



# CAMPBELL COLLEGE

Est<sup>d</sup> 1894

## **A LEVEL and BTEC CHOICES BOOKLET**

*February 2019*

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# General Certificate of Education

## SUBJECT CHOICES AT

### ADVANCED SUBSIDIARY LEVEL [AS], ADVANCED LEVEL and BTEC LEVEL

This booklet provides information about each of the A Level and BTEC subjects offered in the Sixth Form at Campbell College.

A Levels have been subject to significant reform in the last three years. CCEA and WJEC courses remain divided into AS and A2 components, however the AS element will now make up **40%** of the overall A Level grade. English Examination Boards have moved to 'linear', two-year A Level courses. At Campbell, this means that **final A Level grades in Art & Design, Design & Technology, English Literature, History, Media Studies, Politics and Religious Studies will be based solely on exams taken at the end of Year 14, i.e. at the end of a two-year course.** AS Exams will still be taken in English Literature, History, Media Studies, Politics and Religious Studies, but they will be stand-alone qualifications which will not contribute to the final A Level grade. Art & Design and Design & Technology will not have AS exams and must be studied for two years.

Alongside these traditional A Levels sit our vocational BTEC courses, which have now run very successfully for a number of years. These are largely, though not exclusively, based on internally assessed assignments rather than terminal examinations. They are recognised and accepted by the vast majority of higher education institutions. The BTEC Subsidiary Diplomas in Hospitality and Sport are equivalent to one A Level, as is the BTEC Extended Certificate in Business. The BTEC Diploma in Sport is a 'double award' course, equivalent to two A Levels.

In addition to the overall 'tariff' for returning to the 6th Form, each subject has its own entry criteria. These are set out within the 'Advisory Notes'. It is very important that students and parents pay close attention to these criteria. They are there to ensure that students have the necessary foundation for success.

It is our expectation that only those students who obtain at least 20 points in their GCSE examinations consider selecting four A Levels. **Obtaining high quality grades is more important than quantity.** Given the time allocation for each subject is five hours per week in class, plus a recommended minimum of five hours per week in private study, students obtaining less than 20 points will benefit from the supervised study time available when they select three subjects.

If you need further information about specific subjects, examination board websites are a good port of call, together with subject teachers or a member of the Careers team. I trust that you find this information helpful as you navigate through the A Level Options process.

**Mr W Keown**  
**Vice Principal (Curriculum)**  
**February 2019**

# **ART AND DESIGN**

## **EXAMINATION BOARD: EDEXCEL**

*Pupils at Campbell College follow the two Year A Level course (without AS) provided by the Edexcel Examination Board.*

### **WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?**

An A Level Art and Design student should have attained at least a **B** grade in GCSE Art. He should be self-motivated, have an inquiring mind and a natural ability to describe things visually. A Level Art and Design is not an easy option and you should be prepared to work hard at developing your abilities. Students are allowed freedom of personal expression, exploring a number of ideas and experimenting with materials and techniques to generate original responses. A broad and flexible range of stimuli will be encountered allowing each student to respond to their personal interests and enthusiasms

You should have an understanding of the basic elements of Art and Design - colour, tone, form, etc. and also some understanding of the place of art, craft and design in the world - its history and its purpose. Above all, you should have an interest in creating and understanding art and the determination to develop that interest.

### **WHAT WILL I LEARN ON THIS A LEVEL COURSE?**

The main purpose of any course in Art and Design is to develop your ability to appreciate the visual world, respond in a personal way and perhaps even contribute for the benefit of everyone.

The skills you will develop will be varied. These include

- The working knowledge of materials, practices and technology within Art and Design.
- The skills to interpret and convey your ideas and feelings using a wide variety of materials and techniques.
- Imaginative and creative powers.
- Experimental, analytical and documenting skills.

You will develop a specialist vocabulary and the knowledge and understanding of the place of art and design in history and in contemporary society.

### **WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?**

- Those who will undertake further studies in Art and Design.
- Those who will study subjects or take up careers for which an Art and Design background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.

- Those, who whilst having interest and aptitude in the subject, are not intending to study the subject beyond the two year A Level course.

## **WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?**

### **ADVANCED A LEVEL – ‘ART, CRAFT AND DESIGN’**

The full A Level is made up of **two** units of work

- **Unit 1 - Art and Design ‘Personal Investigation’ 60% of the qualification**

This unit consists of three major elements; supporting studies, practical work and a personal study. All of these elements must be interlinked. You will be required to show evidence of a personal response based on themes and ideas developed from personal starting points and include supporting studies, evidence of research (including references to the work of other artists), exploration of media and materials, development of ideas towards a final outcome/s with written or visual evaluation. You must include work that covers at least two of the following disciplines developed through a range of 2D, 3D and time based processes and media. These include,

- **Fine Art:** painting, drawing, printmaking, sculpture, lens based image making.
- **Graphic Communication:** advertising, illustration, branding, information design.
- **Textile Design:** textiles for interiors, fine art textiles, fashion textiles.
- **Three Dimensional Design:** spatial design, product design, design crafts.
- **Photography:** film-based photography, digital photography, film and video.

Your Personal Study should take the form of a critical and analytical written piece consisting of a minimum of 1000 to a maximum of 3000 words making links to your own practical work, supported by contextual research. The completed study comprises 12% of the **total qualification**.

- **Unit 2 - Externally set assignment 40% of the qualification**

Students will be asked to respond in a personal manner to the set examination theme which will be released in February of Year 14; however, their work should be based upon the kind of media and materials that they have covered during the course. Work submitted for assessment must include preparatory/supporting work. Students may choose to produce work in **one** or more disciplines. The final outcome/s should be carried out during a **fifteen** hour supervised period.

## **HOW CAN I DEVELOP MY FULL RANGE OF SKILLS BY DOING THIS COURSE?**

As well as covering the Advanced Level of study of Art and Design, this course will enable you to develop some Key Skills which will be essential to you whatever you go on to do afterwards. The Key Skills you can develop are:

## **Communication**

The Key Skill of communication is integral to the study of A Level Art and Design and will be assessed as specified in the mark scheme. This involves amongst other skills, the ability to:

- summarise the information found in many different types of sources - eg books, paintings, museums, galleries, the Internet etc.
- use accurate and relevant information in the best format for the piece of work you are doing;
- make sure that written work is legible and that its meaning is clear;
- choose suitable images to illustrate your ideas clearly.

Other Key Skills appropriate to the study of Art and Design are:

- Information Technology
- improving own learning and performance
- working with others
- problem solving

### ***WHAT SUPPORT WILL I BE OFFERED?***

Students will be encouraged to work to the best of their ability through the use of individual tutorials, an element of healthy competition, rewards, detailed checklists for coursework and final examination as well as clear detailed guidance consistently throughout the year. The use of excellent exemplary work at Campbell remains a valuable resource in the teaching of all exam classes. Individual tutorials help to ensure that everyone is kept on task and the close monitoring of students by all staff is used to help, guide, organise and set weekly achievable targets/goals.

### ***WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?***

There are many careers in Art and Design. Most of these require further study at an art school, further education college or university. At present some students wishing to take Art and Design will go on to do a one year 'Foundation' course at an art college or college of further education before applying to degree courses in more specialist areas of Art and Design.

You may wish to complete an A Level in this subject for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects or you might wish to go into a job where it is useful to have had experience of Art and Design, or where you will need some of these skills developed during this course. These might include careers such as advertising, marketing, design, architecture, publishing and the media. The study of Art and Design can also help you develop transferable skills you can take into any career or job. Success in A Level Art and Design requires determination and dedication. Whichever future path you choose, it can be a very rewarding beginning.

# **BIOLOGY**

## **EXAMINATION BOARD: CCEA**

### **Introduction**

By studying Biology at A Level you will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?" As such it is an excellent subject for any student to study. Even study to Advanced Subsidiary [**AS**] Level will provide an excellent basis in modern cell biology, physiology and ecology and should be suitable for any student with at least a B in GCSE Biology or Double Award Science

Advanced Level [**A2**] Biology provides an opportunity to develop the knowledge gained at AS Level into a more detailed study of Co-ordination, Biochemistry, Ecological Systems and Physiology. This would be useful for those students considering a career in Medicine, Veterinary Science or Life Sciences but can be usefully combined with many other disciplines.

We follow the CCEA Specification for AS and A2 Level Biology. The main features of this specification are:

- The AS is the first part of the full A Level course and accounts for approximately half of the A Level in terms of content. However, it will be assessed at a standard appropriate for students at the end of Year 13 who have studied half of the full A Level course.
- The A2 Modules will be assessed at a full A Level standard and will include a 'synoptic' element to test the students' understanding of the connections between different aspects of Biology over the whole AS/A2 course.
- An A Level award will be based on an aggregation of the AS (40%) and the A2 (60%) components.

### **STRUCTURE OF COURSE**

<b>UNIT</b>	<b>ASSESSMENT</b>	<b>WEIGHTING</b>
<b>AS 1:</b> Molecules and Cells	External written examination 1 hour 30 minutes	37.5% of AS 15% of A Level
<b>AS 2:</b> Organisms and Biodiversity	External written examination 1 hour 30 minutes	37.5% of AS 15% of A Level
<b>AS 3:</b> Practical Skills in AS Biology	External written examination and internal practical assessment 1 hour	25% of AS 10% of A Level
<b>A2 1:</b> Physiology, Co-ordination and Control, and Ecosystems	External written examination 2 hours 15 minutes	24% of A Level
<b>A2 2:</b>	External written	24% of A Level

Biochemistry, Genetics and Evolutionary Trends	examination, 2 hours 15 minutes	
<b>A2 3:</b> Practical Skills in Biology	External written examination and internal practical assessment 1 hour 15 minutes	12% of A Level

### **Assessment**

Students will be assessed on both knowledge and understanding of biological facts, terminology, concepts and practical techniques and on the application of that knowledge to describe, explain and interpret biological phenomena. Students will also be expected to use specialist vocabulary and to be able to translate information from one form to another, e.g. tabular, graphical, diagrams, graphs, continuous prose and to assess the validity of biological statements and experimental results.

Practical skills will also be assessed which will include planning experimental investigations and selecting appropriate apparatus and techniques, making careful and appropriate observations and recording these methodically and interpreting, evaluating and communicating information obtained from practical investigations.

### **Key Skills**

Both AS and A2 courses in Biology will provide opportunities for the development and generation of evidence for assessment of Key Skills - particularly through the writing of reports of practical and investigative work and through use of ICT and group discussion.

# **BUSINESS STUDIES**

## **EXAMINATION BOARD: CCEA**

### ***WHAT IS BUSINESS STUDIES?***

Business in Northern Ireland, if it is to flourish, needs more people who have well-developed inter-personal and decision-making skills. Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions. Employers need professionals who not only have skills in finance, marketing, human resource management and the external business environment, but who can also apply the managerial skills of teamwork, communication, creative problem solving and effective decision making in order to achieve results.

### **Aims:**

By choosing this course students will be encouraged to:

- develop a lifelong interest in business
- 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

It is an advantage, but not essential, to have studied GCSE Business Studies. To be eligible to study A Level, students should have a B Grade in GCSE Business Studies or a B Grade in GCSE English Language.

### ***Content Overview***

In the AS units, students are introduced to the business world. They will develop an understanding of the importance of quality to businesses, and gain an appreciation of growing a business through marketing activities and E-Business. They also learn about the importance of financial information and its use in decision making.

Students who continue to A2 will explore business planning and the need to manage risk when developing business strategies. They will develop an appreciation of the role of accounting and financial information in making strategic business decisions and an understanding of the macroeconomic and global framework within which organisations operate. They will also develop an appreciation of the impact of ethics and sustainability on business decision making and organisational culture.

