

# LIMAVADY GRAMMAR SCHOOL



AS CHOICES  
FOR SEPT 2010

## **Foreword**

This booklet is designed to introduce you to Year 13 in Limavady Grammar School and to give you information on the courses available to you. We want to encourage our current Year 12 students to continue their education here but also welcome students from other schools to join us in our caring and yet disciplined community.

All subjects in this booklet are likely to be on offer but students should note that some subjects may be oversubscribed or may not run.

## **High Expectations**

The atmosphere in the Sixth Form should encourage you to realise your full potential. In all classes the teacher's aim is to establish an environment where you feel at ease and so benefit fully from a free exchange of ideas.

The more you are prepared to involve yourself in the study of the subject, the more likely you are to make good progress. Involvement means asking questions about points that you have not understood and having confidence to put forward your own ideas.

It is not possible to follow a Sixth Form course successfully without a considerable amount of study, both in school and at home. You will be expected to develop habits of personal organisation, private study and reading that will be of value to you in the future, whether you progress to higher education or to work. In Limavady Grammar School we expect our students to achieve an attendance rate of 95% or above. The pace of work is much faster at A-level and even short absences can have a significant effect on your progress.

## **Curriculum**

All pupils entering Year 13 in September are expected to meet our preferred criteria:

- (1) A minimum of 10 points (3, 2, 1 – A, B, C) at least 3 of which are Grade B or above, including at least Grade C in English and Mathematics.
- (2) A sound record of attendance in Years 11 and 12 (95% +), (the school will take into account contemporaneous medical evidence in relation to this).
- (3) For every AS subject chosen, the student must ensure that they fulfil the entry requirements set by subject departments.

If a student seeks application to Year 13 and has not fulfilled these criteria he/she may, following an interview, be placed on a waiting list from which places will be awarded on merit. Where the entry criteria for a particular subject have not been met, the Head of Department may exercise discretion regarding a student's suitability in that subject.

Students who are returning with a minimum of 15 points are advised to take **four AS subjects** in Year 13.

In addition to your academic studies, you will participate in a Sixth Form Recreation programme. Extra-curricular activities will still be on offer and all students are encouraged to avail of these opportunities, not least to help you build an impressive CV.

May I wish you every success in your forthcoming GCSEs and I look forward to welcoming you into the Sixth Form in September.

*K Henry (Vice Principal)  
(Curriculum)*

# ART AND DESIGN

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## Introduction

The new specification is designed to promote continuity and coherence within the framework of the whole educational process. It is intended that the specification will provide a natural progression from GCSE or similar Art and Design courses and will meet the needs of the following types of students:

- (i) those who will undertake further studies in Art and Design;
- (ii) those who will study subjects or take up careers for which an Art and Design education is relevant;
- (iii) those who, while having interest and aptitude in the subject, will benefit from the course, yet are not intending to study the subject further.

*Focal Points for Studies in Advanced Subsidiary and Advanced GCE include:*

- (a) experimentation and exploration of the visual elements;
- (b) visual enquiry;
- (c) thematic approaches;
- (d) historical, critical and contextual study;
- (e) problem-solving activity.

## Key Skills

*New AS and A-Level courses provide opportunities to develop Key Skills in:*

- Intellectual, imaginative, creative and intuitive powers;
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding, and critical judgement;
- Independence of mind;
- Interest, enthusiasm and enjoyment of art, craft and design;
- Observational and recording skills;
- Experience working with a range of traditional and new media;
- Knowledge, understanding and application of art, craft, design, media and technologies in current and past societies and cultures;
- Awareness of roles, functions, audiences and consumers of art, craft and design practice.

*There are two Assessment units in AS:*

**AS 1 - A Coursework Portfolio** which is teacher assessed worth 50% of AS and 25% of the overall award available Summer only. There is breadth and flexibility in course building.

**AS 2 - Externally Set Assignment** which is teacher assessed with external moderation, 50% of AS, 25% of the overall award, available Summer only. Areas of practice are specifically mentioned in guidance allowing flexibility and breadth in exam choice.

**A2 2 - Externally Set Assignment** which is a teacher assessed control test with external moderation, 50% of A2, 25% of the overall award, available Summer only. The assignment provides a broad range of starting points around a topic, allowing flexibility in exam choice for Fine Art or Design.

## Entry Requirements

*It is essential that any pupil intending to study AS or A-Level Art and Design has completed a full Art and Design GCSE course. They should have achieved at least a high B or preferably an A grade at GCSE Level. Full attendance, consistency in completion of homework, and a sustained self-motivation are compulsory factors if success is to be attained at this level.*

# BIOLOGY

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The A-Level Biology specification aims to sustain and develop an enjoyment of, and interest in Biology.

As Biology influences our everyday lives in many ways, the course includes a study of its application in such areas as agriculture, medicine, and biotechnology.

***Biology A-level is divided into two parts:***

- The Advanced Subsidiary (AS) award is completed in year 13 and covers **three** different modules:

Module	Subject Content	Examination
AS 1	Molecules and Cells	1½ hours written
AS 2	Organisms and Biodiversity	1½ hours written
AS 3	Assessment of Practical Skills	Internal Assessment

- The A2 award is completed in Year 14 and includes:

Module	Subject Content	Examination
A2 1	Physiology and Ecosystems	2 hours written
A2 2	Biochemistry, Genetics and Evolutionary Trends	2 hours written
A2 3	Assessment of Investigational and Practical Skills	Internal Assessment

## **Entry Requirements**

***A minimum requirement for entry to study A-Level Biology is grade B in Biology GCSE or at least BB grades at Double Award GCSE or the equivalent.***

# BUSINESS STUDIES

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A-Level Business Studies aims to develop a critical understanding of organisations, the markets they serve and how they add value for their customers. It looks at the effect on business behaviour of different stakeholder expectations ie shareholders, customers, employees.

*In the first year pupils study two AS 1 modules:*

- **Unit 1 will cover:** Starting a Business  
Financial Planning
- **Unit 2 will cover:** People  
Operations management  
Finance  
Marketing and Competition

*Assessment in Year 1 - Pupils sit two modular papers:*

- **Unit 1:** 40% of total AS
- **Unit 2:** 60% of total AS

*In the second year the pupils study two A2 modules which consolidate the work covered in year 1 and develops further understanding of each key area.*

- **Unit 3: Strategies for Success** Financial Strategies and Accounts  
Marketing Strategies  
Operation Strategies  
Human Resource Strategies
- **Unit 4: The Business Environment and Change** External Influences  
Leadership, Corporate Culture, Ethics  
Managing Change

*Assessment in Year 2 - pupils sit two further papers:*

- **Unit 3:** 25% of total A-level marks
- **Unit 4:** 25% of total A-level marks

## How the Course is Taught

- To prepare young people for the challenges to be faced in the wider world pupils are expected to be 'active learners' and are expected to research topics through textbooks, library books, current articles and IT based resources.
- To develop their confidence and communication skills pupils will be sometimes expected to make class presentations of their work using IT software. They will be encouraged to work together in groups and to share/debate their views with others. Use is also made of interactive CD ROMS.
- The use of word-processing, spreadsheets and databases are used whenever appropriate to develop skills increasingly expected by employers.

