

2024

LECALE TRINITY GRAMMAR

---

**Post 16**  
**Guidance**  
**Booklet**

# Art & Design

CCEA



## Course content/ Specification

This specification aims to encourage students to develop:

- intellectual, imaginative, creative and intuitive capabilities;
- investigative, analytical, experimental, practical, technical and expressive skills;
- aesthetic understanding and critical judgement;
- independence in generating, refining and communicating their own ideas, intentions and personal outcomes;
- interest in, enthusiasm for and enjoyment of art, craft and design;
- experience of working with a broad range of media;
- understanding of the interrelationships between art, craft and design processes;
- awareness and experience of real-world contexts and the creative industries;
- knowledge of art, craft and design media and technologies in contemporary and past societies and cultures; and
- awareness of different roles, functions, audiences and consumers of art, craft and design.

Content	Assessment	Weightings
<b>AS 1: Experimental Portfolio</b>	<p>Students develop, explore and record ideas.</p> <p>Teachers assess students' work, and we moderate their marks.</p> <p>Assessment Objectives 1, 2, and 3 only</p>	<p>50% of AS</p> <p>20% of A level</p>
<b>AS 2: Personal Response</b>	<p>Students present a personal outcome in response to the theme. Students bring this to completion during a 10 hour controlled test.</p> <p>Teachers assess the controlled task, and we moderate their marks.</p> <p>Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3</p>	<p>50% of AS</p> <p>20% of A level</p>
<b>A2 1: Personal and Critical Investigation</b>	<p>Written and practical work inform each other and are integrated, but are marked separately.</p> <p>Teachers assess the practical investigation, and we moderate their marks.</p> <p>40% of A2 24% of A level</p> <p>Written investigation 1000–2000 words – externally assessed 20% of A2 12% of A level</p> <p>Assessment Objectives 1,2 and 3 only</p>	<p>60% of A2</p> <p>36% of A level</p>

Content	Assessment	Weightings
<b>A2 2: Thematic Outcome</b>	<p>Students present an outcome in response to the theme. Students bring this to completion during a 15 hour controlled test.</p> <p>Teachers assess students' work, and we moderate their marks.</p> <p>Assessment Objective 4 more heavily weighted than Assessment Objectives 1, 2 and 3</p>	<p>40% of A2</p> <p>24% of A level</p>

CCEA WEBSITE HYPERLINK: ART & DESIGN

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

# Biology

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem-solving;
- carry out practical tasks and present their findings in different formats;
- develop an appreciation and understanding of scientific methods; and
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Content	Assessment	Weightings
<b>AS 1: Molecules and Cells</b>	External written examination  1 hour 30 mins  Students answer six to eight structured questions and write an essay.	37.5% of AS  15% of A level

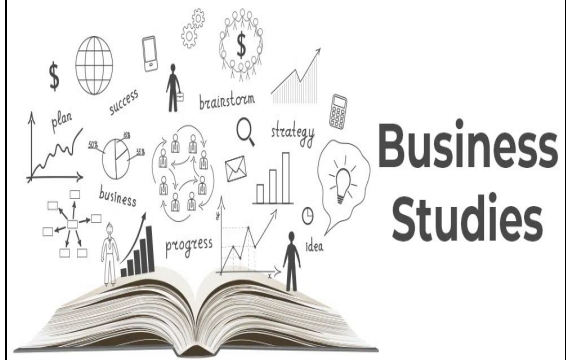
<b>AS 2: Organisms and Biodiversity</b>	External written examination  1 hour 30 mins  Students answer six to eight structured questions and write an essay.	37.5% of AS  15% of A level
<b>AS 3: Practical Skills in AS Biology</b>	External written examination assessing practical skills  1 hour and internal practical assessment (Teachers mark the assessment, and we moderate the results.)	25% of AS  10% of A level
<b>A2 1: Physiology, Co-ordination and Control, and Ecosystems</b>	External written examination  2 hours 15 mins  Students answer six to nine structured questions and write an essay.	24% of A level
<b>A2 2: Biochemistry, Genetics and Evolutionary Trends</b>	External written examination  2 hours 15 mins  Students answer six to nine structured questions and write an essay.	24% of A level
<b>A2 3: Practical Skills in Biology</b>	External written examination assessing practical skills  1 hour 15 mins and internal practical assessment (Teachers mark the assessment, and we moderate the results.)	12% of A level

CCEA WEBSITE HYPERLINK: BIOLOGY

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

# Business Studies

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop a lifelong interest in business;
- gain a holistic understanding of business and the international marketplace;
- develop a critical understanding of organisations and their relationship with key stakeholders;
- evaluate the role of technology in business communication, business operation and decision making;
- generate enterprising and creative solutions to business problems and issues;
- understand the ethical dilemmas and responsibilities faced by organisations and business decision makers;
- develop advanced study skills that help them prepare for third level education; and
- acquire a range of relevant business and generic skills including decision making, problem solving and interpretation of management information.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Introduction to Business</b>	External written examination  1 hour 30 mins  Two compulsory structured data responses (80 marks)	50% of AS  20% of A level
<b>AS 2: Growing the Business</b>	External written examination  1 hour 30 mins  Two compulsory structured data responses (80 marks)	50% of AS  20% of A level
<b>A2 1: Strategic Decision Making</b>	External written examination  2 hours  Five compulsory structured data responses (90 marks)	30% of A level
<b>A2 2: The Competitive Business Environment</b>	External written examination  2 hours  Six compulsory structured data responses (90 marks)	30% of A level

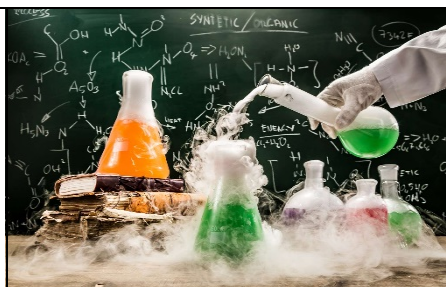
CCEA WEBSITE HYPERLINK: BUSINESS STUDIES

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



# Chemistry

CCEA



## Course content/ Specification

This 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.

