

REGENT HOUSE SCHOOL

SIXTH FORM



INFORMATION ON ADVANCED LEVEL SUBJECTS

2024 - 2025

INTRODUCTION

This booklet is designed to give you information about the subjects offered at AS / A2 level at Regent House School. In Sixth Form you will be required to work at greater depth, develop a broader range of skills, and display higher levels of organisation and independence in your studies. It is vital, therefore, that you think carefully about your choices and consult subject teachers. You should choose subjects in which you are genuinely interested and for which you have demonstrated aptitude.

The Governors will admit to Year 13 only those pupils who have shown by their academic progress, positive attitude, and behaviour to date that they will benefit from the educational provision available in Regent House Sixth Form.

- Pupils must have a minimum of six passes at Grade C or higher in full GCSE subjects and have attained a score of at least 12 points, based on the following equivalences:

Grade in full-course GCSE	9-1 Numeric Grade	RHS points equivalence
A*	9	4
A	7,8	3
B	6	2
C*	5	1.5
C	4	1

N.B. Points will be given for short-course GCSE subjects as follows: A/A = 2, B/C* = 1, C = 0*

- Points will be given for Level 2 qualifications:
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Level 2 Qualification	GCSE Grade Equivalent	RHS Points equivalence
L2D*	A*	4
L2D	A	3
L2M	B	2
L2P	C	1

In special circumstances, it is at the discretion of the Board of Governors to consider offering places to pupils who have achieved less than 12 GCSE points. In cases where special circumstances apply, parents should provide medical and/or other reports in support of their application.

- Since many subjects will be taught at the same time, certain combinations may not be possible. If too few pupils select a subject, it may be decided not to run that class. Some subjects may be over-subscribed. In either eventuality you may be asked to choose an alternative subject. Pupils must meet the subject specific requirements for each selected course.
- Where pupils opt for a 'new start' subject, they may use their GCSE grade in an approved cognate subject (see "Alternative" column of overview) to gain entry to the 'new start'

subject. That GCSE pass also qualifies them to progress to AS level in the original subject but may **not** subsequently be used to gain access to a second 'new start' subject.

- If you have a career in mind, please check the choice of subjects is appropriate. Checks should be made with universities to confirm the chosen subjects are suitable for entry. Please make sure advice has been obtained from the careers department before making final choices. www.ucas.com www.cao.ie www.eunicas.ie

Most pupils will take three or four subjects at AS level. Advice will be available on results day.

Academic requirements for entry into Year 14

The Governors will admit to Year 14 only those pupils who have shown by their academic progress and positive attitude to date that they will benefit from the educational provision available in Regent House Sixth Form.

- Pupils must have achieved a minimum of three D grades at AS level to progress to A level in Year 14.
- Pupils must study a minimum of three A levels or equivalent in Year 14.

Appeals procedure

If a pupil does not meet the entry requirements and wishes to make an appeal and/or claim special circumstances, he/she may make an appeal to the Board of Governors. This appeal should be supported by documentary evidence of a medical or other appropriate nature. When considering such appeals, the Governors will take account of a pupil's commitment to the school (e.g., attendance and behaviour) as one of the criteria they use in arriving at a decision.

ADDENDUM TO SIXTH FORM ADMISSIONS CRITERIA

Criteria for **all extra places** made available by the Department of Education for admission into Year 13 (Sixth Form).

The Department of Education may, in response to a request from a school, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for Sixth Form study (as set out below) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Regent House School.
2. Pupils from other schools where admission has been agreed and additional places granted by the Department of Education. *

*Parents should note how the Department of Education (DE) will, in response to a school's request, temporarily increase a school's enrolment number in order to allow extra post-16 pupils to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course-choices at another suitable school without undertaking an unreasonable journey (i.e. a journey, that by public transport, would be over an hour from where the young person lives or is further than 15 miles distance). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue - then DE will agree a school's request for an extra place.

Below are listed the subjects which may, subject to sufficient pupil interest and staff availability, be offered for Key Stage 5 study:

Art & Design ♦
Biology
Chemistry
Classical Civilisation ♦
Drama & Theatre Studies ♦
Economics ♦
English Literature
French
Further Mathematics
Geography
German
Government & Politics ♦
Health & Social Care ♦
History ♦
Introductory Diploma in IT (Cambridge Technical) ♦
Life and Health Sciences ♦
Mathematics
Media Studies ♦
Music ♦
Nutrition & Food Science ♦
Physics
Professional Business Services ♦
Physical Education
Psychology ♦
Religious Studies
Sport (BTEC) ♦
Sociology ♦
Spanish
Technology & Design
Travel & Tourism (BTEC) ♦

Most subjects continue from GCSE study; in these subjects it is necessary to have reached a good standard at GCSE - the criteria in this subject choice booklet should be checked carefully.

Talented Mathematicians can complete A-level Mathematics in one year, with the option to do Further Mathematics A level in year 14. If this interests you, choose **Further Mathematics** in place of Mathematics when submitting your choices (not both).

Subjects indicated by ♦ may be started *without studying them for GCSE* - check the booklet carefully for the alternative GCSE requirements.

The following subject combinations are not permitted:

Physical Education and BTEC Level 3 Extended Certificate (Single Award) Sport
Biology or Chemistry and Life and Health Sciences

UCAS TARIFF POINTS

UCAS Tariff Points for GCE A level qualifications	
GRADE	UCAS Tariff Points
A*	56
A	48
B	40
C	32
D	24
E	16

UCAS Tariff Points for GCE AS level qualifications	
GRADE	UCAS Tariff Points
A	20
B	16
C	12
D	10
E	6

Grade Tariff points

UCAS Tariff of Equivalences for BTEC Nationals and OCR Cambridge Level 3 Technical Introductory Diplomas against AS & A Level GCE			
BTEC Grade Descriptor	UCAS Tariff Points	AS & A Level GCE Descriptor	UCAS Tariff Points
Distinction*	56	A*	56
Distinction	48	A	48
Merit	32	C	32
Pass	16	E	16

OVERVIEW OF ENTRY REQUIREMENTS 2024-25
Candidates must check this booklet for full details.

There is a general entry requirement for Year 13. Pupils must have a minimum of 6 passes at grade C or higher in full GCSE subjects and have attained a score of at least 12 points.

Subject	Minimum GCSE Entry Requirements	Alternative (if subject has not been studied at GCSE level)
Art & Design	B in Art & Design	B in English and a meeting with HOD. A portfolio of evidence may be required.
Biology	A in Biology	AA in Double Award Science
Chemistry	A in Chemistry	AA in Double Award Science
Classical Civilisation	B in Classical Civilisation	B in English and / or History
Drama & Theatre Studies	B in Drama	B in English
Economics	B in Business Studies OR B in Economics	A in English OR A in Maths
English Literature	B in English Literature	A in English Language
French	B in French (All components must have been taken at Higher Level)	
Geography	B in Geography	
German	B in German (All components must have been taken at Higher Level)	
Government & Politics		B in History OR B in English Literature
Health & Social Care	B in Home Economics OR B in Home Economics: Child Development	B in Biology or Chemistry or BB in Double Award Science
History	B in History	B in English Literature
Introductory Diploma in IT (Cambridge Technical Level 3)	B in BCS or Digital Technology	B in English

ENTRY REQUIREMENTS (continued)

Life and Health Sciences		B in Biology and B in Chemistry BB in Double Award Science
Mathematics	2-tier GCSE Mathematics: Grade A. It is essential that pupils have studied and achieved a high raw score in the CCEA M4 and M8 module or the equivalent in a different Board.	If CCEA Mathematics has not been studied, an interview with HOD is essential .
Further Mathematics	A*A in GCSE Mathematics and Further Mathematics. Anyone with AA who is interested should be interviewed by the HOD.	
Media Studies		B in English
Music	A good pass in Grade 5 Music theory A good pass at Grade 5 on any instrument or voice	A meeting with the HOD is necessary. Pupils may have to undertake an informal practical assessment and/or short theory test.
Nutrition & Food Science	B in Home Economics: Food and Nutrition (CCEA) NB If progressing from Child Development pupils must also have a B in a GCSE science.	B in Chemistry or Biology
Physics	A in Physics	AA in Double Award Science
Physical Education	B in Physical Education NB candidates must have an interview with HOD.	
Professional Business Services	B in Business Studies OR B in Economics	B in English OR B in Maths
Psychology		A in a Science (Biology, Chemistry or Physics) and A in English
Religious Studies	B in R.E. (Full OR Short course)	
Sociology		B in English
Spanish	B in Spanish (All components must have been taken at Higher Level)	
Sport BTEC Level 3	B in Physical Education	B in English or a Science e.g., Biology, Chemistry or Physics
Technology & Design	B in Technology & Design Art/Graphics ability	
Travel & Tourism BTEC Level 3	B in Leisure, Travel and Tourism	B in Mathematics, English, Business Studies, Economics, History or Geography

SUBJECT: ART AND DESIGN

EXAMINATION BOARD: Edexcel

ESSENTIAL CRITERIA: Grade B in GCSE Art and Design. If Art has not been studied at GCSE Level a B in English and an interview with Head of Department will be required. A portfolio of evidence may be required.

DESIRABLE QUALITIES: Candidates should be highly motivated and demonstrate creative ability in drawing, painting and design.

COURSE CONTENT: This is a two-year linear course which is composed of 60% coursework and 40% exam.

