychology: Implications in the Real World</b>	<p>Written examination 2 hour and 30 minutes.</p> <p>(100 marks)</p> <p>40% of the A Level qualification.</p>	<p><b>Section A: The study of behaviours</b> Learners must choose to study three from six nominated behaviours.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Addictive behaviours</td> <td>Autistic spectrum behaviours</td> <td>Bullying behaviours</td> </tr> <tr> <td>Criminal behaviours</td> <td>Schizophrenia</td> <td>Stress</td> </tr> </table> <p>For each behaviour it will be necessary for learners to:</p> <ul style="list-style-type: none"> <li>• know the characteristics of the behaviour</li> <li>• know and understand biological, individual differences and social psychological explanations for the behaviour</li> <li>• evaluate the biological, individual differences and social psychological explanations of the behaviour</li> <li>• apply the explanations to methods of modifying the behaviour</li> <li>• know and understand the methods of modifying the behaviour</li> <li>• evaluate the methods of modifying the behaviour (including their effectiveness, ethical implications and social implications).</li> </ul> <p><b>Section B: Controversies</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Cultural Bias</td> <td colspan="2">Ethical costs of conducting research</td> </tr> <tr> <td>Non-human animals</td> <td>Scientific status</td> <td>Sexism</td> </tr> </table> <p>For each controversy it will be necessary for learners to:</p> <ul style="list-style-type: none"> <li>• understand the issue and why it is controversial</li> <li>• apply knowledge and understanding to controversies in psychology</li> <li>• make judgements and come to conclusions about the controversies from a psychological perspective.</li> </ul>	Addictive behaviours	Autistic spectrum behaviours	Bullying behaviours	Criminal behaviours	Schizophrenia	Stress	Cultural Bias	Ethical costs of conducting research		Non-human animals	Scientific status	Sexism
Addictive behaviours	Autistic spectrum behaviours	Bullying behaviours												
Criminal behaviours	Schizophrenia	Stress												
Cultural Bias	Ethical costs of conducting research													
Non-human animals	Scientific status	Sexism												
<b>A2 Unit 4 Psychology: Applied Research Methods</b>	<p>Written examination 1 hour and 30 minutes.</p> <p>(60 marks)</p> <p>20% of the A Level qualification.</p>	<p><b>Section A: Personal investigations</b> It is necessary for learners to know and understand the methodologies used in psychology and be able to evaluate the strengths and weaknesses of these. To ensure true appreciation of these methodologies the learners are expected to gain first-hand experience of two research methods. Learners will be required to respond to questions concerning these investigations in the assessment. Learners are encouraged to use ICT in researching, designing, analysing and presenting their investigation. Learners will be expected to apply their knowledge of research methods to each investigation, including the following aspects: hypotheses; variables; methodology (including experimental design if appropriate); sampling; descriptive statistics; graphical representations; inferential statistics; reliability; validity; ethics.</p> <p><b>Section B: Application of research methods to novel scenarios</b> The second aspect of this component is for learners to apply their knowledge and understanding of research methods to novel research scenarios, making judgements on the details of psychological research.</p>												

[https://www.wjec.co.uk/qualifications/psychology-as-a-level#tab\\_overview](https://www.wjec.co.uk/qualifications/psychology-as-a-level#tab_overview)

## Religious Studies - CCEA

GCE Religious Studies offers an academic approach to the study of religion. It enables students to develop an insight into religion, faith and practice central to an understanding of the modern world. Religious Studies helps equip students with many of the skills needed in Further Education and the workplace. Students develop critical evaluation skills and the ability to construct logical and convincing arguments.

We follow the CCEA specification and you will sit two papers at the end of year 13 for an AS Level grade. You sit your A2 papers at the end of Year 14.

The final A Level grade is based on an aggregation of the marks from AS (40%) and the A2 (60%).