Content	Assessment	Weightings
<b>AS 1: Basic Concepts in Physical and Inorganic Chemistry</b>	External written examination 1 hour 30 mins  Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks).	40% of AS  16% of A level
<b>AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry</b>	External written examination 1 hour 30 mins  Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks).	40% of AS  16% of A level
<b>AS 3: Basic Practical Chemistry</b>	Practical Booklet A consists of a variety of practical tasks (25 marks). Students take the assessment in the laboratory.  1 hour 15 mins  Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations (55 marks). Students take the examination in an examination hall.  1 hour 15 mins	20% of AS  8% of A level

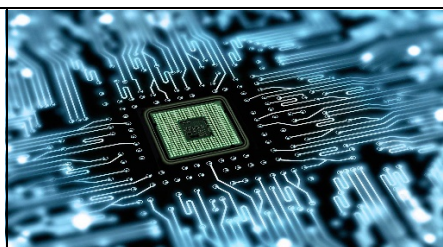
Content	Assessment	Weightings
<b>A2 1: Further Physical and Organic Chemistry</b>	External written examination 2 hours  Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks).	40% of A2  24% of A level
<b>A2 2: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

CCEA WEBSITE HYPERLINK: CHEMISTRY

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

# Computer Science

AQA



## Course content/ Specification

Subject Content	AS Level Weightings	A Level Weightings
Fundamentals of Programming	50% On-Screen Exam	40% On-Screen Exam
Fundamentals of Data Structures		
Systematic Approach to Problem Solving		
Theory of Computation		
Fundamentals of Algorithms		
Fundamentals of Data Representation	50% Written Exam	40% Written Exam
Fundamentals of Computer Systems		
Fundamentals of Computer Organisation and Architecture		
Consequences of Uses of Computing		
Fundamentals of Communication and Networking		
Fundamentals of Databases		
Big Data		
Fundamentals of Functional Programming		
Systematic Approach to Problem Solving		20% Non- Exam Assessment
Non-Exam Assessment – The Computing Practical Project		

AQA WEBSITE HYPERLINK: COMPUTER SCIENCE

<https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517/specification-at-a-glance>

# Economics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop an interest in and enthusiasm for economics;
- appreciate how the subject contributes to the understanding of the wider economic and social environment;
- develop an understanding of a range of economic concepts and an ability to use those concepts in a variety of different contexts;
- adopt a critical approach to studying economics and develop an ability to think as an economist;
- understand that economic behaviour can be studied from a range of perspectives; and
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Content	Assessment	Weightings
<p><b>AS 1: Markets and Market Failure</b></p>	<p>Written examination 1 hour 30 mins</p> <p>In Section A, students complete four short answer questions.</p> <p>In Section B, students answer one case study question broken down into a number of parts.</p> <p>In Section C, students answer one extended open response question from a choice of two.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p><b>AS 2: Managing the National Economy</b></p>	<p>Written examination 1 hour 30 mins</p> <p>In Section A, students complete six short answer questions.</p> <p>In Section B, students answer one case study question broken down into a number of parts.</p> <p>In Section C, students answer one extended open response question from a choice of two.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p><b>A2 1: Business Economics</b></p>	<p>Written examination 2 hours</p> <p>In Section A, students complete three short answer questions.</p> <p>In Section B, students answer one case study question broken down into a number of parts.</p> <p>In Section C, students answer one open response question from a choice of two.</p>	<p>30% of A level</p>

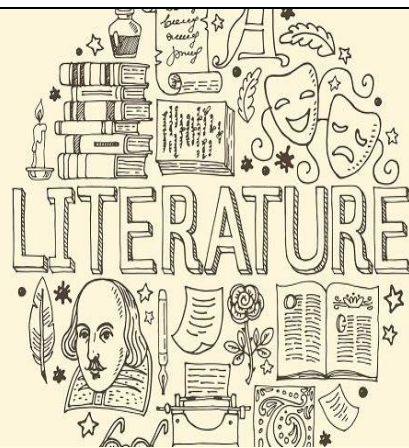
Content	Assessment	Weightings
<b>A2 2: Managing the Economy in a Global World</b>	<p>Written examination 2 hours</p> <p>In Section A, students complete four short answer questions.</p> <p>In Section B, students answer one case study question broken down into a number of parts.</p> <p>In Section C, students answer one extended open response question from a choice of two.</p>	30% of A level

CCEA WEBSITE HYPERLINK: ECONOMICS

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

# English Literature

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- engage critically and creatively with a substantial body of texts and ways of responding to them;
- develop and apply effectively their knowledge of literary analysis and evaluation;
- explore the contexts of the texts they are reading and others' interpretations of them;
- deepen their understanding of the changing traditions of literature in English;
- carry out independent research and present personal responses in the form and language appropriate to literary study;
- develop advanced study skills that help them prepare for third level education;
- demonstrate through challenging internal and external assessments that they understand and can apply key concepts; and
- nurture a lifelong interest in English literature.



<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: The Study of Poetry 1900–Present and Drama 1900–Present</b>	<p>External written examination</p> <p>2 hours</p> <p>Students answer two questions, one from Section A and one from Section B.</p> <p>Section A is open book. Section B is closed book.</p>	<p>60% of AS</p> <p>24% of A level</p>
<b>AS 2: The Study of Prose Pre 1900</b>	<p>External written examination</p> <p>1 hour</p> <p>Students answer one question.</p> <p>Closed book</p>	<p>40% of AS</p> <p>16% of A level</p>
<b>A2 1: Shakespearean Genres</b>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>Students answer one question.</p> <p>Closed book</p>	<p>20% of A level</p>
<b>A2 2: The Study of Poetry Pre 1900 and Unseen Poetry</b>	<p>External written examination</p> <p>2 hours</p> <p>Students answer two questions, one from Section A and the question set in Section B.</p> <p>Closed book</p>	<p>20% of A level</p>
<b>A2 3: Internal Assessment</b>	<p>Internal assessment</p> <p>Students complete a 2500-word essay.</p>	<p>20% of A level</p>

CCEA WEBSITE HYPERLINK: ENGLISH LITERATURE

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

# French

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop an enthusiasm for and an understanding of the French language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the French language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in French-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding; develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use French at a high level to discuss and reflect on aspects of society, politics and culture.

Content	Assessment	Weightings
<p><b>AS 1: Speaking</b></p>	<p><b>AS 1: Speaking</b></p> <p>Question 1: students give a presentation based on an AS level theme related to an aspect of a French-speaking country or community. (approximately 3 mins)</p> <p>Question 2: conversation (approximately 8 mins)</p> <p><b>Total time: 11 mins</b></p>	<p>30% of AS level</p> <p>12% of A level</p>
<p><b>AS 2: Listening [A], Reading [B] and Use of Language [C]</b></p>	<p><b>AS 2: Section A – Listening</b></p> <p>Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk.</p> <p>Recording 1: students answer in French. Recording 2: students answer in English. (40 mins)</p> <p><b>AS 2: Section B – Reading</b></p> <p>Question 1: students answer <b>one</b> set of questions in French based on <b>one</b> passage.</p> <p>Question 2: students translate a passage from French into English. (50 mins)</p> <p><b>AS 2: Section C – Use of Language</b></p> <p>Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises.</p> <p>Question 5: students translate short sentences from English into French. (30 mins)</p> <p><b>Total time: 2 hours</b></p>	<p>40% of AS level</p> <p>16% of A level</p>

