

# The Wallace High School



## Sixth Form Guide 2018 - 2019

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## Sixth Form Courses

Sixth Form courses consist of units which are taken at two different levels during the Lower and Upper Sixth Years. In Lower Sixth the courses are at Advanced Subsidiary Level ('AS' Level) and in Upper Sixth the courses are at 'A2' Level.

A Level grades are awarded on the combined basis of 'AS' and 'A2' Levels.

### **Lower Sixth Year [AS]**

- Pupils may complete their study of a subject at this level and be awarded an 'AS' Level grade (A-E) in the subject and receive certification.
- Pupils will take three or four 'AS Level courses depending on university requirements, desire for breadth of education and G.C.S.E. results profile.

### **Upper Sixth Year [A2]**

- Most pupils will continue with three of their 'AS' Level courses at 'A2' Level.
- Pupils who wish to continue with four courses at 'A2' Level will be allowed to do so if they are considered to have the ability to cope with the demands involved. Pupils taking Further Mathematics will be expected to continue with four courses at A2 level.

## ENRICHMENT COURSES

### **Options**

Pupils will have the opportunity to opt into available options courses such as

- Young Enterprise
- Civics
- Creating a Good Online profile
- Discovering Personal Strengths and Developing Resilience
- European Studies
- Health
- Japanese
- Cooking
- GCSE Astronomy
- Primary School Liaison (when possible).
- Nursing Home Liaison (when possible).

Please note these are subject to availability.

## The Challenges of Sixth Form

### *HOW DO YOU MEASURE UP?*

Pupils on entering Sixth Form studies should be aware that they will be faced by a number of challenges.

#### 1. **The Academic Challenge**

AS/'A' Level work is significantly more demanding than G.C.S.E. work. In every subject AS/'A' Level work is different from what you have done before and is not easy for anyone. It takes some time for Sixth Formers to realise this and come to terms with it. The sooner you do, the better. Above all recognise that teachers will be expecting more of you and doing less for you.

#### 2. **The Management Challenge**

You will have to learn how to organise yourself and the time available to you so as to ensure that you make the best use of the opportunities available and prepare yourself effectively for AS/'A' Levels. To enable you to succeed you will need to develop important management skills:

you will have to plan the effective use of your private study time.

you will have to ensure that the reading and writing needed for an essay or another project is done on time.

you will have to ensure that the revision for tests and examinations is properly planned and carried out.

you will have to organise your own note-making and filing systems.

you will have to make the time needed for the wider reading and studying that are essential to success in any AS/'A' Level course.

#### 3. **The Social Challenge**

Being in the Sixth Form will bring you more opportunities to meet your own year group, to spend time together in the Sixth Form Centre, to study quietly in the study areas, to perform all sorts of important duties and, not least, to set an example to the younger pupils in the school.

**All these opportunities bring challenges too.**

You need to remember that you will be among the oldest and most influential pupils in the school and that we rely on you to set a good example. The way you behave will have a very powerful impact on the younger pupils who see you.

#### 4. **The Personal Challenge**

During the course of your two years in the Sixth Form you will have to make some very important decisions about your future. Where are you going to go when you leave school and

what are you going to do? Will you apply for a course in Higher Education and, if so, what course? Will you look for a job after AS/ 'A' Levels and, if so, where? If you are offered a job before you take 'A' Levels, what should you do?

These are not easy questions for anyone but you will have to try with the assistance of staff to find your own answers to them.

Being a Sixth former means taking a much greater responsibility for what you do than you have, perhaps, taken so far. It means, above all, recognising that there are some very important challenges ahead of you and that you will have to work hard to meet them. But remember that you will deal successfully with all these challenges if you give them serious thought, plan properly and make good use of your time.

## **THE PASTORAL SUPPORT SYSTEM**

The role of the school's pastoral organisation is of vital importance since our school community is concerned with a great deal more than purely academic progress. It is our stated aim to promote the social, cultural and personal development of our pupils and assist them to become self-disciplined and self-confident young people, capable of taking their place as effective members of the community. To achieve this objective our pastoral organisation at Sixth Form Level is extensive and includes the following:

### **THE FORM SYSTEM**

Each of Lower and Upper Sixth has a Head of Year and an Assistant Head of Year who, under the direction of Mr Atkinson Vice-Principal (Pastoral), try to ensure that every pupil feels that the school is doing everything possible to develop his or her social and academic capabilities to the fullest extent. They monitor individual progress, supervise attendance and punctuality and seek to maintain high standards of behaviour and self-presentation. The Form Staff would hope to know the pupils in their year group in such a way as to become accepted as individuals to whom they can turn for guidance and support. They also serve as a vital link between the school and parents so that effective communication between home and school is maintained.

The Class Tutor who conducts a registration class on a daily basis also plays an important part in the pastoral care process. It is often to the class tutor that a pupil will first turn for help or advice and together with the Form Staff they form the nucleus of the pastoral care team.

### **THE HOUSE SYSTEM**

The House System integrates pupils vertically within the school. Each pupil is assigned to a House and is encouraged to become involved in the range of House activities available. Many of these are

of a sporting nature ranging from netball for girls to rugby for boys and hockey, cross-country, athletics, tennis badminton for both girls and boys. In addition there are inter-House competitions of a non-sporting nature such as a photography competition and a chess competition.

The pupils in Sixth Form play a leading role in the organisation of House activities and work closely with House Staff in the performance of their duties and responsibilities. Sixth Form pupils are able to organise and encourage younger pupils and to provide opportunities for pupils to show initiative.

## **CODE OF BEHAVIOUR**

We have high expectations of our Sixth Form and it is rare for such students to behave poorly. Nevertheless our expectations are made clear in both the Sixth Form Agreement and the General Rules, as found in your diary and you should be aware of them.

## **CAREERS EDUCATION AND GUIDANCE**

Careers education aims to help pupils to develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, personal qualities, interests, abilities, skills, potential, values, motivation and needs. In Sixth Form pupils are helped to develop the skills and personal qualities needed to manage their career development and cope with the transition from school to adult life. Practical aspects of careers education and guidance in the Sixth Form include:

### **WORK EXPERIENCE**

There is a Work Experience programme in the Lower Sixth year. Pupils arrange their own placements as far as possible with support from the Careers Department.

### **VISITING SPEAKERS**

#### *(FROM HIGHER EDUCATION INSTITUTIONS AND VISITS TO LOCAL UNIVERSITIES)*

At the end of the Lower Sixth year the school welcomes a number of speakers from local and mainland universities to speak to our pupils about what their institutions have to offer and what their entry requirements are. In addition speakers are invited on a regular basis to address pupils on a variety of issues related to study and to the world of work.

### **LOWER SIXTH PROVISION**

Lower Sixth Tutorial provision is delivered on a four-week rotation as part of the Liberal Studies programme. The topics covered are:

Researching post 18 options  
careers research, writing a Personal Career Plan, updating a CV

It is expected that Lower Sixth students will be asked to return after the AS examinations in June to attend a focused number of days dedicated to researching relevant courses and universities, registering with UCAS and constructing a personal statement.

### **UPPER SIXTH TUTORIAL**

The main activity in the early part of the Upper Sixth year is the completion of application forms for Higher Education. This includes the completion of the online UCAS application form. Students complete a Summary of Achievement statement.

### **MOCK INTERVIEWS**

In October of the Upper Sixth year pupils are offered a mock interview. This takes place in the evening with the participation of parents, local industrialists and professionals from the community.

## **THE INDUCTION PROCESS**

### *For new members of the school to Year 13*

Considerable care is taken by The Sixth Form Staff to help those pupils coming to Wallace High School for the first time in Lower VI to settle in as quickly as possible. The following procedure is followed to help achieve this objective:

- 1) A short meeting with new pupils and their parents is held prior to the start of the Autumn Term. This involves the Head of Year (L6) and the Assistant Head of Year (L6).
- 2) A second meeting within 2 weeks of the beginning of Autumn Term will be held to discuss any problems of transition so far encountered. This will involve the Head of Year and the Assistant Head of Year.
- 3) Parents of all Lower VI pupils are invited to an Information Evening in September.
- 4) Individual pupil interviews will be conducted by the Head of Year and the Assistant Head of Year with all new pupils in the Form. These will be completed by mid-October.
- 5) Each Subject Teacher of a new pupil will be invited to inform Form Staff of any problems encountered on an individual basis. This process is to be completed in writing before half term (end of October).

## THE SIXTH FORM CENTRE

This has been open for use by Sixth Formers since September 1992. It is on three floors.

On the Ground Floor:

A large social area with coffee-bar which is used by all sixth-formers before school, at break, lunch-times, after school and for some non-teaching periods.

On the First Floor:

A study area  
A Teaching room  
Lockers and toilets  
Senior staff Office

On the Second Floor:

A study area  
Four teaching rooms  
Senior staff office

The Sixth Form Centre is for use by everyone in Sixth Form. High standards must be maintained at all times as untidiness and poor behaviour reflect badly on everyone and can mean extra and unnecessary work for staff.

### RULES FOR THE CENTRE

School Rules concerning behaviour, punctuality and school uniform apply equally in the Sixth Form Centre.