## Entry Requirements

*Pupils should have an active interest in current affairs and business issues in general. They would be expected regularly to read good quality papers, listen to the daily news and watch business-related programmes such as the Money Programme and Panorama.*

*Also holding a GCSE in Business Studies is useful but it is not compulsory.*

*Pupils would need to have sound mathematical skills as they are asked to review a business situation, analyse statistical data and make appropriate recommendations to deal effectively with a given situation. A 'B' grade in mathematics at GCSE is recommended.*

# CHEMISTRY

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The new A-Level chemistry specification has been designed to be accessible to pupils who are coming from a **DOUBLE AWARD or TRIPLE AWARD** background. It is a two part course:

- (1) **ADVANCED SUBSIDIARY (AS)** to be followed in Year 13.
- (2) **ADVANCED GCE (A2)** to be followed in Year 14.

Both contribute 50% of final A-Level grade.

## AS LEVEL

This is made up of *three* modules as follows:

Module	Area	Assessment
AS 1	Basic Concepts in Physical and Inorganic Chemistry (17.5%)	1½ hour examination
AS 2	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry (17.5%)	1½ hour examination
AS 3	Internal Assessment (practical work) ((15%)	2½ hour examination

An AS award may be given after successfully passing these three examinations. The step up to A-Level has been made significantly easier with a reduction in content and a movement of more difficult material into A2 level.

## A2 LEVEL

This is also made up of *three* modules:

Module	Area	Assessment
A2 1	Periodic Trends and Further Organic, Physical and Inorganic chemistry (20%)	2 hour examination
A2 2	Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry (20%)	2 hour examination
A2 3A	Internal Assessment (practical work and problem-solving) (10%)	2½ hour examination

**All examinations at this level will have a synoptic element, ie will test previous knowledge.** In the rapidly changing world of the 21<sup>st</sup> century, a chemistry qualification can take you anywhere and demonstrates you have the qualities to succeed in both scientific and non-scientific careers. Qualities like adaptability, creativity, curiosity, tenacity and analytical skills, plus a knowledge of what makes up the world. Chemistry carves out careers in Accountancy, Law, Research, Sales, IT, Advertising, Photography, Media and Engineering. Industries as diverse as Space Research, Food and Drink, Pharmaceuticals, Cosmetics, Veterinary Medicine and of course Education are all accessible from an A-Level in Chemistry.

Many universities are now offering bilateral courses, eg Chemistry with Law, Chemistry with Management, Chemistry with Medicinal Chemistry, Chemistry with European Studies, Biochemical Studies, Chemistry with French and Chemistry with study in North America!

## Entry Requirements

*A-Level candidates require a minimum grade B in Chemistry at GCSE and at least BB at Double Award GCSE or the equivalent.*

# CLASSICAL CIVILISATION

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## The Aims of the Course

The course aims:

- to provide you with an enjoyable guide to the literature and art of the classical civilisations
- to give you the techniques and approaches needed to look critically at works of classical literature and art
- to develop your skills of writing clearly and analytically and expressing your own ideas effectively
- to help you gather factual information about classical literature and art within their historical context
- to prepare you for the examination by working through a series of assignments which will be marked and commented on by your tutor.

## *Why study classical civilisation?*

In this course, our ‘primary source material’ will be some of the greatest literature and art of the classical world; background knowledge about the societies of ancient Greece and Rome will be included mainly insofar as it throws light on the literature and art. An encounter with these works of art is a direct experience of the imaginative inner world of the Greeks and Romans, getting as close to them as is still possible in the twenty-first century. In the literature of the Greeks and Romans, we can still ‘hear’ their authentic voices; in their art and sculpture, we can see them as they saw themselves. And in studying a little about their architecture, we can get a feeling for some of their ideals, priorities and ways of life.

You will find that the material we will be studying is well worth the effort because it is interesting in itself. But the classical world is also interesting because if we ask the question ‘Who first thought about this?’ in relation to some important issue or subject, it will often turn out to have been an ancient Greek or Roman.

Another side benefit of studying the classical world is that throughout the centuries (particularly since the Renaissance) artists and writers have been ransacking Greek and Roman art and literature for ideas to use in their own work — so we can enjoy the classical world not only for its own sake but also to discover the roots of European culture which each age has re-interpreted for itself throughout the past 2,000 years. Thus, aspects of this course will add to your enjoyment and understanding of other art, architecture and literature.

In studying the Greeks and Romans, we shall be delving into the roots of Western civilisation. We have more in common with the ancient world than we may have thought.

Students should note that Classical Civilisation may only be taken as a fourth subject and is delivered online with limited teacher contact time.

## Entry Requirements

*No formal qualifications necessary.*

# COMPUTING

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Although AS candidates do not need to have prior knowledge of computing or ICT, computing does build on the work done during GCSE ICT, looking in greater depth at the role of the working of computers in modern society. Just as in the lower examination, considerable emphasis is placed on practical work on several levels.

In the first place, students must complete two programming exercises over the course. Programming is new to most students (and currently one of the areas where employers are offering premium wages) so it is clear that it is worth a student's while to commit a substantial amount of time to this, both inside and outside timetabled class and study time. Those who have shown that they are capable of independent working should find this area especially interesting and challenging.

Secondly, it is easier for candidates to appreciate business-oriented applications software if they have had practical experience of using similar packages. During the course students will become familiar with industry standard packages, though like other parts of the course new applications will be studied as and when they become available.

*The course is divided into **four** modules:*

## **AS Outline**

### **Unit 1: Problem Solving, Programme, Data Representation and Practical Exercise:**

- problem solving techniques and production of software
- programming in a high level programming language including the fundamentals of structured programming
- the binary number system, number bases and information coding schemes
- the stages of development of a hardware/software system

**The exam for this will be on-line and last for two hours with hard copy being submitted to the board: it is worth 60% of the total AS marks.**

### **Unit 2: The Computer Components, the Stored Program Concept and the Internet**

- the internal components of a computer and the structure of hardware devices and computer systems
- the structure of the internet and the consequences of uses of computing.

**The exam for this is a normal written one lasting for one hour and is worth 40% of the total AS marks.**

## **A2 Outline**

### **Unit 3: Problem Solving, Programming, Operating Systems, Databases and Net-working**

This goes into much of the AS material at greater depth including:

- developing problem solving with greater algorithmic complexity
- object oriented programming techniques
- the role of an operating system
- database design

### **Unit 4: Practical project in which each student will produce a programmed solution to a real-world problem:**

In short, the course covers all aspects of computers in modern society with the added certainty and challenge that during the two-year course new developments will take place which will have to be integrated into the knowledge already assimilated.