ASSESSMENT: Summary of Assessment Scheme

	Component	Weighting	Method of Assessment
A2	Unit 3 Art & Design Coursework Practical Work & Personal Study	60% of Advanced GCE	Internally set Internally marked Externally moderated
	Unit 4 Art & Design Externally Set Assignment	40% of Advanced GCE	Externally set Internally marked Externally moderated

CAREERS: The GCE in Art and Design provides students with a solid foundation for study at higher levels in art and design or related areas of study. Possible careers include architecture, advertising, fashion/textile design, spatial design, digital/ multi-media, art therapy, special effects, film industry, set design, occupational therapy, teaching, graphic design, product design, fine art, archaeology, interior design, law and many, many more.

SUBJECT: **BIOLOGY**

EXAMINATION BOARD: **CCEA**

ESSENTIAL CRITERIA:

Grade A*, A.
Or grade A*A* or AA in Double Award Science.

DESIRABLE QUALITIES:

Interest in the further study of Biology as a subject. Interest in gaining a qualification for entry to higher education in a biological subject or non-biological subject.

COURSE CONTENT: Pupils can take the AS course as a final qualification or the AS units plus the A2 units for a full GCE A Level qualification. The course is organised into six assessment units. All six are externally assessed with two of these involving an element of internal assessment. The topics in each unit are organised in a logical sequence, building on previous knowledge and understanding as appropriate. Key practical tasks and the mathematical skills required are clearly identified. Assessment at A2 includes more question types, more demanding evaluative tasks, extended writing and synoptic assessment that encourages students to develop their understanding of the subject as a whole.

The first year leads to a qualification in Advanced Subsidiary (AS) Biology and the second year to the full A level qualification. The full Advanced GCE is based on a student's marks from AS (40%) and A2 (60%).

The AS course is divided into three units: AS 1, AS 2 and AS 3.

Students following the A Level course must study three further units: A2 1, A2 2 and A2 3. The content of each of these units is set out below:

- AS 1 Molecules and Cells
- AS 2 Organisms and Biodiversity
- AS 3 Practical Skills in AS Biology.
- A2 1 Physiology, Coordination and Control and Ecosystems.
- A2 2 Biochemistry, Genetics and Evolutionary trends.
- A2 3 Practical Skills in Biology

The CCEA GCE Specification in Biology is available on the CCEA website at the following address:
<http://www.ccea.org.uk/>

ASSESSMENT at A Level Biology is outlined below:

Content	Assessment	Weightings
AS 1: Molecules and Cells.	External written examination. 1 hour 30 min	37.5% of AS 15% of A level
AS 2: Organisms and Biodiversity.	External written examination. 1 hour 30 min	37.5% of AS 15% of A level
AS 3: Practical Skills in AS Biology.	External written examination assessing practical skills 1 hour and internal practical assessment.	25% of AS 10% of A level
A2 1: Physiology, Co-ordination and Control and Ecosystems.	External written examination. 2 hours 15 min	40% of A2 24% of A Level
A2 2: Biochemistry, Genetics and Evolutionary Trends.	External written examination. 2 hours 15 min	40% of A2 24% of A Level
A2 3: Practical Skills in Biology.	External written examination assessing practical skills. 1 hour 15 min and internal practical assessment.	20% of A2 12% of A Level

CAREERS: Biology at A Level is of direct importance if you are interested in subjects such as Molecular Biology, Biochemistry, Microbiology, Genetics, Botany, Physiology, Food Science, Environmental Studies, or Agriculture. Studying these subjects to degree level at university can lead to qualifications to gain employment in biological industry, environmental protection, research, education and agriculture. You may also need to include AS Chemistry amongst your choices, as it is a requirement for most biological courses. AS Biology is a direct requirement for most universities for the study of Medicine, Dentistry or Veterinary Science. It is also of direct relevance for a large number of medical related careers such as Pharmacy, Nursing, Physiotherapy and Radiotherapy. You will find the study of Biology at this level will help you to develop a wide range of skills and these can be very successfully applied to a wide range of non-biological fields. Biologists can be very successful in the administration of central and local government services, and management in non-biological industries.

SUBJECT: Chemistry

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Grade A*, A.

Or grade A*A* or AA in Double Award Science.

DESIRABLE QUALITIES:

Interested in science and keen on practical laboratory work. Methodical, industrious, logical and numerate.

COURSE CONTENT :

AS (Year 13)	Two theory modules and a two part practical examination
Module 1	Basic concepts in Physical and Inorganic Chemistry Atomic Structure and Bonding; Shapes of Molecules; Quantitative Chemistry; Redox; Qualitative tests, Group VII
Module 2	Further Physical and Inorganic Chemistry and introduction to Organic Chemistry Nomenclature and Isomerism; Hydrocarbons; Alcohols; IR Spectroscopy; Energetics; Equilibrium; Kinetics; Group II
Module 3	Basic Practical Chemistry Based on content of Modules 1 and 2

A2 (Year 14)	Two theory modules and a two part practical examination
Module 4	Further Physical and Inorganic Chemistry Enthalpy; Entropy; Kinetics; Equilibrium; Aldehydes and Ketones; Carboxylic acids; Aromatic Chemistry
Module 5	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry Analytical techniques; Transition metals; Electrode Potentials; Amines; Amides; Amino acids; Polymers; Medicinal Chemistry
Module 6	Further Practical Chemistry Based on content of Modules 4 and 5

The CCEA GCE Specification in Chemistry is available on the CCEA website at the following address: <http://www.ccea.org.uk/>

ASSESSMENT :**AS Level**

Content	Assessment	Weightings
AS 1: Basic Concepts in Physical and Inorganic Chemistry	External written examination 1 hour 30 minutes	40% of AS 16% of A level
AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External written examination 1 hour 30 minutes	40% of AS 16% of A level
AS 3: Basic Practical Chemistry	Practical booklet A consists of a variety of practical tasks examined in the laboratory. 1 hour 15 minutes Practical booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations worth 55 marks. Students take the assessment in an examination hall. 1 hour 15 minutes.	20% of AS 8% of A level

A2 Level

Content	Assessment	Weightings
A2 1: Further Physical and Organic Chemistry	External written examination 2 hours	40% of A2 24% of A level
A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written examination 2 hours	40% of A2 24% of A level
A2 3: Further Practical Chemistry	Practical booklet A consists of a variety practical tasks examined in the laboratory. 1 hour 15 minutes Practical booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations. Students take the assessment in an examination hall. 1 hour 15 minutes.	20% of A2% 12% of A level

CAREERS:

Chemistry is essential for many careers, including entry to Medicine, Dentistry, Veterinary Medicine, Pharmacy, all Chemical and Biological Sciences and courses leading to careers in professions allied to medicine. It is also accepted for entry to both science and non-science courses. A wide variety of careers and courses benefit from the skills and knowledge acquired through the study of AS/A2 Chemistry.

SUBJECT: CLASSICAL CIVILISATION

EXAMINATION BOARD: OCR

ENTRY REQUIREMENTS:

Pupils with a Grade A* or Grade A in GCSE are always welcome, as are **well-motivated** pupil with a Grade B in Classical Civilisation, English or History. **No prior knowledge** of the subject is required.

DESIRABLE QUALITIES:

- (a) a genuine interest in the subject
- (b) a willingness to read around the course and work hard
- (c) the ability to write essays

Do not be put off by the title of this course; it is a rich and fascinating mix of ripping yarns from ancient history and Greek mythology with plenty of action and gore, as well as being an introduction to some of the greatest seminal works of western thought and literature ever penned. Think English Literature, History and mythology combined. You are sure to find something that interests and stimulates you here.

This is a linear course. The course complements many other popular A levels, in particular, English Literature, History, Government and Politics, Drama, Theatre Studies, and Art.

AS Level

Content Overview (AS)	Assessment Overview (AS)	
The World of the Hero (11) This is a compulsory component consisting of an in-depth study of: <ul style="list-style-type: none">▪ One of Homer's <i>Iliad</i> or <i>Odyssey</i>	The World of the Hero (H008/11) 65 marks 1 hour 30 minutes paper	50% of total AS Level
Component Group 2: Culture and the Arts Candidates must study one component in this component group, chosen from: <ul style="list-style-type: none">▪ Greek Theatre (21)▪ Imperial Image (22)	Culture and the Arts (H008/21, H008/22) 65 marks 1 hour 30 minutes paper	50% of total AS Level

A2 Level

Content Overview (A Level)	Assessment Overview (A Level)	
The World of the Hero (11) This is a compulsory component consisting of an in-depth study of: <ul style="list-style-type: none">• One of Homer's <i>Iliad</i> or <i>Odyssey</i>• and Virgil's <i>Aeneid</i>	The World of the Hero (H408/11) 100 marks 2 hours 20 minutes paper	40% of total A Level

<p>Component Group 2: Culture and the Arts Candidates must study one component in this component group:</p> <ul style="list-style-type: none"> • Greek Theatre (21) • Imperial Image (22) • Invention of the Barbarian (23) • Greek Art (24) 	<p>Culture and the Arts (H408/21-24)</p> <p>75 marks</p> <p>1 hour 45 minutes paper</p>	<p>30% of total A Level</p>
<p>Component Group 3: Beliefs and Ideas Candidates must study one component in this component group:</p> <ul style="list-style-type: none"> • Greek Religion (31) • Love and Relationships (32) • Politics of the Late Republic (33) • Democracy and the Athenians (34) 	<p>Beliefs and Ideas (H408'31-34)</p> <p>75 marks</p> <p>1 hour 45 minutes paper</p>	<p>30% of total A Level</p>

CAREERS:

Some people are put off Classics because it doesn't seem to lead to any obvious form of employment at the end. They couldn't be more wrong. Certainly a degree in Classics is not vocational, in the sense of funneling you directly into one particular form of employment, as Law or Medicine do, but Classics students are very highly prized indeed by employers of all kinds.

