

The Wallace High School



Sixth Form Prospectus 2024-2025

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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.

Curriculum Structure

A	B	C	D
Biology Computing /SSD English Literature French Digital Technology Mathematics PE (A-Level) PE (Extended Cert)* Religious Studies	Accelerated Maths Biology Business (Extended Cert*) Geography German History Mathematics Moving Image Arts	Art Biology Chemistry English Literature Music (Ext Cert) Nutrition & Food Science Politics PE (Diploma)** Technology	Business Studies Chemistry Geography History Digital Technology Physics Spanish Health & Social Care

* BTEC Extended Certificate (equivalent to a single A-level)

**BTEC Diploma (equivalent to two A-levels). Pupils must also select the Extended Certificate PE in block A.

Note: Business Extended Certificate **cannot** be taken alongside Business Studies A-level.

Further Study Opportunities

Students may receive notification of further study opportunities from Gifted and Talented Coordinator, Mr N Armstrong. Courses offered by Villiers Park, Sutton Trust, Oxford University's UNiQ programme Cambridge University student placements, Sentinus work placements as well as other competitions and events will be shared via the school email system throughout the year.

The Challenges of Sixth Form

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

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.

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 succeed in any AS/'A' Level course.

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.

The Personal Challenge

During 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.

Art & Design

Introduction

The creative and cultural industries are a fast-growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries.

This qualification provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field.

Studying art and design helps develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem-solving, resilience, imagination, empathy and innovation. It also promotes: • independent learning; • personal development and motivation; • the ability to find alternative approaches and take risks in creative pursuits; and • aesthetic and intellectual capacities.

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 1000-2000 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, experiments and techniques. 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	50% of AS 20% of A level

	weighted than Assessment Objectives 1, 2 and 3	
A2 1 Personal and critical Investigation	<p>Written and practical work inform each other and are integrated, but are marked separately. Teachers assess the practical investigation, and CCEA moderate marks.</p> <p>Written investigation 1000–2000 words (related to your practical work) – externally assessed Assessment Objectives 1, 2, and 3 only</p>	<p>Practical: 40% of A2 24% of A level</p> <p>Written: 20% of A2 12% of A Level</p>
A2 2 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>

Where can an A level in Art and Design lead to?

Possible careers include advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

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.

Content	Content Summary	Assessment	Weightings
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, Coordination and Control, and Ecosystems	Homeostasis Immunity Coordination 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

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, 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 and strategy..
- E-business/E-Commerce

- Finance – Sources, Break-even analysis, Budgeting, Cash Flow Forecasting, Financial Statements, 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

Business Studies (Cambridge Technical in Business - Level 3)

The Cambridge Technical in Business has been developed to meet the changing needs of the sector, and prepare pupils for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Business focuses on the skills, knowledge and understanding that today's universities and employers demand. Pupils will practically apply their skills and knowledge in preparation for further study or the workplace.

You will learn how a business might evolve. From a small start-up business to a large multinational organisation, you will consider a range of different business types and gain an understanding of how the choice of business type might affect the objectives that are set. You will also look at the internal workings of businesses, including their internal structure and how different functional areas work together. Plus, by looking at the external constraints under which a business must operate, you will gain an understanding of the legal, financial and ethical factors that have an impact. You will also explore ways in which businesses respond to changes in their economic, social and technological environment; and gain an appreciation of the influence different stakeholders can have upon a business.

What will I study and how will I be assessed?

	Unit no.	Unit title	Unit ref. no. (URN)	How are they assessed?	Percentage weighting
Year 13	1	The business environment	A/507/8148	External (Exam)	33% of A Level
	4	Customers and communication	A/507/8151	Internal (Portfolio)	16.6% of A Level
Year 14	2	Working in Business	F/507/8149	External (Exam)	16.6% of A Level
	5	Marketing and market research	F/507/8152	Internal (Portfolio)	16.6% of A Level
	17	Responsible Business Practices	T/507/8164	Internal (Portfolio)	16.6% of A Level

What will I study and how will I be assessed?