**SUBJECT CONTENT: AS LEVEL**

Content	Assessment	Weighting
<b>Unit AS1: Introduction to Business</b>	<ul style="list-style-type: none"> <li>▪ External written exam</li> <li>▪ 2 compulsory structured data responses [80 marks]</li> <li>▪ 1 hour 30 minutes</li> </ul>	50% of AS  20% of A Level
<b>Unit AS2: Growing the Business</b>	<ul style="list-style-type: none"> <li>▪ External written exam</li> <li>▪ 2 compulsory structured data responses [80 marks]</li> <li>▪ 1 hour 30 minutes</li> </ul>	50% of AS  20% of A Level

**SUBJECT CONTENT: A2 LEVEL**

Content	Assessment	Weighting
<b>Unit A2 1: Strategic Decision Making</b>	<ul style="list-style-type: none"> <li>▪ External written exam</li> <li>▪ Five compulsory structured data responses [90 marks]</li> <li>▪ 2 hours</li> </ul>	30% of A Level
<b>Unit A2 2: The Competitive Business Environment</b>	<ul style="list-style-type: none"> <li>▪ External written exam</li> <li>▪ Six compulsory structured data responses [90 marks]</li> <li>▪ 2 hours</li> </ul>	30% of A Level

**PROGRESSION TO HIGHER AND FURTHER EDUCATION AND FUTURE CAREERS**

Employers look for graduates who have an all-round understanding of Business and the environment within which it operates. Business Studies will encourage you to develop the skills, knowledge and qualities required for life and work in the 21<sup>st</sup> Century. It offers an excellent foundation for those wishing to pursue careers in Economics, International Business Management, Business with Accounting, Human Resources, Business with Marketing Management, Hospitality Business Management and many other fields.

**Note: It is not possible to select BTEC Business in tandem with this course.**

# CHEMISTRY

## EXAMINATION BOARD: CCEA

Chemistry provides an interesting and challenging subject at Sixth Form. It is a subject which attracts a wide variety of students. Many have specific career ambitions, others have a particular interest in the subject and some students pursue evidence of an academically challenging qualification for University application.

The Advanced Subsidiary [AS] course provides students with the opportunity to study Chemistry at Sixth Form but keep their options open for at least a further year.

The Chemistry Department welcomes students who have a grade **B** or above at GCSE in Chemistry and encourages Double Award Science students to keep their science options open by studying this subject. They will be made most welcome and additional support will be provided for these students, where appropriate. Students should obtain high B grades in both Chemistry unit 1 and 2 in order to pursue Chemistry at A-level.

### ***SYLLABUS STRUCTURE***

The syllabus adopts a modular structure and students are required to study three teaching and learning modules for the AS course (40% of A-level course) and six modules for the full A Level course. The A2 course, traditionally followed in Year 14, makes up 60% of the A-level course.

**AS 1: Basic Concepts in Physical and Inorganic Chemistry** [40% of AS; 16% of A Level]

**AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry** [40% of AS; 16% of A Level]

**AS 3: Internal Assessment (experimental)** [20% of AS; 8% of A Level]

This unit is timetabled and taken by students under controlled conditions. It consists of a practical examination, in the lab, then a written paper on practical techniques. These papers are sat on separate days. The papers will be marked by CCEA examiners.

**A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry** [40% of A2; 24% of A Level]

**A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry**  
[40% of A2; 24% of A Level]

**A2 3: Internal Assessment (experimental)** [20% of A2; 12% of A Level]

This unit is timetabled and taken by students under controlled conditions. It consists of a practical examination, in the lab, then a written paper on practical techniques. These papers are sat on separate days. The papers will be marked by CCEA examiners.

The **AS Level modules** will normally be sat at the end of Year 13.

The **A2 Level modules** will normally be sat at the end of Year 14.

### ***NATURE OF ASSESSMENT***

1. Multiple choice questions.
2. Structured questions.
3. Planning exercise.
4. Practical examination.

### ***TEACHER SUPPORT***

The department provides a structured teaching scheme for the students in a positive environment. Practical skills are further developed in a range of interesting and exciting experiments.

At Sixth Form level additional study is required and internal assessment will be carried out through:-

1. Homeworks
2. End of Topic tests

If you wish to find out more about the A Level Chemistry course, please do take the opportunity to discuss this further with any member of the Chemistry Department.

# **COMPUTER SCIENCE**

## **EXAMINATION BOARD: WJEC**

### ***WHY CHOOSE COMPUTER SCIENCE?***

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the learners but also essential to the future well-being of society

The WJEC AS and A Level in Computer Science encourages learners to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

### ***PRIOR ATTAINMENT***

It is expected that students hoping to study AS Computer Science will have high literacy, numeracy and ICT skills.

Some students will have already gained knowledge, understanding and skills through the study of Computer Science at GCSE. Any student hoping to study AS Computer Science will have achieved a minimum of either

- Grade B in GCSE Computing or Digital Technology (Programming) and a grade B in GCSE Mathematics, plus a grade C in GCSE English.

**OR**

- Grade A in GCSE Mathematics and a minimum of grade C in GCSE English.

### SCHEME OF ASSESSMENT:

UNIT NAME	ASSESSMENT METHOD	WEIGHTING
<b>Unit 1: Fundamentals of Computer Science</b>	Written examination: 2 hours	25% of A Level (62.5% of AS qualification)
<b>Unit 2: Practical Programming to Solve Problems</b>	On-screen examination: 2 hours	15% of A Level (37.5% of AS qualification)
<b>Unit 3: Programming and System Development</b>	Written examination: 2 hours	20% of A Level
<b>Unit 4: Computer Architecture, Data, Communication and Applications</b>	Written examination: 2 hours	20% of A level
<b>Unit 5: Programmed Solution to a Problem</b>	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and programmed solution to a problem of their choice	20% of A level

### SYLLABUS CONTENT

#### Unit 1: Fundamentals of Computer Science

The main areas to be covered in this unit of work are:

- **Hardware and communication** – in this unit students will study the intricacies of the internal architecture of a computer, including standard registers and the role they play in the execution of computer programs and the processing of data,
- **Logical operations** – as part of this topic students will look at combinations of logical operations contribute to the low level execution of computer programming.
- **Data transmission and representation** - students will also be introduced to the use of binary and other number representation systems and how they can be used in numerical manipulations and how they can be used to represent and store data. A detailed study of the range of data transmission methods and error detection and correction techniques will also form a proportion of this topic area.

- **Data structures and data organisation** – Throughout this unit students will learn how to describe, interpret and manipulate data structures including arrays (up to two dimensions) and records using the Python programming language.
- **Database systems** – having completed this unit students will be able to Describe and discuss the benefits and drawbacks of relational database systems and other contemporary database systems.
- **Operating Systems** – in this unit students will investigate the role of operating system as the management of resources, interface provision, and they will also investigate the need to design systems that are appropriate to the variety of different users at all levels and in different environments.

## **Unit 2: Practical Programming to Solve Problems**

The main areas to be covered in this unit of work are:

- **Algorithms and programs** – this unit will explain the term algorithm and describe common methods of defining algorithms, including pseudo-code, flowcharts and structured English. Students will be able to Identify and explain the use of constants and variables in algorithms and programs.
- **Systems Analysis** – this unit will take the students through the main processes associated with the documentation of the investigation, design, development, testing and evaluation of a solution to a proposed solution. Students will develop skills in technical writing and professional documentation of programmed solutions for use by third parties.
- **Software engineering and practical programming** - having completed this unit students will be able to design develop, debug and evaluate a series programming routines they have developed to solve a given problem (in this instance using the Python programming language).
- **Data Security and data integrity** - students will be made aware of the dangers that can arise from the use of computers to manage files of personal data and the contingency plans to be put in place to help organisations recover from disasters when they occur
- **Economic, moral, legal, ethical and cultural issues relating to computer science** – this unit introduces students to the legal aspects of computer programming, system development and considers the social impact of computer systems on society

## **Unit 3: Programming and System Development**

This unit builds on the topics covered previously in unit 2. Students will look in more technical detail at each of the topic areas previously studied.

In addition they will look at the use of recursion in algorithms and programs and consider the potential elegance of this approach. They will also learn how to follow search and sort algorithms and programs and make alterations to such algorithms in addition to being able to write their search and sort algorithms and programs by the end to the unit of study.

#### **Unit 4: Computer Architecture, Data, Communication and Applications**

This unit builds on the topics covered previously in unit 1. Students will look in more technical detail at each of the topic areas previously studied.

In addition they will look at the need for a range of types of software including safety related, control, expert, wide and local area information exchange systems. They will also look closely the need for and the purpose of cryptography and biometrics and their role in protecting data and computer systems.

#### **Unit 5: Programmed Solution to a Problem**

This unit requires the learners to investigate, design, prototype, implement, test and evaluate a computer solution to a substantial problem of their own choice.

Students will have to describe the scope and limitations of their solution to a problem and consider feedback from others as a means of refining their designs to the solution they originally proposed.

An investigation into the existing problem must be documented before students go on to design and then eventually develop, test and evaluate a solution to their proposed problem. The solution developed and the documentation produced will be based upon the skills and knowledge of the Python programming language developed in Unit 2 and 3 of this qualification.

Much of the foundation for this coursework element of the subject will be developed in Year 13 when student will continue to develop skills in coding and technical writing using flowcharts and algorithms.

**Note: It is not possible to select A Level Digital Technology with this course.**

## **DESIGN AND TECHNOLOGY**

### **EXAMINATION BOARD: EDEXCEL**

Note- Under the new specifications, an AS level option is **not** available in Year 13, Design and Technology is a two-year course leading to a full A level qualification.

**ADVANCED GCE Design and Technology: Product Design** aims to provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills, to apply knowledge and understanding to a range of technological activities and develop critical thinking and collaborative skills.

### **ADVANCED LEVEL [A2]**

An A2 Level in Design and Technology is designed to be either a complementary subject to Mathematics, Physics, Art and Design or a contrasting subject with English, History, Geography and Modern Languages.

### **PROGRESSION AND PRIOR LEARNING**

Students should have a broad academic background and should have undertaken courses that provide a solid foundation for Advanced GCE work. GCSE Technology and Design **must** have been studied to qualify for consideration. A grade **B** or better is preferable at GCSE to enable the student to benefit fully from the A Level course. Students should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the processes and products of design and technological activity.

### **AIMS OF THE SPECIFICATION**

- Use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.
- Identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.
- Acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture
- Be open to taking design risks, showing innovation and enterprise while considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners.
- Gain an insight into the creative, engineering and/or manufacturing industries.

- Develop the capacity to think creatively, innovatively and critically through focused research and exploration of design opportunities arising from the needs, wants and values of clients/end users
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- Be able to work safely and skilfully to produce high-quality prototypes
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design.

## **SPECIFICATION OVERVIEW**

### **Component 1:**

Principles of Design and Technology

**Written examination: 2 hours 30 minutes**  
**50% of Qualification**

### **Component 2:**

Independent Design and Make Project

**Coursework assessment**  
**50% of Qualification**

#### Content overview

Topic 1: Materials

Topic 2: Performance characteristics of materials

Topic 3: Processes and techniques

Topic 4: Digital technologies

Topic 5: Factors influencing the development of products

Topic 6: Effects of technological developments

Topic 7: Potential hazards and risk assessment

Topic 8: Features of manufacturing industries

Topic 9: Designing for maintenance and the cleaner environment

Topic 10: Current legislation

Topic 11: Information handling, Modelling and forward planning

Topic 12: Further processes and techniques

#### Content overview

- Students individually and/or in consultation with a client/end user identify a problem and design context.
- Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.
- Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.
- Students will realise one potential solution through practical making activities with evidence of project management and plan for production.
- Students will incorporate issues related to sustainability and the impact their prototype may have on the environment
- Students are expected to analyse and evaluate design decisions and outcomes for prototypes / products made by themselves and others
- Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical and environmental impacts.

## ***PROGRESSION***

**Studying A2 Level Design and Technology** should allow students to apply for university places in a number of different disciplines. This will always depend upon the combination of other subjects, but some of the areas that may be studied are as follows:

- Mechanical Engineering
- Civil Engineering
- Product Design
- Industrial Design
- Architecture
- Design and Applied Technology
- Aeronautical Engineering
- Building/Quantity Surveying
- Electrical Engineering.

# **DIGITAL TECHNOLOGY**

## **EXAMINATION BOARD: CCEA**

### ***WHY CHOOSE DIGITAL TECHNOLOGY?***

The digital technology specification has been developed to replace AS and A2 ICT. This qualification aims to encourage students to:

- Develop a genuine interest in digital technology;
- Gain an understanding of the system development process;
- Gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- Participate in developing an application while adhering to the system development process;
- Develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- Apply their skills to relevant work-related scenarios;
- Carry out research and development, and present their findings in different formats;
- Develop advanced study skills that help them prepare for third level education;

and

- Demonstrate that they understand and can apply key concepts through challenging internal and external assessments.

### ***PRIOR ATTAINMENT***

There is no specific requirement for prior learning. Although, it is expected that many students will have already gained skills, knowledge and understanding of digital technology following the successful completion of an IT-related GCSE course, or a level two equivalent.

Any student hoping to study AS Digital Technology will have achieved a minimum of a grade B in GCSE Digital Technology.