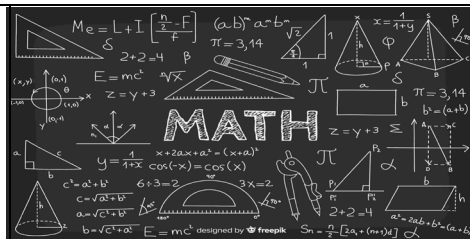
<b>AS 3: Extended Writing</b>	<b>AS 3: Extended Writing</b> Students write one essay in French in response to a set film or literary text.  <b>Total time: 1 hour</b>	30% of AS level  12% of A level  <b>AS: 40% of A level</b>
<b>A2 1: Speaking</b>	<b>A2 1: Speaking</b> Question 1: students introduce and discuss <b>one</b> individual research project based on either: <ul style="list-style-type: none"> <li>• a cultural aspect of a French-speaking country or community;</li> <li>• a historical period from the twentieth century of a French-speaking country or community; or</li> <li>• a region of a French-speaking country or community.</li> </ul> (approximately 6 mins)  Question 2: conversation (approximately 9 mins)  <b>Total time: 15 mins</b>	18% of A level

CCEA WEBSITE HYPERLINK: FRENCH

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

# Further Mathematics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- extend their range of mathematical skills and techniques;
- understand coherence and progression in mathematics and how different areas of mathematics are connected;
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general;
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly;
- reason logically and recognise incorrect reasoning;
- generalise mathematically;
- construct mathematical proofs;
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy;
- recognise when they can use mathematics to analyse and solve a problem in context;
- represent situations mathematically and understand the relationship between problems in context and mathematical models that they may apply to solve these;
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions;
- make deductions and inferences and draw conclusions by using mathematical reasoning;
- interpret solutions and communicate their interpretation effectively in the context of the problem;
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding;
- read and comprehend articles concerning applications of mathematics and communicate their understanding;
- use technology such as calculators and computers effectively, and recognise when such use may be inappropriate; and
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Pure Mathematics</b>	External written examination  1 hour 30 mins  Students answer all questions.	50% of AS  20% of A level
<b>AS 2: Applied Mathematics</b>	External written examination  1 hour 30 mins  Students answer all questions from their chosen sections.	50% of AS  20% of A level
<b>A2 1: Pure Mathematics</b>	External written examination  2 hours 15 mins  Students answer all questions.	30% of A level
<b>A2 2: Applied Mathematics</b>	External written examination  2 hours 15 mins  Students answer all questions from their chosen sections.	30% of A level

CCEA WEBSITE HYPERLINK: FURTHER MATHEMATICS

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



Content	Assessment	Weightings
<b>AS 1: Physical Geography</b>	External written examination 1 hour 15 mins Section A: students answer three short structured questions, one on each theme. Section B: there are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS 16% of A level
<b>AS 2: Human Geography</b>	External written examination 1 hour 15 mins Section A: students answer three short structured questions, one on each theme. Section B: there are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS 16% of A level
<b>AS 3: Fieldwork Skills and Techniques in Geography</b>	External written examination 1 hour Students must bring a <b>completed fieldwork booklet as supplied by CCEA. It must include the fieldwork statement and table of data.</b> There are two compulsory, structured questions. For Question 1 students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it. For Question 2 students respond to quantitative and qualitative data from secondary sources.	20% of AS 8% of A level



<b>A2 1: Physical Processes, Landforms and Management</b>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.</p>	<p>24% of A level</p>
<b>A2 2: Processes and Issues in Human Geography</b>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.</p>	<p>24% of A level</p>
<b>A2 3: Decision Making in Geography</b>	<p>External written examination</p> <p>1 hour 30 mins</p> <p>This is a compulsory decision-making exercise in the form of a case study.</p>	<p>12% of A level</p>

CCEA WEBSITE HYPERLINK: GEOGRAPHY

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

# Government and Politics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop a lifelong interest in government and politics;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, for example creative thinking and problem-solving;
- carry out research;
- think critically about the political systems in which they live and how they may participate in those systems;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication; and
- demonstrate, through external assessments, that they are able to understand and apply key concepts and can think and write critically.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: The Government and Politics of Northern Ireland</b>	External written examination with one source and four questions  1 hour 15 mins	40% of AS  16% of A level
<b>AS 2: The British Political Process</b>	External written examination with five questions  1 hour 45 mins	60% of AS  24% of A level
<b>A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom or Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom</b>	External written examination with one source and six questions  2 hours 15 mins	35% of A level
<b>A2 2: Option A: Political Power or Option B: Political Ideas</b>	External written examination with one source and five questions  1 hour 30 mins	25% of A level

CCEA WEBSITE HYPERLINK: GOVERNMENT AND POLITICS

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

# Health and Social Care (Single Award)

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, creative thinking and problem-solving, where appropriate;
- apply their skills to work-related scenarios;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through internal and external assessments that they understand and can apply key concepts.

Content	Assessment	Single Award Weightings
<p><b>AS 1: Promoting Quality Care</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report based on practice in a health, social care or early years setting that they have experienced.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>25% of AS</p> <p>10% of A level</p>
<p><b>AS 2: Communication in Health, Social Care and Early Years Settings</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report on communication in a health, social care or early years setting.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>25% of AS</p> <p>10% of A level</p>
<p><b>AS 3: Health and Well-Being</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p><b>AS 4: Safeguarding Children</b></p> <p><b>Compulsory for AS Double Award and A level Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report and an information resource for staff working in an early years setting.</p> <p>Teachers mark the tasks and we moderate the results.</p>	
<p><b>AS 5: Adult Service Users</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	

<p><b>AS 6: Holistic Therapies</b></p> <p><b>Compulsory for AS Double Award and A level Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings.</p> <p>Teachers mark the tasks and we moderate the results.</p>		
<p><b>AS 7: Understanding the Physiology of Health and Illness</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>		
<p><b>A2 1: Applied Research</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b> Students produce a research report on a health and social care or early years topic of their own choosing.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>15% of A level</p>	
<p><b>A2 2: Body Systems and Physiological Disorders</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b> Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>15% of A level</p>	
<p><b>A2 3: Providing Services</b></p> <p><b>Compulsory for A level Single and Double Award</b></p>	<p><b>External written examination based on pre-release material</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	<p>30% of A level</p>	

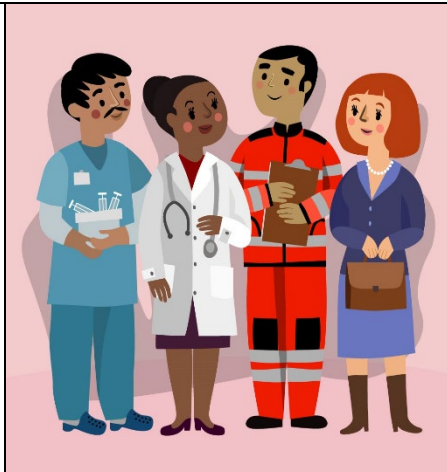
<p><b>A2 4: Public Health and Health Promotion</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a report on <b>public health issues and how they are being addressed</b> in Northern Ireland, undertake a health promotion activity and report their findings.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>15% of A level</p>
<p><b>A2 5: Supporting the Family</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>15% of A level</p>
<p><b>A2 6: Understanding Human Behaviour</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	
<p><b>A2 7: Human Nutrition and Health</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	

CCEA WEBSITE HYPERLINK: HEALTH AND SOCIAL CARE (SINGLE AWARD)

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

# Health and Social Care (Double Award)

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together different areas of knowledge, skills and understanding;
- develop higher order thinking skills, creative thinking and problem-solving, where appropriate;
- apply their skills to work-related scenarios;
- work with others in groups;
- carry out research and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through internal and external assessments that they understand and can apply key concepts.