### STUDY AREAS

To help pupils make the best use of study time available the following rules apply in study:-

1. There shall be no eating in the study areas. Drinking water is permitted
2. Mobile phones must not be used in study.
3. A register is taken at the beginning of each study period. It is the responsibility of the pupil to ensure their presence has been noted.
4. Study should be undertaken on an individual basis only.
5. Pupil's behaviour should be such that it does not disturb anyone else. Personal MP3 players are permitted only if they cannot be heard by anyone else in study. MP3 players must not be turned on until the register has been taken.
6. Computers in Study can only be used for productive and for study-related work. They cannot be used for playing of games.
7. If a pupil needs to be excused from study their name should be marked on the online register by the appropriate member of staff. This should be completed by the end of Period 10.
8. Pupils should not disturb study by asking to leave early unless in the case of a valid reason, an emergency and with the member of staff's permission.
9. A pupil can leave study to go to the bathroom with permission. They must return promptly and keep their books and bag on their desk.
10. Senior Prefects will assign their own study periods. Their name will appear on the register but they are free to opt in and out of study as other commitments arise.

Pupils who break these rules for study will be dealt with by Form staff according to the school disciplinary policy.

## **SOCIAL AREA**

### **BREAK AND LUNCH TIMES**

- It is the responsibility of all pupils to ensure that the social area is kept clean and tidy at all times.
- Litter must be placed in the bins provided.
- Mugs must be returned to the servery after use.
- Any liquid or food spilled must be cleaned up.
- Students must ensure that they are aware of who is on tidy-up duty at break and lunch time at the start of each week.
- A member of the committee and the Head or Assistant Head of Year will inform pupils of these duties each Monday.
- If a student does not carry out their duty effectively this may result in the withdrawal of of privileges or a sanction.

### **NON-STUDY PERIODS**

- Sixth Form students will be allocated a number of non-study periods by the Head of Year shortly after term has started.
- Pupils must not be in the social area at times other than break, lunch time and their allocated periods.
- The furnishings and fittings must be treated with due care. Any breakages or damage should be reported immediately.
- Consideration should be shown for the wishes of others.  
Only nominated committee members who are on duty are permitted behind the servery.
- Bags, books, sports equipment and other personal belongings must not be left in corridors, stairways, study area or in the social area.
- Prefects will be given an additional social period in recognition of the extra duties required of them

### **MEMBERSHIP:**

A number of L6 students are elected to assist with the running of the Sixth Form centre. Each sub-committee to elect a Chair and a Secretary both of whom will represent their sub-committee on the Executive Council. The 8 students who form the Executive committee will elect a Chairperson and Secretary.

### **MEETINGS:**

Each sub-committee will meet regularly and Chairperson will bring a report to the Executive Committee. The Executive committee will meet monthly with the Sixth Form Staff & VP (Pastoral).

**FORM COUNCIL:**

Rather than elect a further student body to represent the 6th Form the 6 L6 Committee members will represent their year on the Student Council. The U6 Committee members will elect a group of 6 students who will represent their year in the Student Council.

## EXTRA CURRICULAR ACTIVITIES

The following activities currently available include:-

### GAMES

- |                 |                  |            |                  |
|-----------------|------------------|------------|------------------|
| * Athletics     | (Boys and Girls) | * Hockey   | (Boys and Girls) |
| * Badminton     | (Boys and Girls) | * Netball  |                  |
| * Cricket       | (Boys and Girls) | * Rugby    |                  |
| * Cross-Country | (Boys and Girls) | * Swimming | (Boys and Girls) |
| * Golf          | (Boys and Girls) | * Tennis   | (Boys and Girls) |

### CLUBS and SOCIETIES

- |                          |                                    |                           |
|--------------------------|------------------------------------|---------------------------|
| * Capella (Senior choir) | * Duke of Edinburgh's Award Scheme | * Senior Debating Society |
| * Senior Orchestra       | * Chess Club                       | * Senior Scripture Union  |
| * Drama Society          | * Model United Nations             | * Interact Rotary Club    |

### COMPETITIONS

- |                                  |   |
|----------------------------------|---|
| * Debating                       | * Public Speaking Competitions            |
| * Senior Schools' Challenge Quiz | * Young Enterprise Companies' Competition |

### TRIPS AND TOURS

- |               |                |              |
|---------------|----------------|--------------|
| * French Trip | * Sports Tours | * SU Weekend |
| * Choir Tours | * Politics     |              |

## WHO TO GO TO INFORMATION

We hope that our pupils will be happy and enjoy their Sixth Form years. It is vital that if they do experience a problem that pupil and parents alike feel confident that the issue will be treated seriously and confidentially by an appropriate member of staff. The following list seeks to offer an initial contact.

Nature of Concern	Staff to be Contacted
1) Progress in subjects	- Subject Teachers and Form Staff
2) Careers Information	- Mr P Beaton and Careers Staff
3) Personal Problems	- Heads of Year
4) Financial Concerns	- The Bursar
5) Bullying - Physical or Verbal	- Heads of Year
6) Settling in Issues	- Heads of Year
7) Health Problems	- Nurse/Heads of Year
8) Examination Entries	- Mr D Faulkner/Mr. Simpson
9) Higher Education Applications & Grants	- Mr P Beaton and Careers Staff
10) Stress	- Nurse or Head of Year
11) Concerns about 6th Form Centre	- Sixth Form committee/ Sixth Form Heads of Year
12) Job References	- Form Staff
13) Work Experience	- Mrs. Palmer
14) Private Study	- VI Form Supervisor/ Heads of Year,
15) Enrichment Curriculum	- Mrs J Dumigan

## Art & Design

Students may follow a broad pathway through Art, Craft and Design

The course has four units: two at AS level and two at A2:

AS 1: Experimental Portfolio

AS 2: Personal Response

A2 1: Personal and Critical Investigation (including a 1000-3000 word written investigation)

A2 2: Thematic Outcome

The table below summarises the structure of the AS and A level courses:

Content	Assessment	Weightings
AS 1 Experimental Portfolio	Students develop, explore and record ideas. Teachers assess students' work and CCEA moderate marks.	50% of AS 20% of A level
AS 2 Personal Response	Students present a personal outcome in response to the theme. This is brought to completion during a 10 hour controlled test. Teachers assess the controlled task, and CCEA moderate marks. Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3	50% of AS 20% of A level
AS 3 Personal and critical Investigation	Written and practical work inform each other and are integrated, but are marked	Practical: 40% of A2 24% of A level

	<p>separately. Teachers assess the practical investigation, and CCEA moderate marks.</p> <p>Written investigation 1000–3000 words – externally assessed Assessment Objectives 1, 2, and 3 only</p>	<p>Written: 20% of A2 12% of A Level</p>
AS 4 Thematic Outcome	<p>Students present an outcome in response to the theme. Students bring this to completion during a 15 hour controlled test. Teachers assess students' work and CCEA moderates the marks Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3</p>	<p>40% of A2 24% of A level</p>

We have divided this course into four units: two units at AS level and two units at A2. This section sets out the content and learning outcomes for each unit.

### 3.1 Art, Craft and Design – Combined Studies

#### Core skills

Students develop the skills to:

- record observations and experiences using drawing and/or other appropriate visual forms;
- research, select and organise visual and other relevant sources;
- explore, analyse, discuss and evaluate images, objects and artefacts and make independent judgements;
- make meaningful connections between their own work and the work of artists, designers and craftspeople;
- use knowledge and understanding of the work of artists, designers and craftspeople to develop and extend their own thinking and to inform their own

- work;
- generate ideas and visual enquiry using a range of appropriate media, techniques and processes;
  - apply formal elements when creating their own work;
  - evaluate their progress and refine their work; and
  - present responses, solutions and outcomes in visual, tactile and/or other sensory forms.

### **Core knowledge and understanding**

Students develop theoretical and practical knowledge and understanding of:

- media, techniques (digital and/or traditional) and processes relevant to their area of study;
- the formal visual elements of art, craft and design;
- how ideas, feelings and meanings can be conveyed and interpreted in images, objects and artefacts;
- how images, objects and artefacts relate to the time and place in which they were made as well as to their social, cultural and historical contexts;
- continuity and change in different art, craft and design genres, styles and traditions; and
- a working vocabulary and specialist terminology (see Appendix 2).

### **Drawing in Art, Craft and Design**

Drawing is a core skill when studying Art and Design. Drawing enables students to make creative leaps and pushes their ideas forward, informing their development in all disciplines. The purpose of drawing is to record, communicate and visualise intentions, ideas and responses.

Students record the observed world by:

- recording from primary sources;
- using mark making in appropriate media;
- exploring the formal elements;
- investigating through the exploration of drawing media; and
- experimenting with various media, techniques and processes.

Students should use visual enquiry notebooks or sketchbooks to develop this practice beyond the classroom.

### **Contextual understanding and professional practice**

Students investigate the work of artists, designers and craftspeople. They develop a critical understanding of their own work in relation to historical and contemporary contexts. This may include looking at art, craft and design in galleries, museums,

exhibitions and other contexts, and understanding how art, craft and design relate to everything around them. Their understanding informs the progression of their own creative process.

