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4th October 2018

By email: Scott.Harbinson@education-ni.gov.uk

Dear Scott

Thank you for your letter dated 24th September. I appreciated both the listening tone it gives to our request, as well as the difficult situation the allocation/distribution of places in 2017 caused. I write to emphasise and reiterate the request for a Temporary Variation of our admission number to 130.

We did have a conversation last year when I set out our intent, particularly that Campbell College would carefully follow the Department Guidance (Circular 2017/19). Our proposals were submitted to the Area Planning group in the Autumn of 2017. I am conscious that DE passed no comment, nor objection, by December 2017, when comment/objection was made on other proposals. The shortfall of places that then became apparent in May was, I am sure, known at that time due to DE having worked on forecasting demand, just as you refer in your letter to reviewing this now for 2019. The proposal we make is considered in a variety of ways:

- The Area Planning team felt it was consistent with the strategic objectives, John Collings independently referred to it as 'right sizing' the school;
- It is a non-contentious proposal, not impinging on any other school. The Permanent Secretary described such a proposal as the type he wished DE to expedite;
- The College is aware of the small, modest requests made by local schools for increases in enrolment. These will contribute effectively towards dealing with the shortfall of places;
- The proposal is based on the development of boarding. This is a feature of schooling which has constricted greatly in recent years. Campbell College has sought, and is seeking to maintain this established option of schooling. In doing so, we are supported and have partnered with a number of 'agencies'. Invest NI are keen to promote the boarding option, it assists the international community vital to onward investment, likewise for the Belfast City Council, University of Ulster and Queens University Belfast.

I could go on but I have made my point by now. I request the Temporary Variation, it will allow opportunity within the next year to carry out the Equality Impact Assessment, Equality



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Screening and a working up of the full Development Proposal. I met with GBA Area Planning representatives today and have replied to you as soon as possible.

Yours sincerely

R M Robinson
Headmaster



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19th September 2018

By email: Scott.Harbinson@education-ni.gov.uk

Dear Mr Harbinson

I write to request a repeat of the temporary variation we were pleased to receive in time for the September 2018 admission. (*I refer to the email below from Mr D Beggs in your department.*)

I have submitted a Development Proposal via Ms Geraldine Pettigrew, GBA, Area Planning. Ms Pettigrew informs me this will not be processed in time for the agreement of admission numbers this term. Consequently, I regret to ask again for the same variation as last year: i.e. an admission number of 130. I do not mean to cause inconvenience asking you the same thing over and over. I have only been told last Friday that a full Development Plan is required. I had met with John Collings, who passed me on to Area Planning to GBA to silence. I have now met with GBA and have a full proposal being developed. I hope that it will be done in the format required. Nonetheless, the safest way forward is to assume that that proposal will not reach the Area Planning Group in time for agreement of the admission number for the year ahead.

Yours sincerely

R M Robinson
Headmaster

Students undertake to:

- ▶ work to the best of your ability, both inside and outside of the classroom, and be guided by your teachers and mentors.
- ▶ show courtesy and respect to other members of the College community at all times, be polite and kind to everyone in school and treat others as you like to be treated – with consideration, fairness and care.
- ▶ strive for 100% attendance, be punctual at school and bring the correct equipment, including PE kit.
- ▶ represent the College in a positive manner by upholding College standards and expectations, and abide by the rules to behave in the manner you are expected to, accepting the consequences of your actions.
- ▶ achieve your potential through full involvement in the life of the College, using every opportunity to develop your talents and abilities in class and in extra-curricular activities, whilst encouraging your College colleagues to do the same.

Parents undertake to:

- ▶ set aside some time every day to talk and listen to your son, encouraging him to try his best in all aspects of learning and take advantage of all opportunities, including extra-curricular activities, provided through the College.
- ▶ encourage your son to follow the code of conduct and demonstrate positive behaviour, treating all members of the College community with respect and courtesy as well as consideration and fairness.
- ▶ ensure that your son goes to school on time and properly equipped, behaving sensibly when travelling to and from school and when representing the College.
- ▶ take note of written and verbal reports about your son's progress and conduct, talk about any concerns and to attend parents' meetings regularly.
- ▶ maintain open and respectful communication with the College.



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The Five Expectations of Campbell College

*Excellence
in Teaching*

*Together in
Partnership*

*Respect
for all*

*Time for
Learning*

*Realising
Individual Potential*

Campbell College,
Belmont Road,
Belfast, BT4 2ND

Tel
+44 (0)28 9076 3076

Web
www.campbellcollege.co.uk

We believe every boy deserves the very best and we expect the very best from every boy.

Who we are

Campbell College, Belfast was established in 1894 and has kept at its core the pursuit of the highest standards possible in education, through the provision of a ‘superior liberal education’ as desired by our founder, Henry James Campbell. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. We are committed to the service of our young people and to assisting them play their full part in society, with global interest.

A Superior Liberal Education

By a **superior liberal education**, we mean a rigorous and extensive knowledge-based education that draws its material and methods from the best educational practice. The basic academic grounding of reading, writing and arithmetic are coupled with a promotion of respect for others and understanding of the need for cultural interest in sport and the arts. The college is a disciplined environment with the expectation of the highest standards of behaviour. We base much of our work around the triangular relationship between pupil, college and home.

The aim of such an education is not just to prepare boys for a job or career; it is more to transform their minds so that they are able to make reasonable and informed judgments and engage fruitfully in conversation and debate – naturally about contemporary issues, but also about the universal questions that have been troubling mankind throughout history. We want our boys to leave our school with the confidence that comes from possessing a store of essential knowledge and the skills to use it. We believe that independence of mind is the goal of a good education.

The Five Expectations of Campbell College

1. Excellence in teaching

Teachers affect a pupil’s achievement more than any other factor. The teaching staff are supported and trained through a programme of continuous professional development to enable them to deliver teaching to a very high standard. We liaise with other schools and professional bodies, ensuring that best practice is always sought. To make sure that no pupil is left behind, we have developed data management tools that help teachers to monitor progress, both academic and pastoral, showing when extra support, development or challenge is needed. Boys with firm foundations in English and Mathematics will find that other subjects will become easier. We prioritise depth in these core subjects, giving our boys the best chance to succeed.

Our staff are willing to go the extra mile.

2. Time for learning

The strategies we use at the College are effective in teaching boys because they are accessible, sensible and achievable. These make sure boys have enough time both for their chosen subjects and for extra-curricular activities. Lessons are arranged in 55 minute periods, which maximises contact time with staff, allowing creativity and focus. We assist boys in their organisation, ensuring they take responsibility for their learning. We teach boys the skills that are needed to successfully progress in their careers and futures generally.

Every lesson counts.

3. Realising individual potential

We believe that every child can achieve great things, so we set high, achievable expectations for each of our boys, informed by our knowledge of them as individuals.

Boys’ self-esteem and confidence are built through academic, sporting or cultural fulfilment. We believe in single sex education which allows boys a greater focus than that of other comparable systems.

We inspire individuals to be the best they can be.

4. Respect for all

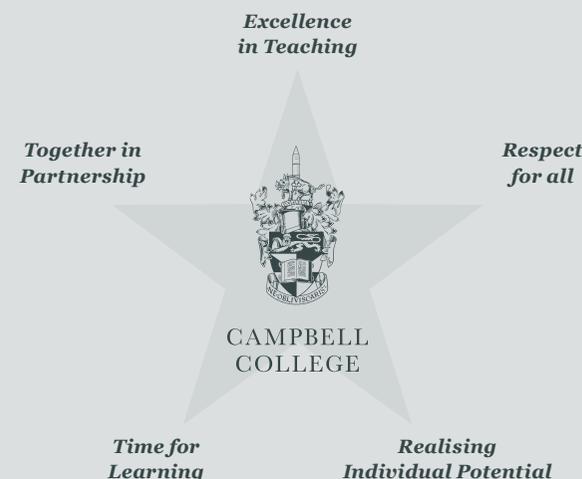
We believe that every individual is different, unique, each able to make their own contribution to the betterment of the College and society, and worthy of respect. Boys’ opinion in regard to their teaching and experience of school is respected and listened to carefully. In the same way, we listen to parents and our wider Campbell Community.

We teach our boys honesty, integrity, compassion and a true respect for all around them.

5. Together in partnership

The strength of relationships between teaching staff and pupils is something that we pride ourselves in, and creates a disciplined learning environment, characterised by its nature as a respectful and orderly place. Teachers can focus on teaching and pupils can focus on learning. We encourage, recognise and reinforce good behaviour. We also recognise that children do best when families and schools work together and as such, in the importance of communicating effectively. We endeavour to keep parents and carers fully involved in a boy’s progress through good communication and termly reporting. We seek to involve families in all aspects of school life.

Together we ensure that every boy matters.





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Parents' Forum

Wednesday 10 October 2019



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Agenda

1.	Introduction and Welcome	Graeme Campbell Parent Governor
2.	Headmaster's overview	Robert Robinson Headmaster
3.	Action Points from last Parents' Forum	Sarah Coetzee Senior Teacher
4.	Open Forum	Robert Robinson Sarah Coetzee
5.	Feedback from Kirkland Rowell and Senior School Parent Communication and Engagement Audit	Robert Robinson Sarah Coetzee
6.	Breakout groups	
7.	Group Feedback and Closing words	Robert Robinson



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Parents' Forum

An opportunity for input and feedback

Objectives	<p>Provide an opportunity for Parents to hear more about the direction of the School and its forward looking plans.</p> <p>Create a forum where Parents have 'a voice' and an input into:</p> <ul style="list-style-type: none">• Improving the brand and reputation of the School• Enhancing the Campbell experience for current pupils. <p>Provide an opportunity for Parents and the School to work together for the benefit of all pupils and the wider school community.</p>
Frequency	Three times per year
Format	<p>Currently 'open invitation'.</p> <p>Guest speakers used in some meetings to provide information/updates on areas of interest.</p>
What it is <u>not</u>	<p>A complaint resolution forum.</p> <p>Forum to 'name names'.</p>



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Mr Robert Robinson

Headmaster



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Actions from Parents Forum 18 April 2018

Completed

- Sent to all parents:
 - Minutes from last Parents' Forum
 - CCB 'Reading for Pleasure'
- Kirkland Rowell survey completed – response rate 40.4%
- Parents' Portal launched across all years in Senior School
- Information about revision classes across departments

Ongoing

- School Development Plan focus on full programme of GCSE/A level revision classes with notification through electronic calendar
- University-led seminars for Sixth Form on effective note taking and revision strategies, managing workload and coping with stress
- Review of information for Year 11 parents – modules, mock exams and controlled assessment

Focus for Easter Term Parents' Forum

- Raising teenage boys/supporting mental health



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Open Forum



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Open Forum Questions

1. Query regarding the availability of sugary drinks from vending machines in the school
2. Are there any plans for a school bus to Newtownards?
3. What IT packages are required for pupils homeworks beyond Microsoft Word, Excel and Powerpoint?
4. Queries regarding the range and communication of extra-curricular activities



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Kirkland Rowell



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What can we learn from Kirkland Rowell?

Very positive outcomes reported by parents

- Excellent overall performance score of 83.4%
- 92% of parents rated the school as 'very good' or 'good'
- No criteria rated 'attention advised' or 'room for improvement'
- 45% of parents of new pupils said the school exceeded expectations
- 38% of parents of pupils not new to the school said that it had improved over the last year. Also reflected in pupil responses.
- 94% of parents said they would recommend the school to other parents/pupils.
- **Top strengths (all rated Outstanding)**
 - Out of school activities
 - Developing confidence
 - Community spirit
 - Happiness of child
 - Range of subjects taught
- **Parents are least happy with (but still rated Good)**
 - Use of exams and testing
 - Library facilities



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Response breakdown by Year Group

- Greatest proportion of responses came from Year 10 parents.
- Parents of Sixth Form recorded the greatest levels of satisfaction (87%). Most year groups around the same but a dip in Year 11 (76%).
- In most criteria, the students that are most satisfied are Years 8, 9 and Sixth Form. Least satisfied are Year 12.

Homework

- An average of 50% of parents in most schools say that the level of homework is about right. In CCB, this is 71% (range 58% in Year 11 to 84% in Sixth Form).
- An average of 40% of pupils in most schools say that the level of homework is about right. In CCB, this is 51% (range 46% in Year 9 to 63% in Sixth Form).
- The proportion of pupils reporting that their parents often look at their work to see how they are doing is lower than the national average (except for Year 11 which was higher than the national average).
- 90% of pupils in Year 8 say that parents check that they have done homework, down to 44% in Sixth Form (both lower than national averages).



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Unexpected results - Parents

	Higher than Expected	Lower than Expected
Sixth Form	<ul style="list-style-type: none">• School discipline• Developing confidence• Developing moral values• Happiness of child• Community spirit• Social health education• Written reports• Explaining to parents how to help their child• Range of subjects taught	
Year 12	<ul style="list-style-type: none">• Quality of college management	
Year 11		<ul style="list-style-type: none">• School communication• Community spirit• Use of exams and testing• Ensuring pupils do their best/make good progress
Year 8	<ul style="list-style-type: none">• Encouraging and listening to parents' views• Encouraging and listening to pupils' views.• Tailoring child's work to their needs and ability	



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Unexpected results – Pupils

	Higher than Expected	Lower than Expected
Sixth Form		<ul style="list-style-type: none">Pupils' attitude to learning
Year 12		<ul style="list-style-type: none">School disciplineCommunity spiritSocial health education
Year 11	<ul style="list-style-type: none">School facilities	
Year 8		<ul style="list-style-type: none">Levels of homework

- Across the school, pupils rate the following as higher than expected in comparison with similar schools:
 - Caring teachers
 - Happiness of pupil
 - Treating fairly and equally
 - Extra curricular activities
 - Developing potential
 - Developing confidence
 - School facilities
 - Computer access
 - College management
- A greater proportion of pupils than those in similar schools say that if they had a choice, they would willingly attend school and attend all lessons.



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Most criteria are rated as ‘Outstanding’. Where should we look for ways to improve?

- Inconsistency between year groups
- Lower than expected results
- Where parental priorities ratings do not match parental satisfaction ratings
- Criteria where >5% of parents rate as ‘poor/very poor’ and <80% rate as ‘good/very good’
- Qualitative comments



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Short term actions

- Food
- Toilets
- Revised homework completion policy
- Focus on new structures for Staff Development
- Parental Communication and Engagement audit



About the School

Supporting pupil progress

- Raising pupil achievement/pastoral evenings: Years 8, 11, 12 and 13
- Options and choices talks: Year 10, 12 and 14
- Academic information: Careers Notices, Library News

School Matters

- Parentmail communications
- Parentmail online payments
- End of Term Notes
- Google Calendar
- Website
- Headmaster's Blog

School News

- Facebook: Campbell College; Junior School; Boarding; Hockey Club; Rugby Club; Music; Careers; Old Campbellian Society, Friends of the Pipe Band; Friends of the CCF
- Twitter: Boarding; Hockey Club; Rugby Club; Cricket; Volleyball; Music; Library; Old Campbellian Society
- Vimeo, Instagram, LinkedIn



About your Son

Parent Consultations

- Year 8 - April
- Year 9 - March
- Year 10 - March
- Year 11 - February
- Year 12 - February
- Year 13/14 - January
- Year 10 GCSE Choices Meeting - March

Formal feedback

- 2 Progress cards and one written report per year
- Commendation and concern letters
- Firefly - Merit points and Missed homeworks
- Prize Day

Ongoing pupil progress

- Firefly - homework, marks and feedback
- Contact with key staff as required (Personal tutor/Subject teacher/Head of Department/Head of Year)



Have your say

Parents' Forum

- Open Forum
- Breakout sessions
- Themed sessions

Kirkland Rowell

- Parental perceptions of the school's strengths and areas for development - feeding into College Improvement Plan

Social Media

- 11 Campbell College Facebook pages
- 8 Twitter accounts



Be part of it!

Extra curricular

- Sporting fixtures (parent support, refreshments and fundraising)
- Drama and Music productions and events
- Art Exhibitions
- Charities and fundraising
- Sports Day

College life

- Family Services
- Carol Service
- Leavers' Service
- Parent/Staff Prayer group
- CCB 125th Anniversary celebrations
- Christmas Fair

Social

- Macmillan Afternoon Tea
- An Afternoon of Styling
- Burns Supper
- Boarding Induction Afternoon and Barbeque
- Year 13 Parents Barbeque



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Break out groups

(topics for discussion focusing on how these areas could be improved)

- Communication (see audit)
- Extra-curricular provision
- Exams and testing/Report card system
- Parent/Teacher Consultations
- Homework (amount, new policy, use of Firefly etc)
- Parking and traffic issues



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Feedback from breakout groups



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Letters from Invest NI and Universities

I attach working documents from Invest NI and the two Universities. Each demonstrate the partnerships we are building for the mutual benefit of the College, the Universities and for the wider economy of Northern Ireland.

Yours sincerely

R M Robison
Headmaster

From: Gren Armstrong <gren.armstrong@investni.com>
Subject: RE: Boarding KPIs
Date: 10 December 2018 at 08:11
To: Cathy Law <cathylaw@campbellcollege.co.uk>, gvance@rockportschool.com,
Emma Thompson (EThompson@rockportschool.com) <EThompson@rockportschool.com>,
stephen McConnell (sthmcconnell@royalschool.com) <sthmcconnell@royalschool.com>,
robinson711@campbell.belfast.ni.sch.uk, kquinn575@c2kni.net, D BURNETT <dburnett829@rsd.dungannon.ni.sch.uk>
Cc: L Crawford <lcrawford842@campbell.belfast.ni.sch.uk>

Many thanks Cathy

If anyone has any queries re context, please don't hesitate to contact me.

Rgds

Gren

From: Cathy Law [mailto:cathylaw@campbellcollege.co.uk]
Sent: 07 December 2018 16:03
To: gvance@rockportschool.com; Emma Thompson (EThompson@rockportschool.com) <EThompson@rockportschool.com>; stephen McConnell (sthmcconnell@royalschool.com) <sthmcconnell@royalschool.com>; rrobinson711@campbell.belfast.ni.sch.uk; kquinn575@c2kni.net; D BURNETT <dburnett829@rsd.dungannon.ni.sch.uk>
Cc: Gren Armstrong <gren.armstrong@investni.com>; L Crawford <lcrawford842@campbell.belfast.ni.sch.uk>
Subject: Fw: Boarding KPIs

Dear all

Gren at Invest NI has asked for us all to send him some information as per email below. I am copying in Gren so that we can all respond directly. This is to feed into Invest NI's establishment of Education KPIs..

Many thanks

Cathy

From: Gren Armstrong <gren.armstrong@investni.com>
Sent: 07 December 2018 09:22
To: Cathy Law; Emma Thompson (EThompson@rockportschool.com)
Cc: Summer Song; Claire Gadd; Conal Doherty
Subject: Boarding KPIs

Hi Cathy and Emma

In preparation for Summer's visit, I was wondering if you could give some thought to KPIs. As we get more established with the education sector we will need to be able to demonstrate that INI involvement is having an impact on student numbers and on export revenue resulting. I'm mindful an international student "headcount" at a point

in time might not completely reflect the export value of boarding students, due to differing durations of attendance.