What employers appreciate is that Classics provides mental training in a whole range of different disciplines, and produces graduates of exceptional intellectual flexibility. In our world of rapid social and technological change, it is the capacity to react to new and unforeseen developments with flexibility which employers value most, and it is widely recognized that Classics and related subjects produce just the kind of graduate they are looking for, with an unparalleled capacity to adapt to new circumstances and learn new skills.

Examples of professions which attract Classicists include:

- Accountancy
- Teaching
- Librarianship
- Academia
- Civil Service
- Museums Work
- Archaeology
- Journalism
- Media

- Information Technology
- Military
- Management Consultancy
- Law
- Media
- Publishing
- Social Work
- Archive Work
- Auction House Work
- Politics
- Arts Management
- Theatre and Performing Arts

Some people say that if you choose Classics you are opting for pleasure to the detriment of your future career. However, the truth is that a Classics student gets the best of both worlds, studying one of the most fascinating subjects there is, and coming out exceptionally well-qualified at the end of it. It doesn't get much better than that.

You can find further careers advice for Classicists at:

<http://www.prospects.ac.uk>

SUBJECT: DRAMA and THEATRE

EXAMINATION BOARD: WJEC Welsh Board

ESSENTIAL CRITERIA:

Grade B or above in Drama. If Drama has not been studied, Grade B or above in English Language could be acceptable. Auditions may be held.

DESIRABLE QUALITIES:

An interest in theatre and a willingness to perform. Dance, movement and singing experience would also be useful qualities.

COURSE CONTENT:

AS Unit 1 Theatre Workshop 60% of AS 24% of A level

Section A – practical re-interpretation of a play performed in Term 2.

Assessment by video in front of live audience.

Section B – written creative log (1000-word essay) and written evaluation (800-word essay).

AS Unit 2 Text in Theatre 40% of AS 16% of A level

Written examination based on Arthur Miller's *A View from the Bridge*.

(1 hour 30 minutes)

A2 Unit 3 Text in Action 36% of A level

Section A – devised piece of theatre based on a stimulus.

Section B – duologue in a different style to the devised piece.

A2 Unit 4 Text in Performance 24% of A level

Sections A and B

Written examination - two essay questions based on two different texts (2 hours 30 minutes).

ASSESSMENT:

AS Unit 1 Assessment by video recorded performance and evaluative essays.

AS Unit 2 Written examination – 1 hour 30 minutes.

A2 Unit 3 Assessment by live performance by external examiner.

A2 Unit 4 Written examination – 2 hours 30 minutes.

CAREERS:

Whether you prefer performing or designing, studying Drama will develop your confidence, creativity, communication and collaboration skills.

Students who have studied Drama at Regent have gone on to have a wide variety of careers, including in performing arts, theatre design and management, journalism, media, business, law, advertising, medicine, sales, education, consultancy, hospitality and tourism.

SUBJECT: ECONOMICS

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Those who have studied GCSE Business Studies **or** Economics must have at least a Grade B.

Anyone who hasn't studied Business Studies or Economics must have at least a Grade A in Maths **or** Grade A in English.

DESIRABLE QUALITIES:

An interest in current affairs. The ability to present ideas in a clear and logical form. Also the ability to manipulate formulae and interpret graphs.

COURSE CONTENT:

AS 1: Markets and Market Failure

AS 2: Managing the National Economy

A2 1: Business Economics

A2 2: Managing the Economy in a Global World

ASSESSMENT:

AS 1: Markets and Market Failure = Written examination 1 hour 30 mins

AS 2: Managing the National Economy = Written examination 1 hour 30 mins

A2 1: Business Economics = Written examination 2 hours

A2 2: Managing the Economy in a Global World = Written examination 2 hours

CAREERS:

Economics is a core academic subject which is of use in many careers and is often a component of a wide range of University and College courses. Potential careers in Economics are:

- Chartered accountant
- Chartered certified accountant
- Chartered public finance accountant
- Economist
- Financial risk analyst
- Investment analyst
- Law and management
- Statistician

SUBJECT: ENGLISH LITERATURE

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Students need to have attained at least a B in English Literature if they wish to study A level in this subject. Preference will be given to those who have attained A* or A in both English Language and English Literature.

If a candidate has not had the opportunity to study GCSE Literature, an A grade in English may be considered.

DESIRABLE QUALITIES:

A strong interest in literature and an ease in reading demanding texts. The ability to work independently and undertake personal research. A high level of accuracy in written English and a growing ability to express ideas and opinions with confidence.

COURSE CONTENT:

AS 1	The Study of Poetry and Drama 1900- present.	60% of AS; 24% of A level
AS 2	The Study of Prose pre 1900.	40 % of AS; 16% of A level
A2 1	Shakespearean Genres.	20% of A level
A2 2	The Study of Poetry pre 1900 and Unseen Poetry.	20% of A level
A2 3	Internal Assessment.	20% of A level

ASSESSMENT:

- AS 1** External written examination – 2 hours.
Section A [open book] answer one question; Section B [closed book] answer one question.
- AS 2** External written examination – 1 hour.
Answer one question [closed book].
- A2 1** External written examination – 1 hour 30 minutes.
Answer one question [closed book].
- A2 2** External written examination – 2 hours.
Section A answer one question; Section B answer the set question. Closed book.
- A2 3** Internal assessment – a 2500-word essay.

CAREERS:

RHS past pupils have gone on to careers in English, Business Management, Media Studies, Psychology, Law, Medicine, Theology, Journalism, Education.

A qualification in English Literature at AS or A2 level is valuable for entry into a variety of courses – both those linked directly with language and literature, and those requiring the skills developed in close reading, research, drafting and well-expressed writing.

SUBJECT: FRENCH

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Pupils with a Grade A* or Grade A in GCSE are always welcome, as are **well-motivated** pupils with a Grade B. Pupils are advised that GCSE components taken at Foundation Level offer an inadequate basis for progression to advanced level study.

DESIRABLE QUALITIES:

- (a) a genuine interest in the subject/country;
- (b) a willingness to work hard;
- (c) perseverance!

COURSE CONTENT:

The two main **aims** of the course are:
to develop further the core GCSE skills of listening, speaking, reading and writing;
to equip pupils with a greater understanding of French society and culture.

The topics studied are called **Contexts for Learning**.

The Contexts for Learning are:

Context	AS
1	Relationships
2	Culture and Lifestyle
Context	A2
3	Young People in Society
4	Our place in a changing world

To help develop oral skills, all pupils also have a compulsory weekly conversation class with the language assistant. In each year one literature theme is studied.

ASSESSMENT STRUCTURE: There are three AS units and three A2 units.

Content	Assessment	Weightings
AS1: Speaking	AS1: Speaking Question 1: a presentation based on an AS level theme. (3 minutes) Question 2: conversation (approximately 8 minutes) Total time: 11 minutes	30% of AS level 12% of A level
AS2: Listening [A], Reading [B] and Use of Language [C]	AS2: Section A – Listening (40 minutes) AS2: Section B – Reading (50 minutes) AS2: Section C – Use of Language (30 minutes) Total time: 2 hours	40% of AS level 16% of A level

AS3: Extended Writing	AS3: Extended Writing Students write one essay in French in response to a set film or literary text. Total time: 1 hour	30% of AS level 12% of A level AS: 40% of A level
A21: Speaking	A21: Speaking Question 1: students introduce and discuss a personal research project. (6 minutes) Question 2: conversation (9 minutes) Total time: 15 minutes	18% of A level
A22: Listening [A] and Reading [B]	A22: Section A – Listening (45 minutes) A22: Section B – Reading (2 hours) Total time: 2 hours 45 minutes	24% of A level
A23: Extended Writing	A23: Extended Writing Students write one essay in French in response to a set literary text. Total time: 1 hour	18% of A level

OTHER NOTES:

The benefits of a stay in France are self-evident, and all pupils taking A Level French are encouraged to visit the country during their time in the sixth form.

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: GEOGRAPHY

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: Grade B in GCSE Geography

DESIRABLE QUALITIES:

Candidates should be highly motivated with a self-disciplined approach to private study.

COURSE CONTENT:

The course is divided into 6 Modules. Three modules are taken at AS and three at A2.

ASSESSMENT :

Unit	Assessment Format	Duration	Weightings
AS 1: Physical Geography	External examination paper	1 hour 15 minutes	40% of AS 16% of A Level
AS 2: Human Geography	External examination paper	1 hour 15 minutes	40% of AS 16% of A Level
AS 3: Fieldwork Skills and Techniques in Geography	External examination paper	1 hour	20% of AS 8% of A level
A2 1: Physical Processes, Landforms and Management	External examination paper	1 hour 30 minutes	24% of A Level
A2 2: Processes and Issues in Human Geography	External examination paper	1 hour 30 minutes	24% of A Level
A2 3: Decision Making in Geography	External examination paper	1 hour 30 minutes	12% of A level

CAREERS: Geography offers a pathway and opportunities into a multitude of careers. The skills and qualities of a Geography student are highly sought after and it is in the top 7 most desirable subjects requested by employers because of its science and humanities mix. Geography A-level is also a facilitating subject, which means that it can be useful for a whole range of university courses and will help you keep your options open.