### AS Level - Course content and assessment schedule.

Unit	Duration	% of total	Content
1 WRITTEN PAPER	1 hr 20 minutes	50%	<p><b>Unit AS 2: An Introduction to the Acts of the Apostles</b></p> <p>This unit explores the beginnings of the Church of the New Testament, tracing the journey of the gospel. The list of references is not exhaustive and candidates may refer to other material in Acts in their assessment responses. In addition, candidates are required to explore the relationship of Acts with other aspects of human experience.</p> <p><b>Themes include:</b> 1. The context of Acts 2. The beginnings of the Church 3. Growth and expansion of the Church 4. Paul the Apostle 5. Other aspects of human experience.</p>
1 WRITTEN PAPER	1 hr 20 minutes	50%	<p><b>Unit AS 5: The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries.</b></p> <p>This unit explores the origins of the Celtic Church in Ireland from pagan roots, the arrival of Christianity and pre-Patrician Ireland to the mission and writings of Patrick and the introduction of monasticism. In addition, at AS Level candidates are required to explore the relationship of this unit with other aspects of human experience.</p> <p><b>Themes include:</b> 1. The arrival of Christianity in Ireland 2. Celtic Monasticism 3. Celtic Hagiography 5. Other aspects of human experience.</p>

### Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
Religious Studies	Minimum grade C	English Language	Minimum grade C

### Attributes needed to succeed in the course

Candidates must be prepared to revise thoroughly, research independently and manage their time effectively. Candidates should be able to produce clear and coherent answers which display their knowledge, understanding and their ability to evaluate and clearly state their own opinions.

<https://ccea.org.uk/post-16/gce/subjects/gce-religious-studies-2016>

## Sociology – WJEC

Sociology is the study of people in social groupings. It involves the systematic study of the social world. It examines behaviour in many different social settings and offers explanations using theoretical perspectives. Sociology emerged as an academic study in the nineteenth century and has grown in popularity ever since. It can form an intrinsic part of many undergraduate courses at university and thus studying A Level sociology provides a good foundation for those in pursuit of higher education.

Unit	Content – AS Level	Examination Details
AS Unit 1: Acquiring Culture	<p><b>Section A 15 marks</b> This section comprises one structured question on the key concepts and processes of cultural transmission, socialisation and the acquisition of identity.</p> <p><b>Section B 45 marks</b> This section offers a choice between two options:</p> <ul style="list-style-type: none"> <li>• families and households</li> <li>• youth cultures</li> </ul> <p>Each option includes compulsory questions and a choice between two essay questions.</p>	<p>Written examination: 1 hour &amp; 15 minutes.</p> <p>60 marks.</p> <p>15% of the qualification.</p>
AS Unit 2: Understanding Society and Methods of Sociological Enquiry	<p><b>Section A Methods of Sociological Enquiry 35 marks</b> This section comprises one compulsory question. This will be based on stimulus material which will be a synopsis of a piece of sociological research.</p> <p><b>Section B Understanding Society 55 marks</b> This section offers a choice between three options:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• media</li> <li>• religion</li> </ul> <p>Each option includes compulsory questions based on data and a choice between two essay questions.</p>	<p>Written examination: 2 hours.</p> <p>90 marks.</p> <p>25% of the qualification.</p>

## Sociology – WJEC *(continued)*

Unit	Content – A Level	Examination Details
A2 Unit 3: Power and Control	<p>The questions in this section are on the theme of power. There is a choice between four options:</p> <ul style="list-style-type: none"> <li>• crime and deviance</li> <li>• health and disability</li> <li>• politics (for assessment in 2021 only)</li> <li>• world sociology</li> </ul> <p>Each option includes compulsory questions and a choice between two essay questions.</p>	<p>Written examination: 2 hours.</p> <p>70 marks.</p> <p>25% of the qualification.</p>
A2 Unit 4: Social Inequality and Applied Methods of Sociological Enquiry	<p><b>Section A Applied Methods of Sociological Enquiry 40 marks</b></p> <p>One compulsory question which will require learners to design, justify and evaluate a piece of sociological research.</p> <p><b>Section B Social Inequality 60 marks</b></p> <p>Questions in this section are on the theme of social differentiation and stratification. These will include a compulsory question and a choice between two essay questions.</p>	<p>Written examination: 2 hours &amp; 15 minutes.</p> <p>100 marks.</p> <p>35% of the qualification.</p>

### Qualities/skills needed to succeed in the course

Tasks at both AS and A2 include a range from the following: data response questions, short mark answers and extended essay tasks.