I am therefore wondering if this would be manageable, on an annual basis, broken down by school:

- The number of new international students enrolled and home country
- The number of returning international students and home country
- Number of terms / weeks of attendance
- Fee value

I hope this would be manageable, ideally collectively through Boarding NI?

Anything you could have available for Summer's visit with respect to China, would also be much appreciated.

Rgds

Gren

Gren Armstrong
International Education and DIT Liaison
Strategy
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From: R ROBINSON rrobinson711@campbell.belfast.ni.sch.uk
Subject: Fwd: Campbell College Meeting
Date: 17 December 2018 at 11:40
To: R ROBINSON rrobinson711@campbell.belfast.ni.sch.uk



Begin forwarded message:

From: Nuala Corr <n.corr@qub.ac.uk>
Subject: Campbell College Meeting
Date: 22 August 2018 at 22:36:03 BST
To: "claw330@campb.sch.ukell.belfast.ni" <claw330@campb.sch.ukell.belfast.ni>
Cc: "lcrawford842@campbell.belfast.ni.sch.uk" <lcrawford842@campbell.belfast.ni.sch.uk>, "rrobinson711@campbell.belfast.ni.sch.uk" <rrobinson711@campbell.belfast.ni.sch.uk>, Isabel Jennings <i.jennings@qub.ac.uk>, Dean of Internationalisation EPS <deaninteps@qub.ac.uk>, Michael Alcorn <m.alcorn@qub.ac.uk>, Colin McCoy <C.McCoy@qub.ac.uk>, Radhika Longbottom <R.Longbottom@qub.ac.uk>, "Cathy O'Kane" <Cathy.OKane@qub.ac.uk>, Clare Greenwood <C.Greenwood@qub.ac.uk>

Dear Cathy,

I hope you are well?

I believe that you had a very productive meeting last week with our three Deans of Internationalisation and Isabel Jennings.

The International Office are eager to work alongside our faculties to develop the cooperation with both Campbell college and Boarding NI. As Isabel may have explained to you we have a new staff member Ms Radhika Longbottom joining the International Office next week as a Senior International Officer to lead on the relationships with International schools and boarding schools based in NI and the UK. Radhika has worked for Queen's in the Domestic Recruitment team so has a lot of experience working with a range of Schools throughout the UK.

Isabel met with both Radhika yesterday morning to update us on some of the discussions which took place last week. Radhika has already started working with Cathy our International Events Officer and our Domestic Recruitment team to pull together a calendar of possible events for the 2018/19 academic year to enhance the current interaction between Campbell college/ Boarding NI with Queen's University.

Radhika will be in touch with you once she has settled into the new post next week, however if you have any queries before then please do not hesitate to contact me directly.

We are really looking forward to working closer with both Campbell College and Boarding NI to develop our partnership.

For information Radhika's email address is: R.Longbottom@qub.ac.uk

KIND REGARDS

Nuala

Nuala Corr | Joint Head of International Office | Email: n.corr@qub.ac.uk | Tel: [+44 \(0\) 28 9097 1336](tel:+44(0)2890971336) | Mobile: [+44 \(0\) 7814 732198](tel:+44(0)7814732198)

From: "Montgomery, Ian" <jai.montgomery@ulster.ac.uk>
Subject: Re: Contact from Campbell
Date: 26 April 2018 at 16:49:23 BST
To: R ROBINSON <rrobinson711@campbell.belfast.ni.sch.uk>, C Law <claw330@campbell.belfast.ni.sch.uk>
Cc: DVC Office <DVC-Office@ulster.ac.uk>, "Holland, Jonathan" <jk.holland@ulster.ac.uk>, "Adair, Alastair" <as.adair@ulster.ac.uk>, "Gordon, Kelly" <k.gordon@ulster.ac.uk>

Dear Robert

Thank you for your email and thanks for the introduction Alastair. Your email is indeed opportune. I took over my role about 18 months ago – and while I had a beginners enthusiasm in terms of getting new structures in place – Rome wasn't built in a day! I am now therefore delighted to announce that we have almost completed a huge restructuring exercise and that the last of our four regional recruitment manager appointments has just said 'yes' at the end of this week. Ulster did not have an international recruitment team in place until now. We now have regional recruitment managers for:

China and Japan
South East Asia (inc. Pakistan, India, Indonesia, Malaysia etc.)
Middle east and Africa
The Americas

During my initial discussions with Cathy we just did not have the people in place to have a meaningful international collaboration – but hopefully that has now changed. Jonathan Holland undertakes a lot of our local school liaison and is full of praise for your careers teacher. Thanks also for sending a link through – I'll investigate. Thanks also for the update on international student numbers – most impressive. I would be hopeful that, given our high performance in research, teaching, and employability your students would find Ulster an attractive proposition.

If you are available on Monday afternoon it would be excellent to meet.

Kind regards

Ian

Professor J A Ian Montgomery

Pro Vice-Chancellor: Global Engagement

T: 0044 (0)28 9536 7457

E: jai.montgomery@ulster.ac.uk

W: www.ulster.ac.uk

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Key Stage 3 Curriculum

Upon entry to **Year 8**, boys are streamed into 6 classes and all take English, Mathematics, Junior Science, French, Geography, History, Home Economics, Drama, Latin, Religious Studies, Art, Music, Design and Technology, Information Communication Technology, Physical Education and Learning for Life and Work.

In **Year 9**, the majority of boys take up Spanish or German as a second Foreign Language. However, following an assessment, some pupils may receive additional support in Literacy.

In **Year 10** Science is studied as the three separate disciplines of Biology, Chemistry and Physics. During Year 10, pupils select their course of study for GCSE. Parents and pupils are encouraged to consult with subject teachers and Personal Tutors before any final decisions are made.



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GCSE CHOICES BOOKLET

February 2018

SUBJECT CHOICES

AT

GCSE

This booklet aims to give parents and boys information about each of the General Certificate of Secondary Education [GCSE] subjects in Year 11 at Campbell College. More detailed information on each subject may be obtained from the appropriate Head of Department and boys are encouraged to consult Heads of Department, subject teachers, Personal Tutors and Careers staff about subject choices.

Please read this booklet in conjunction with the GCSE Choices Advisory Notes.

INDEX TO SUBJECTS

<i>Art and Design [CCEA]</i>	..	..	..	..	..	4-7
<i>Biology [CCEA]</i>	..	..	..	..	..	8
<i>Business Studies [CCEA]</i>	..	..	..	..	..	9-10
<i>Chemistry [CCEA]</i>	..	..	..	..	..	11-12
<i>Digital Technology (Multimedia) [CCEA]</i>	..	..	..	..	..	13-14
<i>Digital Technology (Programming) [CCEA]</i>	..	..	..	..	..	15-16
<i>Drama [CCEA]</i>	..	..	..	..	..	17-18
<i>Engineering [CCEA]</i>	..	..	..	..	..	19-20
<i>English Language and Literature [CCEA & AQA]</i>	..	..	..	..	..	21-23
<i>Geography [CCEA]</i>	..	..	..	..	..	24-25
<i>History [CCEA]</i>	..	..	..	..	..	26-27
<i>Hospitality [CCEA].</i>	..	..	..	..	..	28-29
<i>International GCSE in English as a Second Language [CUIE]</i>	..	..	..	..	..	30-31
<i>Mathematics [CCEA]</i>	..	..	..	..	..	32-34
<i>Mathematics [Further] [CCEA]</i>	..	..	..	..	..	35-36
<i>Modern Languages [French, German, Spanish] [CCEA]</i>	..	..	..	..	..	37-38
<i>Motor Vehicle and Road User Studies [CCEA]</i>	..	..	..	..	..	39-40
<i>Moving image Arts [CCEA]</i>	..	..	..	..	..	41-44
<i>Music [CCEA]</i>	..	..	..	..	..	46-46
<i>Physics [CCEA]</i>	..	..	..	..	..	47-48
<i>Physical Education [CCEA]</i>	..	..	..	..	..	49-50
<i>Religious Studies [AQA]</i>	..	..	..	..	..	51-52
<i>Science [Single and Double Award] [CCEA]</i>	..	..	..	..	..	53-55
<i>Technology and Design [CCEA]</i>	..	..	..	..	..	56-57

KEY STAGE 4 ART and DESIGN

ART AND DESIGN - IS IT FOR ME?

EXAMINATION BOARD: CCEA

GCSE ART AND DESIGN: The CCEA GCSE Art and Design specification is a two year course in which you will be required to produce a body of coursework containing two sections. Part 1 is called an 'Exploratory Portfolio' of work. This portfolio should contain work showing the breadth and depth of experience you have gained over the two years of the Art and Design course. The 'Exploratory Portfolio' will allow you to develop your ideas through research and experimentation. You will also be required to submit Part 2 - a task entitled 'Investigating the Creative and Cultural Industries'. Basically this task will be taken from one of the following three areas,

- An investigation into an artist, designer, movement or other aspect of Art and Design leading to a personal response.
- A response to a design brief or visual arts commission.
- Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Tasks will be set in school based on examples from the controlled assessment booklet provided by the exam board.

COURSEWORK – 'Component 1'

Component 1 is worth 60% of the overall marks for the course and is separated into two parts.

Part A= 25% of the coursework marks

Part B= 35% of the coursework marks

COMPONENT 1PART A: 'Exploratory Portfolio'

Part A consists of a body of work that encourages pupils to develop their ability to experiment through a minimum of **two** of the following disciplines

- Fine Art - Drawing and Painting
- Fine Art - Sculpture
- Fine Art - Printmaking
- Textiles
- Ceramics
- Graphic Design
- Photography
- Moving Image or Animation
- Digital Media
- 3D Design

You will be expected to explore and experiment with a variety of media and techniques. GCSE Art and Design is an exciting course. There are lots of areas to choose from. You do not have to be good at all of these but you can specialise in certain areas, depending on your strengths.

You will learn through practical exploration of practitioners, the contexts they work in, and the processes they use. You will develop your ideas by responding creatively to other's work. Exploration may lead to outcomes; however the production of final outcomes is not required in this component. The completed portfolio of experimental work will be presented as an outcome for the purpose of assessment.

COMPONENT 1 PART B: 'Investigating the Creative and Cultural Industries'

You will also be required to submit Part B - a task entitled 'Investigating the Creative and Cultural Industries'. Basically this task will be taken from one of the following three areas,

- An investigation into an artist, designer, movement or other aspect of Art and Design leading to a personal response.
- A response to a design brief or visual arts commission.
- Participation in a collaborative project with a clearly defined role leading to an outcome that can be presented for individual assessment.

Tasks will be set in school based on examples from the controlled assessment booklet provided by the exam board. You will document your research, learning and progress through an investigative body of work relating to relevant contextual (artists) research. Finally you will be required to present an outcome in the form of a personal response to a brief or design solution. The outcome may be presented in any appropriate format, including digital media. Your final piece for Part B Component 1 can be either Fine Art or Design.

The work presented for assessment at the end of the course consists of work selected by you. It must include coursework covering the two components as stated above. It will be internally assessed by your teacher and then externally moderated.

TOTAL= 60% of the overall marks.

COMPONENT 2 – Externally set assignment - ESA -THE EXAMINATION

The Exam Board CCEA will issue the 'Working to Stimulus' exam paper at the beginning of January during Year 12. It will give you a set theme and a broad choice of starting points to choose from. After completing your preparation work for the exam you will be given a supervised period of 10 hours over two consecutive days to complete your final piece.

The exam is awarded 40%

Specification at a Glance

The table below summarises the structure of the Art and Design GCSE course

Content	Assessment	Weightings
Component 1	Controlled assessment	60%
Part A: Exploratory Portfolio	Internally set and assessed	Part A: 25% 50 marks
Part B: Investigating the Creative and Cultural Industries	Externally moderated Internally set and assessed Teachers set tasks based on examples from a controlled assessment booklet provided by CCEA. Externally moderated.	Part B: 35% 70 marks
Component 2: Externally Set Assignment	Controlled assessment Externally set and internally assessed CCEA set a stimulus paper that provides a choice of themed starting points Externally moderated	40% 80 marks

MODERATION

Moderation takes place usually during the first two weeks in May. Your coursework and final examination will be put on display in the Art and Design Department. After the work has been marked by the staff in the department, it is then moderated by a visiting moderator. Following this an exhibition of all GCSE work will be held in Middle School when your parents and family can see the results of all your hard work. This night of 'Celebration' always proves to be a most enjoyable evening.

HOMEWORK

Most of the work is classroom based, but there will be regular weekly homework of both an experimental and analytical nature in order to help you develop your skills. Pupils will also be expected to spend time on research related to individual projects. You will be encouraged to attend extra classes provided after school, where you will be offered individual guidance by staff.

ASSESSMENT

A form of continuous assessment will be used to coincide with school Progress Cards as well as end of year reports.

INVITATION

Please feel free to come and look at current work in progress from Years 11 and 12.

You should discuss the course with either me or your Year 10 teacher **before** you make your final decision.

All pupils will be made most welcome.

Mrs K P Crooks
Head of Art and Design and MIA

KEY STAGE 4 BIOLOGY

EXAMINATION BOARD: CCEA

KEY STAGE 4 BIOLOGY builds on the knowledge, understanding and skills developed at Key Stage 3. The course enables pupils to obtain sufficient understanding and knowledge to:

- (i) Stimulate curiosity and interest in things biological and environmental.
- (ii) Encourage an interest in the study, practice and application of science in the world and to develop skills leading to safe practical work.
- (iii) Become confident citizens in a technological world and to be able to make informed judgements on Biological issues.
- (iv) Recognise the strengths and limitations of scientific methods and to be able to apply biological knowledge to their own lives.
- (v) Prepare for further study to AS and A2 Level.

KEY POINTS	SEPARATE SCIENCE
Grade and Tiers of entry	Foundation C - G Higher A* - E
Practical Skills	Booklet A: Pupils carry out two externally marked pre-release practicals in Year 12. 7.5% of Final Marks
Written Examination	Three examination papers
Final Marks	Written Papers: UNIT 1- 35% UNIT 2 – 40% UNIT 3 – Practical Skills Booklet B – 17.5%
Homework	One per week

The decision on which **Tier of Entry** will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level reached over the two years of study.

Biology may be studied as a **Separate GCSE**
or as part of **Single** or **Double Award Science**

Who should choose Biology as a Separate GCSE?

All pupils are expected to select at least one Science-related GCSE. GCSE Biology will be appropriate for those pupils who have **consistently attained above average marks in Junior Science and in Year 10 Biology**. It will also be most beneficial for those who are considering continuing their study of Biology through to A Level or pursuing a Biology-related career.

KEY STAGE 4 BUSINESS STUDIES

EXAMINATION BOARD: CCEA

WHAT IS BUSINESS STUDIES?

In all aspects of modern day life the application of Business Studies has become increasingly relevant and in recent years TV programmes such as 'The Dragons Den', 'The Apprentice' and 'Risking it All' have encouraged many to set up their own business. GCSE Business Studies is designed to help you understand the main aspects of running or working in a business and since it is topical you will be able to relate what you study in the classroom to real life. To ensure an awareness of local business issues within the wider context we follow the Northern Ireland CCEA specification. You will be encouraged to utilise input from local businesses where appropriate, to help bring the core topics of marketing, finance, operations and human resources to life.

Aims

To encourage pupils to:

- develop a lifelong interest in and enjoyment of business subjects;
- use an enquiring, critical approach to distinguish facts from opinions, to form arguments and to make informed judgements;
- develop and apply their knowledge and skills to understand today's business issues in local, national and global contexts;
- appreciate the perspectives of different stakeholders in business-related activities;
- consider the extent to which business activity can be ethical and sustainable;
- understand the changing use of technology in business.

Key features of the specification include:

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This specification provides a basis of business knowledge which students can build on through further study in Advanced Subsidiary GCE Business Studies and Advanced GCE Business Studies.
- A course based on this specification can contribute to developing young people as individuals and participants in society, the economy and the workplace.

GRADING

A grade will be awarded from the following scale A* - G, A* being the highest.

SUBJECT CONTENT

Content	Assessment	Weighting	Availability
Unit 1: Starting a Business	External written exam 1 hour 30 minutes Short structured Questions with extended writing	40%	Summer 2019 Summer 2020
Unit 2: Developing a Business	External written exam 1 hour 30 minutes Short structured Questions with extended writing	40%	Summer 2020
	Controlled assessment <i>(marked by subject teacher)</i> Booklet A: Planning Booklet B: Communicate findings	20%	Booklet A available from September of Year 12 Booklet B completed in February of Year 12

HOW WILL BUSINESS STUDIES HELP ME DEVELOP MY OTHER SKILLS?

Although Business Studies is an academic subject, it is also practical, applied and exciting. Over the two years you will work both as an individual and as part of a team. You will also take part in role-plays, business investigations and simulations all of which are designed to develop your communication, problem solving, enterprising and decision making skills. You will also learn through the use of ICT how to, for example, produce a Spreadsheet and create your own CV. Mathematical skills will be further enhanced through the completion of the finance topic in Year 12

HOW WILL BUSINESS STUDIES HELP ME IN THE FUTURE?

Business Studies will encourage you to develop the skills, knowledge and qualities required for life and work in the 21st Century. It offers an excellent foundation for those wishing to pursue careers in management, accountancy, banking, investment and financial services, management consultancy, public relations, marketing and many others. For those wishing to continue their studies at A Level, Business Studies is a popular option.

The decision on which **Tier of Entry** will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level reached over the two years of study.

Chemistry may be studied as a **Separate GCSE**
or as part of **Single** or **Double Award Science**

Who should choose Chemistry as a Separate GCSE?

All pupils are expected to select at least one Science-related GCSE. GCSE Chemistry will be appropriate for those pupils who have **consistently attained above average marks in Junior Science and in Year 10 Chemistry**. It will also be most beneficial for those who are considering continuing their study of Chemistry through to A Level or pursuing a Chemistry-related career e.g. Medical, Pharmaceutical and Engineering careers in particular. Pupils are encouraged to research requirements of potential careers prior to making these choices.

KEY STAGE 4 DIGITAL TECHNOLOGY (Multimedia)

EXAMINATION BOARD: CCEA



The digital technology industry has become one of the largest employment areas in Northern Ireland with over 10,000 jobs being advertised in the industry annually. One area of the industry which continues to grow rapidly is the area of multimedia development. CCEA's new GCSE in Digital Technology (multimedia) promises to equip learners with the skills they need to progress into this area of the industry. If app development, website development using html and java, and the use of digital technology to support business opportunities interests you then this is the qualification for you.

You will have the opportunity to study how cyberspace has led to the development of cybercrime in addition to gaining an insight into some of the methods employed within the industry to combat cybercrime.

What will I study?

CONTENT		ASSESSMENT	WEIGHTINGS
CORE UNIT	Digital Technology	External written examination 1 hour	30%
MULTIMEDIA UNITS	Digital Authoring Concepts	External written examination	40%
	Digital Authoring Practice	Controlled assessment	30%

Core Unit, Digital Technology

In the core unit you will gain a detailed insight into network technology and cyberspace has led to increases in cybercrime; detailed consideration will also be given to the legislation and methods developed to combat cybercrime. You will look closely at how cloud computing has impacted upon the industry and personal technology use. In addition, you will look in detail at the internal components of digital technology systems and the role those components play in the execution of applications. For those interested in business related use of digital technology there is also an insight into how applications such as databases and spreadsheets applications can be tailored to solve data processing tasks.