They learn how to analyse and critically evaluate art, craft and design, demonstrating an understanding of purpose, meaning, audience, consumer and context.

### **Writing**

An important aspect of the creative process is the students' ability to express themselves in written form, justifying their own ideas and developing an understanding of the context of their own work.

In Unit AS 1, students must produce work in two or more of the disciplines. In Unit AS 2, they may produce work in one or more discipline(s).

## **Biology**

### **Introduction:**

Candidates will study the specification as drawn up by CCEA. The A Level course is demanding with much emphasis placed on technical terminology, molecular structure and application of detailed knowledge. The course therefore requires students to develop not only their knowledge and recall of facts but also their skills of analysis, evaluation and interpretation. Knowledge of biological processes has implications for a wide range of fundamentally important areas, including health, food production, conservation and, increasingly, technology. This qualification is for students with an interest in living organisms and a desire to acquire a deeper knowledge of their life processes.

### **Specification Summary:**

This specification builds on the broad objectives of the Northern Ireland Curriculum. Those following it will have opportunities to study biology at various levels of organisation. In some cases, such as when studying cells and organs, physiology and genetics, students may be building upon content covered at GCSE. In other cases, they will be exploring new topics such as molecular biology, biochemistry and community ecology.

An important aspect of the specification is the inbuilt provision for developing students' practical skills in biology.

### **Benefits to Students:**

Students who enjoyed GCSE Biology or the Biology component of the Double Award Science course will find much of interest here:

- In addition to the 'traditional' content of a biology qualification at this level, there is a strong contemporary biology component, including developments in cancer treatment, biomarkers, personalised medicine and microarray technology.
- Practical biology is an integral part of the subject and students will have opportunities to carry out a range of experiments at both AS and A2 level.
- Students will develop a wide range of transferable skills, including problem-solving, conceptual understanding of complex processes, analysis and critical thinking.

<b>Content</b>	<b>Content Summary</b>	<b>Assessment</b>	<b>Weightings</b>
AS 1: Molecules and Cells	Molecules Enzymes Viruses Cells Cell physiology Continuity of cells Tissues and organs	External assessment Written examination 1 hour 30 minutes Students answer six to eight structured questions and write an essay.	37.5% of AS 15% of A level
AS 2: Organisms and Biodiversity	Transport and exchange mechanisms The adaptation of organisms Biodiversity Human impact on biodiversity	External assessment Written examination 1 hour 30 minutes Students answer six to eight structured questions and write an essay.	37.5% of AS 15% of A level
AS 3: Practical Skills in AS Biology	Specified practicals which support AS 1 and AS 2 content	External written examination assessing practical skills 1 hour and internal practical assessment (marked by teachers and moderated by CCEA)	25% of AS 10% of A level
A2 1: Physiology, Co-ordination and Control, and Ecosystems	Homeostasis Immunity Co-ordination and control in plants and animals Ecosystems	External written examination 2 hours 15 minutes Students answer six to nine structured questions and write an essay.	24% of A level
A2 2: Biochemistry, Genetics and Evolutionary Trends	Respiration Photosynthesis DNA as the genetic code Gene technology Genes and patterns of inheritance Population genetics Kingdom Plantae Kingdom Animalia	External written examination 2 hours 15 minutes Students answer six to nine structured questions and write an essay.	24% of A level

A2 3: Practical Skills in Biology	Specified practicals which support A2 1 and A2 2 content	External written examination assessing practical skills 1 hour 15 minutes and internal practical assessment (marked by teachers and moderated by CCEA)	12% of A level
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## Business Studies

The AS Business Studies Course aims to give students a holistic understanding of business. The course consists of two modules:

**AS 1 Introduction to Business**

**AS 2 Growing the Business**

### Subject Content

AS1 Introduction to Business

The module introduces students to the business world and begins with the entrepreneur and what motivates individuals to develop business enterprises. It includes the following topic areas:

- Enterprise and entrepreneurship
- Central purpose of business activity
- Different forms of business organisations – sole trader, partnership, limited companies, franchises.
- Stakeholder groups
- Markets and market forces
- Quality management
- Productivity and investment
- Organisational design - centralised and decentralised structures, chain of command, span of control, de-layering.
- Investing in People - recruitment, training and appraisal.
- Motivation – the main theorists, monetary and non-monetary methods of motivation.
- Management and leadership styles – autocratic, paternalistic, democratic, functions and role of management in business.

AS 2 Growing the Business

This module looks at the role of technology in growing a business and how to assist with decision making. Students will also gain an understanding of the impact of competition on a business, the

marketing process, marketing strategy and the use of E-Business. It also examines financial control. It includes the following topic areas:

- Spectrum of Competition
- Marketing – market research, the marketing mix, product life cycles, marketing planning.
- E-business/E-Commerce
- Finance – Sources, Break-even analysis, Budgeting, Cash Flow Forecasting, Final accounts and Depreciation.

#### Assessment

All assessment is external. There is no coursework element.

Unit	Format	Time	Weighting
AS 1 Introduction to Business	2 Compulsory structured Data Response questions	1 hour and 30 minutes	80 marks. 50% of AS 20% of A level
AS 2 Growing the Business	2 Compulsory structured Data Response questions	1 hour and 30 minutes	80 marks. 50% of AS 20% of A level

The AS Business Studies course allows progression to the A2 units to complete the full A level qualification in Business Studies.

#### A2 Business Studies

The A2 Business Studies Course aims to give students the opportunity to extend their knowledge and understanding of business developed in the AS course.

- A21 Strategic Decision Making
- A22 The Competitive Business Environment

#### Subject Content

##### A21 Strategic Decision Making

This module looks at identifying business objectives and the potential for these to conflict with those of various stakeholder groups. It will enable the analysis and evaluation of stakeholder management strategies. It will give an insight into business planning and the need to manage risk and uncertainty. It will also analyse the importance of accounting and financial information in making strategic business decisions. It includes the following topic areas:

- Business objectives
- Organisational culture
- Stakeholder objectives
- Communication
- Economies and Diseconomies of Scale
- Business Strategy and Planning
- Decision Tree Analysis
- Risk and Uncertainty
- Company Accounts
- Ratio Analysis
- Investment Appraisal

## A22 The Competitive Business Environment

This module looks at the macroeconomic framework within which businesses operate. It evaluates the impact of globalisation on business activities, business ethics and sustainability on business decision making and culture and how businesses are affected by and react to change within the dynamic and technology-driven business environment. It includes the following topic areas:

- Macroeconomic framework
- Government policies
- Globalisation
- Business Ethics and Organisational Culture
- Sustainability
- Corporate Social Responsibility
- Organisational design
- Monopolies, mergers, takeovers and restrictive practices
- Change

### Assessment

All assessment is external. There is no coursework element.

Unit	Format	Time	Weighting
A2 1 Strategic Decision Making	5 Compulsory structured Data Response question	2 hours	90 marks 30% of A Level
A2 2 The Competitive Business Environment	6 Compulsory structured Data Response question	2 hours	90 marks 30% of A Level

## Chemistry

The AS course is divided into three units: AS1, AS2 and AS3. Students following the A Level course must then study three further units: A2 1, A2 2 and A2 3. The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

The specification aims to encourage students to:

- develop their interest in and enthusiasm for chemistry;
- develop their interest in the further study of chemistry and the careers associated with courses related to the subject;
- draw together different areas of knowledge, skills and understanding;
- develop essential knowledge and understanding of the different areas of the subject and how they relate to each other;
- appreciate how society makes decisions about scientific issues and how the subject contributes to the success of the economy and society;
- develop competence and ability in practical, mathematical and problem-solving skills;
- develop and demonstrate a deep appreciation of scientific skills, and knowledge and understanding of how science works; and
- demonstrate that they understand and can apply key concepts.

The Tables below summarises the structures of the AS and A2 courses:

Unit	Assessment Format	Duration	Weightings
<b>AS1: Basic Concepts in Physical and Inorganic Chemistry</b>	A written paper consisting of Section A, containing 10 multiple choice questions (10 marks), and Section B, containing a number of structured questions (80 marks). External written examination	1 hour 30 minutes	40% of AS  16% of A Level
<b>AS2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry</b>	A written paper consisting of Section A, containing 10 multiple choice questions (10 marks), and Section B, containing a number of structured questions (80 marks). External written examination.	1 hour 30 minutes	40% of AS  16% of A Level
<b>AS3: Practical Assessment</b>	This unit is timetabled and taken by candidates under controlled conditions. The papers will be externally marked by CCEA.  Practical Booklet A consists of a variety of practical tasks (25 marks). Students take the assessment in	1 hour 15 minutes	20% of AS  8% of A level

	the laboratory.  Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (55 marks). Students take the examination in an examination hall.	1 hour 15 minutes	
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## A2

Unit	Assessment Format	Duration	Weightings
<b>A2 1: Further Physical and Organic Chemistry</b>	External written examination. Students answer Section A containing 10 multiple questions (10 marks) and Section B containing a number of structured questions (100 marks)	2 hours	40% of A2  24% of A level
<b>A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry</b>	External written examination. Students answer Section A containing 10 multiple questions (10 marks) and Section B containing a number of structured questions (100 marks)	2 hours	40% of A2  24% of A Level
<b>A2 3: Further Practical Assessment</b>	Practical Booklet A consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory.  Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall.	1 hour 15 minutes          1 hour 15 minutes	20% of A2          12% of A Level

## Computing : Software Systems Development

This is a new exciting qualification from CCEA designed to foster and encourage a genuine interest in software development. Students following this course will have the opportunity to develop software skills that will prepare them for work in today's software industry; develop advanced study skills in preparation for third level education; and demonstrate their understanding and application of key concepts through challenging internal and external assessments. The content directly relates to current software development trends and will develop real practical skills in an object-oriented environment.