Careers include working in jobs under the broad categories of:

- Travel, Leisure and Tourism
- Environment and Sustainability
- Business
- Development and Global Issues
- Settlement and Planning jobs
- Physical Systems
- Geographical Techniques

SUBJECT: GERMAN

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Pupils with a Grade A* or Grade A in GCSE are always welcome, as are **well-motivated** pupils with a Grade B. Pupils are advised that GCSE components taken at Foundation Level offer an inadequate basis for progression to advanced level study.

DESIRABLE QUALITIES:

- (a) a genuine interest in the subject/country;
- (b) a willingness to work hard;
- (c) perseverance!

COURSE CONTENT:

The two main **aims** of the course are:

to develop further the core GCSE skills of listening, speaking, reading and writing;
to equip pupils with a greater understanding of German society and culture.

The topics covered are:

Context	AS
1	Relationships
2	Culture and Lifestyle
Context	A2
3	Young People in Society
4	Our place in a changing world

To help develop oral skills, all pupils also have a compulsory weekly conversation class with the language assistant.

ASSESSMENT STRUCTURE: There are three AS units and three A2 units.

Content	Assessment	Weightings
AS1: Speaking	AS1: Speaking Question 1: a presentation based on an AS level theme. (3 minutes) Question 2: conversation (approximately 8 minutes) Total time: 11 minutes	30% of AS level 12% of A level
AS2: Listening [A], Reading [B] and Use of Language [C]	AS2: Section A – Listening (40 minutes) AS2: Section B – Reading (50 minutes) AS2: Section C – Use of Language (30 minutes) Total time: 2 hours	40% of AS level 16% of A level

AS3: Extended Writing	AS3: Extended Writing Students write one essay in German in response to a set film or literary text. Total time: 1 hour	30% of AS level 12% of A level AS: 40% of A level
A21: Speaking	A21: Speaking Question 1: students introduce and discuss a personal research project. (6 minutes) Question 2: conversation (9 minutes) Total time: 15 minutes	18% of A level
A22: Listening [A] and Reading [B]	A22: Section A – Listening (45 minutes) A22: Section B – Reading (2 hours) Total time: 2 hours 45 minutes	24% of A level
A23: Extended Writing	A23: Extended Writing Students write one essay in German in response to a set literary text. Total time: 1 hour	18% of A level

OTHER NOTES:

The benefits of a stay in Germany are self-evident, and all pupils taking A Level German are encouraged to visit the country during their time in the sixth form.

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: GOVERNMENT and POLITICS

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: Candidates must have an A*, A or B grade in GCSE History **or** an A*, A or B grade in English Literature.

DESIRABLE QUALITIES: The most important quality for candidates to possess is an interest in the world around them and how it works. In particular, there should be a desire to identify connections, similarities and differences between the political systems studied. Candidates should be capable of clearly expressing their opinions in written form and interpreting evidence to make reasoned judgements.

COURSE CONTENT:

Module	Content
AS1	<u>The Government and Politics of Northern Ireland</u> This module examines the workings of the Northern Ireland Assembly, Executive Committee and political parties in Northern Ireland.
AS2	<u>The British Political Process</u> This module examines the workings of Parliament, the Executive and the Judiciary as well as the role of pressure and interest groups in the British political system.
A21	<u>A Comparative Study of the Government and Politics of the United States of America and the United Kingdom</u> This unit focuses on how the United States of America is governed and how this compares to the British political system, with specific reference to the legislative and executive branches.
A22	<u>Option A: Political Power</u> This option focuses on the factors involved in creating and maintaining power and authority. It also considers why some states are stable while others have a history of instability that, in some cases, leads to state collapse. The major theories that seek to explain the nature and distribution of political power – pluralism, Marxism, elite theory and feminism – are also central to this unit. For their supporting evidence, students should include material from other A2 and AS units, as well as other relevant material.

ASSESSMENT:

Module	Assessment
AS1	External written examination of 1 hour 15 minutes Written examination involving four questions and one source
AS2	External written examination of 1 hour 45 minutes Written examination with five questions
A21	External written examination of 2 hours 15 minutes Written examination with six questions and one source
A22	External written examination 2 hours Written examination with five questions and one source

Note: There is no coursework element to A level Government and Politics

CAREERS:

Government and Politics is a subject which is studied by students who wish to progress on to a wide variety of careers. The skills that are developed which include research skills, how to organise information, communication and writing skills, how to construct an argument and problem solving lend themselves to a wide variety of careers including:

- Administration
- Politics
- Banking
- Journalism
- Law
- Teaching
- TV & Media

Very often, students who wish to pursue a career in the natural sciences also study Government and Politics as it develops the skills listed above.

SUBJECT: HEALTH & SOCIAL CARE

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: Grade B or higher in GCSE Home Economics or Home Economics: Child Development. If these subjects were not studied, a Grade B in GCSE Biology or BB in Double Award Science is essential. A minimum Grade B in English is also desirable.

DESIRABLE QUALITIES: A keen interest in a career within the health and social care or education sector, motivation, initiative and commitment to private study as internal assessment is extensive. The qualification appeals to students with an interest in health, well-being and caring for others. It's likely to interest students who enjoyed studying Health and Social Care, Home Economics, Child Development, Psychology or Sociology at GCSE, although none of these are a prerequisite.

***pupils should be aware of the heavy coursework content of this subject.**

COURSE STRUCTURE

Content	
AS 1: Promoting Quality Care	Internal assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced
AS 2: Communication in Health, Social Care and Early Years Settings	Internal assessment Students produce a written report on communication in a health, social care or early years setting
AS 3: Health and Well-Being	External written examination 2 hours Students answer three compulsory questions

At A2, candidates are required to complete one compulsory external exam (A2 Unit 3) and two internally assessed units (A2 Unit 1, 2, 4 or 5)

Content	
A2 3: Compulsory	External written examination based on pre-release material 2 hours Students answer three compulsory questions

Two units are studied from the following:

A2 1: Applied Research	Internal assessment Students produce a research report on a health and social care or early years topic of their own choosing
A2 2: Body Systems and Physiological Disorders	Internal assessment Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder
A2 4: Health Promotion	Internal assessment Students produce a report on health improvement priorities in Northern Ireland, undertake a health promotion activity and report their findings
A2 5: Supporting the Family	Internal assessment Students produce a review of changes to family structure, a case study and a report on services for families experiencing issues

Currently the Units studied are, A2 2 Body Systems and Physiological Disorders and A2 4 Health Promotion.

CAREERS:

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad qualification gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology. Students develop skills and technical knowledge that are valued in further and higher education, as well as in the workplace. The GCE in Health and Social Care qualifies for UCAS points, so a student who completes it successfully could move on to study for a degree or BTEC Higher National Diploma in related subjects. He/she could also go on to relevant employment within health and social care services e.g. nursing, teaching, care manager, physiotherapy, occupational therapy, police service.

SUBJECT: HISTORY

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: Candidates must have an A*, A or B grade in GCSE History **or** an A*, A or B grade in English Literature **if History was not studied at GCSE.**

DESIRABLE QUALITIES: The most important quality for historians to possess is an inquisitive mind. Candidates should be capable of clearly expressing their opinions in written form and interpreting evidence to make reasoned judgements.

COURSE CONTENT: A Level History options studied at Regent House are focused on the 20th Century.

Module	Content
AS1	<u>Germany 1919-1945</u> This option examines the Weimar Republic (1919–33) and Nazi Germany (1933–45).
AS2	<u>Italy's Quest for Great Power Status 1871-1943</u> This option focuses on Italy's relations with the wider world during a turbulent period in its history.
A21	<u>Clash of Ideologies in Europe 1900–2000</u> Following a brief introduction to Tsarist foreign policy between 1900 and 1917, this option focuses on the relationship between Communist Russia and neighbouring western governments.
A22	<u>Partition of Ireland 1905–23</u> This option focuses on how Ireland was partitioned in the early years of the twentieth century.

ASSESSMENT:

Module	Assessment
AS1	External written examination of 1 hour 30 minutes Students answer one short response question from a choice of two and two parts of a source-based question.
AS2	External written examination of 1 hour 30 minutes Students answer two questions from a choice of three.
A21	External written examination of 1 hour 15 minutes Students answer an essay question from a choice of two questions.
A22	External written examination 2 hours 30 minutes Students answer two parts of a source-based question and an essay question.

Note: There is no coursework element to A Level History

CAREERS:

History is a subject which is studied by students who wish to progress on to a wide variety of careers. The skills that are developed which include research skills, how to organise information, communication and writing skills, how to construct an argument and problem solving lend themselves to a wide variety of careers including:

- Archaeology
- Administration
- Politics
- Banking
- Journalism
- Law
- Teaching
- TV & Media

Very often, students who wish to pursue a career in the natural sciences also study History as it develops the skills listed above.