Digital Authoring Concepts

In this unit, you will look in detail at methods employed in designing solutions for and end user related problem. Methods considered will include prototyping, storyboard production and movie time lining to aid the production of multimedia solutions. The use of wireframe diagrams, data dictionaries and other technical methods used to support the design of complex database solutions will also be considered. You will have the opportunity to consider also how multimedia applications can be used to support e-commerce, social media and gaming. Methods used to test and evaluate completed digital applications will also form a key part of this unit.

Digital Authoring Practice

As part of this unit you will design, develop and test a digital multimedia system. Your solution will allow support the use of digital authoring applications such as MS Web Expression or Appshed to create a professional multimedia applications based on a case study scenario. In addition to using one of the afore mentioned applications you will also be able to improve the interactive nature of your application by tailoring html code or including short extracts of java script. You will be expected to create your own multimedia elements (sound, animation and video) to incorporate into your application. The business scenario presented in the case study will also require that you produce a complex database system to support processing needs of the organisation.

What skills do I need?

You have already used html and Appshed in years 9 and 10 and these applications provide a good foundation for the controlled assessment element of your GCSE in Digital Technology.

After school classes will operate for those who would like additional help with preparation for assessments.

In the event that too many pupils still qualify, we will produce a rank order based on average examination scores in English Language, Mathematics and ICT and select boys with the higher scores first.'

Pupils would be well advised to select GCSE ICT as their reserve option in the event they may be unsuccessful in obtaining a place on the GCSE Computing course.

Core Unit, Digital Technology

In the core unit you will gain a detailed insight into network technology and cyberspace has led to increases in cybercrime; detailed consideration will also be given to the legislation and methods developed to combat cybercrime. You will look closely at how cloud computing has impacted upon the industry and personal technology use. In addition, you will look in detail at the internal components of digital technology systems and the role those components play in the execution of applications. For those interested in business related use of digital technology there is also an insight into how applications such as databases and spreadsheets applications can be tailored to solve data processing tasks.

Digital Development Concepts

In this unit, you will look in detail at trends in software development, you will give consideration to data is stored and manipulated using binary patterns in a computer. You will practice the use of flow-diagrams, algorithms and pseudo-code and will have a full understanding of the use of Python to carry out tasks such as data sorts and searches and other forms of manipulation. Methods used to test and evaluate coded solutions will also form a key part of this unit.

Digital Development Practice

As part of this unit you will design, develop and test a solution you have created to solve a data processing problem presented to you through a case study scenario. Your solution will include the use of coding constructs to support data entry, error handling and processing to produce output for the user.

What skills do I need?

You have already used html and Appshed in years 9 and 10 and these applications provide a good foundation for the controlled assessment element of your GCSE in Digital Technology.

After school classes will operate for those who would like additional help with preparation for assessments.

KEY STAGE 4 DRAMA

“Drama is life with the boring bits cut out!” (Hitchcock)

EXAMINATION BOARD: CCEA

New GCSE specification

GCSE DRAMA is an exciting subject that will help to foster self-confidence and improve communication skills. It is a creative subject that will enable the development of performance, design and technical skills.

WHAT DOES GCSE DRAMA INVOLVE?

- You will experiment with a range of dramatic forms (devised work, mime, acting, improvisation and movement).
- You will learn new technical skills and will be involved in set, lighting and costume design.
- You will have the opportunity to study a drama script and perform it to an audience.
- You will participate in the practical exploration of a set drama text.
- As drama is intended for an audience, you will have the opportunity to showcase your talents to your peers, teachers and parents. This will involve “Lunch-time Theatre”, performance for an external audience and inter-house competitions.
- As Drama pupils you will be afforded the opportunity to attend Theatre trips.

Drama is a subject that is explored in a positive environment. The intention of the subject is to allow pupils to use their imaginations and life experiences to create meaningful and valuable Drama. The subject involves studying a spectrum of social and cultural issues and finding ways to render them through performance.

WHAT SKILLS WILL I DEVELOP?

- ✓ **Highly developed acting skills.**
- ✓ **Appreciation of dramatic texts.**
- ✓ **Negotiating and problem-solving skills.**
- ✓ **Co-operation, dedication and sensitivity.**
- ✓ **Expert technical skills.**
- ✓ **A professional approach to developing and shaping Theatre.**
- ✓ **The ability to appraise others.**
- ✓ **Confidence.**

THE COURSE: GCSE DRAMA

New CCEA Qualification

This is a new GCSE from CCEA. It is a two year course and the components will be divided up over this period. Component 1 will be completed in year 11, hence 25% of the whole GCSE will be completed at this time. As Drama is largely a practical subject, we would urge students to think about the commitment to rehearsal and the demands of the practical nature of the subject. In addition, the study of dramatic text requires a good standard of English and an ability to think creatively. Students will have the opportunity to see live theatre events and will be expected to contribute to the extra-curricular life of the Drama department.

Component	Content	Requirements	Assessment	Weightings
Component 1.	Devised Drama with pre-release stimulus materials.	Group performance and candidate log.	Internally assessed and performance filmed and submitted alongside the logbook	AO1-15% AO2-10% Total 25%
Component 2.	Scripted performance	Group performance	Controlled Assessment. Internally assessed and externally moderated.	AO1-5% AO2-30% Total 35%
Component 3.	Written examination. (1 hour 30-minute written paper.)	Questions on a set text: Q1a. - Background of set text Q1b.-Design elements of live or recorded theatre. Q2- Staging of a given moment. Q3a - Rehearsal work for character. Q3b- Costume design for character.	Externally Assessed.	AO3-30% AO4-10% Total 40%

KEY STAGE 4 ENGINEERING

Examination Board: CCEA

At the end of Key Stage 3 all pupils have the opportunity to choose **ENGINEERING** as one of their GCSE subjects. Much of the work they will have done in Key Stage 3 Technology and Design will have prepared them for this.

The aims of the course ARE TO ENCOURAGE PUPILS to:

- gain core knowledge and understanding of the engineering industry;
- begin to understand the contribution that engineering makes to society and the economy;
- develop and use a range of transferable skills, including computer aided design (CAD) and technical skills, to design and make engineered products;
- develop an awareness and understanding of environmental issues and sustainable development;
- develop an awareness and appreciation of commercial and industrial issues and emerging technologies in the context of engineering;
- apply their knowledge and understanding of engineering by using evaluation and problem-solving skills; and
- develop as effective and independent learners.

This specification encourages a student-centred approach to learning and gives students opportunities to apply their developing knowledge in relevant, enjoyable and work-related contexts.

Engineering is the application of knowledge, mathematical and natural sciences, and practical experience to the design of useful objects and processes. It is, in short, the pursuit of economy, conservation and innovation.

Engineers strive to make science serve society by putting theory into practice. It can be said that engineering began with the very first tool fashioned by man 2 million years ago. Today its impact is immeasurable and its application for the future, limitless.

The department has a comprehensive suite of computer aided manufacturing and design facilities: these include a CNC Milling Machine, CNC Router and CNC laser and cutters. This provides all pupils with an insight into modern engineering practices.

Homework	3 hours per week	
Completion Date For Coursework	Unit 1 - Design Task 11	End of March in Year
	Unit 2 - Manufacturing Task 12	End of March in Year

The assessment for GCSE Engineering is as follows.

Unit 1 – assessed by design task coursework	25%	Total controlled assessment is worth 50%
Unit 2 – assessed by manufacturing task coursework	25%	
Unit 3 – assessed by examination	50%	

CONTROLLED ASSESSMENT Coursework ACTIVITY: (UNITS 1 & 2)

The coursework tasks are set by the examining body and then will be tackled by the pupil, in consultation with the teacher, and will reflect syllabus content.

The design task will be accompanied by an ‘A3 design portfolio’ which will include evidence of how the final outcome was reached. This will follow a design process from an identified problem to evaluation of the final design.

The manufacturing task will require pupils to manufacture a set product to strict specifications and dimensions using Engineering techniques, tools and processes.

The Terminal Examination: (UNIT 3)

Pupils will sit an exam at the end of Year 12. Questions will test and challenge pupils to apply their knowledge and understanding of relevant Mathematics and Physics calculus such as Young Modulus and calculating stress and strain. Pupils will also be taught about materials, components, processes, techniques, technologies and the evaluation of commercial practices and products.

**** The examination will be challenging for even the more able pupils; Tailored towards pupils pursuing future careers in Engineering; a good ability in Mathematics and Physics is highly desirable.**

KEY STAGE 4 ENGLISH LANGUAGE and ENGLISH LITERATURE
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EXAMINATION BOARD: CCEA AND AQA

The majority of pupils at Campbell College study both **English Language and English Literature** for GCSE. However, a limited number of boys will be offered the opportunity to study **English Language** only.

In studying both **English Language and English Literature**, pupils will develop their language skills in terms of speaking and listening, reading and writing. They will also experience and respond to a wide range of literary texts from across the centuries as well as different genres and cultures. This will allow them to develop both their knowledge of literature and the analytical and expressive skills required to discuss a range of texts.

The Courses

We shall be following the CCEA specification for English Language and AQA for English Literature (www.aqa.org.uk)

❖ **English Language**

Units of Study (CCEA)	Assessment
GCSE English Language Unit 1 <i>Section A:</i> Writing for Purpose and Audience <i>Section B:</i> Reading to Access Non-Fiction and Media Texts	Examination 1 hour 45 minutes 30%
GCSE English Language Unit 2: Speaking and Listening <i>Task 1:</i> Individual Presentation and Interaction <i>Task 2:</i> Discussion <i>Task 3:</i> Role Play	Controlled Assessment 20%
GCSE English Language Unit 3 <i>Task 1:</i> The Study of Spoken Language <i>Task 2:</i> The Study of Written Language	Controlled Assessment 20%

Units of Study (CCEA)	Assessment
GCSE English Language Unit 4 Section A: Personal or Creative Writing Section B: Reading Literary and Non-Fiction Texts	Examination 1 hour 45 minutes 30%

❖ English Literature

Units of Study (AQA)	Assessment
Unit 1: Shakespeare and Nineteenth Century Prose Section A: Shakespeare. Students respond to a play they have studied. For example, <i>Macbeth, Romeo and Juliet, The Tempest, Much Ado About Nothing</i> Section B: Nineteenth Century Prose. One question on a choice of text. For example, <i>The Strange Case of Dr Jekyll and Mr Hyde, Frankenstein, The Sign of Four</i>	Closed Book Examination 1 hour 45 minutes 40%
Unit 2: Modern Texts and Poetry Section A: Modern Texts. Students complete one task on a text they have studied. For example, <i>An Inspector Calls, The History Boys, DNA, Animal Farm, Pigeon English</i> Section B: Poetry. Students complete one task question on two poems from one of two anthologies: <ul style="list-style-type: none"> - Love and relationships - Power and conflict Section C. Unseen poetry. Students respond to two unseen poems.	Closed Book Examination 2 hour 15 minutes 60%

Assessment

English Language	40% Controlled Assessment <ul style="list-style-type: none">• 3 speaking and listening tasks• 2 written pieces	60% Examination <ul style="list-style-type: none">• 2 papers
English Literature		100% Examination <ul style="list-style-type: none">• 2 papers

KEY STAGE 4 GEOGRAPHY

EXAMINATION BOARD: CCEA

The study of GCSE Geography aims to build a broad, satisfying and worthwhile knowledge of the world around us, and to help pupils learn to make informed decisions about their role in it. It also aims to teach pupils to be critical thinkers with enquiring minds and to become effective and independent learners. Case-studies are used to build up an awareness of global issues, and fieldwork is used to develop and apply learning to the real world.

All of the skills taught in Geography have relevance in further education and in employment, and pupils of Geography are highly prized for their broad based and relevant knowledge and abilities.

SYLLABUS CONTENT

The CCEA Syllabus is taken. There are eight themes within this specification:

- River Environments
- Coastal Environments
- Our Changing Weather and Climate
- The Restless Earth
- People and Migration
- Changing Urban Areas
- Contrasts in World Development
- Managing our Environment.

Many of the topics will be familiar as they have been introduced at Key Stage 3. GCSE will build on this knowledge and the skills acquired in this earlier Key Stage, taking pupils to a new level of understanding. Some completely new concepts will also be introduced.

Throughout the teaching of the 6 themes, fieldwork skills and techniques will be integrated into the course. This includes map skills and data processing techniques like using GIS, which will be tested in a separate final exam. The structure of the course is similar to the New AS Geography and will hopefully enable students to make an easy transition from GCSE to A-level Geography in the future.

METHOD OF TEACHING

The identification and study of issues is an integral part of the study of GCSE Geography. It is hoped that pupils will become more familiar with the attitudes and values of groups within different societies. Case-studies are used to bring concepts to life, and although many may be familiar there will also be an emphasis on parts of the world which are not familiar in order to develop an awareness of the world around us.

It is hoped that the variety of stimuli used in the delivery of GCSE Geography will broaden the educational experiences of those pupils who study this subject. These

stimuli include the use of books, maps, photographs, diagrams and graphs, and also Video Clips, DVDs and the Internet. We will also use primary data collection to instruct the pupils on practical skills.

FINAL EXAMINATIONS

There are three papers in GCSE Geography. The first 2 papers consist of compulsory multi-part questions, each examining one of the six themes and each paper lasts for **1½ Hours**.

Unit 1 – Understanding our Natural World

There is an external exam worth 40% of the total grade (percentages below are how much each unit is worth within the paper)

1. River Environments (25%)
2. Coastal Environments (25%)
3. Our Changing Weather and Climate (25%)
4. The Restless Earth (25%)

Unit 2 – Living in our world

There is an external exam worth 40% of the total grade (percentages below are how much each unit is worth within the paper)

1. Population and Migration (25%)
2. Changing Urban Areas (25%)
3. Contrasts in World Development (25%)
4. Managing our Environments (25%)

Unit 3 – Fieldwork

There is an external exam worth 20% of the total grade. This exam only lasts **1 hour**.

- Students base their answers on their knowledge and experience of fieldwork. They must bring a fieldwork statement and table of data to the exam.

Pupils will sit the Human Geography module at the end of Year 11 and the Physical module and fieldwork module at the end of Year 12.

There is one tier of entry for the examinations. Candidates can attain grades A* - G

KEY STAGE 4 HISTORY

Why Study History?

EXAMINATION BOARD: CCEA

- You will have the opportunity to study a range of 20th Century World History including the Nazis in Germany and the origins, development and aftermath of the Cold War, covering topics such as the Holocaust, Vietnam War and the 9/11 attacks.
- You will also get to study local History with a unit focusing on the political and civil unrest in Northern Ireland and its solutions between 1965 and 1998.
- History is a respected subject which is recognised by UCAS as a 'facilitating subject'. As both a science and humanity it will provide useful training, in terms of skills development, regardless of what you want to do in the future.
- Lessons are stimulating and enjoyable. You will use a wide range of learning techniques including working on your own and in groups and developing your presentation and ICT skills. You will even have the opportunity to try out your hand at acting!
- As a Historian you will develop the ability to deal with a variety of sources of information, decide what is important and present your arguments in a logical and persuasive manner.
- In recent years Historians have achieved a great deal of success at GCSE Level. **Over the last three over years 2/3 of GCSE History students achieved an A*, A or B grade and more than 9 out of 10 GCSE History students passed at A* - C grade.**
- The CCEA course is modular and offers a number of opportunities for pupils to perform to the best of their ability. There is no controlled assessment.

Paper 1	Studies in Depth: Germany and Northern Ireland	60%	Exam 1 hour 45 minutes
Paper 2	International Relations 1945 - 2003	40%	Exam 1hour 15 minutes

What does the Course Involve?

Life in Nazi Germany 1933 – 1945

- This takes you on from the learning that you have done in Year 10 on World War One.
- The focus is on life in Germany under Hitler, how the Nazis managed to gain control of Germany after 1933 and what it was like to live under the Nazis including during World War 2.
- In the exam there are 5 questions on this topic varying from short to more extended responses. Students will complete this work and be examined on it in Year 11. They may re - sit in Year 12, if required.

Changing Relations: Northern Ireland and its Neighbours 1965 - 1998

- This course concentrates on the causes, events and attempted solutions to the 'Troubles' in Northern Ireland.
- Content includes the emergence of the civil rights movement, the breakdown of law and order and reactions to this. It finishes with the Good Friday Agreement of 1998.
- In the exam there are 6 questions on this topic. Some of these use sources and vary from short to more extended responses. Students will complete this work and be examined on it in Year 11. They may re - sit in Year 12, if required.

International Relations 1945 - 2003

- This is an outline study which allows pupils to study the Cold War, one of the defining conflicts of the 20th century, and its aftermath. Students will be required to develop and use key historical skills such as understanding the importance of chronology, cause and effect and continuity and change.
- Topics covered include the breakdown of the wartime alliance between the USA and USSR, the spread of Communism in Europe, its eventual collapse and the new age of tensions linked to the War on Terror.
- The exam tests source skills and requires pupils to answer an essay question linked to their studies. Students will complete this work and be examined on it in Year 12

KEY STAGE 4 HOSPITALITY

EXAMINATION BOARD: CCEA

The Hospitality Industry is a world-wide one with exciting prospects for those looking to pursue a career in the Hotel and Catering Field.

GCSE Hospitality is a two year course which offers an insight into the Industry with an emphasis on Practical Cookery Skills. Pupils will cook every week for the first one and a half years of the course – basic skills will be developed and creativity encouraged.

There will be a fee involved for raw materials.

Pupils will undertake three units of study aimed at providing them with a core knowledge about the Hospitality Industry and the skills required for working in it. The emphasis on practical tasks enables pupils to have a motivating and enjoyable experience discovering what working in the Hospitality Industry entails.

The table below summarises the structure of this GCSE course.

Content	Assessment	Marks
Unit 1 The Hospitality Industry	External Assessment - 1 hour examination Pupils will examine types of outlets, the star rating system, career opportunities, diet and health, health and safety and first aid.	25%
Unit 2 Hospitality and the Customer	External Assessment – 1 hour examination. Pupils will examine customers in hospitality, products and services, customer care standards and procedures, communication and marketing and promotions.	25%
Unit 3 Food and Drink	Internal Assessment Pupils must complete four controlled assessment tasks ; <ul style="list-style-type: none"> • Using electrical equipment to prepare a starter • Researching dishes suitable for use in a restaurant and preparing it. • Producing two dishes for a meal to include costings <ul style="list-style-type: none"> ▪ A function assignment – pupils will work together as a team to plan, prepare and serve a three course meal to a group of ten visitors. They will each have a specific role to play ranging from Head Chef to waiter and the standards are high! Very much a practical unit, pupils will cook and serve a wide range of food safely and with the health of the customer in mind.	50%

This is a new and exciting GCSE offering those pupils with a keen interest in practical skills the chance to have **50%** of their marks gained before entering the examination hall.