## **Entry Requirements**

***A Grade B from a full course GCSE ICT or a related subject.***

# CONSTRUCTION at NWRC

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## National Award Construction

### Level 23 Subsidiary Diploma in Construction and the Built Environment

#### Six units required in total:

- (1) Health, Safety and Welfare
- (2) Sustainable Construction
- (3) Construction Science and materials
- (4) Construction Technology and Design
- (5) Surveying Processes
- (6) Building Technology in Construction

#### Other possible units:

- Mathematics in Construction
- Construction in Civil Engineering
- Building services Control Systems
- Building Services Science

#### Edexcel – What are BTEC Nationals?

BTEC Nationals/subsidiary diplomas are Level 3 qualifications, equivalent to A-levels on the NQF.

They are the most popular vocational qualification in UK further education and are recognised and respected worldwide.

#### You can use them to go on to further study:

BTEC Nationals earn you UCAS points and are therefore valued by universities, allowing you to go on and take a BTEC HND/HNC or honours degree.

- BTEC National Award = 1 A-level
- The Award has six units of study and is taught over two years – three units in each year.
- The Award is graded as Pass, Merit or Distinction and has a recognised equivalence of one A-Level.

#### Employers value BTEC Nationals highly because they prove that you:

- Are prepared for the world of work
- Are committed to your chosen career
- Have robust practical and theoretical skills.

#### Entry Requirements

*It would be helpful to have a mathematical and/or design-related subject at Grade C GCSE.*

# ENGINEERING (NATIONAL AWARD) at NWRC

## (LEVEL 3 BTEC – EDEXCEL)

The National Award is a vocational A-Level that gives you an understanding of the practical skills and knowledge needed to begin professional work in the engineering industry or move on to further education.

- The Award has six units of study and is taught over two years – three units in each year.
- The course is flexible and consists of two core units plus a choice of up to four specialist units.
- The Award is graded as pass, Merit or Distinction and has a recognised equivalence of one A-Level.

The UCAS points and A-Level equivalent grades are:

Award Grade	A-Level	UCAS Points
Pass	E	40
Merit	C	80
Distinction	A	120

An example of a course outline is shown in the table below:

Year 1 Units	Year 2 Possible Units
Communications for Technicians Mechanical Secondary Finishing Processes Mathematics for Technicians	Computer Aided Drafting Applications of Mechanical Systems and Technology Plus one other unit

### Entry Requirements

*It would be helpful to have a mathematical and/or design-related subject at Grade C GCSE. Students who have not sat the GCSE mathematics N6 paper may find difficulty.*

# ENGLISH LANGUAGE AND LITERATURE

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The study of this course encourages students to develop their interest in both language and literature as interconnecting and mutually supportive disciplines. This course allows students to develop as independent, confident and reflective readers and writers. At AS, this specification will enable candidates to develop integrated literary and linguistic analysis. Set texts will be analysed using appropriate terminology. Students will develop their own writing skills and be able to write fluently and coherently in response to questions. At A2, the specification utilises coursework as a means of developing integrated literary and linguistic analysis. Candidates will demonstrate the use of appropriate terminology when analysing set texts. For A2, set texts will include poetry.

## The AS Modules

### **Unit 1: Integrated Analysis and Text Production – two texts studied:**

- **Literary and stylistic issues** – the use of language and style to develop and explore issues with the texts.
- **Language production Task** – candidates adopt a different style/voice.

**External Assessment** – 1 hour 30 minutes (50% of total AS, 25% of total A-Level marks)

### **Unit 2: Analysing Speech and its Representation – one text studied:**

- Unseen comparative analysis of different speech texts
- Examination of speech and other stylistic issues within the set texts.

**External Assessment** – 1 hour 30 minutes (50% of total AS, 25% of total A-Level marks)

## The A2 Modules

### **Unit 3: Comparative Analysis and Text Adaptation – one text studied:**

- Unseen comparison of three texts.
- Production task linked to one non-fiction set text.

**External Assessment** – 1 hour 30 minutes (30% of total A-Level marks)

### **Unit 4: Comparative Analysis Through Independent Study – two texts studied:**

#### **Coursework**

- Free choice of question on studied texts.
- Comparison of two set texts.
- 1500-2500 words.
- Evidence of drafting required.

**Internal Assessment** (20% of total A-Level marks)

## Entry Requirements

*Minimum requirements for this subject is a B in English Language at GCSE.*

# ENGLISH LITERATURE

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**The course comprises four modules over two years. This specification has been designed to help learners develop:**

- An interest in wide and independent reading;
- The ability to engage creatively with a substantial body of texts and ways of responding to them;
- The means to effectively apply their knowledge of literary evaluation in speech and writing;
- The ability to explore the contexts of the texts they are reading and others' interpretations of them;
- Their understanding of the changing traditions of literature in English.

The pupils who complete the first two modules, and are successful in the examination at the end of the Year 13, are awarded an AS Level. This course and qualification provide an opportunity to broaden students' post-16 education as well as a basis for progression to the full Advanced GCE (A2-Level) which is awarded after the completion of the remaining two modules and success in the examination at the end of Year 14.

## **The AS Modules**

### **AS 1: The Study of Drama**

- Section A – The Study of Shakespeare (one play studied)
- Section B – The Study of a Twentieth Century Dramatist (two plays studied)

Internal Assessment of two pieces of work, one based on Section A and the other on Section B.

40% of AS Level, 20% of actual A-Level.

### **AS 2: The Study of Poetry Written after 1800 and The Study of Prose 1800-1945:**

- Section A – The Study of Poetry Written after 1800 (two poets studied)
- Section B – The Study of Prose 1800-1945 (one text studied)

**External Assessment** – 2 hour exam. Section A will be open book; Section B will be closed book.

60% of AS Level, 30% of actual A-Level.

## **The A2 Modules**

### **A2 1: The Study of Poetry 1300-1800 and Drama**

- Section A – The Study of Poetry 1300-1800 (one text studied)
- Section B – Drama 1300-1800 (two texts studied)

**External Assessment** – 2 hour exam. Section A will have an extract/poem provided; Section B will be closed book.

50% of A2 Level, 25% of overall A-Level.

### **A2 2: The Study of Prose – theme based**

- Section A – Close analysis of an extract from a post 1990 novel on a given theme (one text studied)
- Section B – Comparison of two novels on the same theme as that chosen for Section A (two texts studied)

External Assessment – 2 hour exam. Section A is open book; Section B is closed book.

50% of A2 Level, 25% of overall A-Level.