The business world places a high value on the ability to research, analyse and evaluate information in order to make considered decisions and you will have the opportunity to gain these vital skills. Alongside this you will develop practical employability skills, including the ability to communicate effectively with both internal and external stakeholders, and to manage time effectively.

What can I do with a qualification in Business?

Do you imagine your future as self-employed or in a managerial position? Cambridge Technical Business might be the subject for you! It can give you the tools and information required to understand how businesses are created, managed and become successful.

Cambridge Technical in Business is a great attribute on your CV, it shows future employers you understand how a business works, so you may be considered for higher positions. Business Studies also opens up a variety of career opportunities and also for further study at college or university. Possible career choices within the area of business include management, marketing, finance, accounting, banking, retailing, manufacturing and local government.

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
AS1: Basic Concepts in Physical and Inorganic Chemistry	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
AS2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	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
AS3: Practical Assessment	This unit is timetabled and taken by candidates under controlled conditions.		20% of AS

Computing : Software Systems Development

This is an exciting new 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.

Students selecting this 'A' Level should have a passion for programming and the time to spend developing programming skills outside of the classroom. The programming language used for delivering the course in Wallace is C# and all software is free to download onto home computers/laptops. Students should have access to a computer/laptop at home capable of running MS Visual Studio.

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, design and implementation of a software solution of a specified problem in a pre-seen case study.	50% of A2 30% of A Level

Digital Technology

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 is suitable as a general IT qualification for any student but can also be taken to further study of topics from GCSE Digital Technology or GCSE Business and Communication Systems.

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:

- Analysing 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

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.

<i>Section A Poetry</i>	<i>Section B Drama</i>
Pupils will explore and respond to a pair of poets, learning how to analyse, evaluate, compare and contrast. Frost/Heaney (open book)	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.

<i>Prose</i>
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.

<i>Shakespeare</i>
Genre - Last Plays - 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.

<i>Section A</i>	<i>Section B</i>
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.

<i>Themes</i>	<i>Texts</i>
<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/Eleanor Oliphant is Completely Fine/ Where the Crawdads Sing</i>

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>AS 1 - Physical Geography:</p> <p>This unit is concerned with physical processes and systems and human interaction with them. Students <i>investigate</i> fluvial environments, local and global ecosystems, and the processes that shape weather and climate. 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>AS 1 - Physical Geography</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>AS 2 - Human Geography:</p> <p>This unit has three themes covering key aspects of human geography (population, settlement, development). 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>AS 2 - Human Geography</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>AS 3 - Fieldwork Skills and Techniques in Geography</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>AS 3 - Fieldwork Skills and Techniques in Geography</p> <p>External written examination; 1 hour 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>A2 1 - Physical Processes, Landforms and Management:</p> <p>Comprises four <i>optional</i> units from which two of the following units must be chosen:</p> <ul style="list-style-type: none"> ● Plate Tectonics: Theory and Outcomes ● Tropical Ecosystems: Nature and Sustainability ● Dynamic Coastal Environments ● Climate change: Past and Present 	<p>A2 1 - Physical Processes, Landforms and Management:</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>A2 2 - Processes and Issues in Human Geography:</p> <p>Comprises four <i>optional</i> units from which two of the following units must be chosen:</p> <ul style="list-style-type: none"> ● Cultural Geography ● Planning for Sustainable Settlements 	<p>A2 2 - Processes and Issues in Human Geography :</p> <p>External written examination - 1 hour and 30 minutes 24% of A level</p>

<ul style="list-style-type: none"> • Ethnic Diversity • Tourism 	<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>A2 3 - Decision Making in Geography</p> <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.</p>	<p>A2 3 - Decision Making in Geography</p> <p>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.</p>

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
AS 1: The Government and Politics of Northern Ireland	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
AS 2: The British Political Process	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
A2 1: Comparative Government	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

A2 2: Political Power	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
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Health and Social Care