## **SCHEME OF ASSESSMENT:**

<b>UNIT NAME</b>	<b>ASSESSMENT METHOD</b>	<b>WEIGHTING</b>
<b>AS 1: Approaches to System Development</b>	External written examination 1 hour 30 minutes  Students answer short and extended questions based on Approaches to System Development.	50% of AS 20% of A level
<b>AS 2: Fundamentals of Digital Technology</b>	External written examination 1 hour 30 minutes  Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS 20% of A level
<b>A2 1: Information Systems</b>	External written examination 2 hours 30 minutes  Students answer short and extended questions based on Information Systems.	40% of A level
<b>A2 2: Application Development</b>	Internal assessment  Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level

## **SYLLABUS CONTENT**

### **AS 1: APPROACHES TO SYSTEM DEVELOPMENT**

In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage.

The main areas to be covered are:

- **Approaches to system development** - here students will investigate the impact of the software crisis, develop an understanding of the main reasons why new digital systems are developed and the impact of their development.
- **Systems design, development and testing** - students will gain a detailed insight into the processes associated with the development and testing of new digital technology systems including the use of prototyping, beta system development and testing.
- **Alternative approaches to system development** - this topic area will encourage students to look at the use of RAD and agile methods of system development in comparison to more traditional means.

- **Security issues** - always an important topic when dealing with digital technology, in this unit student's evaluate the importance of data archives, various methods of backup and the needs for appropriate disaster recovery plans in business and digital technology scenarios.
- **Programming** – while students are not expected to learn how to code in any particular high level programming language this unit introduces students to the fundamental programming concepts of sequence, selection and iteration, including count-controlled and condition-controlled loops and algorithm development.

## **AS 2: FUNDAMENTALS OF DIGITAL TECHNOLOGY:-**

In this unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface.

The main areas to be covered are:

- **Data representation** – including an introduction to units of storage and how data is represented internally in computer systems using binary representation.
- **Data and information** – students are expected to develop an awareness and understanding of the difference between data and information and how verification and validation can help ensure the quality of data entered into digital systems for processing.
- **Hardware and software** – in the study of these elements of the specification students are introduced to the internal components of a computer system and the role they play in program execution. Candidates are also encouraged to investigate the features of effective computer interface design and the features of a wide range of cross-platform computer packages.
- **Web Technology** – in the completion of this topic area students are expected to develop an understanding of how web pages are created using Hypertext Markup Language (HTML). They should also understand the purpose of a range of HTML tags be able to explain how cascading style sheet (CSS) is used in web development.

## **A2 1: INFORMATION, SYSTEMS**

In this unit, students develop knowledge and understanding of information systems. It also acts as an extension to Unit AS 1 and 2.

The main areas to be covered are:

- **Networks** – in this topic area students look closely at the purpose of a variety of network resources, there is a detailed study of a range of network protocols and transmission media and methods of ensuring accuracy and security of data during network transmission.

- **Databases** – this topic provides students with a theoretical background to one of the main applications required to support the completion of the coursework element of A2 Digital Technology. Students study the methods associated with the design and development of complex, normalised, databases in addition to the use of SQL as a means for creating and manipulating database structures.
- **Applications of digital technology** – the study of Artificial Intelligence, Expert Systems, Mobile technologies, Cloud Computing and Robotics forms the basis of this topical area of study.

## **A2 2: APPLICATION DEVELOPMENT**

In this unit, students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client.

Students apply their practical skills to produce a solution and associated detailed documentation for the client. The scenario will be provided annually by CCEA and will encourage students to employ skills in technical writing, database development and multimedia system development.

The project encourages students to demonstrate their skills in the following areas:

- analysing the problem;
- designing an appropriate solution to the real-world problem;
- developing the solution;
- testing the solution;
- evaluating the solution; and
- developing user support documentation.

**Students should note that even though the coursework element of this subject will not be submitted for assessment until the Easter term of Year 14, a significant proportion of time will be spent in Year 13 developing the practical skills needed to allow students to successfully complete the task in Year 14.**

<p><b>Note: It is not possible to select A Level Computer Science with this course.</b></p>
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# DRAMA AND THEATRE

“I love acting. It is so much more real than life.”

*Oscar Wilde*

## **EXAMINATION BOARD: WJEC**

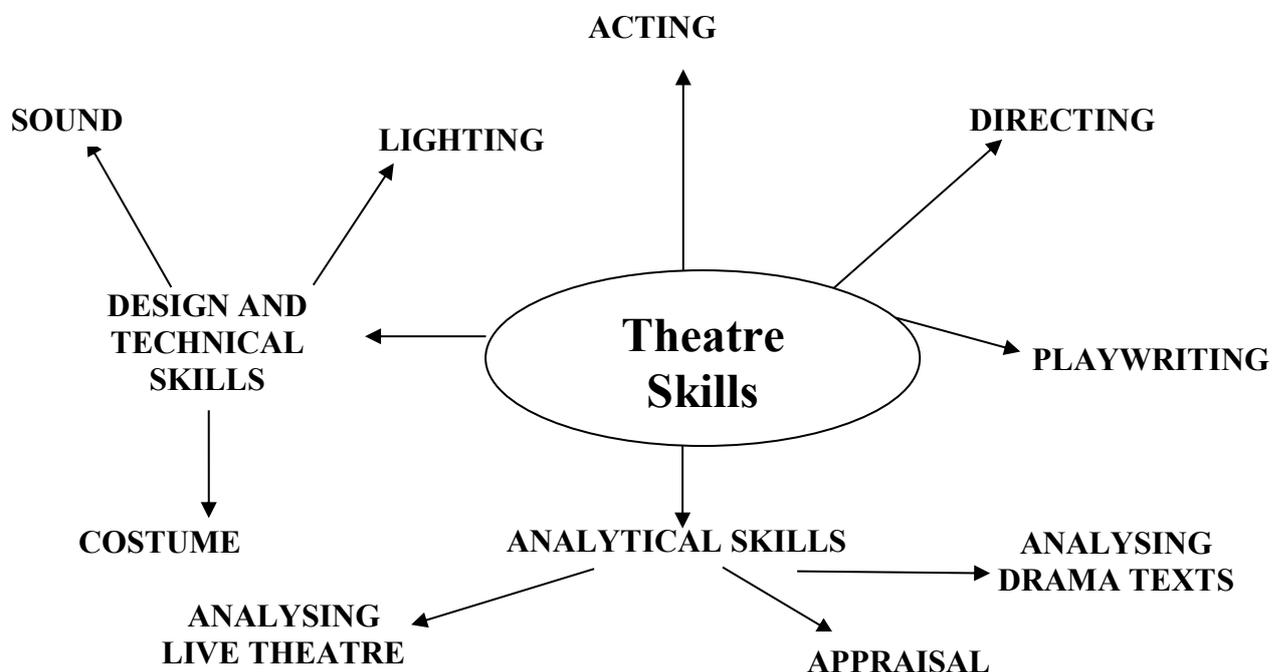
Drama and Theatre Studies is comprised of an AS and an A2; Containing four modules across the two years. It is a subject that involves practical exploration and application of theory of the world of drama and performance. It involves dedication, commitment, creativity and a desire to perform for a live audience.

During the course there will be opportunities to demonstrate your dramatic, technical and creative abilities in front of parents, teachers, peers and an external audience! There will also be numerous opportunities to attend live theatre performances and a scheduled theatre trip. Students may have the opportunity to visit London or Dublin, as well as participating in various practitioner and theatre led workshops. In Y13, students will see two pieces of live theatre and attend a 'Bruiser Theatre' workshop.

The two year course in Drama and Theatre Studies is taught in the Drama Theatre, a contemporary performance space that has been well appointed with lighting and sound equipment. Additional facilities include a green-room which acts as a valuable changing and preparation space and an additional well-equipped drama classroom.

Our students normally go on to direct House Drama, participate in collaborative acting projects with Strathearn and participate in theatre outside of the curriculum. Many go on to audition for Drama schools and the theatre conservatoires. A few have gone on to study lighting, set and costume design, attending some of the best schools in Britain. Students should have achieved at least a **B** grade Drama at GCSE Level and a **B** grade in English is desired. If a student has not studied Drama, they need a B in English as well as relevant outside experience to take up the subject for AS.

### **What skills can I expect to learn and develop?**



## **PROGRESSION**

Studying the Theatre Studies course will enable students to proceed into a variety of professions. In the past we have had students study the following:

Law, Journalism, Teaching, Theatre Design, Research, Acting, Business, Advertising, Media etc.

## **SUMMARY SCHEME OF ASSESSMENT**

### **Unit 1: Theatre Workshop (24%)**

Non-exam assessment- Internally assessed, externally moderated by WJEC.

Learners use the techniques of a theatre practitioner/company to *reinterpret* a text for performance:

- a realisation of the performance/design
- a creative log
- an evaluation of the performance/design

### **Unit 2: Text in Theatre (16%)**

Written exam-1 hour 30 minutes

One set text from a choice of six. Learners must also analyse and evaluate live theatre in relation to set text.

### **Unit 3: Text in Action (36%)**

Non-exam assessment

Externally assessed by a visiting examiner.

Learners use the techniques of a theatre practitioner/company and a different style to make:

- a devised piece
- a text piece
- a process and evaluation report

### **Unit 4: Text in Performance (24%)**

Written exam- 2 hours 30 minutes

Two set texts from a choice of six.

Learners must also analyse and evaluate live theatre in relation to set texts.

# ENGLISH LITERATURE

## EXAMINATION BOARD: AQA ('A' SPECIFICATION)

GCE English Literature is a rewarding and stimulating course which allows students to study a wide range of texts across the canon of English literature from c.1400 to the present day. We study texts discussing a variety of human experience including, the experience of war, the experiences of women, social change, tragedy, medieval and modern life.

Students will explore texts in each of the three main genres of **Drama, Poetry** and **Prose** as well as critical works.

The AQA 'A' Specification gives us the freedom to choose texts based upon their appeal to the boys as well as their literary value. The department has a very high success rate at A Level and this freedom facilitates this. At the heart of successfully studying GCE English Literature is an enjoyment of reading and being able to gain insight into texts and then to discuss these successfully. A desire to explore and express personal views and to challenge the views of others is also of benefit.

A very important part of studying GCE English Literature is the undertaking of independent study. Students should have the interest and desire to research texts and their critical, historical, social and philosophical significance. The subject will be particularly rewarding for those students who take this aspect of the course seriously.

The skills of reading, writing, discussion, research and assimilation of information which students employ and develop in studying English Literature can be very useful in many areas of professional life. It should be emphasised that the ability to plan and write analytical essays to a high standard is a key skill in successfully studying English Literature.

GCE English Literature is a two year course with students studying for AS Level in Year 13 and A Level in Year 14. The boys will have the opportunity to secure both an AS qualification at the end of Year 13. However, as with other English Examination Boards subjects, The AS qualification is stand alone and does not contribute to the overall A Level which is taken at the end of Year 14. Three of the four texts examined for AS will be further examined as a part of the A Level qualification.

## COURSE SUMMARY

	<b>Contents</b>	<b>Assessment</b>	<b>Possible Texts</b>
<b>AS</b>	Love through the Ages (Four Texts)	<b>1½ hour Examination</b> Closed book 50% of AS level	<b><u>Shakespeare:</u></b> <i>Othello</i>  <b><u>Poetry:</u></b> AQA Anthology and Unseen poetry
		<b>1½ hour Examination</b> Open book 50% of AS level	<b><u>Prose:</u></b> Bronte: <i>Jane Eyre</i> Fitzgerald: <i>The Great Gatsby</i> and Unseen prose
<b>A Level</b>	Love through the Ages (Three Texts)	<b>3 hour Examination</b> Open book for Prose only 40% of A level	Texts as for AS level course
	Texts in Shared Contexts (Three texts) <i>World War I</i> or <i>Modern Times</i>	<b>2½ hour Examination</b> Open book for Prose section only 40% of A level	<b><u>World War I</u></b>  <b>Prose:</b> Barker: <i>Regeneration</i> <b>Drama:</b> Littlewood: <i>Oh What A Lovely War</i> <b>Poetry:</b> Gardner: <i>Up the Line to Death</i> <b>Or</b> <b><u>Modern Times</u></b>  <b>Prose:</b> Yates: <i>Revolutionary Road</i> <b>Drama:</b> Miller: <i>All My Sons</i> <b>Poetry:</b> Owen Sheers: <i>Skirrid Hill</i>

	<b>Contents</b>	<b>Assessment</b>	<b>Possible Texts</b>
	<p>Texts Across Time</p> <p>One pre-1900 text and one other text of choice</p>	<p><b>Coursework</b></p> <p>2,500 word essay and bibliography</p> <p>20% of A level</p>	<p>Pupils produce a comparative essay on a theme of choice.</p> <p>The base text will be Ibsen's <i>A Doll's House</i>.</p> <p>Pupils will discuss a theme of their choice rooted in <i>A Doll's House</i> and relate to other texts such as:</p> <p>Osborne: <i>Look Back in Anger</i></p> <p>Wilde: <i>The Importance of Being Earnest</i></p> <p>Miller: <i>Death of a Salesman</i></p> <p>Williams: <i>A Streetcar Named Desire</i></p>

### **ENTRY REQUIREMENTS**

GCE English Literature students are required to have achieved at least a **B** in GCSE English Literature and a **C** grade in GCSE English Language.