SUBJECT: INTRODUCTORY DIPLOMA IN IT (Level 3 Cambridge Technical)

EXAMINATION BOARD: OCR

ESSENTIAL CRITERIA:

A pass grade (B or above) in GCSE BCS or Digital Technology is required. If BCS or Digital Technology have not been studied candidates must have at least a B grade in English. If the subject is oversubscribed the entrance requirements will be enhanced and results in other GCSEs will be taken into account.

DESIRABLE QUALITIES:

Candidates should be highly motivated. They should have a self-disciplined approach to private study especially with regard to meeting coursework deadlines.

***pupils should be aware of the heavy coursework content of this subject.**

COURSE CONTENT :

AS

Module	Title	Contents
Unit 1 Compulsory	Communication and employability skills for IT	This unit will equip students to use a variety of communication skills, and provide them with an understanding of the skills an employer wants and how to adapt the message to their audience
Unit 2 Compulsory	Information systems	This unit demonstrates the types of information held in the workplace, how it can be used to gain a competitive edge and how it must comply with legislation.
Unit 19	Spreadsheet Modelling	In this unit students will learn how to create a complex spreadsheet and use it to highlight information and solve problems.

A2

Unit 10	Developing Computer Games	This unit allows students to understand about different computer games, to be able to understand the social impact of computer games and enables them to design, develop and test computer games. This unit will give a good insight into working within the computer gaming industry.
Unit 23	Database design	This unit will provide students with the skills they need to design, create, test and evaluate a relational database.
Unit 43	Understanding social media for business	This unit gives students an understanding of what social media is, the scope and impact it has, how it is evolving and the opportunities these platforms provide to businesses.

All units have equal weighting. The grades offered are Pass, Merit, Distinction and Distinction*.

Grade	UCAS Tariff points
D*	56
D	48
M	32
P	16

CAREERS:

A qualification in Information Technology opens up a world of opportunities for work, not only within the technology industry but also in supporting roles within other industries. Level 3 Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points. ***Please check your chosen university courses to ensure Level 3 Cambridge Technical Introductory Diploma in IT is acceptable for entry.***

SUBJECT: LIFE AND HEALTH SCIENCES

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

A minimum of a Grade B in GCSE Biology and Chemistry or BB in Double Award Science.

DESIRABLE QUALITIES:

Interest in gaining a qualification for entry to higher education.

COURSE CONTENT: Pupils can take the AS course as a final qualification or the AS units plus the A2 units for a full GCE A Level qualification. The course is organised into six assessment units.

The first year leads to a qualification in Advanced Subsidiary (AS) and the second year to the full A level qualification. The full Advanced GCE is based on a student's marks from AS (40%) and A2 (60%).

The AS course is divided into three units: AS 1, AS 2, AS 3

UNIT	TITLE	WEIGHTING
AS1	Experimental Techniques Internal Assessment Core unit	33.34% of AS 13.34% of A level
AS2	Human Body Systems External written examination Core unit 1 hour 30	33.33% of AS 13.33% of A level
AS3	Aspects of Physical Chemistry in Industrial Processes External written examination Core unit 1 hour 30	33.33% of AS 13.33% of A level

Students following the A Level course must study three further units: A2 1, A2 2 and A2 5

UNIT	TITLE	WEIGHTING
A2 1	Scientific Method, Investigation, Analysis and Evaluation Internal assessment Core unit	20% of A level
A2 2	Organic Chemistry External written examination 1 hour 45 mins Core unit	20% of A level
A2 5	Genetics, Stem Cell Research and Cloning External written examination 1 hour 45 mins	20% of A level

The CCEA GCE Specification in Life and Health Sciences is available on the CCEA website at the following address: <http://www.ccea.org.uk/>

CAREERS

The CCEA GCE Life and Health Sciences specification was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland.

Life and health science related industries make up over 25% of Northern Ireland's total economic output and include a diverse range of public and private businesses and employment opportunities, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

SUBJECT: MATHEMATICS

EXAMINATION BOARD: CCEA

ENTRY REQUIREMENTS: GCSE Mathematics: Grade A
DESIRABLE: It is preferable that pupils intending to study Mathematics have studied GCSE Further Mathematics.
It is **essential** that pupils have studied and achieved a high raw score in the CCEA M4 and M8 modules or the equivalent in a different Board.

Pure Mathematics	Applied Mathematics
Algebra Trigonometry Calculus Sequences and Series Functions	<u>Mechanics</u> Newton's Laws of Motion Forces Straight Line Motion Projectiles Vectors <u>Statistics</u> Analysis of Data Probability Hypothesis Testing Bivariate Data

STRUCTURE:

Year 13	2 Units	AS1 Pure Mathematics (60% of AS) (24% of A level) AS2 Applied Mathematics (40% of AS) (16% of A level)
Year 14	2 Units	A21 Pure Mathematics (36% of A level) A22 Applied Mathematics (24% of A level)

This is a demanding course and to be successful pupils must commit themselves to frequent and regular private study.

Pupils without GCSE Further Mathematics are **required** to take an extra period of Mathematics per week **and** to do preparatory work during the summer in addition to extra work in Term 1.

CAREERS:

GCE Mathematics is a useful qualification for many degree and career choices. These include accountancy, actuarial and other financial work, all engineering and science courses in general, statistics, in addition to mathematics as a degree itself, either pure or applied.

It is also a worthwhile general subject which is held in high regard, demonstrating an ability to think clearly and logically and to solve problems.

SUBJECT: FURTHER MATHEMATICS

EXAMINATION BOARD: CCEA

ENTRY REQUIREMENTS: A*A in GCSE Mathematics and Further Mathematics. Anyone with AA who is interested should be interviewed by the Head of Department.

Pure Mathematics	Applied Mathematics	
Complex Numbers Matrices Series Differential Equations Groups Vector Equations Hyperbolic Functions	<u>Mechanics</u> Vectors Relative Velocity Circular Motion Simple Harmonic Motion	<u>Statistics</u> Sampling Expectation Algebra t and χ^2 testing

COURSE STRUCTURE:

Year 13	4 units for Mathematics: AS1(24%); AS2(16%); A21(36%); A22(24%)
Year 14	4 units for Further Mathematics: AS1 (20%); AS2 (20%); A21(30%); A22 (30%)

Important Information

This subject is normally studied as an extra A-level.

This is a demanding option and should only be considered by those with very good grades at GCSE. If you have an A in Mathematics and Further Mathematics at GCSE and are interested in studying both Mathematics and Further Mathematics at A Level, you should select Further Mathematics on the Subject Choice Form. This will facilitate the setting up of a 'Fast Maths' class who will take the whole A level course in Y13 in 12 periods per week.*

CAREERS

Anyone with a top grade in GCSE Further Mathematics is encouraged to consider double Mathematics for A-level i.e. Mathematics and Further Mathematics. It is advantageous to those who intend studying Mathematics or Engineering at university and who have a flair for and love of the subject.

If you have A-level Further Mathematics, you may be able to enter directly into the 2nd year of a Mathematics course in Scottish universities.

If you think you might apply to Oxford or Cambridge universities for a mathematics, engineering, physical science or economics course, you are recommended to have Further Mathematics. Some other prestigious universities prefer it too. Pupils considering Medicine at university are best taking single Mathematics.

SUBJECT: MEDIA STUDIES

EXAMINATION BOARD: AQA

ENTRY REQUIREMENTS:

Grade B or higher in GCSE ENGLISH.

DESIRABLE QUALITIES:

Motivation, initiative and commitment to private study and research.

COURSE STRUCTURE AND ASSESSMENT: Please note this is a linear course. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course in Year 14.

UNIT	CONTENT	ASSESSMENT AND WEIGHTING
Media One	Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms: advertising and marketing, music video. Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: radio, newspapers and film (industries only).	Written exam: 2 hours 84 marks 35% of A-level
Media Two	Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.	Written exam: 2 hours 84 marks 35% of A-level
Non-exam assessment	Creating a cross-media production	A choice of six annually changing briefs, set by AQA 60 marks 30% of A level Assessed by teachers and moderated by AQA.

A-level Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- online, social and participatory media
- video games
- music video

CAREERS: Through studying Media Studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. The contemporary, diverse topics and varied and engaging content, will help students to develop research, problem-solving skills as well as their creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives.

Career opportunities exist such as

- presenter
- advertising
- copywriter
- media researcher
- broadcast journalist
- writer
- social media manager
- event management
- web designer

SUBJECT:	AS Level MUSIC
EXAMINATION BOARD:	CCEA
ESSENTIAL CRITERIA:	Grade 5 on any instrument or voice
DESIRABLE QUALITIES:	Grade A in GCSE MUSIC Grade 6 on any instrument or voice

Music at Advanced Level involves the development of a wide and interesting range of skills such as communication, self-management, problem-solving, performing under pressure, critical thinking, creativity and IT skills, which are essential for further musical study and highly transferable to other areas of learning. The course builds on the practical and analytical techniques used at GCSE level and also introduces more extended writing and score reading skills.

COURSE CONTENT:

Performing

it is essential that students are continuing instrumental or vocal lessons and practising regularly for this element. It is not possible to undertake this component without specialised tuition for the candidate. Grade 6 is the standard required in order for full marks to be possible in this assessment but Grade 4 or 5 is also acceptable.

Pupils will prepare one performance for a visiting examiner lasting 5-7 minutes.

Composing

Specific skills are developed at the start of the year before students create a final coursework project.