<b>Content</b>	<b>Assessment</b>	<b>Double Award Weightings</b>
<p><b>AS 1: Promoting Quality Care</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report based on practice in a health, social care or early years setting that they have experienced.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>12.5% of AS</p> <p>5% of A level</p>
<p><b>AS 2: Communication in Health, Social Care and Early Years Settings</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report on communication in a health, social care or early years setting.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>12.5% of AS</p> <p>5% of A level</p>
<p><b>AS 3: Health and Well-Being</b></p> <p><b>Compulsory for AS Single and Double Award</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	<p>25% of AS</p> <p>10% of A level</p>
<p><b>AS 4: Safeguarding Children</b></p> <p><b>Compulsory for AS Double Award and A level Double Award</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a written report and an information resource for staff working in an early years setting.</p> <p>Teachers mark the tasks and we moderate the results.</p>	<p>12.5% of AS</p> <p>5% of A level</p>

<p><b>AS 5: Adult Service Users</b></p>	<p><b>External written examination</b>  2 hours  Students answer <b>three</b> compulsory questions.</p>	<p>25% of AS  10% of A level</p>
<p><b>AS 6: Holistic Therapies</b>  <b>Compulsory for AS Double Award and A level Double Award</b></p>	<p><b>Internal assessment</b>  Students produce a written report in the use of holistic therapies in managing a medical condition and in care settings.  Teachers mark the tasks and we moderate the results.</p>	<p>12.5% of AS  5% of A level</p>
<p><b>AS 7: Understanding the Physiology of Health and Illness</b></p>	<p><b>External written examination</b>  2 hours  Students answer <b>three</b> compulsory questions.</p>	<p>25% of AS  10% of A level</p>
<p><b>A2 1: Applied Research</b>  <b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b> Students produce a research report on a health and social care or early years topic of their own choosing.  Teachers mark the tasks and we moderate the results.</p>	<p>7.5% of A level</p>
<p><b>A2 2: Body Systems and Physiological Disorders</b>  <b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b> Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder.  Teachers mark the tasks and we moderate the results.</p>	<p>7.5% of A level</p>
<p><b>A2 3: Providing Services</b></p>	<p><b>External written examination based on pre-release material</b></p>	<p>15% of A level</p>

<p><b>Compulsory for A level Single and Double Award</b></p>	<p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>		
<p><b>A2 4: Public Health and Health Promotion</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a report on <b>public health issues and how they are being addressed</b> in Northern Ireland, undertake a health promotion activity and report their findings.</p> <p>Teachers mark the tasks and we moderate the results.</p>	7.5% of A level	
<p><b>A2 5: Supporting the Family</b></p> <p><b>Compulsory for A level Double Award only</b></p>	<p><b>Internal assessment</b></p> <p>Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues.</p> <p>Teachers mark the tasks and we moderate the results.</p>	7.5% of A level	
<p><b>A2 6: Understanding Human Behaviour</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	15% of A level	
<p><b>A2 7: Human Nutrition and Health</b></p>	<p><b>External written examination</b></p> <p>2 hours</p> <p>Students answer <b>three</b> compulsory questions.</p>	15% of A level	

CCEA WEBSITE HYPERLINK: HEALTH AND SOCIAL CARE (DOUBLE AWARD)

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

# History

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- Develop their interest in and enthusiasm for history;
- Draw together different areas of knowledge, skills and understanding;
- Organise and communicate their knowledge and understanding in different ways, presenting coherent arguments and making substantiated judgements;
- Acquire the ability to ask relevant and significant questions about the past, carry out research and evaluate conclusions;
- Gain an understanding of the different ways in which aspects of the past have been interpreted;
- Develop higher order thinking skills, such as creative thinking and problem-solving;
- Develop advanced study skills that help them prepare for third level education;
- Provide extended responses and evidence of quality of written communication; and
- Demonstrate through external assessments that they understand and can apply key historical terms, concepts and skills.

Content	Assessment	Weightings
<b>AS 1: Historical Investigations and Interpretations</b>	External written examination  1 hour 30 mins  Students answer a short response question and a two-part source question.	50% of AS  20% of A level
<b>AS 2: Historical Conflict and Change</b>	External written examination  1 hour 30 mins  Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay.	50% of AS  20% of A level
<b>A2 1: Change Over Time</b>	External written examination  1 hour <b>15 minutes</b>  Students answer a synoptic essay question.	20% of A level
<b>A2 2: Historical Investigations and Interpretations</b>	External written examination  2 hours 30 mins  Students answer three questions; two are source based and one is an extended essay.	40% of A level

CCEA WEBSITE HYPERLINK: HISTORY

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



Content	Assessment	Weightings
<p><b>AS 1: Speaking</b></p>	<p><b>AS 1: Speaking</b></p> <p>Question 1: students give a presentation based on an AS level theme related to an aspect of an Irish-speaking country or community. (approximately 3 mins)</p> <p>Question 2: conversation (approximately 8 mins)</p> <p><b>Total time: 11 mins</b></p>	<p>30% of AS level</p> <p>12% of A level</p>
<p><b>AS 2: Listening [A], Reading [B] and Use of Language [C]</b></p>	<p><b>AS 2: Section A – Listening</b></p> <p>Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk.</p> <p>Recording 1: students answer in Irish. Recording 2: students answer in English. (40 mins)</p> <p><b>AS 2: Section B – Reading</b></p> <p>Question 1: students answer <b>one</b> set of questions in Irish based on <b>one</b> passage.</p> <p>Question 2: students translate a passage from Irish into English. (50 mins)</p> <p><b>AS 2: Section C – Use of Language</b></p> <p>Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises.</p> <p>Question 5: students translate short sentences from English into Irish. (30 mins)</p> <p><b>Total time: 2 hours</b></p>	<p>40% of AS level</p> <p>16% of A level</p>

<b>AS 3: Extended Writing</b>	<b>AS 3: Extended Writing</b> Students write one essay in Irish in response to a set film or literary text.  <b>Total time: 1 hour</b>	30% of AS level  12% of A level  <b>AS: 40% of A level</b>
<b>A2 1: Speaking</b>	<b>A2 1: Speaking</b> Question 1: students introduce and discuss <b>one</b> individual research project based on either: <ul style="list-style-type: none"> <li>• a cultural aspect of an Irish-speaking country or community;</li> <li>• a historical period from the twentieth century of an Irish-speaking country or community; or</li> <li>• a region of an Irish-speaking country or community.</li> </ul> (approximately 6 mins)  Question 2: conversation (approximately 9 mins)  <b>Total time: 15 mins</b>	18% of A level

CCEA WEBSITE HYPERLINK: IRISH

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



# Life and Health Sciences

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in and enthusiasm for science, including developing an interest in further study and careers in research science;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem solving skills;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for higher education.