# GEOGRAPHY

## EXAMINATION BOARD: CCEA

**AS** and **A2 Geography** continue to build on the knowledge, understanding and skills that students have built up during their GCSE Geography.

The aim of the course is to develop an awareness of societies and environments around the world and to recognise the challenges that we face. Case-studies are used to build up an awareness of global issues while fieldwork is used to develop and apply learning to the real world. The decision-making element of the A2 course also aims to develop proficiency in report writing, data analysis and in the skills of enquiry, interpretation and time management.

Students will be encouraged to be critical thinkers and to become effective and independent learners and communicators. Students will also become adept in the use and application of key skills and technologies. These are all key skills in further education and employment, and students of Geography are highly prized for their broad-based and relevant knowledge and skills, entering professions such as:

Urban planner	Hydrologist	Remote-sensing analyst
Real estate developer	Ecologist	GIS/GPS analyst
Demographer	Geologist	Field surveyor
Travel/tourism planning	Climatologist	Conservationist
Waste management	Cartographer	Outdoor recreation management
Forestry technician	Ecotourism planner	Computer mapping and software developer

### AS Geography

AS Geography consists of three units in the first year of study.

- **UNIT 1 THEMES IN PHYSICAL GEOGRAPHY**  
*Fluvial environments, Global Biomes and Weather and Climate.*
- **UNIT 2 THEMES IN HUMAN GEOGRAPHY**  
*Population and Resources, Settlement Change and Measuring Development.*
- **UNIT 3 FIELDWORK SKILLS AND TECHNIQUES IN GEOGRAPHY**  
*Primary and Secondary data handling.*

### **ASSESSMENT OF AS MODULES**

Units 1 and 2 are assessed as below:

<b>Section A</b>	Three short structured questions; one from each of the themes	Each paper is worth <b>40% of AS;</b> <b>16% of A Level</b>
<b>Section B</b>	Two essay questions, chosen from the three themes.	

### Unit 3 will be assessed as below:

<b>Section A</b>	Structured questions based on a fieldwork investigation.	This paper is worth <b>20% of AS;</b> <b>8% of A Level</b>
<b>Section B</b>	Structured questions based on secondary data sources.	

## **A2 GEOGRAPHY**

For those students who wish to take a full A Level in Geography, there will be three further units studied in the second year of the course. These build on AS topics, going into greater depth and looking specifically at man's impact on our planet and the issues of sustainability that we face.

- **UNIT A2:1 PHYSICAL PROCESSES, LANDFORMS AND MANAGEMENT**

*Plate tectonics: Theory and Outcomes*  
*Dynamic Coastal Environments*

- **UNIT A2:2 PROCESSES AND ISSUES IN HUMAN GEOGRAPY**

*Planning for Sustainable Settlements*  
*Tourism*

- **UNIT A2:3 DECISION MAKING IN GEOGRAPHY**

*A skills exercise whereby students are provided with a variety of resources such as maps, diagrams and text. They are asked to analyse resources, consider various alternatives and taking on a particular role, to make a justified decision.*

### **ASSESSMENT OF A2 MODULES**

- **UNIT A2:1**  
**24% of A Level** This module will be assessed by a 1 hour 30 minute examination.  
  
There will be a choice of two questions from the Units studied in Section A.  
  
All questions are structured and will contain a section relating to case study material.
- **UNIT A2:2**  
**24% of A Level** This module will be assessed by a 1 hour 30 minute examination.  
  
There will be a choice of two questions from the Units studied in Section A.  
  
All questions are structured and will contain a section relating to case study material.
- **UNIT A2:3**  
**12% of A Level** This unit will be assessed by a 1 hour 30 minute decision making skills exercise.

# HISTORY

EXAMINATION BOARD: OCR

## HISTORY IS REVOLTING!

### **WHAT DOES IT INVOLVE?**

As an A Level historian you will experience a wide range of History, some of it familiar, a lot of it brand new. You will have the opportunity to study Early Modern and Modern History ranging from the Stuart Kings and the Civil War through Napoleon and Bismarck to the Cold War. The broad theme that unites the courses is revolution, conflict and regime change.

### **ADVANCED SUBSIDIARY [AS] AND ADVANCED LEVEL**

History builds on the **skills** which have been developed at GCSE, but experience of GCSE History is **not** essential for A Level historians. You are expected to have gained at least a **B** grade at GCSE History **or** English. You will benefit from a variety of exciting experiences which cater for all types of learner. These include independent research, working with others and visiting some of the sites that you have been studying, including Berlin. There are no right or wrong answers but the best ones demonstrate a real understanding of detail and are convincingly argued.

**Coursework** is completed in Year 14. The learning of the content for this unit will be completed in class and the essay task will be completed with a mixture of work in school and at home.

### **COURSES AT A GLANCE:**

<b>AS/ A Level Unit 1 Y138/ Y108</b>	The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660)	Year 13
<b>AS/ A Level Unit 2 Y243/ Y213</b>	The French Revolution and the rule of Napoleon 1774 – 1815	Year 13
<b>A Level Unit 3 Y314</b>	The Challenge of German Nationalism 1789 - 1919	Year 14
<b>A Level Unit 4 Y100</b>	Coursework: The Cold War 1941 - 1950	Year 14

## ASSESSMENT

This A Level meets the demands of the reformed A Level curriculum in England and will be accepted by all post-18 further and higher education and training providers and employers. Our recommendation is that students will finish with both an AS and A Level in History, sitting AS exams at the end of Year 13 and A Level exams at the end of Year 14. There is significant overlap in terms of content and skills but these are two, separate, stand-alone qualifications. AS exams will allow students to test their knowledge and skills development as they progress towards the A Level which is a two year linear course. Possible alternatives include sitting AS in Year 13 and not continuing in to Year 14 or choosing not to sit AS exams and just taking the full A Level at the end of Year 14. There will be time in Year 14 to revise Year 13 material.

## ASSESSMENT AT A GLANCE

### AS LEVEL

	ASSESSMENT	DETAILS	% AS
<b>UNIT 1</b> <b>British Period Study</b>  <b>The Early Stuarts and the Origins of the Civil War 1603–1660</b>	Exam: 1 hour 30 minutes	2 source based questions and 1 essay from a choice of two.	50
<b>Unit 2</b> <b>Non British period Study</b> <b>The French Revolution and the rule of Napoleon 1774 – 1815</b>	Exam: 1 hour 30 minutes	1 essay from a choice of 2 and 1 interpretations question	50
			<b>100%</b>

### A LEVEL

	ASSESSMENT	DETAILS	% A-Level
<b>A Level Unit 1</b> <b>The Early Stuarts and the Origins of the Civil War 1603–1660</b>  <b>(Year 13)</b>	Exam: 1 hour 30 minutes	1 source based question and 1 essay from a choice of two.	25%
<b>A Level Unit 2</b> <b>Non British period Study</b> <b>The French Revolution and the rule of Napoleon 1774 - 1815</b>  <b>(Year 13)</b>	Exam: 1 hour	1 structured essay question from a choice of two	15%

<b>A Level Unit 3 Thematic Study and historical interpretations The Challenge of German Nationalism 1789 – 1919 (Year 14)</b>	2 hours 30 minutes	1 interpretations question and 2 essay questions from a choice of 3.	40%
<b>A Level Unit 4 Topic Based Essay The Cold War 1941 – 1950  (Year 14)</b>	3000 – 4000 word essay completed during Year 14	There will be some teaching for the possible content of this essay. Students will be offered a choice of questions or, in negotiation with their teacher, may make up their own question. Support and resources are available in school and the essay will be completed in school and at home.	20%
			<b>100%</b>

### ***THE FUTURE***

Very few schools offer students the opportunity to study such a broad range of History. The subject has become increasingly popular in recent years, and it remains a valued discipline for many careers. **History is a respected subject and is regarded as excellent training for a variety of careers and professions** including law, business, management, journalism, marketing, teaching, public relations, politics, accountancy and many other fields. Interestingly a number of successful applicants for Medicine and the natural sciences in recent years have also been Historians.

History is both a science and a humanity. It is a modern subject which promotes real imagination and creativity whilst the abilities to think logically, to evaluate information and to communicate efficiently and persuasively are central to the discipline of the historian as well as being skills for life.

### ***WHAT NEXT?***

If you require further information speak to your History teacher or contact Mr McIvor in M2.

# **MATHEMATICS**

*“There are things which seem incredible to most men who have not studied mathematics.”*  
ARISTOTLE

**EXAMINATION BOARD: CCEA**

## **WHY CHOOSE MATHEMATICS?**

There are many reasons why students choose to study A Level Mathematics. It might be a requirement for what you want to study at university (Engineering, Finance, Economics, Physics, Psychology, Computing, and Business Studies prefer students to have A Level Mathematics and some universities insist on it!). Since Mathematics is one of the most traditional subjects a good grade in Mathematics can boost an application for many courses.

Studies have also shown that people with Mathematics A Level also tend to earn more on average than people without it. Though this itself may or may not be a good enough reason to study Mathematics, the skills it allows you to develop include problem solving, logic and analysing situations. Add in the improvements to your basic numeracy skills and that bit of creativity needed to solve maths problems and you've got yourself a set of skills which would make you more desirable for almost any job!

Finally, you might also really like Mathematics - this is as good a reason as any to continue studying it. If you study something you enjoy you are likely to do better at it. With Mathematics there is the excitement of new discoveries you will make. You will see more of the beauty of it and realise just how much everything in the universe is connected to Mathematics.

## **MATHEMATICS - ADVANCED SUBSIDIARY [AS]**

This can be taken as an AS Level in its own right or as the start of the A Level [A2] course. It should only be taken up by those who have a good **A** grade in GCSE Mathematics (**Higher Level: T4/T6 or M4/M8 GCSE combination; at least 340 overall ums marks at GCSE and A grade standard in both units**).

It is not essential to have studied GCSE Further Mathematics, but it is helpful.

It lasts for one year and is taken as an external examination, at the end of Year 13. Those wishing to continue with A2 Level Maths will sit three more papers in Year 14 and the combined total will determine their A Level grade.

## **COURSE STRUCTURE**

Mathematics is inherently a sequential subject, and hence, there is a progression of material through all levels at which the subject is studied. The content builds upon the knowledge, skills and understanding established at GCSE.

Please note, the teaching and assessment of GCE Mathematics changed in September 2018. 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.

The AS units are assessed at a standard appropriate for students who have completed the first part of the full course. A2 units have an element of synoptic assessment (to assess

students' understanding of the subject as a whole), as well as more emphasis on assessment objectives that reflect higher order thinking skills.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

Content	Assessment	Weighting
AS 1: Pure Mathematics	External written examination 1 hour 45 minutes Students answer all questions.	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination 1 hour 15 minutes Students answer all questions.	40% of AS 16% of A level
A2 1: Pure Mathematics	External written examination 2 hours 30 minutes Students answer all questions.	36% of A2
A2 2: Applied Mathematics	External written examination 1 hour 30 minutes Students answer all questions.	24% of A2

The table below illustrates **some** of the typical content.