## **Entry Requirements**

***Minimum requirement for entry to this subject is a B in English Literature at GCSE.***

# GEOGRAPHY

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By studying GCE Geography you will learn about geographical concepts and processes, interactions between people and their environment, the challenges of sustainability and the importance of attitudes and values. You will then be able to relate what you have studied to the world around you. The AS course can be taken as a final qualification or as the first half of the A-Level qualification. If you wish to obtain a full A-level qualification, you must complete the second half of the course referred to as A2.

## ***Why study Geography?***

Geography is relevant, stimulating and interesting. Whether you just want to broaden your knowledge, plan to continue your studies through further education, or use this course to start your career – this course will provide you with the opportunity to gain transferable skills such as communication, teamwork, analysing, investigation, IT and map reading.

If you are interested in the world around you and would like to understand more about the different cultures and environments that surround you, then GCE Geography would be an excellent choice of study.

## ***What will I study?***

There are two units at AS (and a further two at A2).

<b>AS1</b>	This unit has two sections. In Section A you will learn how to collect data first hand from physical and human environments by using equipment, surveys or questionnaires and use this information to provide a written report. In Section B you will study physical processes and systems and human interaction with them. This will be through a range of scales and in a range of places. The focus will be on rivers, ecosystems and weather.
<b>AS2</b>	The unit is divided into two sections. Section A will focus on data collection and processing. In Section B you will study human processes, systems and outcomes. This unit will study various aspects of population; rural and urban environments; and development.  Through both of the AS units you will learn how to analyse and interpret maps and other imagery as well as how to develop your data processing skills such as drawing annotated sketch maps.

## ***How do you study?***

A fieldwork investigation is completed at AS level in preparation for the Module 1 exam. No project write up is required. You will research issues such as over-population, flooding, hurricanes using the Internet, textbooks, videos etc and produce reports.

Geographical issues have an important bearing on many aspects of life, so regularly reading a newspaper such as The Times or the Guardian, watching TC news and documentaries, and reading magazines such as national Geographic and New Scientist, will be helpful.

## **Higher Education Options**

Geography is a popular subject at higher education level, and a good grade in A-Level geography is recommended for entry.

## **Degree-Level Study**

Geography can be studied for either a BA or a BSc. Which one often indicates the extent to which the course focuses on the human or physical aspects of the subject. An arts-oriented course in geography, for example, would mainly build on the human geography content of your A-Level, including topics such as population studies, settlement, and distribution of wealth and resources. A BSc course is far more likely to involve topics such as geoscience, the scientific study of the structure of the Earth, and issues relating to natural resources, hydrology and geomorphology.

## **GEOGRAPHY continued**

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However, many colleges and universities, especially those offering degrees with a modular structure, allow for flexibility in ‘mixing and matching’ topics from both types of degree.

### ***What can I do with a qualification in Geography?***

Studying Geography will also help you to gain a greater understanding, for example, of people and places, weather systems, tourism, global energy and sustainable development.

This course can help you to develop a wide range of skills that are attractive to employers, for example it can help to develop your skills in investigating, in collating and evaluating information and being able to contribute to important debates on the current issues facing our world today.

Many of the topics or issues that you will study will be reported in the media, for example, environmental concerns such as pollution, flooding, earthquakes and global warming. This close link between studying Geography and what is going on in the world around you could lead you perhaps to a career in environmental work or with an aid agency.

Many geography students go on to have successful and interesting careers such as urban planners, cartographers, GIS specialists, climatologists, environment managers, weather forecasters, researchers, teachers, demographers, environmental managers and/or hazardous-waste planners.

### ***How can I find out more?***

Visit: [www.ccea.org.uk/geography](http://www.ccea.org.uk/geography)

The Geographical Association at [www.geography.org.uk](http://www.geography.org.uk)

The Royal Geographical Society at [www.rgs.org](http://www.rgs.org)

### **Entry Requirements**

***We wish to be open, flexible and accessible to interested candidates. An interest in geography is desirable and we would prefer prospective students to have studied geography to GCSE and have gained at least a C grade in the higher tier course and assessment.***

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# GOVERNMENT AND POLITICS

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Students choosing Advanced Level Government and Politics will follow the AS Level in lower sixth and then progress to the Advanced Level (A2) in upper sixth. Students study two modules in lower sixth and two more in upper sixth.

## **AS Level in Lower Sixth**

- Module 1      **Government and Politics of Northern Ireland**      -      **40% of AS**  
Direct rule, the role of the Secretary of State, the Northern Ireland Assembly, the Executive and policies of the political parties.
- Module 2      **The British Political Process**      -      **60% of AS**  
How government works, the power of the Prime Minister and the Cabinet, the role of Parliament, the legal system in the UK.

## **Advanced Level in Upper Sixth**

- Module 3      **Comparative Government: The UK and the USA**      -      **60% of A2**  
A comparative study of the Prime Minister and the Presidency and of Parliament and Congress.
- Module 4      **Political Power**      -      **40% of A2**  
Types of power, who has power in society, theories of political power.

## **Examinations**

The course follows the specifications outlined by CCEA. Module examinations range from 1¼ hours to 2¼ hours and the tasks involved focus on the use of sources and short responses to questions. There is no coursework in Government and Politics.

## **Course Requirements**

There are no course requirements for Government and Politics. Students taking the subject should be interested in current affairs and should be aware of political developments. Politics students should be self-motivated and prepared to work a lot on their own.

## **Teaching**

Students are expected to read widely and prepare thoroughly for class using a variety of texts, magazines and newspapers. Here the emphasis is on informed discussion and debate.

Students should be prepared to read widely beyond textbooks, using library and Internet resources. They may have the opportunity to take part in wider debates and to attend Politics conferences. In recent years the class has visited Stormont.

## **GOVERNMENT AND POLITICS** continued

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### **Career Opportunities**

Government and Politics encourages logical thinking and good written and oral communication skills. In recent years successful students have followed careers in politics, law, business, marketing, public relations, leisure management, journalism, accountancy, social work, psychology, teaching and public administration.

### **Employers**

*Employers value skills taught in Government and Politics because Politics students can:*

- ♦ work on their own and make independent decisions;
- ♦ offer a variety of solutions to a problem;
- ♦ communicate ideas clearly and argue a case well;
- ♦ handle and interpret a lot of information when carrying out investigative work;
- ♦ analyse situations and write reports which are concise, relevant and well supported;
- ♦ understand and appreciate different points of view.

### **Entry Requirements**

*This subject is offered only at A-Level. There are no formal requirements but most of those taking it usually have a B grade or above in GCSE History. An interest in the subject, in news programmes and in reading a 'serious' newspaper from time to time are of more relevance.*

# HEALTH AND SOCIAL CARE (OCR) at NWRC

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**This is a new broad-based qualification in Health and Social which offers candidates:**

- a two-tier qualification containing AS and A2 level units;
- a core learning package which will provide sound knowledge, understanding and skills to act as a foundation upon which candidates will be able to build, using a range of optional learning tools;
- a number of learning opportunities which will provide candidates with a choice of assessment methods suitable for their needs/strengths;
- the ability to interact with the health, social care and early-years sectors, allowing candidates the opportunity to experience the work environment through learning;
- the flexibility to pursue a qualification which covers the areas of health, social care and early-years provision;
- a range of units designed to provide a progression route to higher education and further training for employment;
- an opportunity to pursue a number of vocational pathways which focuses on areas of particular interest to individual candidates.