Content	Assessment	Single Award Weightings	Double Award Weightings
<b>Unit AS 1: Experimental Techniques</b>	Internal assessment Core unit	33.34% of AS 13.34% of A level	16.67% of AS 6.67% of A level
<b>Unit AS 2: Human Body Systems</b>	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level	16.67% of AS 6.67% of A level
<b>Unit AS 3: Aspects of Physical Chemistry in Industrial Processes</b>	External written examination Core unit 1 hour 30 mins	33.33% of AS 13.33% of A level	16.67% of AS 6.67% of A level
<b>Unit AS 4: Brain Science</b>	Internal assessment Core unit (Double Award)		16.66% of AS 6.66% of A level
<b>Unit AS 5: Material Science</b>	External written examination Core unit (Double Award) 1 hour 30 mins		16.67% of AS 6.67% of A level
<b>Unit AS 6: Medicine, Drugs and Clinical Trials</b>	Internal assessment Core unit (Double Award)		16.66% of AS 6.66% of A level
<b>Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation</b>	Internal assessment Core unit	20% of A level	10% of A level

<b>Unit A2 2:</b> <b>Organic Chemistry</b>	External written examination 1 hour 45 mins Core unit	20% of A level	10% of A level
<b>Unit A2 3: Medical Physics</b>	External written examination 1 hour 45 mins Optional units	20% of A level (Single Award students take any one of these units.)	10% of A level for each unit (Double Award students take any two of these units.)
<b>Unit A2 4: Sound and Light</b>			
<b>Unit A2 5: Genetics, Stem Cell</b> <b>Research and Cloning</b>			
<b>Unit A2 6: Microbiology</b>	Internal assessment Optional units		10% of A level for each unit (Double Award students take any two of these units.)
<b>Unit A2 7:</b> <b>Oral Health and Dentistry</b>	Internal assessment Optional units		10% of A level for each unit (Double Award students take any <b>two</b> of these units.)

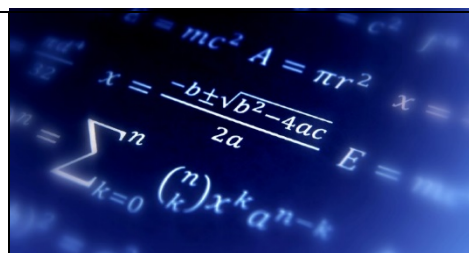
<b>Unit A2 8:</b> <b>Histology and Pathology</b>				
<b>Unit A2 9:</b> <b>Analytical Chemistry Techniques</b>				
<b>Unit A2 10:</b> <b>Enabling Technology</b>				

CCEA WEBSITE HYPERLINK: LIFE & HEALTH SCIENCES

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

# Mathematics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- extend their range of mathematical skills and techniques;
- understand coherence and progression in mathematics and how different areas of mathematics are connected;
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general;
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly;
- reason logically and recognise incorrect reasoning;
- generalise mathematically;
- construct mathematical proofs;
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy;
- recognise when they can use mathematics to analyse and solve a problem in context;
- represent situations mathematically and understand the relationship between problems in context and mathematical models that they may apply to solve these;
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions;
- make deductions and inferences and draw conclusions by using mathematical reasoning;
- interpret solutions and communicate their interpretation effectively in the context of the problem;
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding;
- read and comprehend articles concerning applications of mathematics and communicate their understanding;
- use technology such as calculators and computers effectively, and recognise when such use may be inappropriate; and
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

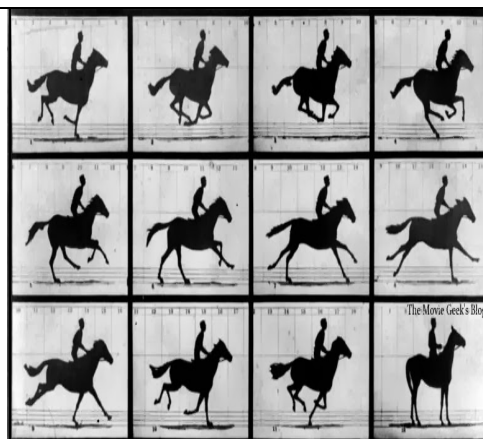
<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Pure Mathematics</b>	External written examination  1 hour 45 mins  Students answer all questions.	60% of AS  24% of A level
<b>AS 2: Applied Mathematics</b>	External written examination  1 hour 15 mins  Students answer all questions.	40% of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

CCEA WEBSITE HYPERLINK: MATHEMATICS

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

# Moving Image Arts

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- create their own complete moving image products;
- develop technical and expressive competence in using film-making and animation techniques;
- acquire knowledge and understanding of moving image genres, movements and contexts;
- develop a critical understanding of film language, narrative and audience in both theory and practice;
- develop ideas through investigating and experimenting with film-making techniques and processes;
- investigate and research the work of others, demonstrating the ability to analyse and evaluate creative purpose;
- develop knowledge and understanding of the role that moving image has in contemporary society and an awareness of what is involved in moving image production and consumption;
- take responsibility for the content of their work and its potential impact on a target audience;
- develop the ability to manage resources, processes and equipment at the different stages of moving image production;
- develop creativity, teamwork and problem-solving skills;
- demonstrate enterprise and initiative in making their own films; and
- evaluate the effectiveness of their own practice as film-makers.

Content	Assessment	Weightings
<b>Unit AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio</b>	Students produce: <ul style="list-style-type: none"> <li>• a statement of intention;</li> <li>• pre-production materials;</li> <li>• one 3–4 minute narrative film sequence or 1½–2 minute animation sequence based on provided stimuli; and</li> <li>• an evaluation.</li> </ul> Teachers mark the coursework and we moderate the results.	60% of AS  24% of A level
<b>Unit AS 2: Critical Response</b>	Students take a 1 hour 30 minute online examination with questions on clips from set study areas. <ul style="list-style-type: none"> <li>• Section A – Alfred Hitchcock and the Classical Hollywood Style</li> <li>• Section B – Formalism: Early European Cinema and American Expressionism</li> </ul> We set the examination and mark it.	40% of AS  16% of A level
<b>Unit A2 1: Creative Production and Research: Advanced Portfolio</b>	Students produce: <ul style="list-style-type: none"> <li>• an illustrated essay;</li> <li>• pre-production materials;</li> <li>• one 4–7 minute long narrative film or 2–3½ minute long animation; and</li> <li>• an evaluation.</li> </ul> Teachers mark the coursework and we moderate the results.	36% of A level
<b>Unit A2 2: Advanced Critical Response</b>	Students take a 2 hour 15 minute online examination with questions based on clips from set study areas and an unseen script. <ul style="list-style-type: none"> <li>• Section A – Realism: Narrative and Visual Style</li> <li>• Section B – Creative Exercise</li> <li>• Section C – Comparative Analysis</li> </ul> We set the examination and mark it.	24% of A level