Further details are available from Mrs Pearson in the Home Economics Department.

INTERNATIONAL GCSE IN ENGLISH AS A SECOND LANGUAGE

EXAMINATION BOARD:

CAMBRIDGE UNIVERSITY INTERNATIONAL EXAMINATIONS

This course is only available to pupils whose first language is not English.

Campbell College is a Cambridge University International Examinations Centre and as such we offer the International GCSE in English as a Second Language. This is a two-year course, aimed at pupils for whom English is not a first language, but for whom it is a lingua franca or language of study. It is designed for those who already have a working knowledge of English and who want to consolidate their understanding in order to progress in their academic or professional career. **This course is subject to an additional charge since it includes specialist support in English as an Additional Language.**

The rationale for English as a Second Language is based on the widespread use of English. The examination reflects this international perspective. However, it will strive to be 'culture-fair' rather than 'culture-free', and will use authentic material from a range of sources.

You will be expected to understand a wide range of social registers and styles and to produce texts and communicate appropriately. The topics selected will relate to your interests and needs e.g. education, the world of work, current affairs, health and welfare, travel and school affairs. The kinds of settings used are those that you are likely to encounter in dealings with official bodies, in studying for academic or occupational purposes, in places of work or in using public services.

International GCSE's are taken in over 100 countries worldwide and are internationally recognised as being equivalent to the GCSE in the United Kingdom. A grade C or above in IGCSE English as a Second Language satisfies the **English proficiency requirements** of most universities in the UK and other Anglophone countries.

The course is assessed in an end-of-year exam in four parts as follows:

<p>Reading and Writing (2 Hours)</p>	<p>70%</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • understand and respond to information presented in a variety of forms • select and organise material relevant to specific purposes • recognise, understand and distinguish between facts, ideas and opinions • infer information from texts • communicate clearly, accurately and appropriately • convey information and express opinions effectively • employ and control a variety of grammatical structures • demonstrate knowledge and understanding of a range of appropriate vocabulary • observe conventions of paragraphing, punctuation and spelling • employ appropriate register/style
<p>Listening (50 Minutes)</p>	<p>15%</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • understand and respond to information presented in a variety of forms • recognise, understand and distinguish between facts, ideas and opinions • select and organise material relevant to specific purposes • infer information from texts
<p>Speaking (15 Minutes)</p>	<p>15%</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • communicate clearly, accurately and appropriately • convey information and express opinions effectively • employ and control a variety of grammatical structures • demonstrate knowledge of a range of appropriate vocabulary • engage in and influence the direction of conversation • employ suitable pronunciation and stress patterns

KEY STAGE 4 MATHEMATICS

EXAMINATION BOARD: CCEA

Mathematics reveals hidden patterns that help us understand the world around us. Nowadays, Mathematics is not just about arithmetic and geometry, it teaches us the techniques we need to problem solve in the modern world. Every discipline uses mathematics, from engineering and science to the world of business and the financial sector.

Mathematics remains a **compulsory subject** at GCSE because employers recognise the need for today's work force to deal with numerical data, and to be able to understand mathematical models.

The teaching and assessment of GCSE Mathematics changed in September 2017 under CCEA's "ReVision" of GCSE specifications. This specification aims to encourage students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts;
- acquire, select and apply mathematical techniques to **solve problems**;
- reason mathematically, make deductions and inferences and draw conclusions; and
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Specification

The tables below summarises the assessment structure of the course. Each paper includes structured questions, questions set in context and some requiring unprompted solution of multi-step questions.

Foundation Tier

Assessment Components	Assessment	Target Grades	Weighting
Unit M2 <i>*Students should know the content of unit M1 before taking this unit</i>	External Examination with calculator 1h 45 mins	C	45%
Unit M6 (Foundation completion test) <i>*Students should know the content of unit M1, M2 & M5 before taking this unit</i>	Two external written examinations 1hr 10 mins: Paper 1 without calculator Paper 2 with calculator	C	55%

Higher Tier: Option 1

Assessment Components	Assessment	Target Grades	Weighting
Unit M3 <i>*Students should know the content of unit M1 & M2 before taking this unit</i>	External Examination with calculator 2 hours	B, C	45%
Unit M7 (Higher completion test) <i>*Students should know the content of unit M1, M2, M3, M5 & M6 before taking this unit</i>	Two external written examinations 1hr 15 mins: Paper 1 without calculator Paper 2 with calculator	B, C	55%

Higher Tier: Option 2

Assessment Components	Assessment	Target Grades	Weighting
Unit M4 <i>*Students should know the content of unit M1, M2 & M3 before taking this unit</i>	External Examination with calculator 2 hours	A*, A, B	45%
Unit M8 (Higher completion test) <i>*Students should know the content of unit M1, M2, M3, M4, M5, M6 & M7 before taking this unit</i>	Two external written examinations 1hr 15 mins: Paper 1 without calculator Paper 2 with calculator	A*, A, B	55%

Important:

It is possible to interchange units ie a pupil may do M4 and M7 if it increases their chances of getting a better grade.

Setting at Campbell College

It is the aim for all pupils to sit the Higher specification with the hope to achieve at least a grade B. That said, pupils will be entered at the most appropriate tier to ensure that they are able to reach their potential. Mathematics classes will be timetabled at the same time so it allows for movement within classes as appropriate. The provisional general structure will be as follows:

11M1 – 11M2 will sit M4 and M8 at the end of year 11. (Accelerated GCSE class/classes). Anyone who does not get an A* would have the opportunity to re-sit units in January.

Set 11M3 will aim to sit unit M3 at the end of Year 11; unit M4 and completion paper M7 at the end of Year 12. (Higher Tier). Depending on the result of the unit test in Year 11, pupils will be advised which unit test they should take/retake the following year.

Sets 11M4 - 11M5 will aim to sit unit M3 at the end of Year 11, and completion paper M7 at the end of Year 12. (Higher Tier). Depending on the result of the unit test in Year 11, pupils will be advised which unit test they should take/retake the following year.

Set 11M6 (The accelerated Foundation class) will sit unit M2 **and** completion paper M6 at the end of Year 11. If successful they will have the option to try and improve their grade. Anyone who does not get a C grade would have the opportunity to re-sit units in January.

Set 11M7 will aim to sit unit M2 at the end of Year 11, and completion paper M6 at the end of Year 12.

Improving Grades

Unit Tests M1 – M4 **may** be re-taken before certification. i.e. a pupil may resit their Year 11 unit (or take a different unit from the same Tier) the following June. The best result will be used for final grade.

The Completion Test may be re-taken **once only** before certification.

KEY STAGE 4 ACCELERATED MATHEMATICS GCSE & FURTHER MATHEMATICS GCSE
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Pupils selected for Further Mathematics will have two additional periods of Maths on the two-week timetable. Following two years of study, this will result in two separate GCSEs (Mathematics and Further Mathematics). It should be noted that these two additional periods will be delivered whilst other pupils attend a non-examined PE lesson and a tutorial period. This will not prevent pupils from attending both games afternoons.

Pupils will sit the normal GCSE course at the end of year 11 and MUST obtain an A/A* grade to take Further Mathematics in year 12.

Selection for Accelerated GCSE/Further Mathematics

Only the top Mathematicians in the year will be able to take this subject (pupils will be selected primarily on the basis of a Qualification Exam, which will take place during Summer Examinations. If a pupil does not meet the set requirement, then their overall exam performance will be reviewed.).

Specification

The teaching and assessment of GCSE Further Mathematics changed in September 2017. There is one **mandatory** unit (Unit 1) and three optional units (Units 2, 3 and 4). Students must complete **two** units from Unit2, Unit 3 and Unit 4.

Assessment Components	Assessment	Topic examples	Weighting
Unit 1: Pure Mathematics (Mandatory)	External Examination with calculator 2 hours	Concepts studied at GCSE in more depth eg algebra and trigonometry; new topics, eg logarithms, differential and integral calculus and matrices.	50%
Unit 2 Mechanics (Optional)	External Examination with calculator 1 hour	This looks at the motion of bodies and the effect of forces on bodies. It looks at how Mathematics can help solve problems that involve motion (Kinematics), the effect of forces on a stationary body (Statics) and the effect of forces on a moving body (Dynamics).	25%
Unit 3 Statistics (Optional)	External Examination with calculator 1 hour	Although you have studied some statistics at GCSE, this extends the work to look at probability, standard deviation, Binomial and Normal distributions.	25%
Unit 4 Discrete and Decision mathematics (Optional)	External Examination with calculator 1 hour	Time Series, Linear Programming and Logic ie Boolean variables	25%

Further Mathematics at Campbell College

It is the provisional aim for pupils to complete Units 1, 2 and 3.

ADVANTAGES OF STUDYING FURTHER MATHEMATICS

- *Improved Academic Profile*

Pupils selected for Further Mathematics will be able to gain an **extra** GCSE, enhancing their academic profile.

- *Interest*

Further Mathematics is challenging but very rewarding and gives you the opportunity to explore mathematics in more depth.

- *Ability*

Further Mathematics takes you to the next level – some of the concepts you will study are also on AS Level Mathematics!

- *Career Choice*

Many careers within engineering, business, finance, economics, computing and science require a higher level of mathematics than just GCSE.

- *A-Level Choice*

Although not essential for those thinking of taking A-Level, most find Further Mathematics a great advantage. For those thinking of Further Mathematics A-Level, we strongly recommend taking Further Mathematics.

Studies have also shown that people with Mathematics A-Level also tend to earn more on average than people without it. Though this itself may or may not be a good enough reason to study Mathematics, the skills it allows you to develop include problem solving, logic and analysing situations. Add in the improvements to your basic numeracy skills and that bit of creativity needed to solve Maths problems and you've got yourself a set of skills which would make you more desirable for almost any job!

KEY STAGE 4 MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

EXAMINATION BOARD: CCEA

AT KEY STAGE 4, it is the normal expectation that all pupils take a **MODERN FOREIGN LANGUAGE** of their choice. It is also possible to opt to study a second language. All three languages on offer at GCSE can be pursued further at A Level. In each language we follow the CCEA GCSE Specification and cover the skills of speaking, listening, reading and writing.

The aims of the courses are to:

- develop understanding of the spoken and written word in a range of contexts.
- develop the ability to communicate effectively in the Foreign Language using a range of vocabulary and structures.
- develop a knowledge and understanding of the grammar, and the ability to apply it.
- develop a knowledge of countries and communities where the Foreign Language is spoken.
- provide a suitable foundation for further study and practical use of the Foreign Language.

Key Features

- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It is a unitised specification. This means that students have the opportunity to take different units at different times. Students must complete at least 40% of the qualification in the year they wish to have the qualification awarded.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.

OUTLINE

Key Points	Details
Grade and Tiers of Entry	Foundation C - G Higher A* - D
Unit 1 (25%)	Listening External written examination There are two tiers of entry: Foundation and Higher
Unit 2 (25%)	Speaking There is one tier of entry. The test includes: • two role-plays; and • a general conversation on two topics areas
Unit 3 (25%)	Reading External written examination There are two tiers of entry: Foundation and Higher Responses include: • selection; • gap-filling; • answering questions in English; • answering questions in French; and • translating short sentences from French into English.
Unit 4 (25%)	Writing External written examination There are two tiers of entry: Foundation and Higher Responses include: • a listing and short phrase task in French (Foundation Tier only); • short phrase/sentence responses in French (both tiers); • short responses in French to one or more pieces of text (Higher Tier only); • translation of short sentences from English into French (both tiers); and • one structured, extended writing task in French from a choice of three (both tiers).
Homework	There are two pieces of homework per week.

The decision on which **Tier** you will be entered for in the reading, writing and listening exams is reached in consultation with pupils and parents, and is not imposed by the department.

KEY STAGE 4 MOTOR VEHICLE and ROAD USER STUDIES

EXAMINATION BOARD: CCEA

At the end of Key Stage 3 all pupils have the opportunity to choose **MOTOR VEHICLE AND ROAD USER STUDIES** as one of their GCSE subjects. Much of the work they will focus on is developing a wealth of relevant knowledge and practical skills, including a greater awareness of the Motor Vehicle and its systems. The course focuses on learning how to drive in differing conditions and how to cope with the unexpected. It also looks at how to avoid accidents and how to limit damage if an accident does occur.

THE AIMS OF THE COURSE ARE TO ENCOURAGE PUPILS TO:

1. develop an understanding of the legal liabilities of being a road user.
2. develop a respect for the safety of road users.
3. develop a knowledge and understanding of mathematical, scientific and technological principles of motor vehicles; with advanced understanding of routine vehicle maintenance.
4. learn how to act decisively and positively at the scene of an accident.

All methods of modern teaching are used to provide a holistic experience for the pupil through a variety of teaching resources and methods. This course educates pupils on a series of topics listed below, but overall it provides the pupil with the opportunity to understand the rules and regulations governing being a road user. The course acts in part to assist pupils in their quest to become a motorist and will assist them with future endeavours to do so.

Homework	2.5 hours per week
Completion Date For Controlled Assessment	Unit 2 - Investigative Study - End of March in Year 11 Unit 3 - Practical Moped Riding Assessment - End of April in Year 12

THE ASSESSMENT for GCSE Motor Vehicle and Road User Studies is as follows.

Unit 1 – Core Theory (exam)	50%	Total controlled assessment is worth 50%
Unit 2 – Investigative Study (controlled assessment)	25%	
Unit 3 – Practical Moped Riding (controlled assessment)	25%	

THE TERMINAL EXAMINATION: (UNIT 1)

Pupils will sit an exam at the end of Year 12. Questions will test knowledge and understanding of Vehicle Control and Road User Behaviour, Legal Requirements, Road Transport and its Effect on Society, Motoring Mathematics, Accident Procedures and Motor Vehicle Technology. Questions will largely address general aspects of motoring, with some specific knowledge based questions which will offer more insight into motoring.

KEY STAGE 4

Moving Image Arts

EXAMINATION BOARD: CCEA

This GCSE in Moving Image Arts is a 2-year linear course. It is an applied qualification, through which you will develop knowledge, understanding and skills through practical demonstration in a context related to employability. You will work on a range of creative, critical and technical tasks related to planning and creating moving image products. This qualification will help you to progress to further study and practice at GCE (A) level.

Studying Moving Image Arts will give you the opportunity to:

- develop a critical understanding of film language, narrative, representation and audience in both theory and practice;
- investigate and research others work and demonstrate the ability to analyse and evaluate creative purpose;
- acquire knowledge and understanding of moving image genres and contexts;
- develop ideas by investigating and experimenting with film-making techniques and processes;
- develop the ability to manage resources, processes and equipment at different stages of moving image production;
- create complete moving image products;
- develop technical competence in using film-making techniques; and
- evaluate the effectiveness of your practice as a film-maker.

You will enjoy this course if you are creative, hard-working, like to try out new skills and problem-solve, and have a passion for the film industry and the creative arts.

COURSEWORK:

Component 1: Critical Understanding of Creative and Technical Moving Image Production

In this one-and-a-half-hour online exam at the end of year 12, you will respond to questions and scenarios about:

- film language;
- genre and representation;
- creative production techniques;
- production management; and
- industry contexts.

The exam includes different types of stimulus such as previously unseen film clips, sound clips, film stills and script excerpts. This is your opportunity to show your creative and critical knowledge and understanding

Component 2: Acquisition of Skills in Moving Image Production

This coursework component aims to develop five core film-making skills:

- storyboarding
- camera
- editing
- postproduction sound; and
- animation.

You will acquire and demonstrate competence in the practical skills to make moving image products by completing four tasks from a stimulus booklet that the exam board provides every year:

- Task 1: Storyboarding;
- Task 2: Camera Work and Editing (combined skills areas);
- Task 3: Postproduction Sound; and
- Task 4: Stop-Motion Animation.

Component 3: Planning and Making a Moving Image Product

This component combines your skills in creating a complete live action or animated film and a research portfolio, based on a stimulus that the exam board provides. It also aims to extend the film-making skills that you will have gained in Component 2, to include:

- lighting;
- production design or mise-en-scene; and
- production management.

The component focuses on genre-specific conventions and techniques, drawing on the specification's six compulsory set genres.

Your portfolio must contain the following:

- a **Research Analysis** (including a synopsis) and **Evaluation**;
- a **Screenplay** and **Storyboard**;
- a **Shotlist**, a **Shooting Schedule** and **Director's Notebook** with evidence of production research, design development and production management; and
- a 2 minute narrative **Film** (if animated, this can be 40 - 60 seconds long).

This component gives you the opportunity to develop and apply a complex combination of technical skill, management ability and creative enterprise in making your own film portfolio.

Specification at a Glance

The table below summarises the structure of the Moving Image Arts GCSE course

Content	Assessment	Weighting
<p>Component 1:</p> <p>Critical Understanding of Creative and Technical Moving Image Production</p>	<p><i>Compulsory online Examination: 1 hr 30 mins</i></p> <p>The examination features:</p> <ul style="list-style-type: none"> • a range of previously unseen audio and visual stimuli and short film sequences; • questions that assess knowledge and understanding of film language, practices, techniques and contexts; • scenario-based questions that assess creative and production management skills; and questions that assess analysis and evaluation of film language, audience and purpose. <p>CCEA set and mark the examination.</p>	<p>40%</p>
<p>Component 2:</p> <p>Acquisition of Skills in Moving Image Production</p>	<p><i>Compulsory controlled assessment tasks.</i></p> <p>Students complete four tasks specified in the Component 2 Task Booklet:</p> <ul style="list-style-type: none"> • storyboarding; • camera and editing; • sound; and • animation. <p>CCEA set the tasks, teachers mark them and CCEA moderate them. Teachers submit the tasks to CCEA in digital format.</p>	<p>20%</p>
<p>Component 3:</p> <p>Planning and Making a Moving Image Product</p>	<p><i>Compulsory controlled assessment portfolio</i></p> <p>Students produce a live-action or animated film portfolio from a selection of genre-specific production briefs that we provide.</p> <p>The portfolio must feature:</p> <ul style="list-style-type: none"> • a research analysis; • preproduction material; • a completed moving image product; and • an evaluation. <p>CCEA set the portfolio task, teachers mark it and CCEA moderate it. Teachers submit the portfolio task to CCEA in digital format.</p>	<p>40%</p>

HOMEWORK

You will have homework tasks based on the practical and theoretical elements covered during class time. Extra support is offered after school.

ASSESSMENT

A form of continuous assessment will be used to coincide with school Progress Cards as well as end of year reports.

INVITATION

GCSE Moving Image Arts is a new course for 2018. It has a high level of technical requirements and numbers will of necessity be restricted.

If students have to be shortlisted for this course, this will be done on the basis of performance in Year 10 English and Art and Design examinations. Recognition will also be made of related practical experience either in or outside school.

You are invited to discuss the course with either me or your art teacher.

Mrs K P Crooks
Head of Art and Design and MIA

KEY STAGE 4 MUSIC

EXAMINATION BOARD: CCEA

GCSE MUSIC ENTRY REQUIREMENTS

- A good pass at Grade 3 standard on your chosen instrument.
- Currently taking instrumental or singing lessons.
- Demonstrates an intention to continue instrumental or singing lessons for the duration of the GCSE Music course.