## Aims

This specification aims to encourage students to:

- foster and encourage a genuine interest in software development;
- provide a robust academic basis for further study;
- develop software skills that will prepare them for work in today's software industry;
- apply their skills to relevant work-related scenarios;
- work with others in group settings;
- research, develop and present their findings in a variety of formats;
- develop advanced study skills in preparation for third level education; and
- demonstrate their understanding and application of key concepts through challenging

internal and external assessments.

## Key Features

The key features of the specification appear below.

- It includes four assessment units: two externally assessed and two internally assessed.
- The content directly relates to current software development trends.
- The content is well balanced between knowledge and application.
- The specification will develop real practical skills in an object oriented environment.
- Assessment at A2 includes stretch and challenge, reflected in the use of a wider range of question types, higher demand evaluative tasks, synoptic assessment and extended writing.
- A course of study based on this specification provides a sound basis for progression to higher education.

## Structure of Course

Content	Assessment	Weightings
AS 1: Introduction to Object Oriented Development	External written examination (2 hours)  Short and extended questions. Stimulus response and data response questions based on the principles of Object Oriented Development.	50% of AS and 20% of A Level
AS 2: Event Driven Programming	Internal assessment  Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application.	50% of AS and 20% of A Level
A2 1: Systems Approaches and Database Concepts	External written examination (2 hours)  Short and extended questions relating to current systems approaches and database concepts. These questions are based on a pre-seen case study.	50% of A2 30% of A Level
A2.2: Implementing Solutions	Internal assessment  Portfolio showing evidence of the analysis,	50% of A2 30% of A Level

design and implementation of a software solution of a specified problem in a pre-seen case study.
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## English Literature

Students who have enjoyed studying Literature at GCSE level will find this course stimulating and rewarding.

Many of our students choose to study English Literature at university whilst others transfer the skills they have developed in preparation for a diverse range of careers such as Law and PR.

Students will be expected to read widely at A Level and will have the opportunity to attend lectures at local universities.

### Year 1 AS Level

#### Unit 1 (AS 1)

Two hour examination

The Study of Poetry 1900- Present and Drama 1900 - Present

This unit is worth 60% of AS and 24% of A Level.

<b>Section A Poetry</b>	<b>Section B Drama</b>
Pupils will explore and respond to a pair of poets, learning how analyse, evaluate, compare and contrast.  Frost/Heaney	Pupils will communicate their knowledge and understanding of a play by a modern dramatist.  A Streetcar Named Desire (Williams)

#### Unit 2 (AS2)

One hour examination

The Study of Prose Pre 1900

This unit is worth 40% of AS and 16% of A Level.

<b>Prose</b>
Pupils will communicate their knowledge and understanding of a novel. The Scarlet Letter (Hawthorne)

## Year 2 A2 Level

### Unit 3 (A2 1)

Examination - Shakespearean Genres

In this unit , students analyse a single play from a chosen Shakespearean genre - Tragedy, Comedy, Problem Plays or Last Plays. Each question offers an extract as a basis for answering the question on the play as a whole. This unit is worth 20% of A Level.

<b>Shakespeare</b>
The Winter's Tale

### Unit 4 (A2 2)

Examination - The Study of Poetry Pre 1900 and Unseen Poetry This unit is worth 20% of A Level.

<b>Section A</b>	<b>Section B</b>
Poetry Pre 1900 The Wife of Bath's Prologue and Tale (Chaucer)	Unseen Poetry Pupils will demonstrate critical skill and personal engagement in response to an unseen poem, analysing poetic methods to determine how poets shape meaning.

### Unit 5 (A2 3)

#### ***The Study of Prose – Theme Based***

*Internal assessment - pupils will complete one essay (2500 words) , following a detailed study of two novels, one of which must be a twenty-first century novel. Texts will be chosen by students from the list below.*

This unit is worth 20% of A Level.

<b>Themes</b>	<b>Texts</b>
<i>Outsiders</i>	<i>Pure/The Catcher in the Rye/The Butcher boy/The Shock of the Fall/The Kite Runner/Atonement/We need to talk about Kevin</i>

## Economics

The AS Economics Course addresses some of the most pressing problems and issues that society faces today including:

- What should be the market's role in providing for society's needs and wants?
- How can individuals, businesses and governments manage their resources effectively?
- What are the best solutions for environmental problems such as pollution, road congestion and climate change?
- How can we ensure sustainable economic development?
- How can we ensure that poorer countries as well as richer ones benefit from globalisation?

The course consists of two modules

AS 1 Markets and Market Failure

AS 2 Managing the National Economy

### Subject Content

#### **AS 1 Markets and Market Failure**

This module explores:

- The nature of the basic economic problem of scarcity and choice
- The role of markets and prices in resolving the basic economic problem
- The working of the market and how prices are determined using demand and supply analysis
- Why markets sometimes fail – pollution, inequality of wealth
- How governments may intervene – state provision, price controls, taxation and regulation
- Why government intervention may sometimes be counter-productive.

#### **AS 2 The National Economy**

The module introduces students to the macroeconomic issues in the UK economy. It includes the following topic areas:

- The circular flow of income.
- Macroeconomic policy objectives of government – inflation, employment and unemployment, economic growth and the balance of payments.
- Measures of economic performance – economic growth, inflation and unemployment.
- Aggregate demand and supply and macroeconomic equilibrium.
- Government economic policy – fiscal, monetary and supply-side policies.
- Exchange rates

#### Assessment

All assessment is external. There is no coursework element.

Unit	Format	Time	Weighting & Marks
AS 1 Markets and Market	Section A, students complete four short-answer questions.	1 hour and 30 minutes	80 marks 50% of AS

Failure	<p>Section B, students answer one Case Study question broken down into a number of parts.</p> <p>Section C, students answer one extended open-response question from a choice of two.</p>		20% of A level
AS 2 The National Economy	<p>Section A, students complete six short-answer questions.</p> <p>Section B, students answer one Case Study question broken down into a number of parts.</p> <p>Section C, students answer one extended open-response question from a choice of two.</p>	1 hour and 30 minutes	80 marks 50% of AS 20% of A level

The AS Economics course allows progression to the A2 units to complete the full A level qualification in Economics.

## **A2 Economics**

The A2 Economics Course aims to give students the opportunity to extend their knowledge and understanding of Economics developed in the AS course. The course consists of two modules:

A2 1 Business Economics

A2 2 Managing the Economy in a Global World

### Subject Content

#### **A2 1 Business Economics**

This module builds on the content of module AS 1. It examines in greater depth:

- The decision-making processes of firms in the short and long runs – the objectives of the firm, costs and revenues, economies and diseconomies of scale, the growth of firms.
- Various market modules and their usefulness in explaining market behaviour – perfect competition, monopoly, monopolistic competition and oligopoly.
- Current influences on firm's behaviours such as globalisation, environmental considerations and the growth of the internet.
- The role and effectiveness of government policy in attempting to promote competition – regulation, green taxation.

#### **A2 2 The Global Economy**

This module deepens and extends the knowledge and understanding of the policy issues examined in AS 2. It includes the following topic areas:

- Trade, trade barriers and participation in international organisations and agreements.
- The UK Balance of Payments and exchange rates.
- UK membership of the European Union – enlargement of EU, the Euro, the impact of the ECB, effects of the CAP.
- Issues arising from increasing globalisation.
- Reasons why nations experience different stages of economic development and ways in which international inequalities might eventually be reduced.
- Monetary policy and the financial sector
- Fiscal policy
- Macroeconomic policies and objectives in a global economy

#### Assessment

All assessment is external. There is no coursework element.

<b>Unit</b>	<b>Format</b>	<b>Time</b>	<b>Weighting &amp; Marks</b>
A2 1 Business Economics	<p>Section A, students answer three short-answer questions</p> <p>Section B, students answer one Case Study question broken down into a number of parts.</p> <p>Section C, students answer one open-response question from a choice of two.</p>	2 hours	<p>90 marks</p> <p>30% of A level</p>
A2 2 The Global Economy	<p>Section A, students answer four short-answer questions</p> <p>Section B, students answer one Case Study question broken down into a number of parts.</p> <p>Section C, students answer one extended open-response question from a choice of two.</p>	2 hours	<p>90 marks</p> <p>30% of A level</p>

# Geography

To study Geography is to explore the world around us and how we interact with it. Geography is the study of the earth: its landscapes, people, places and environments. It encompasses both its physical features and its political and cultural characteristics.