CCEA WEBSITE HYPERLINK: MOVING IMAGE ARTS

<https://ccea.org.uk/post-16/gce/subjects/gce-moving-image-arts-2016>





# Music

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- engage actively in studying music;
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians;
- recognise the interdependence of musical knowledge, understanding and skills and make links between the integrated activities of performing, composing and appraising;
- develop particular strengths and interests, thereby encouraging lifelong learning and providing access to music-related and other careers;
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds;
- develop skills in literacy;
- reflect critically and make personal judgements on their own music and the music of others;
- engage with, and extend appreciation of, the diverse heritage of music to promote personal, social, intellectual and cultural development; and
- develop awareness of music technologies and their use in creating and presenting music.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Performing</b>	Externally assessed by visiting examiner <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Viva voce</li> </ul>	32.5% of AS  13% of A level
<b>AS 2: Composing</b>	Internally assessed, externally moderated <ul style="list-style-type: none"> <li>• A: Composition Task <b>or</b> B: Composition with Technology Task</li> <li>• Written commentary</li> </ul>	32.5% of AS  13% of A level
<b>AS 3: Responding to Music</b>	Two external written examinations <ul style="list-style-type: none"> <li>• Test of aural perception <b>1 hour</b></li> <li>• Written examination <b>2 hours</b></li> </ul>	35% of AS  14% of A level
<b>A2 1: Performing</b>	Externally assessed by visiting examiner <ul style="list-style-type: none"> <li>• Solo performance</li> <li>• Viva voce</li> </ul>	19.5% of A level
<b>A2 2: Composing</b>	Internally assessed, externally moderated <ul style="list-style-type: none"> <li>• A: Composition Task <b>or</b> B: Composition with Technology Task</li> <li>• Written commentary</li> </ul>	19.5% of A level
<b>A2 3: Responding to Music</b>	Two external written examinations <ul style="list-style-type: none"> <li>• Test of aural perception <b>1 hour 15 mins</b></li> <li>• Written examination <b>2 hours</b></li> </ul>	21% of A level

CCEA WEBSITE HYPERLINK: MUSIC

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

# Physical Education

WJEC



## Course content/ Specification

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.

The WJEC AS and A level in physical education provides a coherent combination of four areas of study:

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

WJEC WEBSITE HYPERLINK: PHYSICAL EDUCATION

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

# Performing Arts

CCEA



## Course content/ Specification

This specification aims to encourage students to develop knowledge and understanding of:

- the techniques and approaches required in one or more performing arts areas of study;
- working methods linked to industry practice;
- how their own skills and aptitudes could be best employed in further study and/or work within related sectors;
- the breadth of the sector through exploring its products and processes;
- the outcomes of industry practice in terms of people, products, services and contexts;
- social, cultural and historical influences; and also develop ways of working that encourages students to:
  - develop their skills, techniques and work attitudes to a standard that allows progression to further training and work;
  - apply working methods used by professionals as individuals and in teams as well as with audiences and commissioners;
  - explore independently, through creative and reflective experimentation, how meaning is communicated; and
  - emphasise practical independence, self-management and improvement of performance over time.

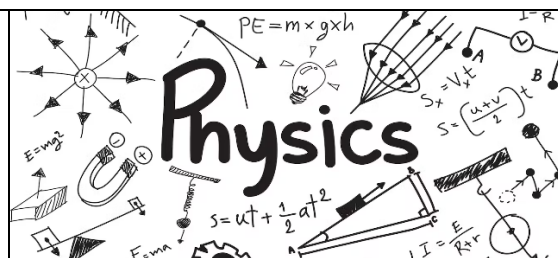
Content	Assessment	Weightings
<b>AS 1: Developing Skills and Repertoire</b>	Internally assessed Externally moderated  A portfolio, including a summary of research, skills audit, record of work, risk assessment, either live performance or production and presentation, and evaluation	60% of AS  24% of A Level
<b>AS 2: Planning and Realising a Performing Arts Event</b>	Externally set pre-release stimulus material Externally assessed  Supporting document in three sections produced under controlled conditions  Live performance and/or presentation	40% of AS  16% of A Level
<b>A2 1: Planning for Employment</b>	Internally assessed Externally moderated  A record of work, including a written report in three sections, promotional portfolio and evaluation	60% of A2  36% of A Level
<b>A2 2: Performing to a Commission Brief</b>	Externally set pre-release stimulus material Externally assessed  A record of work, including a research report, summary of findings, evidence of tasks completed and evaluation  The evaluation is to be produced under controlled conditions.  Live performance and/or presentation	40% of A2  24% of A Level

CCEA WEBSITE HYPERLINK: PERFORMING ARTS

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

# Physics

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in and enthusiasm for physics, including developing an interest in further study and careers in the subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem-solving skills;
- develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for third level education.

Content	Assessment	Weightings
AS 1: Forces, Energy and Electricity	1 hour 45 mins  Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. <b>Externally assessed written paper</b>	40% of AS  16% of A level

<b>AS 2: Waves, Photons and Astronomy</b>	<b>1 hour 45 mins</b>  Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. <b>Externally assessed written paper</b>	40% of AS  16% of A level
<b>AS 3: Practical Techniques and Data Analysis</b>	<b>2 (1 hour) components</b>  Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results. <b>Externally assessed</b>	20% of AS  8% of A level
<b>A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b>	<b>2 hours</b>  Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. <b>Externally assessed written paper</b>	24% of A level
<b>A2 2: Fields, Capacitors and Particle Physics</b>	<b>2 hours</b>  Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. <b>Externally assessed written paper</b>	24% of A level
<b>A2 3: Practical Techniques and Data Analysis</b>	<b>2 (1 hour) components</b>  Students take an externally assessed test of practical skills, consisting of <b>two</b> experimental tests, and a separate paper requiring the analysis of experimental results. <b>Externally assessed</b>	12% of A level

CCEA WEBSITE HYPERLINK: PHYSICS

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



# Professional Business Services

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest in and enthusiasm for professional business services, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem solving;
- carry out practical tasks and present their findings in different formats;
- appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond; and
- progress to relevant higher education programmes.