Unit	Description
AS 1: Pure Mathematics	<p>This unit builds on knowledge from higher tier GCSE. Students may recognise topics such as Indices, Trigonometry, Surds, Transformations of graphs, Algebraic fractions and non-linear Simultaneous Equations.</p> <p>Students will be introduced to Logarithms, Differential Calculus and other advanced topics such as Factor and Remainder theorems, Binomial expansion, Co-ordinate Geometry in the x-y plane ie Demonstrate understanding and use the equation of a straight line, including the forms <math>y - y_1 = m(x - x_1)</math> and <math>ax + by + c = 0</math>; <i>Use straight line models in a variety of contexts</i> and vectors.</p>
AS 2: Applied	<p><b>Section A: Mechanics</b></p> <p>Students enjoy the nature of this introductory applied module ie Newton's Laws, Resolving Forces, Uniform Acceleration.</p> <p><b>Section B: Statistics</b></p> <p>Students should be familiar with methods of representing data, including</p>

	tables for grouped and ungrouped data and box plots. They should also be familiar with measures of location of data. Students will be expected to critique sampling techniques, including understanding that samples can lead to different conclusions about the population; interpret regression lines; demonstrate an understanding of probability laws and concepts; calculate probabilities using the binomial distribution.
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## **MATHEMATICS – A LEVEL [A2]**

<b>Unit</b>	<b>Description</b>
A2 1: Pure Mathematics	Students develop their use of Trigonometry, Calculus and Algebra. Learning about identities, Parametric Equations, Series, Differential Equations, Integration of Partial Fractions, Trigonometric double angle formulae, further differentiation techniques and using other concepts such as the Newton-Rhapson method and Using functions in modelling.
A2 2: Applied	<p>Section A: Mechanics</p> <p>Students will develop their understanding of kinematics ie using calculus for motion in a straight line or two dimensions; solve problems involving projectiles; demonstrate understanding of moments in static contexts, and demonstrate an understanding of Impulse and Momentum.</p> <p>Section B: Statistics</p> <p>Students will develop their understanding of Probability ie Conditional Probability; use the Normal distribution and be able to select an appropriate distribution for a context with reasoning. Students will also demonstrate understanding of and use the language of Hypothesis Testing.</p>

## **MATHEMATICS and FURTHER MATHEMATICS [AS AND A2]**

This option can be attempted by those who have obtained Grade **A\*** in both GCSE Mathematics and GCSE Further Mathematics. This is only for the most able students. Students who successfully take this option will gain two A levels.

### **WHAT IS FURTHER MATHEMATICS?**

Further Mathematics is an AS/A Level qualification, which both broadens and deepens the mathematics covered in AS/A Level Mathematics. It introduces new topics such as matrices and complex numbers that are vital in many maths-related degrees. Students who have studied Further Mathematics find the transition to maths-related degrees far more straightforward. Studying Further Mathematics also boosts students' performance in AS/A Level Mathematics by consolidating and reinforcing their standard A Level Mathematics work.

### **WHY CHOOSE FURTHER MATHEMATICS?**

Students who are especially keen on Mathematics will really enjoy the full A Level in Further Mathematics. It is a challenging qualification, which both extends and deepens students' knowledge and understanding beyond the standard A Level Mathematics, but students who do it often find it is their favourite subject. Further Mathematics qualifications are prestigious and are strongly welcomed by universities. Students that do Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any maths-related degree.

As mentioned earlier, under the ReVision, GCE Mathematics/Further Mathematics changed from September 2018 with CCEA.

### **Course Outline**

Pupils will take the full GCE Mathematics A level in Year 13. Any pupil who is not successful in gaining an A\* will have the option of retaking the relevant units in Year 14 if required. In Year 14 pupils will follow the GCE Further Mathematics A level course.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>
AS 1: Pure Mathematics (Further)	External written examination 1 hour 30 minutes Students answer all questions.	50% of AS 20% of A level
AS 2: Applied Mathematics (Further) This unit has 4 sections (A, B, C, D) and students <b>MUST</b> answer from <b>two</b> of these. At Campbell Students will choose the following: Section A: Mechanics 1 Section B: Mechanics 2	External written examination 1 hour 30 minutes Students answer all questions <b>from their chosen sections.</b>	50% of AS 20% of A level

A2 1: Pure Mathematics (Further)	External written examination 2 hours 15 minutes  Students answer all questions.	30% of A2
A2 2: Applied Mathematics (Further) This unit has 4 sections (A, B, C, D) and students MUST answer from <b>two</b> of these. At Campbell Students will choose the following: Section A: Mechanics 1 Section B: Mechanics 2	External written examination 2 hour 15 minutes  Students answer all questions <b>from their chosen sections..</b>	30% of A2

The table below illustrates **some** of the typical content.

### **FURTHER MATHEMATICS [AS]**

<b>Unit</b>	<b>Name</b>	<b>Example of Content</b>
<b>AS 1</b>	Pure Mathematics (Further)	Matrices – Addition, Multiplication, Determinants Co-ordinate Geometry – Circle, Common chord Complex Numbers – Cartesian and polar form Vectors - Vector product, vector equations of a plane.
<b>AS 2</b>	Applied Mathematics (Further)	<b>Section A</b> Dynamics - Circular motion, work, energy, power. Centre of Mass – Rods, laminae, equilibrium Kinematics and Dynamics – Hooke’s Law, Springs  <b>Section B</b> Further Particle Equilibrium, Resultant and Relative Velocity Further Circular Motion Dimensions, Gravitation

## FURTHER MATHEMATICS [A2]

Unit	Name	Example of Content
A2 1	Pure Mathematics (Further)	Series - $\sum r$ , $\sum r^2$ , $\sum r^3$ , Maclaurin's theorem Proof – by Induction De Moivre's theorem for general index Polar Co-ordinates Calculus – Differential Equations Calculus - Integration by parts, reduction formulae Hyperbolic Functions - $\sinh^{-1}x$ etc, graphs, derivatives and integrals.
A2 2	Applied Mathematics (Further)	Section A Centre of Mass – Rods, laminae, equilibrium. Frameworks, Further Circular Motion Simple Harmonic motion, Damped oscillations.  Section B Further kinematics- variable acceleration Centre of mass – Composite bodies, Suspended bodies, Toppling. Force Systems in 2D Laws of Restitution

# **MEDIA STUDIES**

## **EXAMINATION BOARD: AQA**

**Media Studies is offered as part of the academic collaboration between Campbell College, Strathearn School and Bloomfield Collegiate. Lessons are taught at Strathearn School. Please note that the number of places on this course is limited.**

The following criteria are required if you wish to study this subject:

Students must have:

- achieved a grade **B** or higher in GCSE Media Studies **or** GCSE English Language (higher tier entry only)
- or**
- a grade **C** or higher in GCSE English Language (higher tier) and at least a grade **B** in either Digital Technology or Art & Design

In the event that too many students still qualify we will produce a rank order based on GCSE English Language (higher tier) scores and select boys with the highest scores first. It is essential that boys select an alternative to Media Studies on their choices form.

### **SPECIFICATION OVERVIEW**

In Media Studies you will learn skills which will allow you to produce your own media texts, such as web sites and sections of magazines. You will be shown how to investigate media texts in order to understand how they have been created. You will also develop an understanding of the influential role played by the media in today's society. The subject will provide you with an enjoyable experience of a wide variety of media texts across the broadcast, e-media and print platforms. You will also be shown how to think critically and work independently to develop your knowledge of the subject.

### **AS COURSE**

*The AS Media Studies course consists of two units:*

- **Exam**  
In this unit you will learn the fundamentals of media forms and platforms and the concepts which lie beneath the surface, as well as the role of marketing and the promotion of these products.
- **Non- Exam Assessment (Coursework)**  
This module will take you through the production process of a media text. You will research the codes and conventions of professional media products and you will have the opportunity to create a media product of your own.

## **A LEVEL COURSE**

*The A Level Media Studies course also consists of two units:*

- **Exam**  
You will be encouraged to widen your understanding of the media by referring to wider contexts (social, political, historical and economic) which affect media production, distribution and exhibition. You will have the opportunity to take part in discussions which explore major contemporary media debates and issues.
- **Non- Exam Assessment (Coursework)**  
This module requires you to research and produce one critical investigation and one linked production piece. You will be expected to integrate your theoretical knowledge of the media and relevant cross-cultural issues into your practical production piece.

## **HOW IS THE SUBJECT TAUGHT AND ASSESSED?**

The AS Level is a separate qualification from the A Level.

### **AS Level**

- An external examination (2 hours 30 mins) worth 70% of your marks for AS Level.
- An internally assessed unit (including the production of a media product) which accounts for 30%.

### **A Level**

- Two two-hour written examinations, accounting for 70% of your marks for A Level.
- An internally assessed unit (including the production of a media product) which accounts for 30%.

## **WHO CAN I GET MORE INFORMATION FROM?**

*Mr W Keown, Vice Principal*

## **MODERN LANGUAGES**

### **FRENCH, GERMAN, SPANISH**

#### **EXAMINATION BOARD:**

<b>FRENCH</b>	<b>GERMAN</b>	<b>SPANISH</b>
<b>CCEA</b>	<b>CCEA</b>	<b>CCEA</b>

#### ***GENERAL***

If you have an interest and a desire to learn about and experience the world around you, then you will be very well suited to an A Level course in Modern Languages. We live in an interconnected world where international and cross-cultural working relationships are commonplace and a key aspect of the global workplace. Being able to speak another language, understand other cultures and empathise with colleagues who are working in a different language are valuable skills for students and will broaden the range of possible career plans open to you.

Learning a language at A Level also gives you opportunities to develop confidence, independence, communication skills, presentation techniques and IT competence, as well as skills in research, evaluation and analysis that colleges, universities and employers value highly.

**AT CAMPBELL, STUDENTS MAY OPT TO TAKE ONE OR TWO MODERN FOREIGN LANGUAGES IN THE SIXTH FORM.**

#### ***THE A LEVEL LANGUAGES COURSE***

The course will initially take the form of a post GCSE revision course. Aspects of grammar and the structure of the language will be studied intensively. There will be the opportunity to revise the more complicated aspects of GCSE grammar, before tackling some of the challenging aspects of each foreign language. A “transition” section eases the progression from GCSE to higher level study, before embarking on topic based AS Level units, leading on to full A2 Level material.

The AS units can be taken on their own as a stand-alone AS qualification which will provide you with a wealth of knowledge and competences for use in employment, leisure and travel; however, if you wish to continue to specialise in a chosen language at degree level or an equivalent, then you can continue with the A2 units and obtain the full A level qualification.

There will be six modules, the first three being examined at the end of Year 13 [AS Level], and the remaining at the end of Year 14 [A2].

## **THE SKILLS AREAS**

**Listening Skills** are developed using a range of past papers and other materials. Unlike GCSE you will have your own listening station and can play and replay the source material as many times as you want in the time allowed.

**Reading Skills** will be enhanced by referring to newspaper and magazine articles and through extensive use of internet resources.

Learning a language will give you a wide range of skills and attributes. Not only will you be able to communicate in another language, but you will have opportunities to improve communication and interpersonal skills which are highly sought after by employers, colleges and universities.

**Writing Skills** in the language will be developed through focused grammar classes, essay writing and summaries. Unit 3 and Unit 6 essays will be written in the foreign language. The development of translation skills, both from the foreign language into English and vice-versa, will also form an important part of the course.

**Speaking Skills** will be developed in class and in conversation classes with the Foreign Language Assistants.

## **LANGUAGE LEARNING**

- The best way to improve your foreign language skills is to visit the country and students will be encouraged to spend some time abroad during their two years of study.
- Students will sit Modules 1, 2 and 3 in May/June 2020 (see assessment structure for AS languages). This equates to a full AS qualification.
- Students wishing to continue with the language to A2 level will sit the remaining 3 modules in May/June 2021. Their AS grade accounts for 40% of the A2 result.
- Dictionaries are **not** allowed in any exam, so students must do vocabulary learning homework consistently in order to build up knowledge and understanding.
- There is the option of studying a film or literature. Literary texts are **not** taken into the exam.
- AS language students can choose to spend their work experience week in the target country, and benefit immensely from the experience.

## **AIMS**

AS and A2 Level courses in a Modern Foreign Language should encourage students to:

- a) develop an enthusiasm for and an understanding of the spoken and written forms of the language from a variety of registers;
- b) communicate confidently, clearly and effectively in the language through both the spoken and written word, using increasingly accurate, complex and varied language;
- c) increase their sensitivity to language and language learning;
- d) develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the language is spoken;

AS and A2 Level courses in Foreign Languages should also:

- provide a suitable foundation for further study at degree level or equivalent and/or practical use of the language;
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

For more detailed information on the AS/A2 specification please use the following link: <http://ccea.org.uk/languages/>

## **MOVING IMAGE ARTS – MIA**

### **EXAMINATION BOARD: CCEA**

Whether accessed through Cinema, Television, DVD or the Internet, Moving Images act as a primary source of information and knowledge about the world around us. Visual literacy is now critical to understanding and interpreting contemporary society. The 'creative industries' are becoming increasingly accessible and attractive to young people and this is mainly due to the rapid growth of digital media technologies. The impact is being felt within the classroom where students are seeking opportunities to learn technical skills as well as to express themselves creatively.