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	Promoting Quality Care	<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>Students will:</p> <ul style="list-style-type: none"> • Discuss the values that underpin good care • Describe the impact of legislation on a setting • Discuss the application of health and safety legislation • Evaluate the effectiveness of policies for delivering quality care • Research an example of poor quality practice, comment on the validity of the evidence and assess the impact on those involved. 	Internal 10% of total A Level
AS Unit 2	Communication in Care Settings	<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>Students will:</p> <ul style="list-style-type: none"> • Describe and explain the purpose of different types of communication • Describe the factors affecting communication • Discuss the barriers to communication • Analyse how members of a team communicate and 	Internal 10% of total A Level

		<p>how this contributes to good quality care</p> <ul style="list-style-type: none"> • Critically appraise their own communication skills based on interactions in their chosen setting 	
AS Unit 3	Health and Well Being	<p>This unit gives students the opportunity to learn about health and well being and the factors which affect it.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Concepts of health and well being • Factors affecting health and well being • Health promotion and the approaches used • Organisations responsible for health and well-being • The impact of discrimination on health and well-being and the importance of anti-discriminatory practice. 	<p>External</p> <p>20% of total A Level</p> <p>2 hour external examination</p>

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: Body Systems & Physiological Disorders and Supporting the Family

Unit	Title	Overview	Mode of Assessment and Weighting (%)
A2 Unit 3	Providing Services	<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>Students will learn about:</p> <ul style="list-style-type: none"> • The effects of legislation and policy on services • The way in which needs are identified and met • The roles of the various practitioners involved in the delivery of service provision. • The importance of working in teams • Quality assurance processes. 	<p>External</p> <p>Pre-release material</p> <p>30% of total A Level</p> <p>2 hour paper</p>

A2 Unit 2	Body Systems and Physiological Disorders	<p>This unit gives students the opportunity to learn about the structure, function and control mechanisms of two major body systems.</p> <p>Students will study: Circulatory and respiratory systems Monitoring physiological status Physiological disorders Effects of the disorder and illness on individuals</p>	Internal 15% of total A Level
A2 Unit 5	Supporting the Family	<p>This unit gives students the opportunity to explore the changing and evolving family structures in today's society.</p> <p>Students will study:</p> <ul style="list-style-type: none"> • Family structures • How families meet the needs of vulnerable members • Support provided for individuals and their families • Family issues • Internal assessment: students produce a review of changes to family structures, a case study of a family and a report on services for families experiencing issues 	Internal 15% of total A Level

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

Unit	Assessment	Content
AS 1	<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>
AS 2	<p>1 hour and 30 minutes 50% AS (20% of A Level)</p>	<p>Italy 1871 – 1943 Italy's quest of Great Power status</p>

	2 questions	Italy and the 1 st World War The rise to power of Mussolini and his domestic policies 1919-43 Mussolini's foreign policy 1922-43
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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)

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
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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).

In Year 14 students have the option of 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 Students answer all questions	30% of A level
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

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

Section A: Mechanics 1

Section C: Statistics

A21: Pure Mathematics:

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

Section A: Mechanics 1

Section C: Statistics

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 who have excelled in languages at GCSE level will enjoy the opportunities that A -Level languages provide in terms of deepening their understanding of their chosen language(s) as well as developing their fluency and cultural knowledge.

Studying Modern Languages helps to develop essential transferable skills, qualities and capabilities which are greatly valued by employers. These include communication skills, problem-solving, decision making, resilience, working with others, cultural awareness, independent learning and self-management.

In addition to classroom based learning, pupils will also attend weekly classes with a Foreign Language Assistant, get the opportunity to visit the Target Language countries, take part in immersion courses and competitions as well as attending lectures hosted by local universities. Students will be expected to read widely at A Level and are encouraged to use the Resource Room when conducting research into their target language country.

This course has six units: three at AS level and three at A2: Relationships (AS); • Culture and Lifestyle (AS); • Young People in Society (A2); and • Our Place in a Changing World (A2).

Many of our students choose to continue their language studies at university, including Oxbridge universities, often combining their language with another course such as Law, Accountancy or Business studies.

AS Level

Unit	Content	
AS 1 Speaking (Approx 11 minutes)	Candidates will give a pre-prepared presentation on a topic selected from the course (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.