If one or more of the above requirements are not met, a meeting with the Head of Music should be arranged.

COURSE OVERVIEW

You will have studied Music Technology in Years 9 and 10, and GCSE Music builds on many of the skills you will have learnt in the Apple Music Technology suite.

GCSE Music gives pupils opportunities to:

- develop their knowledge, understanding and appreciation of a range of different kinds of music
- take part in music-making, and communicate through music
- develop their creativity
- make informed judgments about musical quality
- develop a lifelong interest in music
- learn about music-related careers

This course prepares pupils for the study of Music and related subjects at a more advanced level, for example Advanced Subsidiary and Advanced Level qualifications.

GCSE pupils have access to a dedicated music technology suite containing twelve Apple Mac computers running industry standard software, giving them every opportunity to use music technology to produce high quality recordings for their coursework.

In GCSE Music, pupils study a wide range of genres, including classical, rock, pop, jazz and musicals.

Pupils are assessed on their ability to:

- **Compose** – This is assessed through Controlled Assessment
- **Perform** – This will be assessed by a live performance at the end of Year 12. All styles are acceptable, including classical, traditional, rock, pop, jazz, and the pipe band.
- **Listen and Appraise** – This will be assessed by a test of aural perception (recorded excerpts will be played, and pupils are asked to answer questions about what they hear).

KEY STAGE 4 PHYSICS

EXAMINATION BOARD: CCEA

The course is designed to stimulate an interest in and enjoyment of **PHYSICS** and its applications to the world around us. Key Stage 3 concepts are built upon with topics being taught to a greater depth and new topics introduced. The aims of the course include the development of:

- (i) curiosity and interest in, and an understanding of the physical world
- (ii) insight and experience as to how science works
- (iii) the ability to evaluate and criticise scientific work and to recognise its benefits and limitations.
- (iv) a pupil who will feel confident in a developing scientific and technological society.
- (v) a pupil who can understand the physics in their everyday lives and make informed decisions about related disciplines, careers and studying physics further academically.

The course is structured to include a large element of practical work and **25%** of the final exam mark is awarded for **Internally Assessed Practical Skills**.

At the **Higher Levels**, mathematical skills, especially algebra, are important.

<i>Key Points</i>	<i>Separate Science</i>
<i>Grade and tiers of entry</i>	Foundation B - G Higher A* - E
<i>Practical Skills</i>	Booklet A – A practical assessment taken in Year 12 based on the nine prescribed practicals in the Specification. Booklet B – Examined assessment of practical skills.
<i>Final Completion Dates</i>	Summer Term of Year 12
<i>Written Examination</i>	Two examination papers These will consist of: Unit 1 – Motion, Force, Density and Kinetic Theory, Energy and Atomic and Nuclear Physics. Unit 2 – Waves, Light, Electricity, Magnetism and Electromagnetism and Space Physics.
<i>Final Marks</i>	Written Papers: UNIT 1- 37.5% UNIT 2 – 37.5%

Key Points	Separate Science
	Unit 3: Booklet A + Booklet B - 25%
Homework	One or Two per week

TIER OF ENTRY

The decision on which **Tier** you will be entered for will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level you have reached over the two years of study.

<p>Physics may be studied as a Separate GCSE or as part of Single or Double Award Science</p>

Who should choose Physics as a Separate GCSE?

All pupils are expected to select at least one Science-related GCSE. GCSE Physics will be appropriate for those pupils who have **consistently attained above average marks in Junior Science and in Year 10 Physics**. It will also be most beneficial for those who are considering continuing their study of Physics through to A Level or pursuing a Physics-related career or who are strong mathematicians.

KEY STAGE 4 PHYSICAL EDUCATION

Examination Board: CCEA

General Information

Pupils who are passionate about sport and physical recreation will enjoy this course. They will value playing, participating, competing, spectating and volunteering in sport.

Why Study Physical Education?

In studying this course you will:

- develop your knowledge and understanding of the key points of health, exercise, physical performance and skilled performance;
- focus on how to develop and maintain a healthy lifestyle;
- study different types of exercise, methods of training and the effects of physical exercise and training on the body;
- consider the importance of risk assessment for health and safety
- develop useful life skills through participating in a range of physical activities as a player or a leader and official.

What will I study?

Component 1: Factors underpinning health – 25%

- 1 The body and mind at work
- 2 Health and lifestyle decisions.
- 3 The active leisure industry

How will I be assessed?

Component 1

Externally written exam paper.

1 hour 15 mins

Students answer short questions and questions that require extended writing.

Component 2: Factors Underpinning Performance-25%

- 1 Developing physical fitness for performance.
- 2 Developing skilled performance.

How will I be assessed?

Component 2

Externally written exam paper.

1 hour 15 mins.

Students answer short questions and questions that require extended writing

Component 3: Individual Performances in Physical Activities and Sports – 50%

This component has two parts.

- 1 Participate in three different physical activities. For one of these activities you can be assessed in the role of leader and official.
- 2 Demonstrate ability to analyse one of your chosen activities

How will I be assessed?

Component 3

Students assessed on their performance in three physical activities and sports.
Students are assessed on the quality of their analysis and evaluation of their own and others' performance from one of their three chosen activities

KEY STAGE 4 RELIGIOUS STUDIES

EXAMINATION BOARD: AQA

INTRODUCTION

RELIGIOUS STUDIES aims to improve the pupil's understanding of religion and to appreciate the influence of religious belief upon society and an individual's life. Pupils will develop analytical and critical thinking skills as they are challenged with questions about belief, value, meaning, purpose and truth. As part of the core syllabus at Campbell, all pupils will follow a programme of study in Religious Studies at Key Stage 4.

Those pupils who opt not to study for the **Full Course GCSE** will follow the **Short Course** option as detailed below.

Short Course	Additional Full Course Content
(Section A) The Study of Religion: Beliefs and Teachings	Pupils who choose to take the Full Course will also study: Religious Practices in Christianity <ul style="list-style-type: none"> • Worship and Festivals – Prayer, Sacraments, Pilgrimage - • The Role of the Church in the Local and Global Community – Food Banks, Evangelism, Reconciliation Religious Practices in Islam <ul style="list-style-type: none"> • Worship – Five Pillars, Prayer, • Duties and Festivals – Hajj, Ramadan, Zakah, Jihad
Pupils will study: Christianity <ul style="list-style-type: none"> • Key beliefs – Nature of God, Creation, the Afterlife • Beliefs and teachings about Jesus – Jesus' Birth, Crucifixion, Sin, Resurrection, Salvation Islam <ul style="list-style-type: none"> • Key Beliefs – Nature of God, Shia and Sunni, Angels, Afterlife • Authority in Islam – Prophets, Holy Books, Imams 	

(Section B) Thematic Studies: Religious, Philosophical and Ethical Studies	Additional Full Course Content
Pupils will study: <ul style="list-style-type: none"> • Relationships and Families – Marriage and Divorce, Families and Gender • Religion, Violence, Peace – Terrorism, War, Pacifism, Just War, Violent and Peaceful Protest 	Pupils who choose to take the Full Course will also study: <p>Religion and Life Issues - Abortion, Animal Experimentation, Euthanasia, Origins of Universe and Humans</p> <p>Religion, Crime and Punishment – Cause of Crime, Punishment, Death Penalty, Forgiveness</p>
Assessment	
There is 1 examination paper 4 Questions (2 section A, 2 section B) No Coursework or Controlled Assessment	There are 2 examination papers Paper 1 – 4 Questions Section A Paper 2 – 4 Questions Section B There is no Coursework or Controlled Assessment

FAQs

Do I need to be a Christian to study Religious Studies at GCSE?

Put simply, no. The course has been designed to be accessible to those of any religious tradition or none.

What use is Religious Studies to my career?

It is true that there are certain subjects that are essential in order to pursue particular careers. However, for the majority of pupils good grades will be more important than the subject studied. Like any other subject, you can achieve a very good grade in RE if you work hard. In fact, **100% of students who studied the Full Course last year achieved grades A-C**. Furthermore, the skills you will learn are transferable to many other subjects and will be of use to you whatever your future career.

Where can I find out more?

Either speak to a member of the RE Department or visit the Department's Firefly page.

KEY STAGE 4

SCIENCE - Single and Double Award

EXAMINATION BOARD: CCEA

INTRODUCTION

Single Award and Double Award Science offer pupils the opportunity to be inspired, motivated and challenged by a broad, practical and worthwhile course of study. They encourage them to develop their curiosity about the living, material and physical worlds and provides insight into and experience of how science works.

Through studying either specification, pupils:

- gain a broad knowledge and understanding of the material, physical and living worlds;
- gain understanding of the nature of science and its applications and the interrelationships between science and society;
- develop an understanding of the importance of scale in science;
- develop and apply their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations;
- develop awareness of risk and the ability to assess potential risk in the context of potential benefits;
- develop and apply their observational, practical, enquiry and problem-solving skills and understanding in laboratory, field and other learning environments;
- develop their skills in communication, mathematics and the use of technology in scientific contexts; and
- acquire and apply skills, knowledge and understanding of how science works and its essential role in society.

Single Award Science

Pupils study the fundamentals of each of GCSE Biology, Chemistry and Physics. The overall course is equivalent to **one GCSE**.

Double Award Science

Pupils study approximately two thirds of the content of each of GCSE Biology, Chemistry and Physics. Pupils are awarded a double grade overall which is equivalent to **two GCSEs**, e.g. A*A or BC.

TIER OF ENTRY

The decision on which **Tier** you will be entered for will be taken in the **second term of Year 12**, after the Mock Examinations, and will depend on the level you have reached over the two years of study.

Key Points	Double Award	Single Award
Time allocation	The equivalent time given to two GCSE options, divided equally between the three disciplines.	The equivalent time given to 1½ GCSE options, divided equally between the three disciplines.
Grade and tiers of entry	Foundation BB - GG Higher A*A* - DD	Foundation B - G Higher A* - D
Practical Skills	Students enter three pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study. 7.5% of Final Marks. Externally marked.	Students carry out two pre-release practical tasks (from two of Biology, Chemistry and Physics) in the final year of study. 7.5% of Final Marks
Written Examination	Seven written units: 2 Biology, 2 Chemistry, 2 Physics and 1 Practical Skills.	Four written units: 1 Biology, 1 Chemistry, 1 Physics and 1 Practical Skills
Final Marks	Written Papers: 2 Biology, 2 Chemistry and 2 Physics Totalling 75% Practical Skills – 17.5%	Written Papers: Biology – 25% Chemistry – 25% Physics – 25% Practical Skills – 17.5%
Homework	Two per week.	One per week

Who should choose Double Award or Single Award Science at GCSE?

All pupils are expected to select at least one Science-related GCSE. Double Award Science will be appropriate for those pupils who have a broad interest in Science, rather than enjoying and performing highly in one particular discipline. It covers the three disciplines of Biology, Chemistry and Physics but does not go into quite as much depth in some topics, thereby enabling pupils who would not consider Science one of their top subjects to have a greater chance of success at GCSE. Double Award

Science **enables** progression to A Level Sciences provided a top grade is achieved. Experience of recent years suggests that pupils of average ability are more likely to gain better grades in Double Award Science than in one or two separate science GCSEs.

Single Award Science will be appropriate for those pupils who also have a broad interest in Science but who have found it a more challenging subject at Key Stage 3. It covers the basics of Biology, Chemistry and Physics GCSE and is equivalent to one GCSE overall. Single Award Science **does not enable** progression to an A Level Science course.

Single Award Science, like Double Award, counts as **two choices** on the Options Form. This provides both extra time to study Science as well as some additional timetabled support in Mathematics.

KEY STAGE 4 TECHNOLOGY and DESIGN

EXAMINATION BOARD: CCEA

At the end of Key Stage 3 all pupils have the opportunity to choose **TECHNOLOGY AND DESIGN** as one of their GCSE subjects. Much of the work they will have done in Key Stage 3 will be dealt with again, only in much more detail in Key Stage 4.

Exam results in the subject have been excellent for a period of time, with usually around 40% of the pupils entered achieving an A* or A grade.

THE AIMS OF THE COURSE ARE TO ENCOURAGE PUPILS TO:

- use imagination and develop skills of creativity and critical analysis;
- communicate design ideas and decisions;
- use a range of materials, components and technologies to develop and produce high quality, imaginative and functional prototypes;
- consider aesthetic, technical, economic, environmental, ethical and social dimensions when engaged in design and making;
- consider the costs in the making and marketing of products;
- apply health and safety procedures;
- analyse and develop existing products;
- develop decision-making skills;
- apply appropriate technology and design terminology;
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle; and
- combine skills with knowledge and understanding to make quality products.

Computers are extensively used in the teaching of Technology and Design. The applications allow the pupils to design and model ideas, and simulate electronic and pneumatic circuitry. The department has a comprehensive suite of computer aided manufacturing and design facilities: these include 2 CNC Routers, a CNC laser cutter and CNC vinyl cutters. This provides all pupils with an insight into modern engineering practices.

Homework	3 hours per week
Completion Date For Coursework	Unit 3 – Design and Manufacture Project End of March in Year 12

THE ASSESSMENT for GCSE Technology and Design is as follows.

Unit 1 – Core Theory (exam)	25%
Unit 2 – Product Design (exam)	25%
Unit 3 – Design & Manufacture Project (controlled assessment)	50%

THE TERMINAL EXAMINATION: (UNITS 1 & 2)

Pupils will sit the UNIT 1 exam at the end of Year 11 and the UNIT 2 exam at the end of Year 12.

Questions will test knowledge and understanding of materials, components, processes, techniques, technologies and the evaluation of commercial practices and products. Questions will largely address general aspects of product design which cross all material areas, although some questions will allow subject specific knowledge to be shown.

CONTROLLED ASSESSMENT COURSEWORK ACTIVITY: (UNIT 3)

Design and Manufacture Project

The coursework activities will be identified by the pupil, in consultation with the teacher, and will reflect syllabus content.

The manufactured product will be accompanied by an 'A3 design portfolio' which will be 10 pages long and will include evidence of how the final outcome was reached. This will follow a design process from an identified problem to the development of the manufactured product.

This element of the course requires the pupil to analyse and research relevant factors in a particular design scenario, explore a variety of possible solutions, develop one of these solutions into a viable product, manufacture the product and evaluate its effectiveness.



CAMPBELL COLLEGE

Est 1894

A LEVEL and BTEC CHOICES BOOKLET

February 2018

ADVANCED SUBSIDIARY [AS] AND ADVANCED LEVEL CONTENTS

INTRODUCTION 3

<i>Art and Design (Edexcel)</i>	..	..	..	4-6
<i>Biology (CCEA)</i>	..	..	..	7-8
<i>Business Studies (CCEA)</i>	..	..	..	9-10
<i>Chemistry (CCEA)</i>	..	..	..	11-12
<i>Computer Science (WJEC)</i>	..	..	..	13-16
<i>Design and Technology (Edexcel)</i>	..		..	17-19
<i>Digital Technology (CCEA)</i>	..	..	..	20-23
<i>Drama and Theatre (Edexcel)</i>			..	24-25
<i>English Literature (AQA)</i>	..		..	26-28
<i>Geography (CCEA)</i>		..	..	29-30
<i>History (OCR)</i>	..	..	..	31-33
<i>Mathematics and Further Mathematics (CCEA)</i>			..	34-39
<i>Media Studies (AQA)</i>	..		..	40-41
<i>Modern Languages (French, German, Spanish) (CCEA)</i>			..	42-43
<i>Moving Image Arts (CCEA)</i>	..	..	..	44-47
<i>Music (CCEA)</i>	..	..	..	48-50
<i>Physics (CCEA)</i>	..	..	..	51-53
<i>Politics (Edexcel)</i>			..	54-57
<i>Religious Studies (OCR)</i>	..	..	..	58
<i>Sports Science and the Active Leisure Industry (CCEA)</i>				59-60

BTEC NATIONAL AWARD

<i>Business (BTEC)</i>	..	..	..	61-62
<i>Hospitality (BTEC)</i>	..	..	..	63-64
<i>Sport (BTEC)</i>	..	..	..	65-66
<i>Travel and Tourism (BTEC)</i>		..	..	67-68

General Certificate of Education
SUBJECT CHOICES AT
ADVANCED SUBSIDIARY LEVEL [AS], ADVANCED LEVEL and BTEC LEVEL

This booklet provides information about each of the A Level and BTEC subjects offered in the Sixth Form at Campbell College.

A Levels have been subject to significant reform in the last three years. Revised specifications were introduced by CCEA in September 2016, apart from the new Mathematics courses, which start in September 2018. CCEA courses remain divided into AS and A2 components, however the AS element will now make up only **40%** of the overall A Level grade. English Examination Boards have moved to 'linear', two-year A Level courses. At Campbell, this means that **final A Level grades in Art & Design, Drama & Theatre, Design & Technology, English Literature, History, Media Studies, Politics and Religious Studies will be based solely on exams taken at the end of Year 14, i.e. at the end of a two-year course.** AS Exams will still be taken in English Literature, History, Media Studies, Politics and Religious Studies, but they will be stand-alone qualifications which will not contribute to the final A Level grade. Art & Design, Design & Technology and Drama & Theatre will not have AS exams and must be studied for two years.

There have also been changes to vocational A Levels. We have replaced Applied Business and Applied Leisure with BTEC National Awards in Business and Travel and Tourism. These BTEC courses are equivalent to one A Level and are a format the College is familiar with; BTEC Hospitality and BTEC sport have run successfully for a number of years.

In addition to the overall 'tariff' for returning to the 6th Form, each subject has its own entry criteria. These are set out within the 'Advisory Notes'. It is very important that students and parents pay close attention to these criteria. They are there to ensure that students have the necessary foundation for success.

It is our expectation that only those students who obtain at least 20 points in their GCSE examinations select four A Levels. **Obtaining high quality grades is more important than quantity.** Given the time allocation for each subject is five hours per week in class, plus a recommended minimum of five hours per week in private study, students obtaining less than 20 points will benefit from the supervised study time available when they select three subjects.

If you need further information about specific subjects, examination board websites are a good port of call, together with subject teachers or a member of the Careers team. I trust that you find this information helpful as you navigate through the A Level Options process.

Mr W Keown
Vice Principal (Curriculum)
February 2018

ART AND DESIGN

EXAMINATION BOARD: EDEXCEL

Pupils at Campbell College follow the two Year A Level course (without AS) provided by the Edexcel Examination Board.

WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

An A Level Art and Design student should have attained at least a **B** grade in GCSE Art. He should be self-motivated, have an inquiring mind and a natural ability to describe things visually. A Level Art and Design is not an easy option and you should be prepared to work hard at developing your abilities. Students are allowed freedom of personal expression, exploring a number of ideas and experimenting with materials and techniques to generate original responses. A broad and flexible range of stimuli will be encountered allowing each student to respond to their personal interests and enthusiasms

You should have an understanding of the basic elements of Art and Design - colour, tone, form, etc. and also some understanding of the place of art, craft and design in the world - its history and its purpose. Above all, you should have an interest in creating and understanding art and the determination to develop that interest.