This course is a great opportunity for students to develop the creative and practical skills necessary for making Moving Image products. The variety of skills developed and employed are ideally suited to work in the creative industries. In Northern Ireland, the film and television industry is a rapidly growing sector, which is now providing a variety of employment opportunities.

#### ***WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?***

This course will suit those students who:

- Love watching films and are interested in how and why they are made.
- Have studied any of the following subjects at GCSE – Art and Design, Drama, English, ICT.
- Anyone interested in a career such as television presentation/production, broadcasting, film making, journalism, photography, advertising or design consulting, or a specific role within the film industry, such as screenwriting, storyboard illustration, costume and sound production/design.

Moving Image Arts has a high level of technical requirements and numbers will, of necessity, be restricted. Consequently, students must have:

- achieved a grade B or higher in GCSE English Language
- or
- achieved a grade C or higher in GCSE English Language and a grade B or higher in GCSE Art and Design, Digital Technology or Drama.

In the event that too many students still qualify, we will produce a rank order based on GCSE scores in English Language and select students with the higher scores first.

#### ***WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?***

You are not required to possess prior knowledge of or a certain level of attainment in the subject, but are expected to have a keen interest in the film and TV industry.

Qualities / skills needed to succeed in the course

- The online examinations for both AS and A2 courses require students to demonstrate basic keyboarding and word processing skills.
- Students must be highly creative and observant. They must have an eye for fine detail and be able to write fluently about their own work and the work of other filmmakers.
- It is essential that students who choose this subject are disciplined when it comes to meeting deadlines as film production and editing is time consuming by nature.
- Previous technical knowledge is not essential but students must be interested in the technology involved and willing to experiment with it and research software and methods.

### **WHAT DOES MOVING IMAGE ARTS AIM TO DEVELOP?**

- An understanding of the inter-relationships between the Moving Image and other art forms;
- Knowledge and understanding of the place of Moving Image in contemporary society and an awareness of the context in which moving image production takes place;
- Skills in screenwriting, storyboarding, sound production, directing, editing, and production management.

### **WHAT DO YOU STUDY IN MOVING IMAGE ARTS?**

The course is divided into four units: two units at AS level and two units at A2.

At both AS and A2, students choose to make their product as either:

- Film: live action, fictional or narrative;

**Or**

- Animation: rostrum, stop motion or CGI animated narrative.  
At both AS and A2, there are two key theoretical areas:
- Realism: the Classical Hollywood Style or continuity style and the realist tradition in cinema history, including the documentary aesthetic, Italian Neo-Realism and the French New Wave;

and

- Formalism: the expressive use of the film medium in all its formal or technical elements such as lighting, shot composition, editing, music, set design and sound.  
Other key areas of study:
- Film language provides the vocabulary, focus and enabling factors for personal development in terms of enquiry, expression, communication, awareness and perception of the moving image.
- You will develop an understanding of the craft of the moving image by studying the different technical roles and work practices involved in moving image production (for example, director, cinematographer, editor, art director or set designer).

### **Unit AS 1: Foundation Portfolio –**

**Realist and Formalist Techniques and the Classical Hollywood Style**

In this unit you will produce one film and a critical production portfolio that displays understanding of the Classical Hollywood Style and the stylistic and expressive techniques associated with realism and/or formalism.

The AS foundation portfolio will contain:

- A Statement of Intention (including a synopsis) of 1000–1400 words and an Evaluation of 800–1200 words;
- One script, storyboard and shot list featuring the pre-production planning developed for the short film or animation;
- Director's Notebook of 10–20 A4 pages or equivalent (production research, design development, stylistic conventions, management and problem-solving)
- One narrative film sequence (3–4 minutes, if live action or 1½–2 minutes, if animation)

## **Unit AS 2: Critical Response (Online examination)**

The examination is divided into two sections:

### **Section A: Alfred Hitchcock and the Classical Hollywood Style**

This will assess your knowledge and understanding of the continuity style, the realist narrative, the Hollywood studio system and Alfred Hitchcock's innovative approach to film language.

### **Section B: Formalism – Early European Cinema and American Expressionism**

This will assess your knowledge and understanding of early European formalist film movements and their influence on the evolution of film style in Hollywood, culminating in the classic period of Film Noir.

The AS portfolio and exam together is worth 40% of the total A Level award.

## **Unit A2 1: Advanced Portfolio - Creative Production and Research**

In this unit you will produce a complete narrative short film that demonstrates practical understanding of the stylistic approach of a selected practitioner. For example, if you choose Tarantino, your film will employ similar style and techniques.

You will write an Illustrated Essay, which gives you an opportunity to study a film practitioner known for a particular, individual stylistic approach. Students can choose one of the following practitioners as the focus for their in-depth research:

- a director;
- an editor;
- a cinematographer; or
- a sound editor.

The stylistic approach of the chosen practitioner must be relevant to your own creative intentions. You should explore a variety of formal and stylistic techniques, including those that cross conventional boundaries.

The Illustrated Essay gives you the opportunity to develop a detailed production portfolio, including one 4–7 minute short film or 2–3½ minute animation, with associated creative and organisational pre-production and production materials. You will then critically evaluate your film or animation.

Unit A2 1 is divided into five distinct stages:

- Stage 1: Illustrated Essay;
- Stage 2: Creative Pre-production;
- Stage 3: Planning, Design and Organisation;
- Stage 4: Creative Production and Post-production; and
- Stage 5: Evaluation.

## **Unit A2 2: Advanced Critical Response (Online Exam)**

The examination is divided into three sections:

### **Section A: Realism: Narrative and Visual Style**

This will assess your knowledge and understanding of film language, film-makers and film movements within the codes and conventions of realism.

### **Section B: Creative Exercise**

You will be required to compile a detailed set of Director's Notes based on an original unseen script.

### **Section C: Comparative Analysis**

You will respond in writing to one question. The question will assess your ability to compare and contrast the narrative technique and visual style employed in two unrelated and previously unseen film sequences.

The A2 portfolio and exam together is worth 60% of the total A level award.

### ***AT THE END OF MY COURSE WHAT NEXT?***

This course offers a challenging and rewarding course of study for students who will:

- Undertake a further study in Moving Image Arts and other related subjects.
- Study subjects or take up careers for which a Moving Image Arts education is relevant.
- Have an interest and aptitude in the subject, yet are not intending to study the subject further; and go directly into employment.

You may wish to do an AS or A2 Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. You might wish to go into a job where it is useful to have had experience of Moving Image Arts, or where you will need some of the skills developed during this course. These might include careers such as Television, Education, Performing, Journalism, Marketing and Media, Design Consultation and Advertising. The study of Moving Image Arts can also help you develop transferable skills that you can take into any career or job. Success in AS/A2 Level Moving Image Arts requires dedication and a determination to succeed.

# **MUSIC**

## **EXAMINATION BOARD: CCEA**

### **OVERVIEW**

The new AS and A2 specifications in Music build upon skills that pupils will normally have acquired at GCSE level. Through a course that is both interesting and challenging, pupils will gain a qualification that equips them for further study in music, music technology or the arts in general. In addition to the purely academic aspect of the subject, this specification aims to promote the enjoyment that comes from participation in all aspects of music.

### **ENTRY REQUIREMENTS**

- Grade B in GCSE Music.
- A good pass at Grade 5 standard on your chosen instrument.
- Continued study of your chosen instrument to Grade 6 standard by the end of Year 13.
- ABRSM Grade 5 Theory pass

If one or more of the above requirements are not met, a meeting with the Head of Music should be arranged.

### **SPECIFICATION SUMMARY**

The specification comprises three units at AS level and three at A2 level which incorporate the three fundamental musical activities as follows: performing (Unit 1); composing (Unit 2); and responding to music (Unit 3). These skills are assessed (in the summer examination period only) by way of a solo performance and viva voce (Unit 1); through the submission of a composition task (Unit 2); and in two external examinations (Unit 3).

### **BENEFITS TO STUDENTS**

The pupils who take Music at AS or A2 level come from a variety of backgrounds and are committed to the subject. Many may be considering music as an option in third level education, or to complement their other A level choices. Most will be experienced performers, and the specification provides them with an opportunity to develop this talent while broadening their understanding of compositional techniques and the evolution of a variety of musical styles. The study of Music to this standard promotes organisational skills, self-discipline and self-confidence.

## WHAT CAN I DO WITH A QUALIFICATION IN MUSIC?

A wide variety of job opportunities are available in music or associated areas for suitably qualified and motivated people.

- The most obvious careers are those which are directly involved with creating and performing music such as instrumentalists, singers, accompanists, conductors, composers and arrangers.
- There are various types of music teaching jobs in the primary and secondary sectors with more specialised work in third level institutions such as universities and colleges. Instrumental and vocal tuition (whether classical, traditional, jazz or popular) may be carried on privately or on a peripatetic basis.
- For those with a background in music technology there is the possibility of employment in the recording industry as a composer, producer or sound engineer.
- Instrument making and repair are sometimes overlooked and yet provide a lucrative income because of the specialised nature of the work.
- There are numerous jobs associated with music such as arts management, music publishing, musicology and music journalism.
- Music is also a rewarding leisure activity for those who take part in choirs, bands and amateur ensembles, or simply enjoy attending concerts or listening to music.

## GCE MUSIC COURSE CONTENT

Content	Content Summary	Assessment	Weightings
<b>AS 1:</b>	A solo performance at a level equivalent to at least Grade 4 standard of 5 to 7 minutes duration and a viva voce	Assessed by Visiting Examiner	32.5% of AS 13% of A level
<b>AS 2:</b>	A composition task (option A) or composition with music technology task (option B) of 1½ to 2½ minutes duration accompanied by a written commentary of no more than 1000 words	Internally assessed  Externally moderated	32.5% of AS 13% of A level
<b>AS 3:</b>	Three compulsory areas of study, each containing four set works: Music for Orchestra 1700–1900; Sacred Vocal Music (anthems) and Secular Vocal Music (musicals)	A 1 hour test of aural perception and a 2 hour written examination	35% of AS 14% of A level
<b>A2 1:</b>	A solo performance at a	Assessed by	19.5% of A level

	level equivalent to at least Grade 5 standard of 8 to 10 minutes duration and a viva voce	Visiting Examiner	
<b>A2 2:</b>	A composition task (option A) or composition with music technology task (option B) of 2 to 3 minutes duration accompanied by a written commentary of no more than 1200 words	Internally assessed  Externally moderated	19.5% of A level
<b>A2 3:</b>	Three compulsory areas of study each containing four set works: Music for Orchestra in the Twentieth Century; Sacred Vocal Music (mass/requiem mass) and Secular Vocal Music (1600 to the present day) A 1¼ hour test of aural perception and a 2 hour written examination	A 1¼ hour test of aural perception and a 2 hour written examination	21% of A level

# Physics

## Examination Board: CCEA

*Life, the Universe and everything – Physics holds the key.*

Physics is fascinating; but it also holds the key to a wide choice of career paths because of the versatility of the skills you develop as you study Physics. It is a very desirable and useful subject when it comes to University applications and employers because they value the academic rigour and skill set associated with Physics; plus the deeper knowledge and understanding you will develop of the world around you.

Typical skills include:

- **Problem-solving** - studying Physics gives you a pragmatic and analytical approach to problem-solving;
- **Reasoning** - you can construct logical arguments, apply analytical skills and grasp complex problems;
- **Numeracy** - you gain skills in using mathematics to find solutions to scientific problems, create mathematical modelling and interpret and present information graphically;
- **Practical skills** - you plan, execute and report experiments, using technical equipment and paying attention to detail;
- **Communication** - you can convey complex ideas and use technical language correctly.

The A Level Physics course covers a wide range of topics and is designed to give students a basic understanding of the structure and processes of the physical world (matter and energy). Throughout the course there is an emphasis on the principles and applications of Physics, which contribute to a technologically based society and of course, to its development throughout the years.

The Examination Specification is based on a Modular System with **Modules 1-3** being examined at the end of Year 13. This AS course enables some students to widen their subject base without necessarily pursuing the subject to full A Level status in Year 14. Those who continue their study into Year 14 will complete the final **Modules 4-6**, designated **A2**. The mark obtained at AS is weighted to 40% of the final A2 grade for those who complete the full course.

***The Module Topics in CCEA Physics are:***

**Module AS 1: Forces, Energy and Electricity (40% of AS; 16% of A Level)**

The first section of this module introduces students to Newtonian mechanics which is important in explaining many applications of Physics. In the last section students study the basic concepts of d.c. electricity.