## **Unit 1 – Promoting Quality Care**

This unit examines legislation protecting the rights of service users and promoting equal opportunities. It also allows the student to explore issues such as accessing services; care values and safe working practices within health and care settings. **The unit is externally assessed.**

## **Unit 2 Communication in Care Settings**

In this unit you will investigate the different types of communication skills used in care settings and their purpose. This will include oral, non-verbal, written, computerised and any special methods used in care settings. You will also find out how effective communication values individuals and promotes health and well being. You will have the opportunity to practice communication skills with service users and care workers. **This unit is assessed through written portfolio.**

## **Unit 3 – Promoting Good Health**

This Unit investigates the range of life style choices and societal factors which influence health and well being. You will investigate the ways in which ill health can be prevented and the health promotion methods that are used by health and social care practitioners. You will develop an understanding of the attitudes and prejudices which influence individuals' health and well being. **This unit is assessed through written portfolio.**

**[These three units will be equally sized and equally weighted]**

**The content at AS** will focus on the needs of clients and the techniques and professional services aimed at meeting those needs. Candidates are to be assessed in the following key areas of study:

- rights
- communication in care settings;
- health and well-being.

**The content at A2** will develop AS content through addressing the factors affecting, and issues involved in, service delivery.

**In the second year the three units to be studied are:**

**Unit 10 – Care Practice and Provision** – Study of Social Services, Community Care. **This unit is assessed through written portfolio.**

**Unit 11 – Understanding Human Behaviour** – Human growth and development – essentially introductory Psychology. **This unit is assessed through external examinations.**

**Unit 16 – Research Methods and Social Care** – carrying out a research project on a topic of your choice. **This unit is assessed through written portfolio.**

## **Entry Requirements**

*It would be helpful to have a good GCSE grade in English or any subject showing evidence of extended writing.*

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# HISTORY

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## Advanced Subsidiary (AS) and Advanced Level History (A2)

From September 2008 students choosing Advanced level History will follow the AS level in lower sixth and progress to the Advanced level (A2) in upper sixth. Students study two modules in lower sixth and two more in the upper sixth. The content includes aspects of European, British and Irish History.

### AS Level in Lower Sixth

Module 1	<b>Unification of Italy and Germany 1815-1871</b>	-	<b>50% of AS</b>
Module 2	<b>France 1815-1871</b>	-	<b>50% of AS</b>

### Advanced Level in Upper Sixth

Module 3	<b>Liberalism and Nationalism in Europe 1814-1914</b>	-	<b>20% of A2</b>
Module 4	<b>The Partition of Ireland 1900-1925</b>	-	<b>30% of A2</b>

### Examinations

The course follows the specifications outlined by CCEA. Module examinations are usually of 1½ or 2 hours and the tasks involved focus on the use of sources and detailed structured responses to questions. There is no coursework in AS or A2 History.

### Teaching

Students are expected to read widely and prepare thoroughly for class using study guides. Here the emphasis is on discussion and debate, together with the evaluation of sources.

Students must be prepared to read widely beyond a single textbook, using library and Internet sources. They may have the opportunity to take part in wider debates using Computer Conferencing and to attend History conferences throughout the province.

### Course Requirements

There are no formal course requirements for History, however the majority of students will have studied the subject at GCSE Level. *Students taking the subject should enjoy reading and discussing topics and they should be prepared to work a great deal on their own.*

### Career Opportunities

History encourages logical thinking and good written and oral communication skills. **In recent years successful students have followed careers in: law, business, marketing, public relations, leisure management, journalism, accountancy, social work, psychology, teaching and public administration.**

### Employers

*Employers value History skills because history students can:*

- ♦ work on their own and make independent decisions;
- ♦ offer a variety of solutions to a problem;
- ♦ communicate ideas clearly and argue a case well;
- ♦ handle and interpret a lot of information when carrying out investigative work;
- ♦ analyse situations and write reports which are concise, relevant and well supported;
- ♦ understand and appreciate different points of view.

### Entry Requirements

*There are no formal requirements for studying A-Level History although the vast majority of those who do have gained at least grade B at GCSE Level.*

# HOME ECONOMICS

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## **Introduction**

The central focus of home economics education is the health and well being of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs.

Home Economics is concerned with the management of human and non human resources and with making informed decisions about nutrition and consumer issues.

People need the knowledge, skills and attitudes developed in a study of Home Economics to understand and challenge the way society impacts on their health and well being.

## **Specification at a Glance**

Students are required to complete two units for the AS course and a further two units for the full A-Level course. An outline of these is included below:

### **AS 1: Nutrition for Optimal Health**

This unit requires the study of macro and micro nutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the life span are also studied in depth.

### **AS 2: Priority Health Issues**

This unit requires the study of current research in relation to diet and health, for example, cardiovascular disease and cancer, mental health and sexual health. Targets, strategies, initiatives and campaigns for optimising health for each issue are also studied.

### **A2 1: Priority Health Issues**

This unit requires the study of consumer issues prevalent in today's society. It involves consideration of factors which affect the ability of consumers to make informed decisions and manage available resources.

### **A2 2: Research-based Assignment**

This unit requires the submission of a report on a research-based activity which should not exceed 4,000 words. The chosen research area should come from AS 1, AS 2 or A2 1. The assignment should provide opportunities for students to demonstrate appropriate knowledge, understanding and skills demanded by the research process.

In the assignment, the process of research involves:

- ◆ identifying and discussing issues associated with the chosen research area;
- ◆ selecting and interpreting appropriate and relevant information;
- ◆ analysing information and judging its relevance to the chosen research area;
- ◆ planning and conducting primary research;
- ◆ presenting and interpreting findings from research undertaken;
- ◆ drawing conclusions using reasoned arguments;
- ◆ reflecting on and evaluating the research process.

Detailed information on each module may be obtained from Mrs McFarland or on the CCEA website: [www.ccea.org.uk](http://www.ccea.org.uk)

## **Entry Requirements**

*Grade C (higher tier) in GCSE Home Economics or related subject.*

# ICT

Computers are transforming the way in which we learn, communicate, do business, enjoy our leisure time and live our everyday lives. Whatever career you pursue in the future, a knowledge of computer skills and concepts is likely to be beneficial or even essential.

This course aims to make you competent and confident in the use of computers and focuses on giving the student an understanding of the **uses and impact of computers in society today**.