Pupils will be required to write a number of essay style questions at both at AS and A2 level and, as a result, should have a high standard of oral and written literacy. Pupils will be required to interpret information, apply knowledge, present arguments and learn theoretical perspectives. Potential candidates for this course should also have a particular interest in current affairs and government policy issues and be able to incorporate this knowledge in written answers.

### Entry Requirements:

<u>Compulsory GCSE subjects</u>	<u>Minimum Grade</u>
English Language	B
Mathematics	B

[https://www.wjec.co.uk/qualifications/sociology-as-a-level/#tab\\_overview](https://www.wjec.co.uk/qualifications/sociology-as-a-level/#tab_overview)

# Software Systems Development - CCEA

A Level Software Systems Development is an applied qualification in which students are encouraged to:

- develop a genuine interest in software systems development with a focus on programming using C#;
- develop an understanding of systems approaches and modelling techniques to support software development in an object oriented environment;
- develop software development skills that will prepare them for work in today's software industry by participating in the development of a software project using a complete software development process.

Course content and assessment schedule			
	Content	Assessment	Weightings
AS Year 13	<b>AS 1:</b> Introduction to Object Oriented Development	<b>External written examination (2 hours)</b> Short and extended questions, based on the principles of object oriented development.	50% of AS
	<b>AS 2:</b> Event Driven Programming	<b>Internal assessment</b> Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application using C#.	50% of AS
A2 Year 14	<b>A2 1:</b> Systems Approaches & Database Concepts	<b>External written examination (2 hours)</b> Short and extended questions relating to current systems approaches and database concepts These questions are based on a pre-release case study, published in June for the following year's assessment.	50% of A2
	<b>A2 2:</b> Implementing Solutions	<b>Internal assessment</b> Portfolio showing evidence of the analysis, design and implementation of a software solution of a specified problem in a pre-release case study and task, published in June for the following year's assessment.	50% of A2

**Final A Level grade is based on an aggregation of the marks from:**

- **AS (40%)**
- **A2 (60%)**

**Desirable GCSE Level Subjects:** Digital Technology (Programming) Grade B or above or Further Mathematics Grade B or above

### Attributes needed to succeed in this course:

Candidates should:

- demonstrate a creative approach to problem-solving.
- have a high level of self-motivation and perseverance and be able to work independently.
- have the ability to work under pressure and meet deadlines.
- demonstrate good teamwork skills.
- have access to a laptop for use during study periods.

<https://ccea.org.uk/post-16/gce/subjects/gce-software-systems-development-2016>

# Technology and Design (CCEA)

## What the subject is about:

- The subject looks at materials and manufacturing processes in an industrial setting.
- It examines electronics on a basic level and Mechanisms and pneumatics in more detail.
- 2 of the 4 units are coursework based and involve designing and manufacturing two products with a technological theme of your choice.

## Course content and assessment schedule:

Paper	Duration	Season when first taken	Brief outline of main content.
1	2hrs	Summer	This unit is a study of product design including materials and their manufacturing processes as well as studying Mechanical and Pneumatic Control Systems.
2	NA	Summer	This is a design and make unit where students try to develop or improve an <b>existing</b> product, with a view to re-designing either the product or an aspect of it. A design folder should accompany the practical solution with written and drawn information produced on not more than 10 A3 pages. Students will present their designs in an electronic format.
3	2hrs	Summer	This unit is an in-depth study of Mechanical and Pneumatic Control Systems.
4	NA	Summer	Students will be required to design and manufacture a technological product or system. They must identify a problem or need and ensure it is of a complexity that reflects A Level. A technological product must have an energy source to make it function and include a control system comprising input, process and output. A design folder should accompany the practical solution with written and drawn information produced on not more than 20 A3 pages. Students will present their designs in an electronic format.

## Entry requirements:

Compulsory GCSE subjects	Grade	If you <b>do not</b> have Technology or engineering at GCSE Level, you need an A grade in Science or Mathematics.
Mathematics	B	
Science	BB	
Technology or Engineering	B	

## Qualities / skills needed to succeed in the course

- You must be able to work well as an individual on coursework and be good at meeting deadlines.
- You do not necessarily need to have a good technical mind, just an interest in finding out how things work.
- You need reasonable computer skills and good drawing skills.
- You need an interest in working with different materials.

<https://ccea.org.uk/post-16/gce/subjects/gce-technology-and-design-2016>