Aural Perception

General listening skills are developed and a number of set pieces are studied in greater detail. The areas of study include three topics:

- Orchestral Music from 1700 to 1900
- Secular Vocal Music: Musicals
- Sacred Vocal Music: Anthems

Score Analysis: specific skills are taught to enable pupils to analyse a score

Exam Papers

- Test of aural perception (1 hour)
- Written examination (2 hours)

SUBJECT:	A2 Level MUSIC
EXAMINATION BOARD:	CCEA
ESSENTIAL CRITERIA:	Grade 6 on any instrument or voice
DESIRABLE QUALITIES:	Grade A in GCSE MUSIC Grade 7 on any instrument or voice

Music at Advanced Level involves the development of a wide and interesting range of skills such as communication, self-management, problem-solving, performing under pressure, critical thinking, creativity and IT skills, which are essential for further musical study and highly transferable to other areas of learning. The course builds on the practical and analytical techniques used at GCSE level and also introduces more extended writing and score reading skills.

COURSE CONTENT:

Performing

it is essential that students are continuing instrumental or vocal lessons and practising regularly for this element. It is not possible to undertake this component without specialised tuition for the candidate. Grade 7 is the standard required in order for full marks to be possible in this assessment but Grade 6 is also acceptable.

Pupils will prepare one performance for a visiting examiner lasting 8-10 minutes.

Composing

Specific skills are developed at the start of the year before students create a final coursework project.

Aural Perception

General listening skills are developed and a number of set pieces are studied in greater detail. The areas of study include three topics:

- Music for Orchestra in the Twentieth Century
- Secular Vocal Music: 1600-present day
- Sacred Vocal Music: Mass/Requiem Mass

Score Analysis: specific skills are taught to enable pupils to analyse a score

Exam Papers

- Test of aural perception (1 hour 15 minutes)
- Written examination (2 hours)

CAREERS:

These activities not only develop specific music skills but are also great social events for pupils and the public performances develop teamwork and self-confidence.

The music industry is estimated to be the second highest generator of income in Western Europe and learning to play an instrument or to sing is currently perceived as important in preparing individuals to work as performers, educators, composers and arrangers, music therapists, journalists, librarians, publishers, retailers, promoters, administrators and instrument manufacturers and repairers. It is also seen as making an important contribution to the education of those wishing to pursue careers in TV and radio, as producers, in the record business, advertising, sound engineering, film editing and acoustic research.

SUBJECT: NUTRITION AND FOOD SCIENCE

EXAMINATION BOARD: CCEA

ENTRY REQUIREMENTS:

Grade B or higher in GCSE Home Economics: Food and Nutrition.

If these subjects were not studied at GCSE level, a Grade B in GCSE Biology, Chemistry or BB in Double Award Science is essential. NB If progressing from a GCSE Home Economics: Child Development pupils must also have a B in Biology or Chemistry.

DESIRABLE QUALITIES:

Motivation, initiative and commitment to private study and coursework research.

COURSE STRUCTURE: Every day, food choices affect our health. Good nutrition is an important part of leading a healthy lifestyle. It can help to reduce the risk of chronic illness and promote overall health. We are also more conscious of the quality of our food quality and how it is produced.

In the AS units, students learn about macronutrients and micronutrients, and study nutritional requirements and current dietary recommendations for each life stage. In Unit AS 2, students investigate current research on diet, lifestyle and health.

Students who continue to A2 explore securing a safe food supply from the primary producer to the consumer (Food Safety and Quality).

This specification gives students opportunities to develop knowledge and understanding of:

- nutrition and food science;
- how to manage resources to meet an identified human need in a diverse and changing society;
- the rapid technological changes and the growth of scientific knowledge and understanding;
- issues affecting our food supply and how these impact on the environment;
- the ethical implications of food production; and
- carrying out research.

AS Nutrition and Food Science (Year 13)	
AS 1 Principles of Nutrition	Students will study macronutrients and micronutrients and other dietary constituents: protein; fat; carbohydrate; vitamins; minerals; and water and other fluids.

AS 2 Diet, Lifestyle and Health	Students will study current research in relation to diet, lifestyle and health: eating patterns; energy and energy balance; diet-related disorders; alcohol; and physical activity.
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A2 Nutrition and Food Science (Year 14)	
A2 1 Option 2: Food Safety and Quality	Students will study the importance of securing a safe food supply from producer to consumer: food safety; safety through the food chain; microbial contamination; chemical contamination; additives; allergens; and controls and legislation.
A2 2	Research project

ASSESSMENT:

Module	Examination Duration	Assessment
AS 1	1 hour 30 minutes	Short questions and extended writing questions
AS 2	1 hour 30 minutes	Short questions and extended writing questions
A2 1	2 hours 30 minutes	Compulsory structured question and extended writing questions
A2 2	Research-based project	4,000 word research-based project (Internally assessed - no examination)

CAREER OPPORTUNITIES:

A study of Nutrition and Food Science can lead to entry into a variety of courses and careers related to Food Science, Hospitality Management, Dietetics, Teaching, Nursing, Environmental Health, Food Journalism, Food Production and Management, Product Development and Retail Marketing. Nutrition and Food Science is acceptable for entry into a wide variety of university courses not related to the subject.

SUBJECT: PHYSICS

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: Students wishing to study A level Physics should have at least a grade A at GCSE Physics (or grade AA in Double Award Science).

DESIRABLE QUALITIES: Interest in and enthusiasm for Physics. Good problem solving skills. Parallel study at A level Mathematics is desirable but not essential. Similarly study at GCSE level in Further Mathematics would be beneficial but again not essential.

COURSE CONTENT: Three modules are studied in each year of the course.

Module	Content
AS 1	Forces, Energy and Electricity
AS 2	Waves, Photons and Astronomy
AS 3	Practical Techniques and Data Analysis

Module	Content
A2 1	Forces, Energy and Electricity
A2 2	Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics
A2 3	Practical Techniques and Data Analysis

ASSESSMENT:

AS (at the end of year 13)

Module	Length	Format	Weighings
AS 1	1 hour and 45 mins	Written examination	40% of AS 16% of A level
AS 2	1 hour and 45 mins	Written examination	40% of AS 16% of A level
AS 3	2 (1 hour) sub components	Externally assessed test consisting of 4 short experimental tests and a separate paper analysing experimental results	20% of AS 8% of A level

A2 (at the end of year 14)

Module	Length	Format	Weighings
A2 1	2 hour	Written examination including synoptic assessment	40% of A2 24% of A level
A2 2	2 hour	Written examination including synoptic assessment	40% of A2 24% of A level
A2 3	2 (1 hour) sub components	Externally assessed test consisting of 2 experimental tests and a separate paper analysing experimental results	20% of AS 12% of A level

CAREERS: Physics at A level is a valuable qualification for many careers, in particular all types of engineering, medicine, dentistry, optometry, military and civilian pilot etc.

SUBJECT: PROFESSIONAL BUSINESS SERVICES

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Grade **B** in GCSE Business Studies **or** GCSE Economics.

Anyone who hasn't studied Business Studies or Economics at KS4 must have **at least** a Grade B in Maths **or** English.

In the event of over subscription, preference may be given to pupils who have studied GCSE Business Studies or Economics.

DESIRABLE QUALITIES:

Candidates should be willing to investigate real business examples in the Newtownards community.

COURSE CONTENT and ASSESSMENT:

Unit	Assessment
Unit AS 1 Introduction to Professional Business Services	External Assessment Written examination paper 1 hour 30 mins
Unit AS 2 Human Resource Services	Internal Assessment Portfolio based on a pre-released case study
Unit AS 3 Financial Decision Making	External Assessment Written examination paper 1 hour 30 mins
Unit A2 1 Technology in Business	External Assessment Written examination paper 2 hours
Unit A2 2 Leadership and Management	External Assessment Written examination paper 2 hour
A2 3 Project Management Skills and Processes	Internal Assessment Portfolio of evidence for a Project Management task

CAREERS:

Professional Business Services is a valuable and versatile subject. It encompasses a wide range of topics and develops skills necessary for Higher Education and various career areas. Successful completion of this course offers a wide range of degree and career opportunities including Business Studies, Accounting and Finance, and Management.

It also assists with a wide range of degree courses which may contain a business related module. Professional Business Services is a vocational subject in which a practical approach is encouraged through the use of mini enterprise schemes in order to enable candidates to develop the skills, knowledge and understanding of the practices and techniques required in realistic business contexts as well as to develop skills as entrepreneurs, managers or employees. **Please check your chosen university courses to ensure Professional Business Services A Level is acceptable for entry.**

SUBJECT: PHYSICAL EDUCATION

EXAMINATION BOARD: WJEC

ESSENTIAL CRITERIA:

It is essential that successful applicants:

- have achieved a minimum grade B in GCSE PE
- have trained and competed for a sports club inside or outside of school in at least one practical activity, compatible with the WJEC A level PE syllabus, for a full competitive season within the last two years.
- continue to train and compete for a sports club inside or outside of school for the duration of the A Level PE course in at least one practical activity, compatible with the WJEC A level PE syllabus.
- have played at a high level at 1st team standard minimum in their chosen sport. Pupils' practical ability will be discussed in an interview with the Head of Physical Education prior to acceptance onto this course.