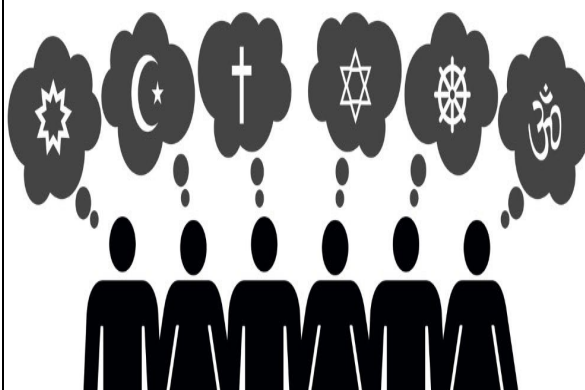
<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>Unit AS 1: Introduction to Professional Business Services</b>	External written examination  1 hour 30 mins (80 marks)	30% of AS 12% of A level
<b>Unit AS 2: Human Resource Services</b>	Internal assessment Portfolio based on a pre-release case study (100 marks)	40% of AS 16% of A level
<b>Unit AS 3: Financial Decision Making</b>	External written examination  1 hour 30 mins (80 marks)	30% of AS 12% of A level
<b>Unit A2 1: Technology in Business</b>	External written examination  2 hours (90 marks)	18% of A level
<b>Unit A2 2: Leadership and Management</b>	External written examination  2 hours (90 marks)	18% of A level
<b>Unit A2 3: Project Management Skills and Processes</b>	Internal assessment Portfolio of evidence for a project management task (120 marks)	24% of A level

CCEA WEBSITE HYPERLINK: PROFESSIONAL BUSINESS SERVICES

<https://ccea.org.uk/post-16/gce/subjects/gce-professional-business-services-2017>

# Religious Studies

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop their interest and enthusiasm for religious studies;
- relate their studies to the local cultural and religious environment and to the wider world;
- draw together different areas of knowledge, skills, understanding, synthesis and evaluation via synoptic assessment;
- develop higher order thinking skills, for example independent learning, creative thinking and problem-solving;
- reflect on and develop their own values, opinions and attitudes in the light of their learning;
- develop the ability to make responsible judgements on significant textual, theological, philosophical and moral issues;
- work with others in groups both locally and further afield;
- develop advanced study skills that help them prepare for third level education and the world of work;
- provide extended responses and evidence of quality of written communication; and
- demonstrate through external assessments that they can understand and evaluate key concepts.

Content	Assessment	Weightings
<p><b>Textual Studies</b>  AS 1: An Introduction to the Gospel of Luke  AS 2: An Introduction to the Acts of the Apostles  AS 3: An Introduction to Themes in the Old Testament</p> <p><b>Systematic Study of One Religion</b>  AS 4: The Origins and Development of the Early Christian Church to AD 325  AS 5: The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries  AS 6: An Introduction to Islam</p> <p><b>Religion and Ethics</b>  AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics</p> <p><b>Philosophy of Religion</b>  AS 8: An Introduction to the Philosophy of Religion</p>	<p>Two  1 hour 20 minute external written examinations</p> <p>Students answer one from two questions in Section A and one from two questions in Section B.</p>	<p>Each paper is worth 50% of AS and 20% of A level</p>
<p><b>Textual Studies</b>  A2 1: Themes in the Synoptic Gospels  A2 2: Themes in Selected Letters of St Paul  A2 3: Themes in the Old Testament</p> <p><b>Systematic Study of One Religion</b>  A2 4: Themes in the Early Church and the Church Today  A2 5: Themes in the Celtic Church, Reformation and Post-Reformation Church  A2 6: Islam in a Contemporary Context</p> <p><b>Religion and Ethics</b>  A2 7: Global Ethics</p> <p><b>Philosophy of Religion</b>  A2 8: Themes in the Philosophy of Religion</p>	<p>Two 2 hour external written examinations</p> <p>Students answer two from three questions in Section A and the compulsory synoptic question in Section B.</p>	<p>Each paper is worth 50% of A2 and 30% of A level</p>

CCEA WEBSITE HYPERLINK: RELIGIOUS STUDIES

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

# Sociology

WJEC



## Course content/ Specification

The WJEC AS and A level in Sociology encourages learners to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes;
- appreciate the significance of theoretical and conceptual issues in sociological debate;
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process;
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society;
- develop a lifelong interest in social issues with reference to Wales in particular.

The following concepts and theoretical issues will be covered across the specification:

- social order, social control;
- social change;
- conflict and consensus;
- social structure and social action;
- the role of values;
- the relationship between sociology issues and contemporary social policy.

WJEC WEBSITE HYPERLINK: SOCIOLOGY

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

# Spanish

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- develop an enthusiasm for and an understanding of the Spanish language and culture in a variety of contexts and genres;
- communicate confidently, clearly and effectively in the Spanish language for a range of purposes;
- develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials; and
- demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture.

Content	Assessment	Weightings
<p><b>AS 1: Speaking</b></p>	<p><b>AS 1: Speaking</b></p> <p>Question 1: students give a presentation based on an AS level theme related to an aspect of a Spanish-speaking country or community. (approximately 3 mins)</p> <p>Question 2: conversation (approximately 8 mins)</p> <p><b>Total time: 11 mins</b></p>	<p>30% of AS level 12% of A level</p>
<p><b>AS 2: Listening [A], Reading [B] and Use of Language [C]</b></p>	<p><b>AS 2: Section A – Listening</b></p> <p>Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk.</p> <p>Recording 1: students answer in Spanish. Recording 2: students answer in English. (40 mins)</p> <p><b>AS 2: Section B – Reading</b></p> <p>Question 1: students answer <b>one</b> set of questions in Spanish based on <b>one</b> passage.</p> <p>Question 2: students translate a passage from Spanish into English. (50 mins)</p> <p><b>AS 2: Section C – Use of Language</b></p> <p>Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises.</p> <p>Question 5: students translate short sentences from English into Spanish. (30 mins)</p> <p><b>Total time: 2 hours</b></p>	<p>40% of AS level 16% of A level</p>

<p><b>AS 3: Extended Writing</b></p>	<p><b>AS 3: Extended Writing</b></p> <p>Students write one essay in Spanish in response to a set film or literary text.</p> <p><b>Total time: 1 hour</b></p>	<p>30% of AS</p> <p>level 12% of</p> <p>A level</p> <p><b>AS: 40% of A level</b></p>
<p><b>A2 1: Speaking</b></p>	<p><b>A2 1: Speaking</b></p> <p>Question 1: students introduce and discuss <b>one</b> individual research project based on either:</p> <ul style="list-style-type: none"> <li>• a cultural aspect of a Spanish-speaking country or community;</li> <li>• a historical period from the twentieth century of a Spanish-speaking country or community;</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• a region of a Spanish-speaking country or community.</li> </ul> <p>(approximately 6 mins)</p> <p>Question 2: conversation (approximately 9 mins)</p> <p><b>Total time: 15 mins</b></p>	<p>18% of A level</p>
<p><b>A2 2: Listening [A] and Reading [B]</b></p>	<p><b>A2 2: Section A – Listening</b></p> <p>Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk.</p> <p>Recording 1: students answer in Spanish. Recording 2: students answer in English. (45 mins)</p>	<p>24% of A level</p>