This qualification is for students who are interested in the world around them. They have the opportunity to learn how people are affected by natural phenomena and how human activity has shaped the world. Students also have the opportunity to carry out their own fieldwork investigation and to develop key geographical and statistical skills.

## Year 1 AS Level

The AS level is the first part of the full A Level Course. It accounts for **40%** of the A Level.

The AS level can also be taken as a 'stand alone' course.

Course Content	Assessment
<p><b>AS 1 - Physical Geography:</b></p> <p>This unit is concerned with physical processes and systems and human interaction with them. Students <i>investigate fluvial</i> environments, local and global <b>ecosystems</b>, and the processes that shape <b>weather and climate</b>. They study physical processes and environments at a range of scales and in a range of places.</p> <p>They have the opportunities to use a range of technologies, including GIS, to enhance knowledge and understanding.</p>	<p><b>AS 1 - Physical Geography</b></p> <p>External written examination; 1 hour and 15 minutes 40% of AS 16% of A level</p> <p><i>Section A:</i> Students answer <i>three</i> short structured questions, one on each theme. <i>Section B:</i> There are three questions requiring extended writing, one on each theme. Students answer any <i>two</i> questions.</p>
<p><b>AS 2 - Human Geography:</b></p> <p>This unit has three themes covering key aspects of human geography (<b>population, settlement, development</b>). Students <i>investigate</i> how different human systems and relationships across our world change over space and through time. Students <i>explore</i> a range of places, at a variety of scales.</p> <p>They have the opportunities to use a range of technologies, including GIS, to enhance knowledge and understanding.</p>	<p><b>AS 2 - Human Geography</b></p> <p>External written examination; 1 hour and 15 minutes 40% of AS 16% of A level</p> <p><i>Section A:</i> Students answer <i>three</i> short structured questions, one on each theme. <i>Section B:</i> There are three questions requiring extended writing, one on each theme. Students answer any <i>two</i> questions.</p>
<p><b>AS 3 - Fieldwork Skills and Techniques in</b></p>	<p><b>AS 3 - Fieldwork Skills and Techniques in Geography</b></p>

<p><b>Geography</b></p> <p>Students become actively involved in first hand collecting of geographical data through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies.</p> <p>They have the opportunity to use a range of technologies, including GIS.</p>	<p>External written examination; 1 hour</p> <p>20% of AS 8% of A level</p> <p>Students must bring a table of data and a summary statement to the examination covering the aims and context for their fieldwork.</p> <p>There are <i>two</i> compulsory, structured questions: <i>Question 1:</i> Students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it. <i>Questions 2:</i> Students respond to quantitative and qualitative data from secondary sources.</p>
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## Year 2 A2 Level

The full A level comprises the AS and the second half of the A level course, referred to as the A2 level.

The A2 accounts for **60%** of the full A level.

The A2 course consists of two units:

Course Content	Assessment
<p><b>A2 1 - Physical Processes, Landforms and Management:</b></p> <p>Comprises four <i>optional</i> units from which <b>two</b> of the following units must be chosen:</p> <ul style="list-style-type: none"> <li>● Plate Tectonics: Theory and Outcomes</li> <li>● Tropical Ecosystems: Nature and Sustainability</li> <li>● Dynamic Coastal Environments</li> <li>● Climate change: Past and Present</li> </ul>	<p><b>A2 1 - Physical Processes, Landforms and Management:</b></p> <p>External written examination - 1 hour and 30 minutes 24% of A level</p> <p>This paper has four parts. Each part corresponds to one of the four options and includes <i>two</i> structured questions. Students answer two questions, one from each of their chosen options.</p>
<p><b>A2 2 - Processes and Issues in Human Geography:</b></p> <p>Comprises four <i>optional</i> units from which <b>two</b> of the following units must be chosen:</p> <ul style="list-style-type: none"> <li>● Cultural Geography</li> <li>● Planning for Sustainable Settlements</li> <li>● Ethnic Diversity</li> <li>● Tourism</li> </ul>	<p><b>A2 2 - Processes and Issues in Human Geography :</b></p> <p>External written examination - 1 hour and 30 minutes 24% of A level</p> <p>This paper has four parts. Each part corresponds to one of the four options and includes <i>two</i> structured questions. Students answer two questions, one from each of their chosen options.</p>
<p><b>A2 3 - Decision Making in Geography</b></p>	<p><b>A2 3 - Decision Making in Geography</b></p>

This unit enables students to develop decision making skills in a real world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations.	External written examination - 1 hour 30 minutes 12% of A level This is a compulsory decision making exercise in the form of a case study.
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## Government & Politics

The CCEA Government and politics course offers students the opportunity to study local and national politics and political institutions at AS level.

The A2 course further expands and develops student's skills and understanding of politics by studying the politics of the USA and theories on Political Power.

### AS Level

UNIT	ASSESSMENT FORMAT	DURATION	WEIGHTINGS AND MARKINGS
<b>AS 1: The Government and Politics of Northern Ireland</b>	Students take an externally assessed paper involving one source and four questions. Students study the NI Assembly, the Executive and Political Parties.	1 Hour 15 Minutes	40% of AS 16% of A Level
<b>AS 2: The British Political Process</b>	Students take an externally assessed paper consisting of five questions. Students study Parliament, the Executive, the British Judiciary and Pressure Groups in the U.K.	1 Hour 45 Minutes	60% of AS 24% of A Level

### A2 Level

UNIT	ASSESSMENT FORMAT	DURATION	WEIGHTINGS AND MARKINGS
<b>A2 1: Comparative Government</b>	Students take an externally assessed paper consisting the study and comparison of the politics of the UK and USA. There is one source and six questions.	2 Hours 15 Minutes	35% of A Level
<b>A2 2: Political Power</b>	Students take an externally assessed paper on Political Power. There is one source with five questions in each.	1 Hour 30 Minutes	25% of A Level

## Health and Social Care

A challenging and interesting A Level that is both practical and academic.

This qualification enables students to develop a broad understanding of Health and Social Care principles and the opportunity to focus on a specific pathway including early years, education, psychology and a range of health care and social care careers including nursing and social work.

Unit	Title	Overview	Mode of Assessment and Weighting (%)
AS Unit 1	<b>Promoting Quality Care</b>	<p>This unit gives students the opportunity to explore current values of care, standards of conduct and practice. Students write a report based on their research in a selected health, social care or early years setting.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the values that underpin good care</li> <li>• Describe the impact of legislation on a setting</li> <li>• Discuss the application of health and safety legislation</li> <li>• Evaluate the effectiveness of policies for delivering quality care</li> <li>• Research an example of poor quality practice, comment on the validity of the evidence and assess the impact on those involved.</li> </ul>	Internal 16 2/3
AS Unit 2	<b>Communication in Care Settings</b>	<p>This unit gives students the opportunity to explore communication skills and techniques used in a health, social care or early years setting and to develop their own communication skills in the setting. Students will write a report based on their findings.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe and explain the purpose of different types of communication</li> <li>• Describe the factors affecting communication</li> <li>• Discuss the barriers to communication</li> <li>• Analyse how members of a team communicate and how this contributes to good quality care</li> <li>• Critically appraise their own communication skills based on interactions in their chosen setting</li> </ul>	Internal 16 2/3
AS Unit 3	<b>Health and Well Being</b>	<p>This unit gives students the opportunity to learn about health and well being and the factors which affect it.</p>	External 16 2/3 2 hour external

		<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• Concepts of health and well being</li> <li>• Factors affecting health and well being</li> <li>• Health promotion and the approaches used</li> <li>• Organisations responsible for health and well-being</li> <li>• The impact of discrimination on health and well-being and the importance of anti-discriminatory practice.</li> </ul>	examination
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The Advanced level course allows for a deeper exploration of the Health and Social care system as well as developing expertise in two areas of special interest: 'Understanding Human Behaviour' and 'Human Nutrition and Dietetics'

Unit	Title	Overview	Mode of Assessment and Weighting (%)
A2 Unit 9	<b>Providing Services</b>	<p>This unit gives students the opportunity to learn about the way in which health, social care and early years services are organised.</p> <p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>• The effects of legislation and policy on services</li> <li>• The way in which needs are identified and met</li> <li>• The roles of the various practitioners involved in the delivery of service provision.</li> <li>• The importance of working in teams</li> <li>• Quality assurance processes.</li> </ul>	<p>External Pre-release material 16 2/3 2 hour paper</p>
A2 Unit 12	<b>Understanding Human Behaviour</b>	<p>This unit gives students the opportunity to learn about a range of perspectives that explain human behaviour and personality, and to explore how these perspectives contribute to care practice.</p> <p><b>Students will study:</b></p> <ul style="list-style-type: none"> <li>• Psychological perspectives on behaviour and personality and their associated theories</li> <li>• How these perspectives can be applied to understanding behaviours and meet the needs of individuals through treatment and therapy.</li> <li>• How socio-economic factors influence clients' behaviour.</li> </ul>	<p>External 16 2/3 2 hour external examination</p>

<b>A2 UNIT 15</b>	<b>Human Nutrition and Dietetics</b>	<p>This unit enables gives students the opportunity to explore the relationship between food, nutrition and health.</p> <p><b>Students will study:</b></p> <ul style="list-style-type: none"> <li>• The composition of food and the dietary needs of individuals.</li> <li>• The importance of a balanced diet and the impact food choices have on individual’s health and well being</li> <li>• Key factors influencing food choice</li> <li>• The hygienic preparation of food.</li> <li>• The diets of individuals in health and social care settings</li> </ul>	<p>External 16 2/3 2 hour external examination</p>
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## History

AS is the first half of the advanced GCE course (40%) of the overall grade.  
There are two units of assessment.