NB If the course is oversubscribed first preference will be given to those pupils with a grade A in GCSE PE and a grade B in at least one science subject at GCSE level

DESIRABLE QUALITIES:

- grade B in at least one science subject at GCSE level.

It is highly recommended that pupils have a strong interest and involvement in at least one sport; have competed for the school throughout their years at Regent House in at least one sport; and have gained coaching experience in at least one sport in the past year.

COURSE CONTENT / ASSESSMENT:

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

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the interrelationships between the areas of study and apply them in a variety of contexts.

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units.

AS	Course Content	Assessment	% Weighting
Unit 1:	Exploring physical education Question types Contextualised questions to include multiple choice, data response, short and extended answers	Written examination: 1¼ hours	60% of AS 24% of A Level qualification 72 marks

Unit 2:	Improving personal performance in physical education To assess: <ul style="list-style-type: none"> • practical performance in one activity as a player/performer • practical performance as a coach or official • Personal Performance Profile 	Non-exam assessment	40% of AS 16% of A Level qualification 48 marks
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A level Units (AS units plus a further 2 units)

A2	Course Content	Assessment	% Weighting
Unit 3:	Evaluating physical education To assess all A level subject content Question types A range of questions to include data response, short and extended answers	Written examination: 2 hours	36% of A Level 90 marks
Unit 4:	Refining personal performance in physical education To assess: <ul style="list-style-type: none"> • practical performance in one activity as a player/performer, • coach or official • Investigative Research 	Non-exam assessment	24% of A Level 60 marks

AS will be assessed at the end of Year 13 and A2 at the end of Year 14.

CAREERS:

Some of the career opportunities for students studying Sport Science and the Active Leisure Industry are as follows:

Teaching

Sports Development or Coaching

Sports Nutrition

Physiotherapy and Rehabilitation / Sports Medicine

Sports Psychology

Personal Training / Leisure Industry

Sports Science

Sports Journalism / Media and Marketing

Professional Sportsperson

SUBJECT: PSYCHOLOGY

EXAMINATION BOARD: AQA

ESSENTIAL CRITERIA: Grade A in GCSE ENGLISH and Grade A in a Science (Biology, Chemistry or Physics).

DESIRABLE QUALITIES:

Candidates should be highly motivated and have a high level of commitment to private study. Pupils will be required to write numerous essays.

The course complements many other popular A levels, in particular, Biology, Mathematics, English Literature, Geography, History, Government and Politics, Health and Social Care and Business Studies.

COURSE CONTENT Candidates should note this is a linear A level. The AS qualification does not count towards the final A level in this subject.

AS Psychology

Unit	Course Content	Assessment	Weighting
Paper 1	Introductory Topics <ul style="list-style-type: none">• Social Influence• Memory• Attachment	Written Examination: 1 hour 30 minutes 72 marks	50% of AS Level
Paper 2	Psychology in Context <ul style="list-style-type: none">• Approaches• Psychopathology• Research Methods	Written Examination: 1 hour 30 minutes 72 marks	50% of AS Level

A2 Psychology

Unit	Course Content	Assessment	Weighting
Paper 1	Introductory Topics <ul style="list-style-type: none">• Social Influence• Memory• Attachment• Psychopathology	Written Examination: 2 hours 96 marks	33.3% of A Level
Paper 2	Psychology in Context <ul style="list-style-type: none">• Approaches• Biopsychology• Research Methods	Written Examination: 2 hours 96 marks	33.3% of A Level
Paper 3	Issues and Options <ul style="list-style-type: none">• Issues and Debates• Relationships• Schizophrenia• Aggression	Written Examination: 2 hours 96 marks	33.3% of A Level

CAREERS:**CAREERS:**

Psychology A Level develops skills valued by universities and employers, such as the ability to explain complex concepts clearly and concisely in writing, to think logically and critically. Not only does it lead to a variety of Psychology-specific degree options such as Clinical Psychology, it also serves as a valuable basis for other academic study options such as Neuroscience, Law, Education and Business Management. A Level Psychology is not necessarily required to study Psychology at degree level, but it is certainly advisable.

Career opportunities include:

- Clinical Psychology
- Psychiatry
- Therapy & Counselling
- Business
- Human Resources
- Media and Market Research
- Teaching & Educational Psychology
- Occupational Health
- Research & Experimental Psychology
- Forensic Psychology
- Sports and Exercise Psychology

SUBJECT: SOCIOLOGY

EXAMINATION BOARD: AQA

ESSENTIAL CRITERIA: Grade B in GCSE ENGLISH.

DESIRABLE QUALITIES: Candidates should be highly motivated and have a high level of commitment to private study. Pupils will be required to write numerous essays.

The course complements many other popular A levels, in particular, English Literature, History, Government and Politics, Geography, Health and Social Care and Religious Education.

COURSE CONTENT Candidates should note this is a linear A level. The AS qualification does not count towards the final A level in this subject.

AS SOCIOLOGY

Unit	Assessment
3.1.1 EDUCATION 3.1.2 METHODS IN CONTEXT	Written examination: 1 hour 30 minutes 50% of AS Level
3.2.1 RESEARCH METHODS 3.2.2 TOPICS IN SOCIOLOGY - FAMILIES AND HOUSEHOLDS	Written examination: 1 hour 30 minutes 50% of AS Level

A2 SOCIOLOGY

Unit	Assessment
4.1.1 EDUCATION 4.1.2 METHODS IN CONTEXT 4.1.3 THEORY AND METHODS	Written examination: 2 hours 33.3% of A Level
4.2.7 TOPICS IN SOCIOLOGY – THE MEDIA 4.2.2 TOPICS IN SOCIOLOGY – FAMILIES AND HOUSEHOLDS	Written examination: 2 hours 33.3% of A Level
4.3.1 CRIME AND DEVIANCE 4.3.2 THEORY AND METHODS	Written examination: 2 hours 33.3% of A Level

CAREERS:

Sociology encompasses a wide range of subject areas which can be beneficial for studying degrees in – Crime, Law, Geography, Media, Teaching and Journalism. The course will teach you how to think critically and reflectively. As an essay-based subject, it will also help strengthen your communication, argument-building and analysis skills. Some of the career opportunities for students studying Sociology include:

- Social researcher
- Civil servant
- Community Development Worker
- Policy Officer
- Further Education or Secondary School teacher
- International Aid Development Worker
- Human Resources Manager
- Social Worker

SUBJECT: BTEC EXTENDED CERTIFICATE IN SPORT (Sports Performance and Excellence)

EXAMINATION BOARD: EDEXCEL

ESSENTIAL CRITERIA: A minimum grade B in Physical Education OR a grade B in GCSE English OR a grade B in a Science

DESIRABLE QUALITIES:

Due to the written coursework content, it is preferable that pupils have at least a B in GCSE English. It is highly recommended that pupils are involved in school and/or club sports and have an interest in pursuing a career in this field of study.

BTEC Nationals, are equivalent in standard to A Levels, are widely recognised by industry and universities as the signature post-16 vocational qualifications. They are administered by Pearson, the UK's largest awarding body. BTECs are qualifications designed to give students the skills they need to either move on to university, further education or go straight into employment. Well over 100,000 BTEC students apply to UK universities every year and BTEC Nationals are accepted by over 150 UK universities for relevant degree programmes (either on their own, or in combination with A Levels).

BTECs are vocational – or applied learning – qualifications which help students acquire knowledge, skills and understanding through practical, work-related activities in a real-life context so that they can apply what they've learned. Each programme of study covers a number of units, for which students must present evidence based on their work and studies to demonstrate the knowledge and skills they've developed on the course.

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. BTECs have been developed in conjunction with employers, universities, further education colleges and schools to ensure that they equip students with the high standards of knowledge, practical skills and understanding required for further study and employment.

Universities recognise this BTEC as being equivalent to two A Levels, as shown in the table below.

UCAS Tariff points are awarded as follows:

- Distinction* – 56 UCAS points (equivalent to GRADE A* at A-level)
- Distinction – 48 UCAS points (equivalent to GRADE A at A-level)
- Merit – 32 UCAS points (equivalent to GRADE C at A-level)
- Pass – 16 UCAS points (equivalent to GRADE E at A-level)

COURSE CONTENT / ASSESSMENT:

Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology (external examination in January Year 13)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (external examination in May/June Year 13)
- Unit 3: Professional Development in the Sports Industry (written coursework in Year 14).

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

Mandatory Units:

Unit number	Unit Size (GLH)	Unit title	Assessment
Unit 1	120	Anatomy and Physiology	External written examination: 1.5 hours 80 marks
Unit 2	120	Fitness Training and Programming for Health, Sport and Well-being	External written examination: 2.5 hours 60 marks
Unit 3	60	Professional Development in the Sports Industry	Internal

Optional units:

Unit number	Unit Size (GLH)	Unit Title	Assessment
Unit 4	60	Sports Leadership	Internal
Unit 5	60	Application of Fitness Testing	Internal
Unit 6	60	Sports Psychology	Internal
Unit 7	60	Practical Sports Performance	Internal

More details on each of the individual units can be found by following the link below:
<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html>

Please check your chosen University Courses to ensure BTEC Level 3 qualifications are acceptable for entry.

CAREERS: Some of the career opportunities for students studying BTEC Level 3 Sport along with another A level are as follows: Teaching, Sports Development or Coaching, Sports Nutrition, Physiotherapy and Rehabilitation / Sports Medicine , Sports Psychology , Personal Training / Leisure Industry, Sports Science , Sports Journalism / Media and Marketing, and Professional Sportsperson.