**Module AS 2: Waves, Photons & Astronomy (40% of AS; 16% of A Level)**

In the first section of this module students meet aspects of wave propagation which are central to the understanding of sound, light and methods of optical communication. In the second section they are introduced to the quantum theory and wave-particle duality, two of the most revolutionary concepts in Physics. The Astrophysics topic provides an important introduction to the nature of heavenly bodies.

**Module AS 3: Practical Techniques (20% of AS; 8% of A Level)**

The experimental and investigative skills which permeate Physics are assessed through a practical exam which consists of four short practicals and an analysis paper.

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**Module A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics (24% of A Level)**

This module introduces material behaviours and develops material on forces and energy first encountered in Module AS1 and introduces circular motion and oscillations. The thermal Physics provides a first glance for students to see how physicists strive to explain and gain an understanding of the macroscopic world using microscopic behaviour. The final section provides an introduction to a more detailed understanding of atomic and nuclear structure, laws governing radioactive decay and the principles of nuclear energy.

**Module A2 2: Fields, Capacitors and Particle Physics (24% of A Level)**

This module includes study of gravitational and electric fields, capacitors, magnetic fields, electromagnetic induction, behaviour of charged particles, particle accelerators and finally a more up to date understanding of the structure and nature of matter.

**Module A2 3: Practical Techniques (12% of A Level)**

The experimental and investigative skills which permeate Physics are assessed through a practical exam which consists of four practicals and a second paper of experimental analysis.

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***How is the Subject Delivered In Class?***

All the basic course material is covered in class and students will receive a clear set of notes pertaining to each topic. Students will however be expected to do background reading on their own initiative and also directed reading.

Homework will be set on a regular basis and consist of sets of questions related to the topic under study. Students can expect regular tests to monitor progress and identify problems.

There is no coursework in Physics but modules **AS 3** and **A2 3** taking the form of a practical examination. Approximately one quarter of the study time is devoted to experimental work.

### **Who Should Take AS / A-Level Physics?**

Physics will open the door to many careers and indeed is a prerequisite in a good many instances. Physics is more than just knowledge, it will give you the skills required for a broad range of careers, including Commerce, Teaching, Research and Development, Information Technology, the rapidly expanding area of Medical Physics, Management and Marketing to mention a few. Physicists are recognised for being able to transfer their skills and knowledge to new areas and have many of the transferable skills valued by employers. The AS Level will allow a good number of students to maintain a scientific interest beyond GCSE, especially for those not intent in pursuing a science based career.

The Specification is designed to promote continuity, coherence and progression within the study of Physics. AS builds upon the skills developed within GCSE Physics and Double Award Science and those who choose to continue towards the full A Level will build upon the foundations laid at AS.

The subject has a reasonable mathematical content and students should be competent in this area.

The requirements for taking Physics **A-level** are:

- **B grade in GCSE Physics** or **B in the Physics element** of Double Award Science (**excluding** the CAT component) *i.e. you cannot do Physics A level if you sat Foundation GCSE papers.*
- **A grade in Mathematics**, at GCSE.

Students taking A Level Mathematics, or those who have done GCSE Further Mathematics, will find it a distinct advantage. However, it is not essential; a few of our past students have obtained top grades without doing A Level Mathematics; **but they have been strong GCSE students with A/A\* grades in GCSE Mathematics and GCSE Further Mathematics.**

# **POLITICS**

**EXAMINATION BOARD: EDEXCEL**

## **Understanding Power, People and Ideas**

The study of Politics helps students to develop knowledge and understanding of the role politics plays in relation to current local, national, and global issues, as well as studying key thinkers and political ideas.

### ***WHAT WILL I STUDY?***

**In Year 13** students will study UK politics and government, which will give them a set of core knowledge and understanding of politics. Topics will include:

- **Unelected and unaccountable -do we really need the House of Lords?**
- **What do MP'S do to represent the people?**
- **Brexit – should the government or parliament decide?**
- **Voting – how does it work and how should I vote?**

**In Year 14** you will develop this knowledge, learning about the government and politics of the USA and comparing it to the British political system. You will also study political ideas such as Socialism and Conservatism. Topics will include:

- **How much power will Trump have?**
- **Socialism – Karl Marx or Tony Blair?**
- **The American electoral system – why is it controversial?**
- **The Supreme Court – gay marriage, abortion, death penalty – how do they decide?**

### ***SHOULD I DO POLITICS?***

The answer is “Yes” if:

- You are looking for something new and a bit different.
- You have an interest in politics or current affairs, or related subjects such as History, Business Studies, Economics; and careers such as Law and Journalism.
- You are keen to undertake an A Level subject that is well respected and relevant. Politics will teach you not only about issues that will affect every part of your everyday life, empowering you to understand the world around you, but also allow you to learn a number of valuable skills such as communication, analysis and essay writing. You are willing to listen to and question the views of others in an analytical and informed manner, and you enjoy reading newspapers, listening to/ watching political and current affairs programmes, or talking about what's on the news.

## ASSESSMENT

This A Level meets the demands of the reformed A Level curriculum in England and will be accepted by all post-18 further and higher education and training providers and employers. Our recommendation is that students will finish with both an AS and A Level in Politics, sitting AS exams at the end of Year 13 and A Level exams at the end of Year 14. There is significant overlap in terms of content and skills but these are two, separate, stand-alone qualifications. AS exams will allow students to test their knowledge and skills development as they progress towards the A Level which is a two year linear course. Possible alternatives include sitting AS in Year 13 and not continuing in to Year 14 or choosing not to sit AS exams and just taking the full A Level at the end of Year 14. There will be time in Year 14 to revise Year 13 material.

### SUMMARY OF SPECIFICATION AS LEVEL

	DETAILS OF UNIT	ASSESSMENT	STRUCTURE OF EXAM	% AS
<b>AS Unit 1</b>	<b>UK Politics</b> <ul style="list-style-type: none"> <li>● democracy and participation</li> <li>● political parties</li> <li>● electoral systems</li> <li>● voting behaviour and the media</li> </ul>	<b>Exam:</b> 1 hour 45 minutes (60 Marks)	<b>Section A</b> One 10-mark question from a choice of two, <b>Section B</b> Two 10-mark source questions <b>Section C</b> One 30-mark question from a choice of two.	50
<b>AS Unit 2</b>	<b>Governing the UK –</b> <ul style="list-style-type: none"> <li>● the constitution</li> <li>● parliament</li> <li>● Prime Minister and executive</li> <li>● relationships between the branches of government</li> </ul>	<b>Exam:</b> 1 hour 45 minutes (60 Marks)	<b>Section A</b> One 10-mark question from a choice of two, <b>Section B</b> Two 10-mark Source questions <b>Section C</b> One 30-mark question from a choice of two	50

	DETAILS OF UNIT	ASSESSMENT	STRUCTURE OF EXAM	% A Level
A Level Unit 1	<p><b>UK Politics</b></p> <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• Political parties</li> <li>• Electoral systems</li> <li>• Voting behaviour and the media.</li> </ul> <p><b>Core Political Ideas</b></p> <ul style="list-style-type: none"> <li>• Conservatism</li> <li>• Liberalism</li> <li>• Socialism</li> </ul>	<p><b>Exam:</b></p> <p>2 hours</p> <p>84 Marks</p>	<p><b>Section A: Political Participation</b> One 30-mark source question from a choice of two  <b>Plus</b> one 30-mark question from a choice of two – students must complete one of these.</p> <p><b>Section B: Core Political Ideas</b> One 24-mark question from a choice of two,</p>	33
A Level Unit 2	<p><b>UK Government</b></p> <ul style="list-style-type: none"> <li>• The constitution</li> <li>• Parliament</li> <li>• Prime Minister and executive</li> <li>• Relationships between the branches.</li> </ul> <p><b>Optional Political Ideas, <u>one</u> idea from the following (still to be decided)</b></p> <ul style="list-style-type: none"> <li>• Anarchism</li> <li>• Ecologism</li> <li>• Feminism</li> <li>• Multiculturalism</li> <li>• Nationalism.</li> </ul>	<p><b>Exam:</b></p> <p>2 hours</p> <p>84 Marks</p>	<p><b>Section A: Political Participation</b> One 30-mark source question from a choice of two  <b>Plus</b> one 30-mark question from a choice of two – students must complete one of these.</p> <p><b>Section B: Non - Core Political Ideas</b> One 24-mark question from a choice of two,</p>	33
A Level Unit 3	<p><b>Comparative Government and Politics</b></p> <ul style="list-style-type: none"> <li>• <b>US Constitution and federalism</b></li> <li>• <b>US congress</b></li> <li>• <b>US presidency</b></li> <li>• <b>US Supreme Court and civil rights</b></li> <li>• <b>Democracy and participation</b></li> <li>• <b>comparative theories.</b></li> </ul>	<p><b>Exam:</b></p> <p>2 hours</p> <p>84 Marks</p>	<p><b>Section A</b> One 12-mark question from a choice of two</p> <p><b>Section B</b> One compulsory 12-mark question focused on comparative theories</p> <p><b>Section C</b> Two 30-mark questions from a choice of three</p>	33

Teaching is conducted using a variety of methods. You will have the opportunity to:

- Experience a new kind of learning that gives you responsibility and independence.
- Benefit and contribute to the growing resource base being developed in Firefly for A Level Politics students.
- Take part in formal and informal debates and frequent discussions relevant to topics being studied.
- Develop your written skills and your ability to question, argue and convince.

### ***WHERE WILL IT TAKE ME?***

Over the last few years, students studying Politics have been both interested and successful in the subject and have enjoyed being part of a small and friendly department. Students have often also undertaken work experience in a Politics related field. Most students go on to study or pursue careers in Law, Politics and International Relations, Policing and Journalism. They have benefited from a number of seminars and visits. These have included a trip to London to visit Parliament and the Supreme Court, and visits from prominent politicians such as Gavin Robinson, Baroness Blood, Naomi Long and Sylvia Hermon. Some students take this subject as a third or fourth option and benefit hugely from the transferrable skills and knowledge that studying Politics provides.

### ***WHAT NEXT?***

If you require further information contact Mr Mclvor in M2 or Mrs Hempstead in M8.

# **RELIGIOUS STUDIES**

## **EXAMINATION BOARD: OCR**

### ***THE TRUTH IS OUT THERE...***

Religion and the search for meaning have played an integral part in the story of human history. There are questions of existence that have been asked since the beginning of time and one of the roles of Religious Studies is to help you examine the ideas put forward by some of the greatest minds that ever lived that you might continue to develop answers of your own.

### ***BUT I'M NOT A CHRISTIAN...***

It's time to leave your pre-conceptions behind. Anyone can enjoy learning about religious belief and how it affects the lives of believers. Indeed the Religious Studies course is specifically designed to be accessible to followers of any religion or none.

### ***BUT WHAT USE IS RELIGIOUS STUDIES TO MY CAREER?***

It is probably true that few of you are planning on becoming a minister or a priest. However, religious principles and ideas influence many areas of human experience so the knowledge you gain from this course and the academic skills you will develop will not be wasted whatever your career choice. Indeed, ethical studies now appear on many undergraduate courses including medicine and law.

### ***COURSE OVERVIEW***

The course builds on the knowledge, understanding and skills that students have developed through the study of GCSE Religious Studies. It cannot be stressed too strongly that it is not the purpose of the course to assess the religious persuasion of students. As has already been stated, the syllabus is designed to be accessible to students of any faith or none. Indeed, one of the strengths of the AS/A2 classes is the variety of perspectives brought to the subject by students from different religious and non-religious backgrounds.

Religious Studies is a recognised subject for all the British and Irish universities. Many of our past students have continued on to university where they have succeeded in attaining excellent qualifications.

### ***AIMS***

1. To develop an interest and enthusiasm for a rigorous study of religion and its significance in human life and history.
2. To treat the subject as an academic discipline by developing knowledge and understanding appropriate to the specialist study of religion.
3. To adopt an enquiring, critical and reflective approach to the study of religion.
4. To reflect on and develop their own values, opinions and attitudes in the light of their learning.

The AS and A Level courses are separate qualifications, however, the content is organised in such a way that the AS course will provide a foundation for further study at A Level. We will therefore encourage our students to take the AS exam at the end of Lower sixth, before proceeding to the A Level the following year.

# Sports Science and the Active Leisure Industry

**Examination Board: CCEA**

**Sport and Leisure** are amongst the fastest growing industries in the world. Gyms and indoor sports facilities are becoming a way of life, with people learning more about the science of physical health and fitness. Those who are interested in sports science can go on to enjoy careers in personal and fitness training, the leisure industry, event management, sports massage and therapy, physical education and teaching.