WHAT WILL I LEARN ON THIS A LEVEL COURSE?

The main purpose of any course in Art and Design is to develop your ability to appreciate the visual world, respond in a personal way and perhaps even contribute for the benefit of everyone.

The skills you will develop will be varied. These include

- The working knowledge of materials, practices and technology within Art and Design.
- The skills to interpret and convey your ideas and feelings using a wide variety of materials and techniques.
- Imaginative and creative powers.
- Experimental, analytical and documenting skills.

You will develop a specialist vocabulary and the knowledge and understanding of the place of art and design in history and in contemporary society.

WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

- Those who will undertake further studies in Art and Design.
- Those who will study subjects or take up careers for which an Art and Design background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.
- Those, who whilst having interest and aptitude in the subject, are not intending to study the subject beyond the two year A Level course.

WHAT EXAMINATIONS WILL I HAVE TO TAKE TO GET MY QUALIFICATION?

From September 2015 we opted to follow the new Edexcel GCE Art and Design two year A Level syllabus.

ADVANCED A LEVEL – ‘ART, CRAFT AND DESIGN’

The full A Level is made up of **two** units of work

- **Unit 1 - Art and Design ‘Personal Investigation’ 60% of the qualification**

This unit consists of three major elements; supporting studies, practical work and a personal study. All of these elements must be interlinked. You will be required to show evidence of a personal response based on themes and ideas developed from personal starting points and include supporting studies, evidence of research (including references to the work of other artists), exploration of media and materials, development of ideas towards a final outcome/s with written or visual evaluation. You must include work that covers at least two of the following disciplines developed through a range of 2D, 3D and time based processes and media. These include,

- **Fine Art:** painting, drawing, printmaking, sculpture, lens based image making.
- **Graphic Communication:** advertising, illustration, branding, information design.
- **Textile Design:** textiles for interiors, fine art textiles, fashion textiles.
- **Three Dimensional Design:** spatial design, product design, design crafts.
- **Photography:** film-based photography, digital photography, film and video.

Your Personal Study should take the form of a critical and analytical written piece consisting of a minimum of 1000 to a maximum of 3000 words making links to your own practical work, supported by contextual research. The completed study comprises 12% of the **total qualification**.

- **Unit 2 - Externally set assignment 40% of the qualification**

Students will be asked to respond in a personal manner to the set examination theme which will be released in February of Year 14; however, their work should be based upon the kind of media and materials that they have covered during the course. Work submitted for assessment must include preparatory/supporting work. Students may choose to produce work in **one** or more disciplines. The final outcome/s should be carried out during a **fifteen** hour supervised period.

HOW CAN I DEVELOP MY FULL RANGE OF SKILLS BY DOING THIS COURSE?

As well as covering the Advanced Level of study of Art and Design, this course will enable you to develop some Key Skills which will be essential to you whatever you go on to do afterwards. The Key Skills you can develop are:

Communication

The Key Skill of communication is integral to the study of A Level Art and Design and will be assessed as specified in the mark scheme. This involves amongst other skills, the ability to:

- summarise the information found in many different types of sources - eg books, paintings, museums, galleries, the Internet etc.
- use accurate and relevant information in the best format for the piece of work you are doing;
- make sure that written work is legible and that its meaning is clear;
- choose suitable images to illustrate your ideas clearly.

Other Key Skills appropriate to the study of Art and Design are:

- Information Technology
- improving own learning and performance
- working with others
- problem solving

WHAT SUPPORT WILL I BE OFFERED?

Students will be encouraged to work to the best of their ability through the use of individual tutorials, an element of healthy competition, rewards, detailed checklists for coursework and final examination as well as clear detailed guidance consistently throughout the year. The use of excellent exemplary work at Campbell remains a valuable resource in the teaching of all exam classes. Individual tutorials help to ensure that everyone is kept on task and the close monitoring of students by all staff is used to help, guide, organise and set weekly achievable targets/goals.

WHAT COULD I GO ON TO DO AT THE END OF MY COURSE?

There are many careers in Art and Design. Most of these require further study at an art school, further education college or university. At present some students wishing to take Art and Design will go on to do a one year 'Foundation' course at an art college or college of further education before applying to degree courses in more specialist areas of Art and Design.

You may wish to complete an A Level in this subject for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects or you might wish to go into a job where it is useful to have had experience of Art and Design, or where you will need some of these skills developed during this course. These might include careers such as advertising, marketing, design, architecture, publishing and the media. The study of Art and Design can also help you develop transferable skills you can take into any career or job. Success in A Level Art and Design requires determination and dedication. Whichever future path you choose, it can be a very rewarding beginning.

BIOLOGY

EXAMINATION BOARD: CCEA

Introduction

By studying Biology at A Level you will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?" As such it is an excellent subject for any student to study. Even study to Advanced Subsidiary **[AS]** Level will provide an excellent basis in modern cell biology, physiology and ecology and should be suitable for any student with at least a B in GCSE Biology or Double Award Science

Advanced Level **[A2]** Biology provides an opportunity to develop the knowledge gained at AS Level into a more detailed study of Co-ordination, Biochemistry, Ecological Systems and Physiology. This would be useful for those students considering a career in Medicine, Veterinary Science or Life Sciences but can be usefully combined with many other disciplines.

We follow the CCEA Specification for AS and A2 Level Biology. The main features of this specification are:

- The AS is the first part of the full A Level course and accounts for approximately half of the A Level in terms of content. However, it will be assessed at a standard appropriate for students at the end of Year 13 who have studied half of the full A Level course.
- The A2 Modules will be assessed at a full A Level standard and will include a 'synoptic' element to test the students' understanding of the connections between different aspects of Biology over the whole AS/A2 course.
- An A Level award will be based on an aggregation of the AS (40%) and the A2 (60%) components.

STRUCTURE OF COURSE

UNIT	ASSESSMENT	WEIGHTING
AS 1: Molecules and Cells	External written examination 1 hour 30 minutes	37.5% of AS 15% of A Level
AS 2: Organisms and Biodiversity	External written examination 1 hour 30 minutes	37.5% of AS 15% of A Level
AS 3: Practical Skills in AS Biology	External written examination and internal practical assessment 1 hour	25% of AS 10% of A Level
A2 1: Physiology, Co-ordination and Control, and Ecosystems	External written examination 2 hours 15 minutes	24% of A Level

A2 2: Biochemistry, Genetics and Evolutionary Trends	External written examination, 2 hours 15 minutes	24% of A Level
A2 3: Practical Skills in Biology	External written examination and internal practical assessment 1 hour 15 minutes	12% of A Level

Assessment

Students will be assessed on both knowledge and understanding of biological facts, terminology, concepts and practical techniques and on the application of that knowledge to describe, explain and interpret biological phenomena. Students will also be expected to use specialist vocabulary and to be able to translate information from one form to another eg tabular, graphical, diagrams, graphs, continuous prose and to assess the validity of biological statements and experimental results.

Practical skills will also be assessed which will include planning experimental investigations and selecting appropriate apparatus and techniques, making careful and appropriate observations and recording these methodically and interpreting, evaluating and communicating information obtained from practical investigations.

Key Skills

Both AS and A2 courses in Biology will provide opportunities for the development and generation of evidence for assessment of Key Skills - particularly through the writing of reports of practical and investigative work and through use of ICT and group discussion.

BUSINESS STUDIES

EXAMINATION BOARD: CCEA

WHAT IS BUSINESS STUDIES?

Business in Northern Ireland, if it is to flourish, needs more people who have well-developed inter-personal and decision-making skills. Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions. Employers need professionals who not only have skills in finance, marketing, human resource management and the external business environment, but who can also apply the managerial skills of teamwork, communication, creative problem solving and effective decision making in order to achieve results.

Aims:

By choosing this course students will be encouraged to:

- develop a lifelong interest in business
- 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

It is an advantage, but not essential, to have studied GCSE Business Studies. To be eligible to study A Level, students should have a B Grade in GCSE Business Studies or a B Grade in GCSE English Language.

Content Overview

In the AS units, students are introduced to the business world. They will develop an understanding of the importance of quality to businesses, and gain an appreciation of growing a business through marketing activities and E-Business. They also learn about the importance of financial information and its use in decision making.

Students who continue to A2 will explore business planning and the need to manage risk when developing business strategies. They will develop an appreciation of the role of accounting and financial information in making strategic business decisions and an understanding of the macroeconomic and global framework within which organisations operate. They will also develop an appreciation of the impact of ethics and sustainability on business decision making and organisational culture.

SUBJECT CONTENT: AS LEVEL

Content	Assessment	Weighting
Unit AS1: Introduction to Business	<ul style="list-style-type: none"> ▪ External written exam ▪ 2 compulsory structured data responses [80 marks] ▪ 1 hour 30 minutes 	50% of AS 20% of A Level
Unit AS2: Growing the Business	<ul style="list-style-type: none"> ▪ External written exam ▪ 2 compulsory structured data responses [80 marks] ▪ 1 hour 30 minutes 	50% of AS 20% of A Level

SUBJECT CONTENT: A2 LEVEL

Content	Assessment	Weighting
Unit A2 1: Strategic Decision Making	<ul style="list-style-type: none"> ▪ External written exam ▪ Five compulsory structured data responses [90 marks] ▪ 2 hours 	30% of A Level
Unit A2 2: The Competitive Business Environment	<ul style="list-style-type: none"> ▪ External written exam ▪ Six compulsory structured data responses [90 marks] ▪ 2 hours 	30% of A Level

PROGRESSION TO HIGHER AND FURTHER EDUCATION AND FUTURE CAREERS

Employers look for graduates who have an all-round understanding of Business and the environment within which it operates. Business Studies will encourage you to develop the skills, knowledge and qualities required for life and work in the 21st Century. It offers an excellent foundation for those wishing to pursue careers in Economics, International Business Management, Business with Accounting, Human Resources, Business with Marketing Management, Hospitality Business Management and many other fields.

Note: It is not possible to select BTEC Business in tandem with this course.

CHEMISTRY

EXAMINATION BOARD: CCEA

Chemistry provides an interesting and challenging subject at Sixth Form. It is a subject which attracts a wide variety of students. Many have specific career ambitions, others have a particular interest in the subject and some students pursue evidence of an academically challenging qualification for University application.

The Advanced Subsidiary [AS] course provides students with the opportunity to study Chemistry at Sixth Form but keep their options open for at least a further year.

The Chemistry Department welcomes students who have a grade **B** or above at GCSE in Chemistry and encourages Double Award Science students to keep their science options open by studying this subject. They will be made most welcome and additional support will be provided for these students, where appropriate. Students should obtain high B grades in both Chemistry unit 1 and 2 in order to pursue Chemistry at A-level.

SYLLABUS STRUCTURE

The syllabus adopts a modular structure and students are required to study three teaching and learning modules for the AS course (40% of A-level course) and six modules for the full A Level course. The A2 course, traditionally followed in Year 14, makes up 60% of the A-level course.

AS 1: Basic Concepts in Physical and Inorganic Chemistry [40% of AS; 16% of A Level]

AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry [40% of AS; 16% of A Level]

AS 3: Internal Assessment (experimental) [20% of AS; 8% of A Level]

This unit is timetabled and taken by students under controlled conditions. It consists of a practical examination, in the lab, then a written paper on practical techniques. These papers are sat on separate days. The papers will be marked by CCEA examiners.

A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry [40% of A2; 24% of A Level]

A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry
[40% of A2; 24% of A Level]

A2 3: Internal Assessment (experimental) [20% of A2; 12% of A Level]

This unit is timetabled and taken by students under controlled conditions. It consists of a practical examination, in the lab, then a written paper on practical techniques. These papers are sat on separate days. The papers will be marked by CCEA examiners.

The **AS Level modules** will normally be sat at the end of Year 13.

The **A2 Level modules** will normally be sat at the end of Year 14.

NATURE OF ASSESSMENT

1. Multiple choice questions.
2. Structured questions.
3. Planning exercise.
4. Practical examination.

TEACHER SUPPORT

The department provides a structured teaching scheme for the students in a positive environment. Practical skills are further developed in a range of interesting and exciting experiments.

At Sixth Form level additional study is required and internal assessment will be carried out through:-

1. Homeworks
2. End of Topic tests

If you wish to find out more about the A Level Chemistry course, please do take the opportunity to discuss this further with any member of the Chemistry Department.

COMPUTER SCIENCE

EXAMINATION BOARD: WJEC

WHY CHOOSE COMPUTER SCIENCE?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the learners but also essential to the future well-being of society

The WJEC AS and A Level in Computer Science encourages learners to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- the ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

PRIOR ATTAINMENT

There are no prior learning requirements however it is expected that students hoping to study AS Computer Science will have high literacy, numeracy and ICT skills.

Some students will have already gained knowledge, understanding and skills through the study of Computer Science at GCSE. Any student hoping to study AS Computer Science will have achieved a minimum of either

- Grade B in GCSE Computing and a grade B in GCSE Mathematics, plus a grade C in GCSE English.

OR

- Grade A in GCSE Mathematics and a minimum of grade C in GCSE English.

SCHEME OF ASSESSMENT:

UNIT NAME	ASSESSMENT METHOD	WEIGHTING
Unit 1: Fundamentals of Computer Science	Written examination: 2 hours	25% of A Level (62.5% of AS qualification)
Unit 2: Practical Programming to Solve Problems	On-screen examination: 2 hours	15% of A Level (37.5% of AS qualification)
Unit 3: Programming and System Development	Written examination: 2 hours	20% of A Level
Unit 4: Computer Architecture, Data, Communication and Applications	Written examination: 2 hours	20% of A level
Unit 5: Programmed Solution to a Problem	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and programmed solution to a problem of their choice	20% of A level

SYLLABUS CONTENT

Unit 1: Fundamentals of Computer Science

The main areas to be covered in this unit of work are:

- **Hardware and communication** – in this unit students will study the intricacies of the internal architecture of a computer, including standard registers and the role they play in the execution of computer programs and the processing of data,
- **Logical operations** – as part of this topic students will look at combinations of logical operations contribute to the low level execution of computer programming.
- **Data transmission and representation** - students will also be introduced to the use of binary and other number representation systems and how they can be used in numerical manipulations and how they can be used to represent and store data. A detailed study of the range of data transmission methods and error detection and correction techniques will also form a proportion of this topic area.

- **Data structures and data organisation** – Throughout this unit students will learn how to describe, interpret and manipulate data structures including arrays (up to two dimensions) and records using the Python programming language.
- **Database systems** – having completed this unit students will be able to Describe and discuss the benefits and drawbacks of relational database systems and other contemporary database systems.
- **Operating Systems** – in this unit students will investigate the role of operating system as the management of resources, interface provision, and they will also investigate the need to design systems that are appropriate to the variety of different users at all levels and in different environments.

Unit 2: Practical Programming to Solve Problems

The main areas to be covered in this unit of work are:

- **Algorithms and programs** – this unit will explain the term algorithm and describe common methods of defining algorithms, including pseudo-code, flowcharts and structured English. Students will be able to Identify and explain the use of constants and variables in algorithms and programs.
- **Systems Analysis** – this unit will take the students through the main processes associated with the documentation of the investigation, design, development, testing and evaluation of a solution to a proposed solution. Students will develop skills in technical writing and professional documentation of programmed solutions for use by third parties.
- **Software engineering and practical programming** - having completed this unit students will be able to design develop, debug and evaluate a series programming routines they have developed to solve a given problem (in this instance using the Python programming language).
- **Data Security and data integrity** - students will be made aware of the dangers that can arise from the use of computers to manage files of personal data and the contingency plans to be put in place to help organisations recover from disasters when they occur
- **Economic, moral, legal, ethical and cultural issues relating to computer science** – this unit introduces students to the legal aspects of computer programming, system development and considers the social impact of computer systems on society

Unit 3: Programming and System Development

This unit builds on the topics covered previously in unit 2. Students will look in more technical detail at each of the topic areas previously studied.

In addition they will look at the use of recursion in algorithms and programs and consider the potential elegance of this approach. They will also learn how to follow search and sort algorithms and programs and make alterations to such algorithms in addition to being able to write their search and sort algorithms and programs by the end to the unit of study.

Unit 4: Computer Architecture, Data, Communication and Applications

This unit builds on the topics covered previously in unit 1. Students will look in more technical detail at each of the topic areas previously studied.

In addition they will look at the need for a range of types of software including safety related, control, expert, wide and local area information exchange systems. They will also look closely the need for and the purpose of cryptography and biometrics and their role in protecting data and computer systems.

Unit 5: Programmed Solution to a Problem

This unit requires the learners to investigate, design, prototype, implement, test and evaluate a computer solution to a substantial problem of their own choice.

Students will have to describe the scope and limitations of their solution to a problem and consider feedback from others as a means of refining their designs to the solution they originally proposed.

An investigation into the existing problem must be documented before students go on to design and then eventually develop, test and evaluate a solution to their proposed problem. The solution developed and the documentation produced will be based upon the skills and knowledge of the Python programming language developed in Unit 2 and 3 of this qualification.

Much of the foundation for this coursework element of the subject will be developed in Year 13 when student will continue to develop skills in coding and technical writing using flowcharts and algorithms.

Note: It is not possible to select A Level Digital Technology with this course.

DESIGN AND TECHNOLOGY

EXAMINATION BOARD: EDEXCEL

Note- Under the new syllabus specifications, an AS level option is **not** available in Year 13, Design and Technology is a two-year course leading to a full A level qualification.

ADVANCED GCE Design and Technology: Product Design aims to provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills, to apply knowledge and understanding to a range of technological activities and develop critical thinking and collaborative skills.

ADVANCED LEVEL [A2]

An A2 Level in Design and Technology is designed to be either a complementary subject to Mathematics, Physics, Art and Design or a contrasting subject with English, History, Geography and Modern Languages.

PROGRESSION AND PRIOR LEARNING

Students should have a broad academic background and should have undertaken courses that provide a solid foundation for Advanced GCE work. GCSE Technology and Design **must** have been studied to qualify for consideration. A grade **B** or better is preferable at GCSE to enable the student to benefit fully from the A Level course. Students should have a strong interest in designing, modelling, making and evaluating products or systems and an interest in the processes and products of design and technological activity.

AIMS OF THE SPECIFICATION

- Use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.
- Identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.
- Acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture
- Be open to taking design risks, showing innovation and enterprise while considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners.
- Gain an insight into the creative, engineering and/or manufacturing industries.

- Develop the capacity to think creatively, innovatively and critically through focused research and exploration of design opportunities arising from the needs, wants and values of clients/end users
- Develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- Be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype
- Be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- Be able to work safely and skilfully to produce high-quality prototypes
- Have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors
- Develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design.

SPECIFICATION OVERVIEW

Component 1:

Principles of Design and Technology

Written examination: 2 hours 30 minutes
50% of Qualification

Component 2:

Independent Design and Make Project

Coursework assessment
50% of Qualification

Content overview

Topic 1: Materials

Topic 2: Performance characteristics of materials

Topic 3: Processes and techniques

Topic 4: Digital technologies

Topic 5: Factors influencing the development of products

Topic 6: Effects of technological developments

Topic 7: Potential hazards and risk assessment

Topic 8: Features of manufacturing industries

Topic 9: Designing for maintenance and the cleaner environment

Topic 10: Current legislation

Topic 11: Information handling, Modelling and forward planning

Topic 12: Further processes and techniques

Content overview

- Students individually and/or in consultation with a client/end user identify a problem and design context.
- Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling.
- Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user.
- Students will realise one potential solution through practical making activities with evidence of project management and plan for production.
- Students will incorporate issues related to sustainability and the impact their prototype may have on the environment
 - Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others

Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical and environmental impacts.