A2 is the second half of the advanced GCSE (60%) of the overall grade.  
There are two further units of assessment.

AS Level

<b>Unit</b>	<b>Assessment</b>	<b>Content</b>
<b>AS 1</b>	<p>1 hour and 30 minutes 50% AS (20% of A Level) 2 questions – 1 from set choice and 1 compulsory question.</p> <p>In the compulsory question sources must be evaluated.</p>	<p>Option 5 Germany 1918 – 45</p> <p>The Weimar Republic and the Rise of the Nazi Party (1918-1933) The Nazi State (1933-45)</p>
<b>AS 2</b>	<p>1 hour and 30 minutes 50% AS (20% of A Level) 2 questions</p>	<p>Italy 1871 – 1943 Italy’s quest of Great Power status Italy and the 1<sup>st</sup> World War The rise to power of Mussolini and his domestic policies 1919-43 Mussolini’s foreign policy 1922-43</p>

A2 Level

Unit	Assessment	Content
A2 1	1 hour 20% of A Level 1 long response question (Essay)	The Clash of Ideologies The foreign policy of Tsarist Russia The development of Communism in Russia The advance of Communism outside the USSR and the opponents of communism in the C20th
A2 2	2 hours 30 minutes 40% of A Level 2 compulsory questions and 1 essay question from a choice of 2. The compulsory questions involve the evaluation of sources	The Partition of Ireland Home Rule crisis (1900 – 1914) Political Events (1914 – 1918) Events in Ireland (1919 – 1925)

## ICT: Digital Technology

(Please note this new CCEA 'Digital Technology' specification replaces the CCEA GCE ICT specification.)

The study of Digital Technology is of considerable advantage to those wishing to pursue an IT related course at tertiary level, as well as to those seeking employment in computer related areas. There are now very few areas of study or work where ICT skills are not required. The course builds on the knowledge, understanding and skills developed in the GCSE ICT course.

### Aims

The specification 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

There is a practical element to the course. Application packages and languages used are likely to include: Word, Access, HTML, Visual Basic for Applications and Python.

### **Structure of the course**

There are 2 modules at AS level:

#### **AS 1: Approaches to System Development**

- Approaches to system development
  - Reasons for system development
  - Analysis
  - Design, development and testing
  - Implementation
  - Alternative development approaches
  - Software projects
  - Security issues
  - Programming
- Programming
  - Programming environment
  - Program structure

#### **AS 2 Fundamentals of Digital Technology**

- Data representation
- Data and information
- Hardware and software
- Web technology and multimedia

There are 2 modules at A2 Level:

#### **A2 1 Information systems**

- Networks
- Databases
- Applications of digital technology
- Individual, social and legal considerations

#### **A2 2 Application development**

This module requires candidates to produce a substantial and detailed project.

Skills must be demonstrated in the following areas:

- Analyzing a system
- Designing a solution

- Application development
- Documenting the solution
- Evaluating the solution

### Summary of Assessment

Unit	Method of assessment	Weighting
AS 1: Approaches to System Development	External written examination 1 hour 30 minute	50% of AS 20% of A level
AS 2: Fundamentals of Digital Technology	External written examination 1 hour 30 minute	50% of AS 20% of A level
A2 1: Information Systems	External written examination 2 hours 30 minute	40% of A level
A2 2: Application Development	Internal assessment of a portfolio	20% of A level

## Mathematics

Students going on to study Mathematics at AS or A Level will study 4 modules as shown in the table below.

Pure Mathematics will make up 60% of course content whilst Applied Mathematics will make up the remaining 40%. (20% Mechanics, 20% Statistics)

Content	Assessment	Weightings
AS1: Pure Mathematics	External written examination  1 hour 45 minutes  Students answer all questions	60% of AS  24% of A level
AS2: Applied Mathematics	External written examination  1 hour 15 minutes  Students answer all questions	40% of AS  16% of A level

A21: Pure Mathematics	External written examination 2 hour 30 minutes Students answer all questions	36% of A level
A22: Applied Mathematics	External written examination 1 hour 30 minutes Students answer all questions	24% of A level

In Year 13 students will study the following modules:

AS1: Pure Mathematics

- Algebra and Functions
- Coordinate geometry in the  $(x, y)$  plane
- Sequences and Series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Vectors

AS2: Applied Mathematics

- Mechanics
  - Quantities and Units in Mechanics
  - Kinematics
  - Forces and Newton's laws
- Statistics
  - Statistical sampling
  - Data presentation and interpretation
  - Probability
  - Statistical distributions

In Year 14 students will study the following modules:

A21: Pure Mathematics

- Algebra and Functions
- Coordinate geometry in the  $(x, y)$  plane
- Sequences and Series
- Trigonometry
- Differentiation
- Integration

- Numerical Methods

#### A22: Applied Mathematics

- Mechanics
  - Kinematics
  - Moments
  - Impulse and Momentum
- Statistics
  - Probability
  - Statistical Distributions
  - Statistical hypothesis testing

For further details of content students should view the specification located on the CCEA website. (<http://ccea.org.uk/mathematics/>)

## Accelerated Mathematics

Students wishing to study Further Mathematics for A level should have studied Further Mathematics for GCSE and meet the required criteria to study the subject. As before students will study the content for A Level Mathematics in Year 13 (AS1, AS2, A21, A22 as detailed above). This course of study is completed in 13 periods per week.

In Year 14 students have the option studying Further Mathematics, the content is evenly split between Pure Mathematics and Applied Mathematics.

Content	Assessment	Weightings
AS1: Pure Mathematics	External written examination 1 hour 30 minutes Students answer all questions	50% of AS 20% of A level
AS2: Applied Mathematics	External written examination 1 hour 30 minutes Students answer all questions from their chosen section	50% of AS 20% of A level
A21: Pure Mathematics	External written examination 2 hour 15 minutes	30% of A level

	Students answer all questions	
A22: Applied Mathematics	External written examination  2 hour 15 minutes  Students answer all questions from their chosen section	30% of A level

Module Content:

AS1: Pure Mathematics

- Further algebra and functions
- Complex Numbers
- Matrices
- Vectors

AS2: Applied Mathematics. Candidates must choose 2 out of the 4 sections as follow: AB, AC, AD, CD

- Section A: Mechanics 1
  - Hooke's Law
  - Work and Energy
  - Power
  - Circular Motion
- Section B: Mechanics 2
  - Further Particle Equilibrium
  - Resultant and Relative Velocity
  - Further Circular Motion
  - Gravitation
  - Dimensions
- Section C: Statistics
  - Sampling
  - Probability
  - Statistical Distributions
  - Bivariate Distributions
- Section D: Discrete and Decision Mathematics (Not taken at WHS)
  - Group theory
  - Graph theory
  - Algorithms on graphs
  - Recurrence relations
  - Boolean algebra

A21: Pure Mathematics:

- Proof

- Further algebra and functions
- Complex numbers
- Further calculus
- Polar coordinates
- Hyperbolic functions
- Differential equations

A22: Applied Mathematics. Candidates must choose 2 out of the 4 sections as follow: AB, AC, AD, CD

- Section A: Mechanics 1
  - Simple harmonic motion
  - Damped oscillations
  - Centre of mass
  - Frameworks
  - Further circular motion
- Section B: Mechanics 2
  - Further kinematics
  - Further centre of mass
  - Force systems in two dimensions
  - Restitution
- Section C: Statistics
  - Linear combination of linear independent variables
  - Sampling and estimation
  - The t-distribution
  - $\chi^2$  tests
- Section D: Discrete and Decision Mathematics
  - Counting
  - Graph theory
  - Algorithms on graphs
  - Generating functions
  - Group theory

For further details of content students should view the specification located on the CCEA website. (<http://ccea.org.uk/mathematics/>). Where a choice of module is available the decision on which module is taken will lie with the class teacher.

## Modern Languages

Students will be required to converse in the 'Target Language' (i.e. French, German or Spanish) with a foreign languages assistant (fluency will increase as the course progresses). Students will have to produce regular pieces of written work (AS: translation, reading exercises, extended writing; A2: prose, literature essay, civilisation project work for oral) in addition to learning homeworks (vocabulary and grammar).

Reading beyond the set course books will also be expected and full use of Library and Resources Room facilities will be necessary for students to become acquainted with newspapers and magazines in the Target Languages.

Students are expected to have sat and obtained a good pass grade at higher level in all 4 skill areas at GCSE.