This specification gives students opportunities to:

- develop knowledge, understanding and skills to meet human need in a broad range of activities;
- develop awareness of the management of resources to meet an identified human need in a diverse and ever-changing society, including values issues;
- take account of rapid technological changes and the growth of scientific knowledge and understanding;
- critically evaluate evidence to justify informed decisions;
- use information and communication technology (ICT) where appropriate;
- develop innovative, creative and original ideas through active investigations;
- make use of their wider knowledge and understanding.

The AS builds on but **does not depend upon** the knowledge, understanding and skills developed through GCSE ICT.

## ICT MODULES

AS	AS 1	Components of ICT	2 hour external paper	50% of the total AS Mark (25% of the total A-Level Mark)
	AS 2	Developing ICT Solutions <ul style="list-style-type: none"><li>• A Data Processing Task</li><li>• A Multimedia Task</li></ul>	Internal Assessment (Coursework)	50% of the total AS Mark (25% of the total A-Level Mark)
A2	A2 1	Information Systems	2 hour external paper	50% of the total A2 Mark (25% of the total A-Level Mark)
	A2 2	Uses of Information Systems	Internal Assessment of a Project (Coursework)	50% of the total A2-Level Mark (25% of the total A-Level Mark)

This specification takes into consideration the students' opportunities for progression to:

- Career paths that lead to professional ICT management and responsible use of ICT in industry.
- People-orientated and socially aware fields of study.
- Career paths that relate to the responsible use of ICT involving the management of people.
- Specialist academic study of IT/computer systems.
- Advanced study of modern technology-based systems.

## Entry Requirements

*For entry to AS-level ICT there is no specific requirement to have studied GCSE ICT, although it is an advantage. However, to be admitted to this course, students must have displayed a commitment to his/her studies and a willingness to learn. Students will be automatically excluded from entry to A-level ICT if they have sat the Short Course GCSE ICT at Limavady Grammar School, as this is an indication that they have not fulfilled the requirements to have been entered for the full course examination.*

*It is not permitted for a student to take both ICT and Computing at AS or A-level.*

# MATHEMATICS

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Mathematics at A-Level involves studying the subject in greater depth than before, and developing ideas which were introduced at GCSE and Additional Mathematics level. It builds on work you will have met earlier, but also involves new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many other qualifications and is also a course worth studying in its own right.

- A-Level Mathematics is a qualification which is sought after by many Higher Education establishments and it prepares a student for further study in many related disciplines. The subject is preferred or required in many degree courses. Mathematics forms the foundation of many other subjects including the Sciences, Economics and Engineering and is extremely relevant to subjects like Psychology and Design.
- An AS Level in Mathematics is also very valuable as a supporting subject to many other courses at A-Level and degree level.
- The subject at AS and A-Level is divided into three branches:
  - (1) Pure Mathematics
  - (2) Mechanics
  - (3) Statistics

Although there is a certain amount of memorise/recall/apply procedure, there is also room for much creative thinking. Once pupils have been instructed in basic methods, they are encouraged to work both independently and as part of a group to improve their mathematical techniques.

Additional Mathematics provides an excellent foundation for the course and would be considered an important link between GCSE and A-Level.

Some topics encountered in Additional Mathematics will be considered again in detail during the AS course and built upon for the A-Level course.

## **Entry Requirements**

*Normally it is assumed that students have completed the Additional Mathematics course and achieved at least a grade C. However, it may also be possible to study Mathematics at A Level if students have studied GCSE High Level Mathematics and achieved a Grade A or A\*.*

# FURTHER MATHEMATICS

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This will give pupils the opportunity to study Mathematics to a standard higher than A-Level. It is a course for the more able mathematician who would relish the challenge of extending their mathematical ability and knowledge. Many undergraduate university students have stated that an A-Level in this subject was of great benefit to them in their study of related courses.

# MODERN LANGUAGES - FRENCH, GERMAN AND SPANISH

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An AS or A-Level in French, German or Spanish is suitable for those who may wish to continue their study of languages into Higher Education but also those who may not want to specialise in languages, but who are interested in the subject for personal, leisure or vocational reasons. An AS or A-Level in a Modern Language may complement your other A-Level subjects or may provide welcome diversity.

## *Why choose French/German/Spanish?*

- To enable students to develop and build on the skills acquired at GCSE.
- To enhance employment prospects.
- To facilitate foreign travel.
- To provide an insight into another culture and society.
- To provide students with a sound basis for further study.

## *What does the course involve?*

Students studying one or more Modern Languages will be entered for the new AQA AS and A-Level examinations.

## *Students studying a language at AS Level take two modules:*

### **Module 1 – Listening, Reading and Writing (70% of AS Level/35% of A-Level)**

Topics studied will include the Media, Popular Culture, Healthy Living and Family and Relationships.

### **Module 2 – Speaking (30% of AS Level/15% of A-Level)**

Pupils engage in a short discussion based on a stimulus card followed by a general conversation covering the topics studied during the year.

Students carrying on to take the full A-Level take two more modules in Year 14:

### **Module 3 – Listening, Reading and Writing (35% of A-Level)**

Topics studied include the Environment, the Multicultural Society and Contemporary Social Issues. Students also study two cultural topics which may include the study of a region, a period of 20<sup>th</sup> century history, a novel or play, or a film.

### **Module 4 – Speaking (15% of A-Level)**

Students take part in a short “debate” based on one of the topics studied during the year followed by a conversation based around the student’s two chosen cultural topics.

In today’s fast-changing society with increased opportunities to travel, a qualification in Modern Languages is increasingly useful for both work and leisure. If you have enjoyed learning a language at GCSE Level and have achieved a good standard, seriously consider studying one or more languages at AS or A-Level.

## **Entry Requirement**

*The student should have obtained a grade B from higher level GCSE.*

# MOVING IMAGE ARTS at LHS

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The AS is the first part of the full Advanced GCE course. It consists of one teaching and learning module which is assessed through two assessment units: AS 1 (coursework) and AS 2 (an on-line examination). It will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course. The AS can be taken as a stand-alone qualification without progression to A2, based on the aggregated marks of assessment units AS 1 and 2.

The coursework assignments for Units AS 1 and A2 1 will be marked by teachers and submitted to CCEA for moderation.

## **Rationale**

Moving image as an art form has become increasingly significant within our cultural lives. Whether accessed through **cinema, television, DVD** or **the Internet**, for many young people, moving image acts as a primary source of information and knowledge about the world around them. We live in a climate of rapidly developing multi-media technologies, with greater accessibility than ever before. Moving Image Arts actively embraces the creative and artistic potential of these developments, allowing young people to approach moving image expressively as a means to communicate and explore their ideas and imagination.