AS2 (2 hours in total) Section A Listening (40 minutes) Section B Reading (50 minutes) Section C Use of Language (30 minutes)	<p>Candidates answer 2 sets of questions based on 2 passages recorded on individual CDs.</p> <p>Candidates answer questions in the target language based on 1 text followed by a translation into English.</p> <p>Candidates complete short grammar exercises and translate short sentences from English to the target language.</p>	
AS3 Extended Writing (1 hour)	<p>Candidates must write an essay in the target language in response to a set film or a literary text.</p>	

A2 Level

Unit	Content	
A2 1 Speaking (Approx 15 minutes)	<p>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)</p>	<p>The Examiner will be a visiting examiner not a teacher from Wallace High School.</p>
A2 2 (2 hours 45 minutes in total) Section A Listening (45 minutes) Section B Reading (2 hours)	<p>Candidates will answer 2 sets of questions based on 2 passages recorded on individual student CDs.</p> <p>Candidates will answer 2 sets of questions followed by a summary exercise and a translation from English into the target language.</p>	
A2 3 Extended Writing (1 hour)	<p>Candidates will write 1 essay based on a literary text.</p>	

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
AS 1 Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio	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.	Coursework The portfolio is marked by teachers and moderated by CCEA	60% of AS 24% of GCE
AS 2 Critical Response	Online examination requiring recall and extended writing in response to unseen film clips · Section A – Hitchcock and the Classical Hollywood Style	Online Examination (1 hr 30 min) The exam is set and marked by CCEA	40% of AS 16% of GCE

	<ul style="list-style-type: none"> • Section B – Formalism: Early European Cinema and American Expressionism 		
A2 1 Creative Production and Research: Advanced Portfolio	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.	Coursework The portfolio is marked by teachers and moderated by CCEA	36% of GCE
A2 2 Advanced Critical Response	Online examination requiring recall, creative thinking, extended writing and comparative analysis in response to unseen film clips and an unseen film script. <ul style="list-style-type: none"> • Section A: Realism – Narrative and Visual Style • Section B: Creative Exercise • Section C: Comparative Analysis 	Online Examination (2 hr 15 min with a short supervised break between Section B & Section C) The exam is set and marked by CCEA	24% of GCE

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 (BTEC)

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 PEARSON BTEC course. This is supported in the extra curricular choirs, Jazz ensemble and orchestras with mirroring of musical styles in the repertoire.

Additional to the Extended Certificate in Music Performance, the department offers preparation for Oxbridge interviews, (Bach Chorale work, research essays) and plenty of external performance opportunities and masterclasses.

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

Pearson BTEC Level 3 National Extended Certificate in Music Performance Mandatory units

There are three mandatory units, one internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

Optional units

The Optional Unit undertaken at WHS is Solo Performance. (*) exceptions may be made after discussion with the Head of department.

The Certificate is accepted at all Tertiary Music degrees and conservatories and counts as one A-level. It offers a greater breadth of knowledge and experience than the present GCE courses and challenges our music students to work in all areas of music.

Unit Number	Unit Title	Type	Assessment
1	Practical Music Theory and Harmony Students develop skills in composition through an understanding of Chords, Scales, Keys, Melodic writing, Rhythm, notation, chord tab, lead sheets.	Mandatory	Internal
2	Professional Practice in the Music Industry Students develop an understanding of all the aspects of the music industry from creating concert and recital programmes, working with advertising and marketing to creating rehearsal schedules and preparing to work as a session musician.	Mandatory	Internal
3	Ensemble Music Performance Students collaborate with other musicians and create a performance. Styles include, among others, Jazz, Blues, Rock, Pop, Hip Hop	Mandatory	External
4	Solo Performance Students perform on their chosen instrument to a visiting examiner. The standard is between Grade 6 and Grade 8. Students choose and develop their own programme and rehearsal plan.	Option chosen in WHS	Internal

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 GCE 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
AS 1: Principles of Nutrition	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
	Eating patterns	External written exam