The specification builds on the broad objectives of the Northern Ireland Curriculum and *Sport Matters: the Northern Ireland Strategy for Sport and Physical Recreation 2009–2019*.

## **AIMS**

**A Level Sports Science and the Active Leisure Industry** aims to encourage students to:

- develop and sustain an interest in sports science and the active leisure industry specific to Sport and Recreation and Health and Fitness;
- acquire knowledge and understanding of sports science and the active leisure industry specific to Sport and Recreation and Health and Fitness through practical and theoretical contexts;
- undertake practical activities which allow them to apply their knowledge, understanding and skills when exploring issues associated with the subject;
- develop skills that enable them to make an effective contribution to sports science and the active leisure industry including research, evaluation and problem-solving skills in a work-related context;
- develop advanced study skills to prepare for third level education and/or employment in the active leisure industry.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1:</b> Fitness and Training for Sport	Internal assessment Portfolio showing written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions, and risk assessment	60% of AS 24% of A Level
<b>AS 2:</b> The Active Leisure Industry: Health, Fitness and Lifestyle	External written examination - <b>2 hours</b> This includes short and extended questions and stimulus response questions based on health, fitness and lifestyle. All questions are compulsory.	40% of AS 16% of A Level
<b>A2 1:</b> Event Management in the Active Leisure Industry	Internal assessment Portfolio showing written evidence of planning for an active leisure event and evaluation of outcome	36% of A Level
<b>A2 2:</b>	External written examination - <b>2 hours</b>	24% of

The Application of Science to Sports Performance	This includes short and extended answer questions and stimulus response questions based on anatomy and physiology, skill acquisition, principles of learning and performance	A Level
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### Unit 1

This unit gives students the opportunity to examine many topics involving components of fitness and the training methods used to improve them. Students carry out a range of fitness tests. They administer the tests, analyse the results and provide an individual with feedback. Students must devise a training programme, and plan, lead and review the training sessions.

### Unit 2

This unit develops students' knowledge and understanding of an active lifestyle. It introduces students to key concepts including health, fitness and lifestyle. The unit also explores the relationships between these concepts. Students have the opportunity to explore the active leisure industry. They also examine the need for safety as well as barriers to participation in the industry. Students study nutrition for health and exercise as well as components of fitness. They also analyse the health of the nation compared with other European countries.

### Unit 3

This unit provides students with the opportunity to organise and run an active leisure event. The student works as a group member to plan, carry out and critically evaluate a project that is relevant to the active leisure industry. The choice of event must be sufficiently demanding to meet the assessment criteria outlined and allow each student to contribute significantly to the planning, organisation, running and evaluation of the event. This unit helps students prepare for employment in the active leisure industry by giving them the opportunity to develop the essential workplace business skills.

### Unit 4

Application of science in relation to sports performance is complex and diverse. Students have had the opportunity to explore some aspects of this area in previous units. This unit concentrates on the examination of the structure of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. The students describe the structural apparatus of each system and discuss the functions. They develop a knowledge and understanding of the short-term responses and long-term adaptations of exercise associated with each system. Students study how the acquisition of skills and principles of learning are relevant to skilled performance.

**Note: It is not possible to select BTEC Sport in tandem with this course.**

# BTEC SUBJECTS

## **BTEC Level 3 National Extended Certificate in Business**

**Examination Board: PEARSON EDUCATION**

### ***What is BTEC level 3 National Extended Certificate in Business?***

The Pearson BTEC Level 3 National Extended Certificate in Business is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A Level and aims to provide a coherent introduction to study of the business sector.

Depending on the standard of pass at the end of this two year course students will have attained the equivalent of one A Level qualification and UCAS points will be allocated. A Distinction is the equivalent of an **A** grade at A Level, a Merit a **C** and a Pass an **E**. It is necessary to complete the course over the two year period to attain this award.

Business in Northern Ireland, if it is to flourish, needs more people who have well-developed inter-personal and decision-making skills. BTEC Business Studies provides students with a unique insight into the world of work and through its study, students discover how businesses operate and learn about their key elements and essential business functions.

### ***By choosing BTEC Business the students will be encouraged to develop the following skills:***

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

### ***Subject Content:***

<b>Content</b>	<b>Assessment</b>	<b>Weighting</b>
<b>Unit 1: Exploring Business</b>	Portfolio based (coursework)	25%
<b>Unit 2: Developing a Marketing Campaign</b>	Controlled Assessment based on a case study	25%
<b>Unit 3: Personal and Business Finance</b>	External written exam	33%
<b>Unit 8: The Recruitment and Selection Process</b>	Portfolio based (coursework)	17%

### ***How will BTEC Business Studies help me develop my other skills?***

BTEC Business Studies is practical, applied and exciting. Over the two years you will work both as an individual and as part of a team. You will also take part in role-plays, business investigations and simulations, all of which are designed to develop your communication, problem solving, enterprising and decision-making skills. You will also learn through the use of ICT how to, for example, produce a spreadsheet to display findings of primary research. Mathematical skills will be further enhanced through the completion of the finance section of your business plan.

### ***Progression to Higher and Further Education and future career***

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

### ***Additional Support***

Further information can be found on the Business Studies Firefly page (BTEC Business Overview)

**Note: It is not possible to select A Level Business Studies in tandem with this course.**

## **HOSPITALITY**

**BTEC LEVEL 3 SUBSIDIARY DIPLOMA**  
**EXAMINATION BOARD: PEARSON EDUCATION**

BTEC's are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They are **non exam-based** internally assessed units and students will study real-life, work-based studies and complete projects and assessments. As each unit is completed it is assessed in school and a mark awarded. This is then banked. When all necessary units have been completed then the award will be given.

Depending on the standard of pass at the end of this two year course students will have attained the equivalent of one A Level qualification and UCAS points will be allocated. A Distinction is the equivalent of an **A** grade at A Level, a Merit a **C** and a Pass an **E**. It is necessary to complete the course over the two year period to attain this award.

Students will study a variety of units some of which are outlined below;

<b>Unit 1</b>	<p><b>The Hospitality Industry</b></p> <p>Students will investigate the commercial and catering services sectors of the industry, and develop an understanding of operations that provide accommodation, catering and related services. The diverse types of ownership, products and services offered as well as customer types will be studied and they will develop an understanding of trends within the industry.</p>
<b>Unit 2</b>	<p><b>Principles of Supervising customer service performance in the Hospitality, Leisure, Travel and Tourism Industries</b></p> <p>This unit introduces students to the principles of customer care and the part employees play in retaining existing customers and attracting new ones. They will also explore the key factors used to measure, monitor and evaluate customer care within the hospitality industry.</p>
<b>Unit 3</b>	<p><b>Providing customer service in Hospitality</b></p> <p>Students will learn what quality customer care entails and how it impacts on employees, employers, customers and the business.</p>
<b>Unit 10</b>	<p><b>European Food.</b></p> <p>The recent history of cuisine in the UK will be studied and how it has been influenced by cuisine from at least six European countries. Students will get to prepare a variety of dishes and create and adapt recipes to reflect the fusion of cookery skills and flavours from the countries they have studied.</p>
<b>Unit 19</b>	<p><b>Personal Selling Skills</b></p> <p>Students will investigate how selling skills are important in the Hospitality Industry and identify the needs of different customers. They will develop their own skills at selling and will design and market their own products in a variety of settings.</p>
<b>Unit 22</b>	<p><b>Planning and managing a Hospitality Event</b></p>

	<p>Students will be introduced to the planning and managing of events within the context of the hospitality industry, a growth sector for specialist providers.</p> <p>Students will produce a proposal to host an event including costs, staffing, venue, food production and an evaluation of the success of the event once it has been carried out.</p>
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This course will allow successful students an opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the hospitality sector or to progress to a higher education establishment in an associated area.

It gives learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The Hospitality Industry provides employment world-wide. Professional people will always be in demand in this area and prospects are promising for potential employees. 'On job' training is prevalent and this can allow for rapid promotion within a Company or Group without the need for a lengthy period of study away from the work place.

# SPORT

## BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN SPORT (QCF) EQUIVALENT TO ONE 'A' LEVEL

### EXAMINATION BOARD: PEARSON EDUCATION

The BTEC qualifications in this specification are QCF Level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC Certificate in Sport is designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector. The BTEC Subsidiary Diploma, in Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

The Edexcel BTEC Level 3 Subsidiary Diploma in Sport is worth one A level

- ❖ In **year one** students will complete **three** mandatory units **plus one** mandatory specialist unit

- 1.Principles of Anatomy and Physiology in Sport
- 2.The Physiology of Fitness
- 3.Assessing Risk in Sport
7. Fitness Testing for Sport and Exercise

- ❖ In **year two** students will complete **three** teacher chosen units

- 4.Fitness Training and Programming
- 5.Sports Coaching
- 8.Practical Team Sports

BTEC Qualification	A Level Equivalent	UCAS points awarded
Distinction *	A*	56
Distinction	A	48
Merit	C	32
Pass	E	16

## **ASSESSMENT**

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria

## **UNITS**

### **Year 13**

#### **Unit 1 - Principles of Anatomy and Physiology in Sport**

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

#### **Unit 2 - The Physiology of Fitness**

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

#### **Unit 3 - Assessing Risk in Sport**

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

#### **Unit 7 - Fitness Testing for Sport and Exercise**

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

### **Year 14**

#### **Unit 4 - Fitness Training and Programming**

The aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.

#### **Unit 5 - Sports Coaching**

The aim of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

#### **Unit 8 - Practical Team Sports**

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of team sports through practical participation.

**Note: It is not possible to select A Level Sports Science and the Active Leisure Industry in tandem with this course.**

# SPORT

## BTEC LEVEL 3 DIPLOMA IN SPORT (QCF) EQUIVALENT TO TWO 'A' LEVELS

### EXAMINATION BOARD: PEARSON EDUCATION

The BTEC Diploma, in Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals. This qualification is equivalent to **two A levels**.

The Edexcel BTEC Level 3 Diploma in Sport is **worth two A Levels**

❖ In **year one** students will complete **four** mandatory units **plus three** mandatory specialist unit as highlighted in the table below.

1. Principles of Anatomy and Physiology in Sport
2. The Physiology of Fitness
3. Assessing Risk in Sport
7. Fitness Testing for Sport and Exercise
11. Sports Nutrition
17. Psychology for Sports
27. Athlete's Lifestyle

❖ In **year two** students will complete **six** teacher chosen units

4. Fitness Training and Programming
5. Sports Coaching
8. Practical Team Sports
22. Rules, Regulations & Officiating
24. Analysis of Sports Performance
41. Sports Profiling

<b>BTEC Qualification</b>	<b>A Level Equivalent</b>	<b>UCAS points awarded</b>
Distinction *	A*	112
Distinction	A	96
Merit	C	64
Pass	E	32

## **ASSESSMENT**

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria

## **UNITS**

### **Year 13**

#### **Unit 1 - Principles of Anatomy and Physiology in Sport**

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

#### **Unit 2 - The Physiology of Fitness**

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

#### **Unit 3 - Assessing Risk in Sport**

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

#### **Unit 7 - Fitness Testing for Sport and Exercise**

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

#### **Unit 11 – Sports Nutrition**

The aim of this unit is to provide a broad understanding of the importance of nutrition and hydration to a variety of sports participants.

#### **Unit 17 – Psychology for Sports Performance**

The aim of this unit is to develop learners' understanding of the psychological dimensions of sport and develop techniques to improve sporting performance.

#### **Unit 27 – The Athlete's Lifestyle**

The aim of this unit is for learners to develop an understanding of the lifestyle factors that can affect athletic performance.

## **Year 14**

### **Unit 4 - Fitness Training and Programming**

The aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.

### **Unit 5 - Sports Coaching**

The aim of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

### **Unit 8 - Practical Team Sports**

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of team sports through practical participation.

### **Unit 19 - Analysis of Sports Performance**

The aim of this unit is to allow learners to explore the purpose and importance of sports performance analysis, highlighting the multi-dimensional demands and interdependence of the different factors involved.

### **Unit 22 - Rules, Regulations & Officiating in Sport**

The aim of this unit is to enable learners to apply rules and regulations and to officiate in a selected sport.

### **Unit 41 - Sports Profiling**

This unit enables the learner to explore the role and function of performance profiling in sport and the application of profiling to the design, monitoring and evaluation of a sports performance action plan.

**Note: It is not possible to select A Level Sports Science and the Active Leisure Industry in tandem with this course.**