## **Assessment Objectives**

**AO 1 CREATE** moving image artworks (60% weighting), demonstrating:

*At AS:*

- a sense of artistic purpose and communication with clearly articulated and developed creative intentions;
- organisation and development of ideas using conventional formal and stylistic techniques appropriate to intentions;

**AO 2 RESPOND** to moving image artworks (40% weighting), demonstrating:

*At AS:*

- knowledge and understanding of conventional forms, styles and practices employed within the specification's two compulsory moving image art forms;
- analysis and evaluation of conventional forms, styles and functions employed within the specification's two compulsory moving image art forms;

**ASSESSMENT UNIT AS 1** – Creative Production: Foundation Portfolio (AS:70% AL:35%)

Using an initial idea or theme of their own choosing as a starting point, candidates will be expected to create a complete narrative moving image artwork of their own, working formally and stylistically within the parameters and conventions of a particular mainstream genre or category of moving image art.

Candidates can choose to work in a genre or formal category from within **one** of the specification's two-core moving image art forms: **Film or Animation**.

Their finished artwork should be supported by evidence of the creative processes and practices undertaken to realise it and by an evaluation of the formal and stylistic outcome. These written, illustrated and audio-visual materials will combine to form a Foundation Portfolio in Creative Production.

**ASSESSMENT UNIT AS 2** – Critical Response (AS: 30% 1½ hours)

In an online examination context, candidates will be expected to respond critically to **three** questions relating to unseen moving image clips chosen from the specification's two compulsory moving image art forms: **Film and Animation**.

Each question will feature one clip selected **from either Film or Animation**. Both forms will feature at least once in the overall exam.

## **Entry Requirements**

*No formal qualifications.*

# MUSIC

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## **AS-Level Year 13 and A-Level Year 14**

Pupils are assessed in three areas during each course, comprising:

- (i) a composition assignment chosen from a range of options;
- (ii) a performance element chosen from a range of options;
- (iv) a listening exam (1 hour) and a written exam  
(AS – 75 minutes; AS – 90 minutes).

Pupils who wish to study Music at AS-Level should:

- (a) be prepared to work towards a performance standard of at least Grade;
- (b) usually have a Grade B or above at GCSE Music, although in some cases pupils may study AS without GCSE.

## **Entry Requirements**

*Entry to this subject is very flexible and in all cases pupils should discuss proposed study with the Head of Department. Pupils must be prepared to have regular vocal or instrumental lessons.*

# PERFORMING ARTS (OCR) at LHS

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## Key Features

- This is a new practically-based qualification in Performing Arts.
- Candidates may specialise in one or more art forms.
- Offers a vocational perspective on the Performing Arts industries.
- Designed to provide a progression route to higher education and further training for employment.

## Units of Assessment

Unit Code	Unit Number	Level	Title of Unit	Mode of Assessment	Unit Combinations (mandatory/optional)	
					AS GCE	Advanced GCE
G380	1	AS	Investigating performing arts organisations	Portfolio	m	m
G381	2	AS	Professional practice: skills development	Portfolio	m	m
G382	3	AS	Professional practice: performance	<b>External</b>	o <sup>1</sup>	o <sup>1</sup>
G383	4	AS	Professional practice: production	<b>External</b>	o <sup>1</sup>	o <sup>1a</sup>
G384	5	AS	Getting work	Portfolio		m
G385	6	A2	Exploring repertoire	Portfolio		m
G386	7	A2	Producing your showcase	<b>External</b>		o <sup>1b</sup>
G387	8	A2	Production demonstration	<b>External</b>		o <sup>1b</sup>

M candidates must complete those units marked m listed in the relevant column for the award being taken

o<sup>1</sup> candidates choose **one** option from those marked o<sup>1</sup> listed in the relevant column for the award being taken

o<sup>1a</sup> candidates choose **one** option from those marked o<sup>1a</sup> listed in the relevant column for the award being taken

o<sup>1b</sup> candidates choose **one** option from those marked o<sup>1b</sup> listed in the relevant column for the award being taken

Units 1 & 2 are compulsory and Unit 3: Professional Practice: Performance is the optional unit which will be studied for AS level.

### Unit 1

This unit will help you understand how ‘the business’ works and the range of roles within an organisation.

### Unit 2

This unit provides candidates with the opportunity to work on the development of their technical or performance skills.

### Unit 3

In this unit you will apply the skills you acquired and developed in Unit 2 and you work to put on a group performance in front of an audience.

## Entry Requirements

*No formal qualifications required.*

# PHYSICAL EDUCATION

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<b>Unit One:</b>	<b>Participation in Sport and Recreation</b>	<b>50%</b>
<b>Unit Two:</b>	<b>The Critical Sports Performer</b>	<b>50%</b>

## **Unit One** – 1½ hour Examination

Students will study the development of active leisure and recreation through topics such as health, fitness, nutrition and lifestyle. Students will also have the opportunity to study Body Systems and the effects of exercise, fitness and training on these systems.

Students will also deal with the development of world sport studying topics such as Festivals of Sport, Industrial Revolution, Deviance and Development of Elite athletics.

## **Unit Two** – Internal Assessment of Four Tasks

**Task 1:** Students must participate in two out of three roles – performer, leader, official.

**Task 2:** Students will carry out a local study of their chosen physical activity.

**Task 3:** Students will develop Task Two by carrying out a study at National level of at least one chosen activity.

**Task 4:** Students will research the methodology and applied processes intrinsic to the completion of an analysis of performance. This is directly linked to their chosen practical performance.

## **Entry Requirements**

*GCSE PE at grades A\*, A or B and grades BBB in triple award science or the equivalent. Pupils who have not completed a GCSE in Physical Education will still be considered if they have attained the desired science grades.*

*Practically, pupils must have trained and competed regularly in at least one physical activity permitted for practical assessment within the Edexcel AS/A2 PE specification, within the past two competitive seasons.*

# PHYSICS

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The requirements for studying A-Level Physics at Limavady Grammar School include good GCSE passes (A\*/A/B) in Physics and mathematics. **A working knowledge of Mathematics is very useful.** Specific mathematical requirements for the A-Level course will be taught as part of the A-Level Physics programme.

Pupils who have completed Double Award Science at GCSE can do Physics to A-level and some of these students have come out top in the year at A-level.

A-Level results over the last few years have been very good with an average of 80% of students obtaining a *grade 'C'* or better, over 70% gaining A/B. (60% grade A in the last 2 years).

There is no doubt that where pupils have applied themselves consistently to their work over two years, good grades have been obtained. A high grade at GCSE Level is no guarantee of a good pass at A-Level, indeed hard-working pupils with lower grades have often out-performed more able pupils who have not worked hard for their A-Levels.

There are 2/3 sets and pupils are unstreamed. The nine periods are divided up into six teaching periods and three practical periods.

Assessment is an integral part of the course, with regular end-of-topic tests supplementing the normal examination process.