## Assessment

### AS Level

Unit	Content	
<b>AS 1</b> <b>Speaking</b> <b>(Approx 11 minutes)</b>	Candidates will give a pre-prepared presentation on a topic selected from the course on which they will be questioned by the examiner (3 minutes ). This is followed by a general conversation (8 minutes) on AS themes studied (Relationships and Culture and Lifestyle)	The Examiner will be a visiting examiner not a teacher from Wallace High School.
<b>AS2</b> <b>(2 hours in total)</b> <b>Section A</b> <b>Listening (40 minutes)</b>  <b>Section B</b> <b>Reading (50 minutes)</b>  <b>Section C</b> <b>Use of Language (30 minutes)</b>	Candidates answer 2 sets of questions based on 2 passages recorded on individual CDs.  Candidates answer questions in the target language based on 1 text followed by a translation into English.  Candidates complete short grammar exercises and translate short sentences from English to the target language.	
<b>AS3</b> <b>Extended Writing (1 hour)</b>	Candidates must write an essay in the target language in response to a set film or a literary text.	

## A2 Level

<b>Unit</b>	<b>Content</b>	
<b>A2 1</b> <b>Speaking</b> <b>(Approx 15 minutes)</b>	Candidates will discuss a prepared topic on an aspect of the Target Language country's society with the examiner for approximately 6 minutes followed by a 9 minute general conversation based on A2 topics.(Young people in society and Our place in a changing world)	The Examiner will be a visiting examiner not a teacher from Wallace High School.
<b>A2 2</b> <b>(2 hours 45 minutes in total)</b>  <i>Section A</i> <b>Listening (45 minutes)</b>  <i>Section B</i> <b>Reading</b> <b>(2 hours)</b>	Candidates will answer 2 sets of questions based on 2 passages recorded on individual student CDs.  Candidates will answer 2 sets of questions followed by a summary exercise and a translation from English into the target language.	
<b>A2 3 Extended Writing</b> <b>(1 hour)</b>	Candidates will write 1 essay based on a literary text.	

## Moving Image Arts

### Overview

Moving Image Arts is a course of study and practice in film offering students the unique opportunity to develop and refine their creativity as filmmakers. In a knowledge economy that is increasingly defined and shaped by the moving image, it enables students to broaden their experience of audio-visual culture and history to inform, inspire and contextualise their own creative practice and ideas. Given its practical and skills-based nature, it is an ideal choice for students wishing to pursue a career in the creative industries where independence, originality, creative enterprise and technical skill are valued and promoted. The course will enable students to develop creative and critical abilities in writing, directing, editing, producing and analysing films from a broad range of contexts and disciplines. Moving Image Arts is a challenging and rewarding course which offers a solid foundation for progression to higher and further education and the creative industries.

### Specification Summary

This specification encourages an approach to teaching and learning which integrates both the creative and critical aspects of moving image, enabling students to demonstrate skills and knowledge in both practical and theoretical contexts:

**AS 1: Realist & Formalist Techniques & Classical Hollywood Foundation Portfolio** – production of a film or animation sequence in response to a pre-release stimulus.

**AS 2: Critical Response** – Online examination featuring unseen film clips.

**A2 1: Creative Production and Research: Advanced Portfolio** – production of a complete narrative film or animation supported by independent research into a selected film practitioner.

**A2 2: Advanced Critical Response** – online examination featuring unseen film clips and stimulus requiring comparative analysis and an applied creative exercise.

Content	Content summary	Assessment	Weighting
<b>AS 1 Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio</b>	Study of Classical Hollywood Style, Realism and Formalism to inform the creation of a 3-4 minute narrative film sequence or 1 ½ - 2 minute animation sequence in response to stimulus provided by CCEA. Portfolio must include evidence of planning, research and evaluation.	<b>Coursework</b> The portfolio is marked by teachers and moderated by CCEA	60% of AS 24% of GCE
<b>AS 2 Critical Response</b>	Online examination requiring recall and extended writing in response to unseen film clips · Section A – Hitchcock and the	<b>Online Examination (1 hr 30 min)</b> The exam is set and marked by CCEA	40% of AS 16% of GCE

	<p>Classical Hollywood Style</p> <ul style="list-style-type: none"> <li>• Section B – Formalism: Early European Cinema and American Expressionism</li> </ul>		
<p><b>A2 1 Creative Production and Research: Advanced Portfolio</b></p>	<p>Independent study of a chosen film practitioner to inform the creation of an original and complete 4-7 minute narrative film or 2-3 minute animation. Portfolio must include an illustrated essay and evidence of planning, research and evaluation.</p>	<p><b>Coursework</b></p> <p>The portfolio is marked by teachers and moderated by CCEA</p>	<p>36% of GCE</p>
<p><b>A2 2 Advanced Critical Response</b></p>	<p>Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen film clips and an unseen film script.</p> <ul style="list-style-type: none"> <li>• Section A: Realism – Narrative and Visual Style</li> <li>• Section B: Creative Exercise</li> <li>• Section C: Comparative Analysis</li> </ul>	<p><b>Online Examination (2 hr 15 min with a short supervised break between Section B &amp; Section C)</b></p> <p>The exam is set and marked by CCEA</p>	<p>24% of GCE</p>

### Benefits to Students

The Moving Image Arts specification is designed to enable students to:

- broaden their experience of audio-visual culture, developing a critical and well-informed approach to moving image study, research and practice;
- explore opportunities for creativity and self-expression in the art of filmmaking, developing and refining their creative and technical skills in writing, directing, cinematography, production design, editing and sound;
- develop a range of valuable and transferable skills for employment including scheduling, management of human and technical resources, leadership, teamwork, time-pressured decision making, problem solving and ability to show initiative;
- use digital technologies confidently and creatively to experiment, challenge and innovate.

## Music

A level Music is designed to further develop skills in performance, composition and aural awareness. These three aspects of music allow for a huge variety of learning styles and of self expression. The benefits are great, not just within the subject area, but with links in physics and maths, biology, art, languages and english, the subject lends itself to complement all other areas of academic endeavour.

Students develop skills in creativity, analysis, cross-curricular thinking, working with others, critical thinking, time management, self appraisal, leadership and confidence.

Class sizes are quite small, with time for individual development of compositional techniques, aural skills and performance.

Students study a broad range of music, following the CCEA course. This is supported in the extra curricular choirs and orchestras with mirroring of set works and styles in the repertoire.

Additional to the CCEA course, the department offers preparation for Oxbridge interviews, ( Bach Chorale work, research essays) and plenty of external performance opportunities and masterclasses.

Music technology is available and is used in recording and mixing of composition work. Courses in Music Technology are also offered to especially interested students.

AS Music offers 2 units:

Unit		Weighting
<b>AS 1</b> Making and Appraising music core performance task	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 a Visiting Examiner  These elements take place in April.	32.5% of total mark  13% of A level
<b>AS 2</b> Composition or composition with music technology	An internally assessed composition task or composition task with music technology of 11/2 to 21/2 minutes' duration accompanied by a written commentary of no more than 1000 words	32.5% of total mark  13% of A level

<b>AS 3 Responding to music</b>	A 1 hour test of aural perception and a 2 hour written examination  Based on a series of Orchestral and Vocal set works	35% Of total mark  14% of A level

The A2 course follows the same outline with the same requirements. Performance level is equivalent to Grade 6 Associated Board standard.

<b>A2 1 Making and Appraising music core performance task</b>	A solo performance at a level equivalent to at least Grade 5 standard of 8 to 10 minutes duration and a viva voce assessed by a Visiting Examiner	19.5% Of A level
<b>A2 2 Composition or composition with music technology</b>	An internally assessed composition task or composition task with music technology of 2 to 3 minutes' duration accompanied by a written commentary of no more than 1200 words	19.5% of A level
<b>A2 3 Responding to Music</b>	A 1 1/4 hour test of aural perception and a 2 hour written examination  Based on a series of Orchestral and Vocal set works	21% Of A level

# Nutrition and Food Science

## Introduction

This new CCEA specification is a dynamic and stimulating course which allows students to gain a detailed understanding of nutrition and food science. The AS course explores the principles of nutrition and its importance to human health including dietary disorders and how they impact on health. The A2 course focuses on securing a safe food supply whilst maintaining high quality. Additionally at A2 students select an area of personal interest to study further for a research project.

## Why study Nutrition and Food Science?

By selecting to study GCSE Nutrition and Food Science you will have chosen a subject area that has a high profile in the public domain. The development of knowledge and understanding of nutrition and food science is critical given current national and global food and health issues.

The research project provides students with opportunities to develop advanced level study skills that will be applicable to higher education and the world of work e.g. critical and creative thinking, decision-making, problem-solving, designing research tools, analytical aptitude and target setting.

The course takes account of and develops an awareness of rapid technological changes in the food industry and the growth of scientific knowledge and understanding in relation to food and its relationship to health.

## Course overview

UNIT	SUMMARY OF CONTENT	ASSESSMENT AND WEIGHTINGS
<b>AS 1: Principles of Nutrition</b>	Protein Fat Carbohydrate Vitamins Minerals Trace minerals Water and other fluids Nutrition through life Nutrient requirements	External written exam  1 hour 30 minutes  You will answer all short questions in Section A and two extended writing questions from a choice of three in Section B.