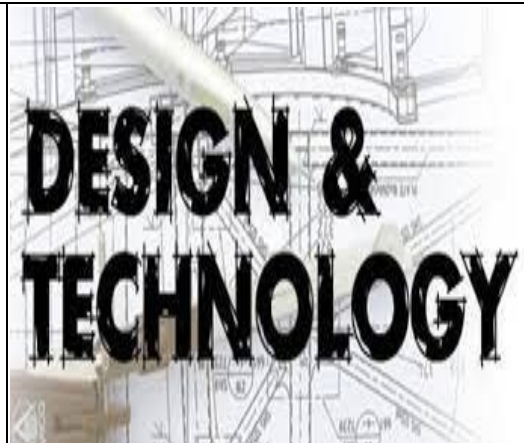
	<p><b>A2 2: Section B – Reading</b></p> <p>Students answer <b>two</b> sets of questions and complete <b>one</b> summary exercise and <b>one</b> translation exercise.</p> <p>Question 1: students complete a gap-filling exercise in Spanish.  Question 2: students answer a set of questions in Spanish based on <b>one</b> passage. Question 3: students read a passage in Spanish and summarise it in English.  Question 4: students translate a passage from English into Spanish.  (2 hours)</p> <p><b>Total time: 2 hours 45 mins</b></p>	
<p><b>A2 3: Extended Writing</b></p>	<p><b>A2 3: Extended Writing</b></p> <p>Students write <b>one</b> essay in Spanish in response to a set literary text.</p> <p><b>Total time: 1 hour</b></p>	<p>18% of A level</p> <p><b>A2: 60% of A level</b></p>

CCEA WEBSITE HYPERLINK: SPANISH

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

# Technology and Design

CCEA



## Course content/ Specification

This specification aims to encourage students to:

- make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often need to be analysed and defined;
- develop a lifelong interest in technology and design;
- develop and sustain their creativity and innovative practice;
- develop higher order thinking skills, for example creative thinking and problem-solving, where appropriate;
- recognise and overcome challenges and constraints when working towards making high quality products;
- draw on a range of skills and knowledge from other subject areas;
- carry out research and present their findings in different formats;
- develop a critical understanding, from a contemporary perspective, of the influence of technology and design;
- draw on their knowledge, understanding and skills in making processes and apply these to a range of technological and design activities;
- develop an understanding of contemporary technology and design practices; and
- use digital technologies and information handling skills to enhance their technological and design capability.

Content	Assessment	Weightings
<p><b>AS 1:</b>  <b>Compulsory:</b>  <b>Design and Materials</b>  <b>Option: Systems and Control or Product Design</b></p>	<p>One external written examination consisting of two papers:</p> <ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Core area of study  Students answer seven questions from a common core paper.</li> <li>• <b>Paper 2:</b> Specialist area of study  Students answer two questions that reflect the area of technology they chose to specialise in from the three options available.</li> </ul> <p><b>Option A:</b>  Electronic and Microelectronic Control Systems  <b>Option B:</b> Mechanical and Pneumatic Control Systems  <b>Option C:</b> Product Design</p> <p>Each paper is 1 hour long. There will be a 20 minute break between papers.</p>	<p>50% of AS</p> <p>20% of A level</p>
<p><b>AS 2:</b>  <b>Coursework:</b>  <b>Product Development</b></p>	<p>Internal assessment</p> <p>Students complete one task, producing a practical outcome with a design folder.</p> <p>Teachers mark the task, and we moderate the results.</p>	<p>50% of AS</p> <p>20% of A level</p>

<b>A2 1: Systems and Control or Product Design</b>	<p>External written examination 2 hours</p> <p>Students answer two questions from either Section A, Section B or Section C.</p>	<p>30% of A level</p>
<b>A2 2: Coursework: Product– System Design and Manufacture</b>	<p>Internal assessment</p> <p>Students complete one task, producing a practical outcome with a design folder.</p> <p>Teachers mark the task, and we moderate the results.</p>	<p>30% of A level</p>

CCEA WEBSITE HYPERLINK: TECHNOLOGY AND DESIGN

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

# Business

Pearson BTEC



## Course content/ Specification

The learning programme covers the following content areas:

- business environments;
- finance;
- marketing.

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:

- human resources;
- accounting;
- marketing;
- law.

Pearson BTEC Level 3 National Extended Certificate in Business				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Exploring Business	90	Mandatory	Internal
2	Developing a Marketing Campaign	90	Mandatory and Synoptic	External
3	Personal and Business Finance	120	Mandatory	External
<b>Optional units – learners complete 1 unit</b>				
8	Recruitment and Selection Process	60	Optional	Internal
14	Investigating Customer Service	60	Optional	Internal
22	Market Research	60	Optional	Internal
23	The English Legal System	60	Optional	Internal
27	Work Experience in Business	60	Optional	Internal

PEARSON WEBSITE HYPERLINK: BUSINESS

<https://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

# Information Technology

Pearson BTEC



## Course content/ Specification

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.

### Pearson BTEC Level 3 National Extended Certificate in Information Technology

Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	Information Technology Systems	120	Mandatory and Synoptic	External
2	Creating Systems to Manage Information	90	Mandatory	External
3	Using Social Media in Business	90	Mandatory	Internal
<b>Optional units – learners complete 1 unit</b>				
5	Data Modelling	60	Optional	Internal
6	Website Development	60	Optional	Internal

PEARSON WEBSITE HYPERLINK: INFORMATION TECHNOLOGY

[https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#%2Ftab-Extended-Certificate\\_1](https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html#%2Ftab-Extended-Certificate_1)

# Sport

## Pearson BTEC



### Course content/ Specification

There are ten mandatory units, six internal and four external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and a Pass or above all mandatory internal units in group A. They must complete all units in group B and achieve a pass grade or above in at least three.

Pearson BTEC Level 3 National Extended Diploma in Sport				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units group A – learners complete and achieve all units</b>				
1	Anatomy and Physiology	120	Mandatory	External
2	Fitness Training and Programming for Health, Sport and Well-being	120	Mandatory	External
19	Development and Provision of Sport and Physical Activity	120	Mandatory and Synoptic	External
22	Investigating Business in the Sport and Active Leisure Industry	90	Mandatory	External
23	Skill Acquisition in Sport	90	Mandatory	Internal
<b>Mandatory units group B – learners must complete all units and achieve at least a pass in three units</b>				
3	Professional Development in the Sports Industry	60	Mandatory	Internal
4	Sports Leadership	60	Mandatory	Internal
7	Practical Sports Performance	60	Mandatory	Internal
8	Coaching for Performance	60	Mandatory	Internal
9	Research Methods in Sport	60	Mandatory	Internal
<b>Optional units group C – learners complete 4 units</b>				
5	Application of Fitness Testing	60	Optional	Internal
6	Sports Psychology	60	Optional	Internal
10	Sports Event Organisation	60	Optional	Internal
11	Research Project in Sport	60	Optional	Internal
17	Sports Injury Management	60	Optional	Internal

<b>18</b>	Work Experience in Active Leisure	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Leisure Management	<b>60</b>	<b>Optional</b>	Internal

PEARSON WEBSITE HYPERLINK: SPORT

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>



# Travel and Tourism

Pearson BTEC



## Course content/ Specification

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.

Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
1	The World of Travel and Tourism	90	Mandatory	External
2	Global Destinations	120	Mandatory	External
3	Principles of Marketing in Travel and Tourism	90	Mandatory and Synoptic	Internal
<b>Optional units – learners complete 1 unit</b>				
9	Visitor Attractions	60	Optional	Internal
11	Events, Conferences and Exhibitions	60	Optional	Internal

PEARSON WEBSITE HYPERLINK: TRAVEL AND TOURISM

<https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.html>