## **AN INCREASING NUMBER OF GIRLS ARE OPTING TO STUDY A-LEVEL PHYSICS, AND VERY OFTEN OBTAIN TOP GRADES.**

In common with all A-Level courses A-Level Physics will have two distinct periods of examination. AS Physics will be sat in June of the lower sixth year. This has three modules - two theory and one practical. A2 Physics will be sat in May of the upper sixth year for students who have already completed their AS Physics. Again it consists of three modules - two theory and one practical. This again accounts for 50% of the final mark.

- ♦ AS Level lies somewhere between GCSE and the present A-Level.
- ♦ A2 Level will be at the present A-Level standard.
- ♦ Pupils can complete an AS Level Physics and not proceed to a full A-Level.

### **Entry Requirements**

*Minimum requirements for students transferring from GCSE to AS.*

- *Grade 'B' in Physics GCSE.*
- *Grade 'BB' in Double Award (or equivalent) with a "Strong Performance" in the physics paper.*
- *Grade 'B' in Mathematics (Higher Tier).*

# RELIGIOUS STUDIES

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## **The AS course has two units:**

- AS 1 An Introduction to the Gospel of Luke
- AS 6 Religious Ethics

### **AS 1 - An Introduction to the Gospel of Luke – worth 50% of AS**

This unit explores the content of the Gospel beginning with its background and tracing the ministry and journey of Jesus and its main characters through selective narratives and the words and deeds of Jesus.

Students sit an examination lasting one hour and twenty minutes. They write two essay style answers out of a choice of four with one of the questions assessing the wider human experience element of the assessment objectives.

### **AS6 - Religious Ethics – worth 50% of AS**

This unit explores the foundation of Christian ethics through a study of Old Testament ethics, Jesus' teaching on the Sermon on the Mount and Pauline ethics. Ethical theories such as the Natural Law theory and Situation Ethics are also studied. Bio-ethics, sexual ethics and life and death issues are also explored.

The examination format is comparable to that for AS1.

Students who have an interest in religious or philosophical issues, and who have good literary and evaluative skills should enjoy this subject.

## **The A2 course has two units:**

- A2 1 The Theology of the Gospel of Luke
- A2 6 Ethics and Society

### **A2 1 The Theology of the Gospel of Luke – worth 25% of A2**

This unit explores the theology of the Gospel of Luke beginning with Biblical criticism and a study of the religious and political background at the time as well as an understanding of salvation history. The unit focuses on the main themes and the theological understanding of the words and deeds of Jesus. In addition, at A2 Level candidates are required to explore the relationship of the theology of the Gospel of Luke with the content of their Ethics course and with other aspects of human experience.

Students sit an examination lasting two hours. There are two sections to the examination. Section A comprises four structured essay style questions from which the students must select two. Section B consists of a compulsory synoptic assessment essay question on a given theme. In this question students are required to identify links between their two areas of study (Luke and Ethics) and wider aspects of human experience.

### **A2 6 Ethics and Society – worth 25% of A2**

This unit explores the contrasts and similarities between religious and non-religious ethics across a range of issues: human rights, environmental ethics, war and peace issues and the ethics of punishment. In addition, candidates are required to explore the connections in this unit with their study of Luke and other aspects of human experience.

The examination format is comparable to that for A2 1.

## **Entry Requirements**

*Students studying Religious Studies to A-level would normally be expected to have gained at least a 'B' grade at Full or Short Course Level GCSE Religious Studies.*

*In some instances, however, students who have not previously studied the subject but who enjoy reading widely and have obtained good results in Arts subjects, particularly English Language and Literature, may successfully pursue the course.*

# TECHNOLOGY – PRODUCT DESIGN

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At AS level there are two units of assessment. One unit is assessed by internal marking and external moderation and the other unit is externally assessed by examination.

## Units of Assessment

<b>Unit 1: Product Development</b>	<b>Unit 2: Knowledge and Understanding of Product Design</b>
Internal assessment	External Assessment
Coursework project	2-hour examination
50% AS 25% of Advanced GCE	50% AS 25% of Advanced GCE

## **Assessment for Unit 1: Product Development**

<b>Unit</b>	<b>Level</b>	<b>Component</b>	<b>Mark allocation</b>
1	AS	Coursework project	115 marks

- Unit 1 is the ‘design and make’ activity. Students select their own context, from which they must design and make a product that meets the original context/need.
- This unit results in the development of an appropriate product supported by a design folder. The folder, which should include ICT generated images where appropriate, must be submitted on A3 paper **only** and is likely to be between 26 and 30 pages long.

## **Assessment for Unit 2: Knowledge and Understanding of Product Design**

<b>Unit</b>	<b>Level</b>	<b>Component</b>	<b>Time</b>	<b>Mark allocation</b>
2	AS	Examination paper	2 hours	80 marks

## **Materials/Properties and manufacturing processes**

### **Product manufacture and Design in Society**

- Unit 2 will be assessed through an examination set and marked by Edexcel.
- There will be a 2-hour examination paper.
- The examination will be available in the summer of each examination series.

<b>Unit</b>	<b>Level</b>	<b>Component</b>
3	A2	Further study of Product Design

<b>Unit</b>	<b>Level</b>	<b>Component</b>
4	A2	Commercial Product Development (design and make activity)

## **Entry Requirements**

*The student must have at least a Grade C in GCSE Technology.*

# TECHNOLOGY – SYSTEMS AND CONTROL

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## Specification Overview (CCEA)

The AS represents the first half of an Advanced GCE course and contributes 50% of the specification content, the foundation for the A2 year units.

The A2 represents the second half of the Advanced GCE course and contributes the other 50% of the specification content, which builds on the AS units to achieve the full Advanced GCE standard.

Students must follow the AS course before progressing to A2.

Module	Topic	Assessment	Value
(1)	Product design and Systems and control including materials and systems; product design and manufacture.	<b>2 hour examination</b>	25%
(2)	<b>Product Development:</b> Investigation, analysis and redesign of an existing product.	<b>Coursework Project:</b> 10 A3 pages plus manufactured artefact	25%

## Unit Content

The specification content is delivered through and divided equally between the two AS and the two A2 units.

The A2 course has another coursework project (Unit A2:2) worth 25% and Unit A2:1 Examination (25%) which includes questions on electronic and microelectronic systems.

## Careers

*Students go on to university courses and careers in:*

- Engineering (especially Electronic and Mechanical) plus Civil Engineering
- Architecture
- Technical Illustration
- Graphic Design – Product Design – Furniture Design etc
- Preferably have a good grade in technology at GCSE.
- Be able to meet coursework deadlines without constant reminders.
- Have an aptitude for some facet of Technology – designing; systems; manufacturing.

## Entry Requirements

*Prospective students should have a good grade in technology at GCSE. They should be able to meet coursework deadlines without constant reminders and have an aptitude for some facet of Technology – designing; systems; manufacturing.*