PROGRESSION

Studying A2 Level Design and Technology should allow students to apply for university places in a number of different disciplines. This will always depend upon the combination of other subjects, but some of the areas that may be studied are as follows:

- Mechanical Engineering
- Civil Engineering
- Product Design
- Industrial Design
- Architecture
- Design and Applied Technology
- Aeronautical Engineering
- Building/Quantity Surveying
- Electrical Engineering.

DIGITAL TECHNOLOGY

EXAMINATION BOARD: CCEA

WHY CHOOSE DIGITAL TECHNOLOGY?

The digital technology specification has been developed to replace AS and A2 ICT. This qualification aims to encourage students to:

- Develop a genuine interest in digital technology;
- Gain an understanding of the system development process;
- Gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- Participate in developing an application while adhering to the system development process;
- Develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- Apply their skills to relevant work-related scenarios;
- Carry out research and development, and present their findings in different formats;
- Develop advanced study skills that help them prepare for third level education;

and

- Demonstrate that they understand and can apply key concepts through challenging internal and external assessments.

PRIOR ATTAINMENT

There is no specific requirement for prior learning. Although, it is expected that many students will have already gained skills, knowledge and understanding of digital technology following the successful completion of an IT-related GCSE course, or a level two equivalent.

Any student hoping to study AS Digital Technology will have achieved a minimum of a grade B in GCSE ICT or Computing.

SCHEME OF ASSESSMENT:

UNIT NAME	ASSESSMENT METHOD	WEIGHTING
AS 1: Approaches to System Development	External written examination 1 hour 30 minutes Students answer short and extended questions based on Approaches to System Development.	50% of AS 20% of A level
AS 2: Fundamentals of Digital Technology	External written examination 1 hour 30 minutes Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS 20% of A level
A2 1: Information Systems	External written examination 2 hours 30 minutes Students answer short and extended questions based on Information Systems.	40% of A level
A2 2: Application Development	Internal assessment Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level

SYLLABUS CONTENT

AS 1: APPROACHES TO SYSTEM DEVELOPMENT

In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage.

The main areas to be covered are:

- **Approaches to system development** - here students will investigate the impact of the software crisis, develop an understanding of the main reasons why new digital systems are developed and the impact of their development.
- **Systems design, development and testing** - students will gain a detailed insight into the processes associated with the development and testing of new digital technology systems including the use of prototyping, beta system development and testing.
- **Alternative approaches to system development** - this topic area will encourage students to look at the use of RAD and agile methods of system development in comparison to more traditional means.

- **Security issues** - always an important topic when dealing with digital technology, in this unit student's evaluate the importance of data archives, various methods of backup and the needs for appropriate disaster recovery plans in business and digital technology scenarios.
- **Programming** – while students are not expected to learn how to code in any particular high level programming language this unit introduces students to the fundamental programming concepts of sequence, selection and iteration, including count-controlled and condition-controlled loops and algorithm development.

AS 2: FUNDAMENTALS OF DIGITAL TECHNOLOGY:-

In this unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface.

The main areas to be covered are:

- **Data representation** – including an introduction to units of storage and how data is represented internally in computer systems using binary representation.
- **Data and information** – students are expected to develop an awareness and understanding of the difference between data and information and how verification and validation can help ensure the quality of data entered into digital systems for processing.
- **Hardware and software** – in the study of these elements of the specification students are introduced to the internal components of a computer system and the role they play in program execution. Candidates are also encouraged to investigate the features of effective computer interface design and the features of a wide range of cross-platform computer packages.
- **Web Technology** – in the completion of this topic area students are expected to develop an understanding of how web pages are created using Hypertext Markup Language (HTML). They should also understand the purpose of a range of HTML tags be able to explain how cascading style sheet (CSS) is used in web development.

A2 1: INFORMATION, SYSTEMS

In this unit, students develop knowledge and understanding of information systems. It also acts as an extension to Unit AS 1 and 2.

The main areas to be covered are:

- **Networks** – in this topic area students look closely at the purpose of a variety of network resources, there is a detailed study of a range of network protocols and transmission media and methods of ensuring accuracy and security of data during network transmission.

- **Databases** – this topic provides students with a theoretical background to one of the main applications required to support the completion of the coursework element of A2 Digital Technology. Students study the methods associated with the design and development of complex, normalised, databases in addition to the use of SQL as a means for creating and manipulating database structures.
- **Applications of digital technology** – the study of Artificial Intelligence, Expert Systems, Mobile technologies, Cloud Computing and Robotics forms the basis of this topical area of study.

A2 2: APPLICATION DEVELOPMENT

In this unit, students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client.

Students apply their practical skills to produce a solution and associated detailed documentation for the client. The scenario will be provided annually by CCEA and will encourage students to employ skills in technical writing, database development and multimedia system development.

The project encourages students to demonstrate their skills in the following areas:

- analysing the problem;
- designing an appropriate solution to the real-world problem;
- developing the solution;
- testing the solution;
- evaluating the solution; and
- developing user support documentation.

Students should note that even though the coursework element of this subject will not be submitted for assessment until the Easter term of Year 14, a significant proportion of time will be spent in Year 13 developing the practical skills needed to allow students to successfully complete the task in Year 14.

Note: It is not possible to select A Level Computer Science with this course.

DRAMA AND THEATRE

"I love acting. It is so much more real than life."

Oscar Wilde

EXAMINATION BOARD: EDEXCEL

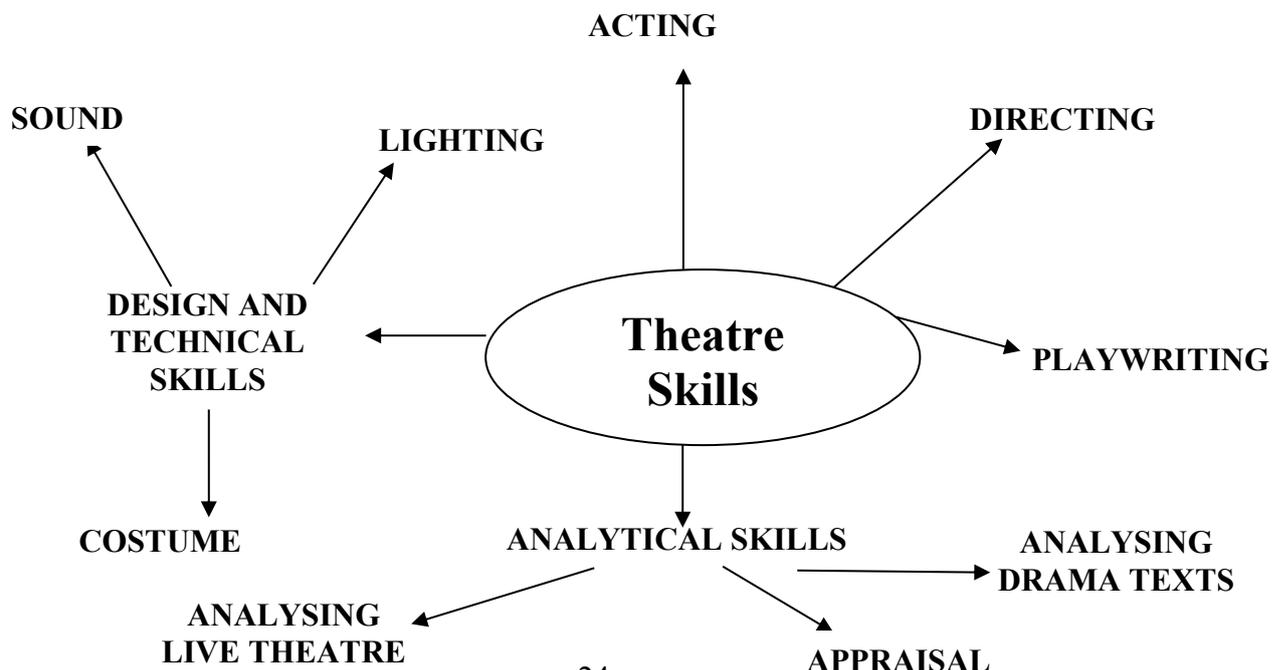
Drama and Theatre Studies is now a two year course, which means that students have to study it for the two years in order to receive a grade at the end of A2. It is a subject that involves practical exploration and application of theory of the world of drama and performance. It involves dedication, commitment, creativity and a desire to perform for a live audience.

During the course there will be plenty of opportunities to demonstrate your dramatic, technical and creative abilities in front of parents, teachers, peers and an external audience! There will also be numerous opportunities to attend live theatre performances and a scheduled theatre trip. Students may have the opportunity to visit London, attending West End performances such as 'Phantom of the Opera' as well as participating in a workshop at The Globe Theatre.

The two year course in Drama and Theatre Studies is taught in the Drama Theatre, a contemporary performance space that has been well appointed with lighting and sound equipment. Additional facilities include a green-room which acts as a valuable changing and preparation space and an additional well-equipped drama classroom.

Over the two years of study, you can expect to participate in acting workshops and audition for theatre. Our students normally go on to direct House Drama, participate in collaborative acting projects with Strathearn and participate in theatre outside of the curriculum. Students should have achieved a **B** grade Drama at GCSE Level and a **B** grade in English is desired.

What skills can I expect to learn and develop?



PROGRESSION

Studying the two year course will enable students to proceed into a variety of professions. In the past we have had students study the following:

Law, Journalism, Teaching, Theatre Design, Research, Acting, Business, Advertising, Media etc.

SUMMARY SCHEME OF ASSESSMENT

<p>UNIT 1: Devised Component 1: Devising Coursework Internally assessed and externally moderated.</p> <p><i>There are two parts to the assessment:</i></p> <ol style="list-style-type: none">1) a portfolio (60 marks)2) the devised performance/design realisation (20 marks)	<p>40% of the qualification 80 marks</p>
<p>UNIT 2: Text in Performance Coursework Externally assessed by a visiting examiner.</p> <p><i>Group performance/design realisation: worth 36 marks. Monologue or duologue/design realisation: worth 24 marks.</i></p>	<p>Coursework 20% of the qualification 60 marks</p>
<p>UNIT 3: Theatre Makers in Practice Written examination: 2 hours 30 minutes</p> <p><u>Content overview</u></p> <ul style="list-style-type: none">• Live theatre evaluation – choice of performance.• Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.• Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.• Centre choice of 15 performance texts• Choice of eight practitioners.	<p>40% of the qualification 80 marks</p>

ENGLISH LITERATURE

EXAMINATION BOARD: AQA ('A' SPECIFICATION)

GCE English Literature is a rewarding and stimulating course which allows students to study a wide range of texts across the canon of English literature from c.1400 to the present day. We study texts discussing a variety of human experience including, the experience of war, the experiences of women, social change, tragedy, medieval and modern life.

Students will explore texts in each of the three main genres of **Drama, Poetry** and **Prose** as well as critical works.

The AQA 'A' Specification gives us the freedom to choose texts based upon their appeal to the boys as well as their literary value. The department has a very high success rate at A Level and this freedom facilitates this. At the heart of successfully studying GCE English Literature is an enjoyment of reading and being able to gain insight into texts and then to discuss these successfully. A desire to explore and express personal views and to challenge the views of others is also of benefit.

A very important part of studying GCE English Literature is the undertaking of independent study. Students should have the interest and desire to research texts and their critical, historical, social and philosophical significance. The subject will be particularly rewarding for those students who take this aspect of the course seriously.

The skills of reading, writing, discussion, research and assimilation of information which students employ and develop in studying English Literature can be very useful in many areas of professional life. It should be emphasised that the ability to plan and write analytical essays to a high standard is a key skill in successfully studying English Literature.

GCE English Literature is a two year course with students studying for AS Level in Year 13 and A Level in Year 14. The boys will have the opportunity to secure both an AS qualification at the end of Year 13. However, as with other English Examination Boards subjects, The AS qualification is stand alone and does not contribute to the overall A Level which is taken at the end of Year 14. Three of the four texts examined for AS will be further examined as a part of the A Level qualification.

COURSE SUMMARY

	Contents	Assessment	Possible Texts
AS	Love through the Ages (Four Texts)	1½ hour Examination Closed book 50% of AS level	<u>Shakespeare:</u> <i>Othello</i> <u>Poetry:</u> AQA Anthology and Unseen poetry
		1½ hour Examination Open book 50% of AS level	<u>Prose:</u> Bronte: <i>Jane Eyre</i> Fitzgerald: <i>The Great Gatsby</i> and Unseen prose
A Level	Love through the Ages (Three Texts)	3 hour Examination Open book for Prose only 40% of A level	Texts as for AS level course
	Texts in Shared Contexts (Three texts) <i>World War I</i> or <i>Modern Times</i>	2½ hour Examination Open book for Prose section only 40% of A level	<u>World War I</u> Prose: Barker: <i>Regeneration</i> Drama: Littlewood: <i>Oh What A Lovely War</i> Poetry: Gardner: <i>Up the Line to Death</i> Or <u>Modern Times</u> Prose: Yates: <i>Revolutionary Road</i> Drama: Miller: <i>All My Sons</i> Poetry: Owen Sheers: <i>Skirrid Hill</i>

	Contents	Assessment	Possible Texts
	<p>Texts Across Time</p> <p>One pre-1900 text and one other text of choice</p>	<p>Coursework</p> <p>2,500 word essay and bibliography</p> <p>20% of A level</p>	<p>Pupils produce a comparative essay on a theme of choice.</p> <p>The base text will be Ibsen's <i>A Doll's House</i>.</p> <p>Pupils will discuss a theme of their choice rooted in <i>A Doll's House</i> and relate to other texts such as:</p> <p>Osborne: <i>Look Back in Anger</i></p> <p>Wilde: <i>The Importance of Being Earnest</i></p> <p>Miller: <i>Death of a Salesman</i></p> <p>Williams: <i>A Streetcar Named Desire</i></p>

ENTRY REQUIREMENTS

GCE English Literature students are required to have achieved at least a **B** in GCSE English Literature and a **C** grade in GCSE English Language.

GEOGRAPHY

EXAMINATION BOARD: CCEA

AS and **A2 Geography** continue to build on the knowledge, understanding and skills that students have built up during their GCSE Geography.

The aim of the course is to develop an awareness of societies and environments around the world and to recognise the challenges that we face. Case-studies are used to build up an awareness of global issues while fieldwork is used to develop and apply learning to the real world. The decision-making element of the A2 course also aims to develop proficiency in report writing, data analysis and in the skills of enquiry, interpretation and time management.

Students will be encouraged to be critical thinkers and to become effective and independent learners and communicators. Students will also become adept in the use and application of key skills and technologies. These are all key skills in further education and employment, and students of Geography are highly prized for their broad-based and relevant knowledge and skills, entering professions such as:

Urban planner	Hydrologist	Remote-sensing analyst
Real estate developer	Ecologist	GIS/GPS analyst
Demographer	Geologist	Field surveyor
Travel/tourism planning	Climatologist	Conservationist
Waste management	Cartographer	Outdoor recreation management
Forestry technician	Ecotourism planner	Computer mapping and software developer

AS Geography

AS Geography consists of three units in the first year of study.

- **UNIT 1 THEMES IN PHYSICAL GEOGRAPHY**
Fluvial environments, Global Biomes and Weather and Climate.
- **UNIT 2 THEMES IN HUMAN GEOGRAPHY**
Population and Resources, Settlement Change and Measuring Development.
- **UNIT 3 FIELDWORK SKILLS AND TECHNIQUES IN GEOGRAPHY**
Primary and Secondary data handling.

ASSESSMENT OF AS MODULES

Units 1 and 2 are assessed as below:

Section A	Three short structured questions; one from each of the themes	Each paper is worth 40% of AS; 16% of A Level
Section B	Two essay questions, chosen from the three themes.	

Unit 3 will be assessed as below:

Section A	Structured questions based on a fieldwork investigation.	This paper is worth 20% of AS; 8% of A Level
Section B	Structured questions based on secondary data sources.	

A2 GEOGRAPHY

For those students who wish to take a full A Level in Geography, there will be three further units studied in the second year of the course. These build on AS topics, going into greater depth and looking specifically at man's impact on our planet and the issues of sustainability that we face.

- **UNIT A2:1 PHYSICAL PROCESSES, LANDFORMS AND MANAGEMENT**
Plate tectonics: Theory and Outcomes
Dynamic Coastal Environments
- **UNIT A2:2 PROCESSES AND ISSUES IN HUMAN GEOGRAPY**
Planning for Sustainable Settlements
Tourism
- **UNIT A2:3 DECISION MAKING IN GEOGRAPHY**
A skills exercise whereby students are provided with a variety of resources such as maps, diagrams and text. They are asked to analyse resources, consider various alternatives and taking on a particular role, to make a justified decision.

ASSESSMENT OF A2 MODULES

- **UNIT A2:1**
24% of A Level This module will be assessed by a 1 hour 30 minute examination.

There will be a choice of two questions from the Units studied in Section A.

All questions are structured and will contain a section relating to case study material.
- **UNIT A2:2**
24% of A Level This module will be assessed by a 1 hour 30 minute examination.

There will be a choice of two questions from the Units studied in Section A.

All questions are structured and will contain a section relating to case study material.
- **UNIT A2:3**
12% of A Level This unit will be assessed by a 1 hour 30 minute decision making skills exercise.

HISTORY

EXAMINATION BOARD: OCR

HISTORY IS REVOLTING!

WHAT DOES IT INVOLVE?

As an A Level historian you will experience a wide range of History, some of it familiar, a lot of it brand new. You will have the opportunity to study Early Modern and Modern History ranging from the Stuart Kings and the Civil War through Napoleon and Bismarck to the Cold War. The broad theme that unites the courses is revolution, conflict and regime change.

ADVANCED SUBSIDIARY [AS] AND ADVANCED LEVEL

History builds on the **skills** which have been developed at GCSE, but experience of GCSE History is **not** essential for A Level historians. You are expected to have gained at least a **B** grade at GCSE History **or** English. You will benefit from a variety of exciting experiences which cater for all types of learner. These include independent research, working with others and visiting some of the sites that you have been studying, including Berlin. There are no right or wrong answers but the best ones demonstrate a real understanding of detail and are convincingly argued.

Coursework is completed in Year 14. The learning of the content for this unit will be completed in class and the essay task will be completed with a mixture of work in school and at home.