		50% of AS  20% of A2
<b>AS 2: Diet, Lifestyle and Health</b>	Eating patterns Energy and energy balance Diet-related disorders (overweight and obesity CVD, cancer, type 2 diabetes) Alcohol Physical Activity	External written exam  1 hour 30 minutes  You will answer all short questions in Section A and three extended writing questions from a choice of four in Section B.  50% of AS  20% of A2
<b>A2 1: Food safety and Quality</b>	Food safety Safety through the food chain Microbiological contamination Chemical contamination Additives Allergens Controls and legislation	External written examination  2 hours and 30 minutes  You will have a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.  30% of A level
<b>A2 2: Research project</b>	Coursework project (4000 words)	Internal assessment  You will complete a 4000 word research based project. It will be marked by your teacher and

		moderated by CCEA.  30% of A level
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### **What can Nutrition and Food Science lead to?**

Students who study Nutrition and Food Science will have a strong foundation for a range of university courses and career options. The food industry is N Ireland's biggest manufacturing business and additionally food choice and how it affects health provides career opportunities in the health services and scientific research. Here are some examples of the job opportunities in the nutrition and food science sector:

- Dietetics
- Human Nutrition
- Medicine
- Food Product Development
- Food Management and Marketing
- Environmental Health
- Teaching
- Nursing
- Occupational Therapy

This information has been adapted from the CCEA website. For further information visit [www.ccea.org.uk](http://www.ccea.org.uk)

## Physical Education: Sports BTEC

Pupils taking this course should participate at a high level in a major school sport (rugby, hockey, netball, cricket, athletics etc.) or play at a representative level in other sports.

Pupils have the option of studying the Extended Certificate in Sport (Block A) which is the equivalent of a single A Level. In addition pupils can opt for additional modules in Block C to attain the Diploma in Sport (equivalent to 2 A Levels)\*. A list of the modules on each course is listed below, optional modules will be decided by the PE Department in due course.

### Key

Unit assessed externally	M	Mandatory units	O	Optional units
FS	Fitness Services			

Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Diploma (720 GLH)
1 Anatomy and Physiology	120	M	M
2 Fitness Training and Programming for Health, Sport and Well-being	120	M	M
3 Professional Development in the Sports Industry	60	M	M
4 Sports Leadership	60	O	M
5 Application of Fitness Testing	60	O	O
6 Sports Psychology	60	O	O
7 Practical Sports Performance	60	O	O
8 Coaching for Performance	60		O
9 Research Methods in Sport	60		O
10 Sports Event Organisation	60		O
11 Research Project in Sport	60		O
12 Self-employment in the Sports Industry	60		
13 Instructing Gym-based Exercise	60		
14 Exercise and Circuit-based Physical Activity	60		
15 Instructing Exercise to Music	60		
16 Instructing Water-based Exercise	60		
17 Sports Injury Management	60		O
18 Work Experience in Active Leisure	60		O
19 Development and Provision of Sport and Physical Activity	120		
20 Leisure Management	60		O
21 Leisure Centre Operations	60		O
22 Investigating Business in Sport and the Active Leisure Industry	90		M
23 Skill Acquisition in Sport	90		M
24 Sports Performance Analysis	60		O
25 Rules, Regulations and Officiating in Sport	60		O
26 Technical and Tactical Demands of Sport	60		O
27 Principles and Practices for Outdoor and Adventurous Activities	60		O
28 Environmental Sustainability for Outdoor and Adventurous Activities	60		O

. Extended Certificate, 3 mandatory and 1 optional. Diploma 6 Mandatory and 3 optional.

\* Please note pupils choosing to study for the Diploma must select PE in both block A & C

## Physics

### Year 1 (AS Level)

Students take 3 units

Unit			Weighting
AS 1	Forces, Energy and Electricity	Examination will last 1 hour and 45 minutes.	40 of AS 16% of A Level
AS 2	Waves, Photons Astronomy	Examination will last 1 hour and 45 minutes.	40 of AS 16% of A Level
AS 3 Practical Examination	Practical Techniques (Externally Assessed)	Practical will last 2 by 1 hour papers	20 of AS 8% of A Level

### Year 2 (A2 Level)

Students studying for the Advanced GCE in Physics will study the following units.

Unit			Weighting
A2 1	Deformation of solids, thermal circular motion, oscillations and atomic and nuclear	Examination will last 2 hours	24% A2 Level
A2 2	Fields capacitors and particle physics	Examination will last 2 hours	24% A Level
A2 3	Practical Examination	Practical will last 2 by 1 hour papers	12% A Level

## Religious Studies

We have changed our modules at AS and A2 Level from 2016-17 to focus on Philosophy and Ethics developed by CCEA. GCE Religious Studies offers an academic approach to the study of religion, ethics and philosophy. It is open to all students of any religious persuasion or none. Religious Studies helps to engage with a variety of opinions, understand a variety of cultures and helps to investigate the ultimate meaning and purpose of life. Religious Studies helps to develop critical evaluation skills and the ability to construct logical and convincing arguments.

## Year 1 (AS Level)

Unit	MODULE	REQUIREMENTS	EXAM
AS 7	Religion and Ethics: Foundation of Ethics with special reference to issues in Medical Ethics	Students answer one from two questions in Section A and one from two questions in Section B.	Examination will last 1 hour and 20 minutes. 20% of A-Level
AS 8	An Introduction to the Philosophy of Religion	Students answer one from two questions in Section A and one from questions in Section B.	Examination will last 1 hour and 20 minutes. 20% of A-Level

The examinations will be in June of the AS year.

NB: As Religious Studies can be taken as a 'stand alone' ie. it is a complete unit in itself or as the first stage of A2 level Religious Studies. If taken to A2 the AS modules will count as 40% of the A2 Grade.

## Year 2 (A2 Level)

A2 will further develop a study of Ethics and Philosophy with the following modules:

Unit			
A2 7	Religion and Ethics: Global Ethics	Students answer two from three questions in Section A and the compulsory synoptic question in Section B	Examination will last 2 hours. 30% of A-Level
A2 8	Themes in Philosophy of Religion	Students answer two from three questions in Section A and the compulsory synoptic question in Section B	Examination will last 2 hours. 30% of A-Level

In each AS paper students are asked to engage with aspects of other experience. A2 students must complete a synoptic question in each paper.

## Technology & Design

In GCE Technology and Design, we assess students against two assessment objectives. These are the same at both the AS and A2 levels. Each objective is described below in more detail.

### AO1:

Students must:

demonstrate specific knowledge and understanding and be able to apply that knowledge and understanding in combination with appropriate skills in their designing; and communicate ideas and outcomes and demonstrate strategies for evaluation.

### AO2:

Students must:

be able to demonstrate and apply skills, knowledge and understanding of relevant materials, processes and techniques, and use materials and equipment to produce suitable and appropriate outcomes; and communicate ideas and outcomes and demonstrate strategies for evaluation.

**AS Level** has 2 units

Unit	Topic		Weighting
AS 1	<p><b>Section A: Product Design and Practice</b></p> <p><b>Section B: Electronic and Micro-electronic Control Systems</b></p>	<p>Each section is completed as a separate paper both 1 hour long.</p> <p>There will be a 20 minute break between papers.</p>	<p>50% of AS Level 20% of total A Level.</p>

Unit	Topic		Weighting
AS 2	<p>This module is based on a coursework assignment. It draws on the knowledge and skills covered in Unit AS 1. Students must analyse an existing product with a view to redesigning it or an aspect of it. Students must produce:</p> <p>a 3-dimensional model or proto-type that represents the practical outcome of the product analysis and development; and</p> <p>a portfolio (of no more than 10 A3 sheets) containing</p>	<p>Approximately 60 hours</p>	<p>50% of AS Level 20% of total A Level</p>

written and graphical support material		
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## A2 Level

A2 Level has 2 units

Unit	Topic		Weighting
A2 1	<p><b>Electronic and Micro-electronic Control Systems or Product Design</b></p> <ul style="list-style-type: none"><li>• Option A: Electronic and Microelectronic Control Systems</li><li>• Option C: Product Design</li></ul> <p>Assessment for this unit consists of one external written examination. The paper is 2 hours long. Candidates display and apply their knowledge of the content of Unit A2 1 by answering a series of questions requiring short and long responses using text and graphics. Candidates must answer both questions in their chosen option.</p>	This is a written examination which lasts 2 hours	30% of total A Level.

The written paper will include sufficient synoptic assessment to test the candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject.

Unit	Topic		Weighting
A2 2	<p><b>A2 2 Content/Topics</b></p> <p>This module is based around a coursework assignment. It draws on the knowledge and skills covered in all the units but must reflect the chosen option in A2 1. Students must design and manufacture a technological product or system. The technological product must have an energy source to make it function and include a control system comprising input, process and output. Students must also produce a portfolio (of no more than 20 A3 sheets) containing written and graphical support material.</p>	Approximately 60 hours	30% of total A Level.