AS 2: Diet, Lifestyle and Health	Energy and energy balance Diet-related disorders (overweight and obesity, CVD, cancer, type 2 diabetes) Alcohol Physical Activity	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
A2 1: Food safety and Quality	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
A2 2: Research project	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

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

Physical Education: A level

This WJEC AS and A level in Physical Education will enable learners to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

Course overview

UNIT	SUMMARY OF CONTENT	ASSESSMENT AND WEIGHTINGS
AS 1 Exploring Physical Education	To assess all AS subject content Question types: Contextualised questions to include multiple choice, data response, short and extended answers	Written examination: 1¾ hours 24% of qualification
AS 2: Improving personal performance in physical education	To assess Practical performance in one activity as a player/performer Practical performance as a coach or official Personal Performance Profile.	Non-exam assessment 16% of qualification

A2 1: Evaluating physical education	To assess all A level subject content Question types A range of questions to include data response, short and extended answers	Written examination: 2 hours 36% of qualification
A2 2: Refining personal performance in physical education	To assess practical performance in one activity as a player/performer, coach or official Investigative Research	Non-exam assessment <u>24% of qualification</u>

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practise with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice.

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

As well as a broad understanding of the core principles in physics, this specification gives students a strong set of mathematical and analytical skills within a highly valued subject which complements other STEM subjects and social sciences.

Physics gives students a strong knowledge base and skill set for progression to higher education or alternatives such as the finance sector, IT or engineering apprenticeships. This is an exciting time in the development of AI, space exploration, satellite technology and medical physics careers.

Year 1 (AS)

Unit	Content	Exam	Weighting
AS 1	Forces - Application of force, Dynamics & Projectiles. Energy systems Electricity - Circuits, Ohmic behaviour, Internal resistance & potential dividers.	Written paper (1hr 45mins)	40% of AS 16% of A Level
AS 2	Waves - characteristics & behaviours Photons & quantum physics Astronomy & cosmology	Written paper (1hr 45mins)	40% of AS 16% of A Level
AS 3	Practical Skills Experimental design Practical procedure Data analysis Evaluation	Practical A - 4 practical tasks completed individually (1hr) Practical B - Written exam on experimental design, data analysis and evaluation (1hr)	20% of AS 8% of A Level

Year 2 (A2 Level)

Unit	Content	Exam	Weighting
A2 1	Materials and deformation of solids Thermal physics Circular motion Simple Harmonic motion Atomic physics Nuclear Physics	Written paper (2hrs)	24% of A Level

A2 2	Gravitational, Electrical and Magnetic fields Capacitance Particle physics	Written paper (2hrs)	24% of A Level
A2 3	Practical Skills Experimental design Practical procedure Data Analysis Evaluation	Practical A - 2 practical tasks completed individually (1hr) Practical B - Written exam on experimental design, data analysis and evaluation (1hr)	12% of A Level

Religious Studies

Our modular focus at AS and A2 Level is Ethics and Early Church History as 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 or secular worldview.

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 from a theistic and secular perspective. 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 4	The Origins and Development of the Early Christian Church to AD 325	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 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 questions in Section B.	Examination will last 1 hour and 20 minutes. 20% of A-Level

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 Church History with the following modules:

Unit			
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A2 4	Themes in the Early Church and the Church Today	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 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

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	Section A: Product Design and Practice Section B: Electronic and Micro-electronic Control Systems or Product Design	Each section is completed as a separate paper both 1 hour long. There will be a 20 minute break between papers.	50% of AS Level 20% of total A Level.
AS 2	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: a 3-dimensional model or proto-type that represents the practical outcome of the product analysis and development; and a portfolio (of no more than 10 A3 sheets) containing written and graphical support material	Approximately 60 hours	50% of AS Level 20% of total A Level
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A2 Level has 2 units

Unit	Topic		Weighting
A2 1	Electronic and Micro-electronic Control Systems or Product Design <ul style="list-style-type: none"> • Option A: Electronic and Microelectronic Control Systems • Option C: Product Design <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.

A2 2	A2 2 Content/Topics <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.
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