SUBJECT: RELIGIOUS STUDIES

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA: An A or B at GCSE (Full Course or Short Course) is required. Ability in related subjects (such as English and History) is also useful.

DESIRABLE QUALITIES:

An inquiring and critical mind with an interest in close textual study, as well as a desire to think through and debate key religious claims.

COURSE CONTENT:

AS – An Introduction to the Acts of the Apostles: context; beginnings, growth and expansion of the church; Paul the Apostle; other aspects of human experience.

AS – Foundations of Ethics with Special Reference to Issues in Medical Ethics: approaches to moral decision making; life and death issues: abortion, euthanasia; developments in bioethics: assisted conception, new reproductive technologies; other aspects of human experience.

A2- Themes in selected letters of Paul: Galatians, 1 Corinthians, Ephesians.

A2- Global Ethics: moral theory; global rights: nature of rights, sexual identity and gender justice; global issues: war and peace, justice, law and punishment; conscience, freedom and tolerance including the role of the state.

ASSESSMENT:

AS – two 1 hour 20 minutes written examination papers.

A2 – two 2 hour written examination papers.

CAREERS: The content and/or skills in A Level Religious Studies are relevant for a number of careers in which empathy, understanding different viewpoints, ethical awareness, critical thinking and working with others are required e.g. teaching, lecturing, law, medicine, journalism, media, counselling, charities, social work, youth work and church work. The Ethics modules are particularly relevant for careers in medicine, law, politics and social work.

SUBJECT: SPANISH

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

Pupils with a Grade A* or Grade A in GCSE are always welcome, as are **well-motivated** pupils with a Grade B. Pupils are advised that GCSE components taken at Foundation Level offer an inadequate basis for progression to advanced level study.

DESIRABLE QUALITIES:

- (a) a genuine interest in the subject/country;
- (b) a willingness to work hard;
- (c) perseverance!

COURSE CONTENT:

The two main **aims** of the course are:

to develop further the core GCSE skills of listening, speaking, reading and writing;
to equip pupils with a greater understanding of Spanish society and culture.

The topics studied are called **Contexts for Learning**.

The Contexts for Learning are:

Context	AS
1	Relationships
2	Culture and Lifestyle
Context	A2
3	Young People in Society
4	Our place in a changing world

To help develop oral skills, all pupils also have a compulsory weekly conversation class with the language assistant. In each year one literature theme is studied.

ASSESSMENT STRUCTURE: There are three AS units and three A2 units.

Content	Assessment	Weightings
AS1: Speaking	AS1: Speaking Question 1: a presentation based on an AS level theme. (3 minutes) Question 2: conversation (approximately 8 minutes) Total time: 11 minutes	30% of AS level 12% of A level
AS2: Listening [A], Reading [B] and Use of Language [C]	AS2: Section A – Listening (40 minutes) AS2: Section B – Reading (50 minutes) AS2: Section C – Use of Language (30 minutes) Total time: 2 hours	40% of AS level 16% of A level

AS3: Extended Writing	AS3: Extended Writing Students write one essay in Spanish in response to a set film or literary text. Total time: 1 hour	30% of AS level 12% of A level AS: 40% of A level
A21: Speaking	A21: Speaking Question 1: students introduce and discuss a personal research project. (6 minutes) Question 2: conversation (9 minutes) Total time: 15 minutes	18% of A level
A22: Listening [A] and Reading [B]	A22: Section A – Listening (45 minutes) A22: Section B – Reading (2 hours) Total time: 2 hours 45 minutes	24% of A level
A23: Extended Writing	A23: Extended Writing Students write one essay in Spanish in response to a set literary text. Total time: 1 hour	18% of A level

OTHER NOTES:

The benefits of a stay in Spain are self-evident, and all pupils taking A Level Spanish are encouraged to visit the country during their time in the sixth form.

CAREERS:

A qualification in a Modern Foreign Language (MFL) will greatly enhance your employment opportunities. Careers directly related to MFL are, among many others: journalism, translating & interpreting, business, travel & tourism, teaching, research (many universities offer courses which combine subjects such as science, medicine, civil engineering, business studies, actuarial science with a language and offer placements in the target language country).

SUBJECT: TECHNOLOGY & PRODUCT DESIGN

EXAMINATION BOARD: CCEA

ESSENTIAL CRITERIA:

- A/B in GCSE Technology and Design.
- Art/ Graphics & ICT capability is **essential** to access the higher grade boundaries

DESIRABLE QUALITIES:

- I.C.T. capabilities are desirable.
- Graphical ability: Project work requires self-motivated and dedicated pupils who enjoy communicating graphically, presenting work to a high standard, identifying problems and solving them through their design work.

***pupils should be aware of the heavy coursework content of this subject and the expectation to attend after school practical workshop sessions.**

COURSE CONTENT: AS LEVEL

UNIT 1: Product Design

- 1.1 Material selection
- 1.2 Wood
- 1.3 Metal
- 1.4 Plastic
- 1.5 Modern composite and emerging technologies
- 1.6 Methods of processing materials
- 1.7 Product analysis and improvement
- 1.8 Design and communication
- 1.9 Design and manufacture
- 1.10 Quality and safety

Option - Product Design

- 1.24 Designing
- 1.25 Compliant, composite and smart materials
- 1.26 Design and communication
- 1.27 Methods of processing materials
- 1.28 Quality and safety
- 1.29 Manufacturing production and quality systems
- 1.30 Influences on product design
- 1.31 Intellectual property rights

UNIT 2: Coursework: Product Development

- 1.32 Investigation and analysis of product
- 1.33 Redesign solutions and development
- 1.34 Making
- 1.35 Testing and evaluation

OVERVIEW OF PERCENTAGES ACROSS THE SPECIFICATION

Approximate percentages of required skills across all units.

15% - Graphical drawing (freehand / computer aided design)

25% - Practical (workshop / computer aided manufacture)

10% - Research, product analysis, testing and evaluation

50% - Theoretical

A2 Level

UNIT 1: Product Design

1.32 Investigation and analysis of product

1.33 Redesign solutions and development

1.34 Making

1.35 Testing and evaluation

UNIT 2: Coursework: Product Design and Manufacture

1.49 Environmental issues

1.50 Product life cycle

1.51 Advances in technology and ICT in manufacture

1.52 From mind to market

1.53 Quality control and assurance

1.54 Design for use

1.55 Design for manufacture

1.56 Design and communication

1.57 Technological developments in society

OVERVIEW OF PERCENTAGES ACROSS THE SPECIFICATION

Approximate percentages of required skills across all units.

15% - Graphical drawing (freehand / computer aided design)

25% - Practical (workshop / computer aided manufacture)

10% - Research, product analysis, testing and evaluation

50% - Theoretical

ASSESSMENT:

Unit	Assessment Method	Time	% Weighing AS Level	% Weighing A2 Level
AS 1	Written Exam 1. Core area of study 2. Specialist area of study – Product Design	2 hours	50%	20%
AS 2	A Product Development Internally assessed and externally moderated	45 hours of work 10 A3 pages plus practical outcome	50%	20%
A2 1	Written Exam Product Design	2 hours		30%
A2 2	A Product manufactured in a range of resistant materials Internally assessed and externally moderated	60 hours of work 20 A3 pages plus practical outcome		30%

CAREERS: Product design and any field of engineering

SUBJECT: BTEC LEVEL 3 EXTENDED CERTIFICATE in TRAVEL & TOURISM

EXAMINATION BOARD: EDEXCEL

ENTRY REQUIREMENTS: Grade B in GCSE Leisure Travel & Tourism, Business Studies, GCSE Economics, GCSE History, or GCSE Geography

Anyone who hasn't studied GCSE Leisure Travel & Tourism, Business Studies, Economics, History or Geography must have at least a Grade B in Maths or English.

In the event of over subscription, preference may be given to pupils who have studied GCSE Leisure Travel & Tourism, Business Studies, Economics or Geography.

DESIRABLE QUALITIES: Candidates should be highly motivated. They should have a self-disciplined approach to private study particularly with regards to independent research and meeting coursework deadlines. It is also desirable that pupils have an interest in Business and/or Travel.

COURSE CONTENT: The structure of the BTEC Travel & Tourism course is summarised in the table below:

Unit	Assessment
Unit 1: The World of Travel and Tourism (M)	External
Unit 2: Global Destinations (M)	External
Unit 3: Principles of Marketing and Travel and Tourism (M)	Internal
Unit 9: Visitor Attractions (O)	Internal
M = Mandatory Unit & O = Optional Unit	

You can find further information on this qualification:

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

OTHER NOTES:

This is a two-year course – pupils who drop out of this course after AS level will not receive an AS equivalent qualification.

This qualification is intended for students who are keen to develop skills as well as technical knowledge and to broaden their understanding of the diverse, complex and ever-changing nature of Travel & Tourism.

Please check your chosen University Courses to ensure BTEC Level 3 qualifications are acceptable for entry.

UCAS Tariff of Equivalences for BTEC Nationals against AS & A Level GCE			
BTEC Grade Descriptor	UCAS Tariff Points	AS & A Level GCE Descriptor	UCAS Tariff Points
Distinction*	56	A*	56
Distinction	48	A	48
Merit	32	C	32
Pass	16	E	16