COURSES AT A GLANCE:

AS/ A Level Unit 1 Y138/ Y108	The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660)	Year 13
AS/ A Level Unit 2 Y243/ Y213	The French Revolution and the rule of Napoleon 1774 – 1815	Year 13
A Level Unit 3 Y314	The Challenge of German Nationalism 1789 - 1919	Year 14
A Level Unit 4 Y100	Coursework: The Cold War 1941 - 1950	Year 14

ASSESSMENT

This A Level meets the demands of the reformed A Level curriculum in England and will be accepted by all post-18 further and higher education and training providers and employers. Our recommendation is that students will finish with both an AS and A Level in History, sitting AS exams at the end of Year 13 and A Level exams at the end of Year 14. There is significant overlap in terms of content and skills but these are two, separate, stand-alone qualifications. AS exams will allow students to test their knowledge and skills development as they progress towards the A Level which is a two year linear course. Possible alternatives include sitting AS in Year 13 and not continuing in to Year 14 or choosing not to sit AS exams and just taking the full A Level at the end of Year 14. There will be time in Year 14 to revise Year 13 material.

ASSESSMENT AT A GLANCE

AS LEVEL

	ASSESSMENT	DETAILS	% AS
UNIT 1 British Period Study The Early Stuarts and the Origins of the Civil War 1603–1660	Exam: 1 hour 30 minutes	2 source based questions and 1 essay from a choice of two.	50
Unit 2 Non British period Study The French Revolution and the rule of Napoleon 1774 – 1815	Exam: 1 hour 30 minutes	1 essay from a choice of 2 and 1 interpretations question	50
			100%

A LEVEL

	ASSESSMENT	DETAILS	% A-Level
A Level Unit 1 The Early Stuarts and the Origins of the Civil War 1603–1660 (Year 13)	Exam: 1 hour 30 minutes	1 source based question and 1 essay from a choice of two.	25%
A Level Unit 2 Non British period Study The French Revolution and the rule of Napoleon 1774 - 1815 (Year 13)	Exam: 1 hour	1 structured essay question from a choice of two	15%

A Level Unit 3 Thematic Study and historical interpretations The Challenge of German Nationalism 1789 – 1919 (Year 14)	2 hours 30 minutes	1 interpretations question and 2 essay questions from a choice of 3.	40%
A Level Unit 4 Topic Based Essay The Cold War 1941 – 1950 (Year 14)	3000 – 4000 word essay completed during Year 14	There will be some teaching for the possible content of this essay. Students will be offered a choice of questions or, in negotiation with their teacher, may make up their own question. Support and resources are available in school and the essay will be completed in school and at home.	20%
			100%

THE FUTURE

Very few schools offer students the opportunity to study such a broad range of History. The subject has become increasingly popular in recent years, and it remains a valued discipline for many careers. **History is a respected subject and is regarded as excellent training for a variety of careers and professions** including law, business, management, journalism, marketing, teaching, public relations, politics, accountancy and many other fields. Interestingly a number of successful applicants for Medicine and the natural sciences in recent years have also been Historians.

History is both a science and a humanity. It is a modern subject which promotes real imagination and creativity whilst the abilities to think logically, to evaluate information and to communicate efficiently and persuasively are central to the discipline of the historian as well as being skills for life.

WHAT NEXT?

If you require further information speak to your History teacher or contact Mr McIvor in M2.

MATHEMATICS

“There are things which seem incredible to most men who have not studied mathematics.”
ARISTOTLE

EXAMINATION BOARD: CCEA

WHY CHOOSE MATHEMATICS?

There are many reasons why students choose to study A Level Mathematics. It might be a requirement for what you want to study at university (Engineering, Finance, Economics, Physics, Psychology, Computing, and Business Studies prefer students to have A Level Mathematics and some universities insist on it!). Since Mathematics is one of the most traditional subjects a good grade in Mathematics can boost an application for many courses.

Studies have also shown that people with Mathematics A Level also tend to earn more on average than people without it. Though this itself may or may not be a good enough reason to study Mathematics, the skills it allows you to develop include problem solving, logic and analysing situations. Add in the improvements to your basic numeracy skills and that bit of creativity needed to solve maths problems and you've got yourself a set of skills which would make you more desirable for almost any job!

Finally, you might also really like Mathematics - this is as good a reason as any to continue studying it. If you study something you enjoy you are likely to do better at it. With Mathematics there is the excitement of new discoveries you will make. You will see more of the beauty of it and realise just how much everything in the universe is connected to Mathematics.

MATHEMATICS - ADVANCED SUBSIDIARY [AS]

This can be taken as an AS Level in its own right or as the start of the A Level [A2] course. It should only be taken up by those who have a good **A** grade in GCSE Mathematics (**Higher Level: T4/T6 GCSE combination; at least 340 overall ums marks at GCSE and over 150 in T4**).

It is not essential to have studied GCSE Further Mathematics, but it is helpful.

It lasts for one year and is taken as an external examination, at the end of Year 13. Those wishing to continue with A2 Level Maths will sit three more papers in Year 14 and the combined total will determine their A Level grade.

COURSE STRUCTURE

Mathematics is inherently a sequential subject, and hence, there is a progression of material through all levels at which the subject is studied. The content builds upon the knowledge, skills and understanding established at GCSE.

Please note, the teaching and assessment of GCE Mathematics will be changing in September 2018. Students 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 AS units will be assessed at a standard appropriate for students who have completed the first part of the full course. A2 units will have an element of synoptic assessment (to assess students' understanding of the subject as a whole), as well as more emphasis on assessment objectives that reflect higher order thinking skills.

The full Advanced GCE award is based on students' marks from the AS (40 percent) and the A2 (60 percent).

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

The table below illustrates **some** of the typical content.

Unit	Description
AS 1: Pure Mathematics	<p>This unit builds on knowledge from higher tier GCSE. Students may recognise topics such as Indices, Trigonometry, Surds, Transformations of graphs, Algebraic fractions and non-linear Simultaneous Equations.</p> <p>Students will be introduced to Logarithms, Differential Calculus and other advanced topics such as Factor and Remainder theorems, Binomial expansion, Co-ordinate Geometry in the x-y plane ie Demonstrate understanding and use the equation of a straight line, including the forms $y - y_1 = m(x - x_1)$ and $ax + by + c = 0$; Use straight line models in a variety of contexts and vectors.</p>
AS 2: Applied	<p>Section A: Mechanics</p> <p>Students enjoy the nature of this introductory applied module ie Newton's Laws, Resolving Forces, Uniform Acceleration.</p> <p>Section B: Statistics</p> <p>Students should be familiar with methods of representing data, including tables for grouped and ungrouped data and box plots. They should also be familiar with</p>

	measures of location of data. Students will be expected to critique sampling techniques, including understanding that samples can lead to different conclusions about the population; interpret regression lines; demonstrate an understanding of probability laws and concepts; calculate probabilities using the binomial distribution.
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MATHEMATICS – A LEVEL [A2]

Unit	Description
A2 1: Pure Mathematics	Students develop their use of Trigonometry, Calculus and Algebra. Learning about identities, Parametric Equations, Series, Differential Equations, Integration of Partial Fractions, Trigonometric double angle formulae, further differentiation techniques and using other concepts such as the Newton-Rhapson method and Using functions in modelling.
A2 2: Applied	<p>Section A: Mechanics</p> <p>Students will develop their understanding of kinematics ie using calculus for motion in a straight line or two dimensions; solve problems involving projectiles; demonstrate understanding of moments in static contexts, and demonstrate an understanding of Impulse and Momentum.</p> <p>Section B: Statistics</p> <p>Students will develop their understanding of Probability ie Conditional Probability; use the Normal distribution and be able to select an appropriate distribution for a context with reasoning. Students will also demonstrate understanding of and use the language of Hypothesis Testing.</p>

MATHEMATICS and FURTHER MATHEMATICS [AS AND A2]

This option can be attempted by those who have obtained Grade **A*** in both GCSE Mathematics and GCSE Further Mathematics. This is only for the most able mathematicians. Students who successfully take this option will gain two A levels.

WHAT IS FURTHER MATHEMATICS?

Further Mathematics is an AS/A Level qualification, which both broadens and deepens the mathematics covered in AS/A Level Mathematics. It introduces new topics such as matrices and complex numbers that are vital in many maths-related degrees. Students who have studied Further Mathematics find the transition to maths-related degrees far more straightforward. Studying Further Mathematics also boosts students' performance in AS/A Level Mathematics by consolidating and reinforcing their standard A Level Mathematics work.

WHY CHOOSE FURTHER MATHEMATICS?

Students who are especially keen on Mathematics will really enjoy the full A Level in Further Mathematics. It is a challenging qualification, which both extends and deepens students' knowledge and understanding beyond the standard A Level Mathematics, but students who do it often find it is their favourite subject. Further Mathematics qualifications are prestigious and are strongly welcomed by universities. Students that do Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any maths-related degree.

As mentioned earlier, under the Revision, GCE Mathematics/Further Mathematics is changing from September 2018 with CCEA. However, it is the intention at Campbell for pupils who gain successful entry to this class to remain with the existing 'Legacy' specification

The rationale for remaining with the current, 'legacy' examinations is as follows:

- i) Examinations are more predictable for existing specification, with greater access to resources and past papers
- ii) It gives pupils a second chance to get an A* in A Level Mathematics by being able to re-sit C3 and C4 in 2020 if required.
- iii) Pupils work at a more appropriate pace having covered the full A-Level in Mathematics before commencing Further Mathematics.

Notes to be aware of :-

- i) C1 and C2 are not available as resits in 2020. However, there would still be the option of re-sitting C3, C4 and M1 if required. Based on previous results, this should be ample.
- ii) The award of A* at A2 Mathematics(Legacy) is based on achieving A standard (480 ums marks across the 6 units) AND specifically 180 ums marks from C3 and C4.
- iii) The award of A* at A2 Further Mathematics(Legacy) is based on achieving A standard (480 ums marks across the 6 units) AND specifically 270 ums marks from 3 out of the following 5 units: F2, F3, M2, M3 and M4
- iv) Both A2 qualifications (Maths and Further Maths) would be cashed in at the same time as A2 from other subjects. i.e at the end of Year 14
- v) In the unlikely event that a pupil requires to withdraw from this course, they would pick up the Revised AS. The scheme of work will be written with this in mind to ensure there are no gaps in content.

Course Outline

Module	Name	Description
C1	Core Mathematics 1 (Non-Calculator)	This module builds on knowledge from higher tier GCSE. Students may recognise topics such as Indices, Surds, Transformations of graphs, Algebraic fractions and non-linear Simultaneous Equations. Students will be introduced to Differential Calculus and other advanced topics such as Factor and Remainder theorems.
C2	Core Mathematics 2	Students may recognise topics such as the Sine rule and the Cosine rule. Trigonometry will be extended further and a range of other topics introduced – Arithmetic series, Geometric series, Logarithms and Integration.
M1	Mechanics 1	Students enjoy the nature of this introductory applied module. Newton's Laws, Impulse and Momentum, Resolving Forces, Uniform Acceleration to name a few of the topic areas.

Module	Name	Description
C3	Core Mathematics 3 (Non-Calculator)	Students develop their use of Trigonometry, Calculus and Algebra. Learning about identities, further differentiation techniques and using other concepts such as the Newton-Raphson method.
C4	Core Mathematics 4	Topics build upon the previous core Mathematics modules. Functions, Differential Equations, Integration of Partial Fractions. Trigonometric double angle formulae.
S1	Statistics 1	Students will revisit topics such as Standard Deviation and Histograms, alongside studying new and interesting topics like the Normal Distribution and probability distributions.

FURTHER MATHEMATICS [A2]

Module	Name	Example of Content
FP1	Further Pure Mathematics 1	Matrices – Addition, Multiplication, Determinants Co-ordinate Geometry – Circle, Common chord Complex Numbers – Cartesian and polar form.
FP2	Further Pure Mathematics 2	Series - $\sum r$, $\sum r^2$, $\sum r^3$, Maclaurin's theorem Proof – by Induction De Moivre's theorem for general index Co-ordinate Geometry – Parabola and Ellipse.

FP3	Further Pure Mathematics 3	Calculus - Differentiation of $\sin^{-1}x$, $\cos^{-1}x$, $\tan^{-1}x$ Calculus - Integration by parts, reduction formulae Hyperbolic Functions - $\sinh^{-1}x$ etc, graphs, derivatives and integrals. Vectors – Vector product, vector equations of a plane.
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Module	Name	Example of Content
M2	Mechanics 2	Vectors - i, j, k notation, integration and differentiation. Kinematics - Projectiles Dynamics - Circular motion, work, energy, power.
M3	Mechanics 3	Centre of Mass – Rods, laminae, equilibrium Kinematics and Dynamics – Hooke's Law, Springs, Simple Harmonic motion.
M4	Mechanics 4	Centre of mass – Composite bodies, Suspended bodies. Kinematics and Dynamics – Force Systems, Further circular motion on banked corners.

MEDIA STUDIES

EXAMINATION BOARD: AQA

Media Studies is offered as part of the academic collaboration between Campbell College, Strathearn School and Bloomfield Collegiate. Lessons are taught at Strathearn School. Please note that the number of places on this course is limited.

The following criteria are required if you wish to study this subject:

Students must have:

- achieved a grade **B** or higher in GCSE Media Studies **or** GCSE English Language (higher tier entry only)
- or**
- a grade **C** or higher in GCSE English Language (higher tier) and at least a grade **B** in either ICT or Art

In the event that too many students still qualify we will produce a rank order based on GCSE English Language (higher tier) scores and select boys with the highest scores first. It is essential that boys select an alternative to Media Studies on their choices form.

SPECIFICATION OVERVIEW

In Media Studies you will learn skills which will allow you to produce your own media texts, such as web sites and sections of magazines. You will be shown how to investigate media texts in order to understand how they have been created. You will also develop an understanding of the influential role played by the media in today's society. The subject will provide you with an enjoyable experience of a wide variety of media texts across the broadcast, e-media and print platforms. You will also be shown how to think critically and work independently to develop your knowledge of the subject.

AS COURSE

The AS Media Studies course consists of two units:

- **Exam**
In this unit you will learn the fundamentals of media forms and platforms and the concepts which lie beneath the surface, as well as the role of marketing and the promotion of these products.
- **Non- Exam Assessment (Coursework)**
This module will take you through the production process of a media text. You will research the codes and conventions of professional media products and you will have the opportunity to create a media product of your own.

A LEVEL COURSE

The A Level Media Studies course also consists of two units:

- **Exam**
You will be encouraged to widen your understanding of the media by referring to wider contexts (social, political, historical and economic) which affect media production, distribution and exhibition. You will have the opportunity to take part in discussions which explore major contemporary media debates and issues.
- **Non- Exam Assessment (Coursework)**
This module requires you to research and produce one critical investigation and one linked production piece. You will be expected to integrate your theoretical knowledge of the media and relevant cross-cultural issues into your practical production piece.

HOW IS THE SUBJECT TAUGHT AND ASSESSED?

The AS Level is a separate qualification from the A Level.

AS Level

- An external examination (2 hours 30 mins) worth 70% of your marks for AS Level.
- An internally assessed unit (including the production of a media product) which accounts for 30%.

A Level

- Two two-hour written examinations, accounting for 70% of your marks for A Level.
- An internally assessed unit (including the production of a media product) which accounts for 30%.

WHO CAN I GET MORE INFORMATION FROM?

Mr W Keown, Vice Principal

MODERN LANGUAGES

FRENCH, GERMAN, SPANISH

EXAMINATION BOARD:

FRENCH	SPANISH	GERMAN
CCEA	CCEA	CCEA

GENERAL

STUDENTS MAY OPT TO TAKE ONE OR TWO MODERN FOREIGN LANGUAGES IN THE SIXTH FORM.

Students first enter their chosen language(s) at Advanced Subsidiary [**AS**] followed by Advanced Level [**A2**] one year later. The AS Level may be taken either as a stand-alone course or as a foundation for A2. There will be six modules, the first three being examined at the end of Year 13 [AS Level], and the remaining at the end of Year 14 [A2].

THE A LEVEL LANGUAGES COURSE

The course will initially take the form of a post GCSE revision course. Aspects of grammar and the structure of the language will be studied intensively. There will be the opportunity to revise the more complicated aspects of GCSE grammar, before tackling some of the challenging aspects of each foreign language. A “transition” section eases the progression from GCSE to higher level study, before embarking on topic based AS Level units, leading on to full A2 Level material. The main course book is supplemented by a range of other materials drawn from various sources.

The topic areas will then be investigated through the skill areas of listening, reading, writing and speaking.

THE SKILLS AREAS

Listening Skills are developed using a range of past papers and other materials. Unlike GCSE you will have your own listening station and can play and replay the source material as many times as you want in the time allowed.

Reading Skills will be enhanced by referring to newspaper and magazine articles and through extensive use of internet resources.

Writing Skills in the language will be developed through focused grammar classes, essay writing and summaries. Unit 3 and Unit 6 essays will be written in the foreign language. The development of translation skills, both from the foreign language into English and vice-versa, will also form an important part of the course.

Speaking Skills will be developed in class and in conversation classes with the Foreign Language Assistants.

LANGUAGE LEARNING

- The best way to improve your foreign language skills is to visit the country and students will be encouraged to spend some time abroad during their two years of study.
- Students will sit Modules 1, 2 and 3 in May/June 2019 (see assessment structure for AS languages). This equates to a full AS qualification.
- Students wishing to study a language to full A Level standard will sit the remaining 3 modules in May/June 2020. Their AS grade accounts for 40% of the A2 result.
- Dictionaries are **not** allowed in any exam, so students must do vocabulary learning homework consistently in order to build up knowledge and understanding.
- There is the option of studying a film or literature. Literary texts are **not** taken into the exam.
- AS language students can choose to spend their work experience week in the target country, and benefit immensely from the experience.

AIMS

AS and A2 Level courses in a Modern Foreign Language should encourage students to:

- a) develop an enthusiasm for and an understanding of the spoken and written forms of the language from a variety of registers;
- b) communicate confidently, clearly and effectively in the language through both the spoken and written word, using increasingly accurate, complex and varied language;
- c) increase their sensitivity to language and language learning;
- d) develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the language is spoken;

AS and A2 Level courses in Foreign Languages should also:

- provide a suitable foundation for further study at degree level or equivalent and/or practical use of the language;
- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

For more detailed information on the AS/A2 specification please see the following links:

French

http://ccea.org.uk/sites/default/files/docs/qualifications/the_revision/specs/GCE_French%20Spec%20accredited.pdf

German

http://ccea.org.uk/sites/default/files/docs/qualifications/the_revision/specs/GCE_German%20Spec%20accredited.pdf

Spanish

http://ccea.org.uk/sites/default/files/docs/qualifications/the_revision/specs/GCE_Spanish%20Spec%20accredited.pdf

MOVING IMAGE ARTS – MIA

EXAMINATION BOARD: CCEA

Whether accessed through Cinema, Television, DVD or the Internet, Moving Images act as a primary source of information and knowledge about the world around us. Visual literacy is now critical to understanding and interpreting contemporary society. The 'creative industries' are becoming increasingly accessible and attractive to young people and this is mainly due to the rapid growth of digital media technologies. The impact is being felt within the classroom where students are seeking opportunities to learn technical skills as well as to express themselves creatively.

This course is a great opportunity for students to develop the creative and practical skills necessary for making Moving Image products. The variety of skills developed and employed are ideally suited to work in the creative industries. In Northern Ireland, the film and television industry is a rapidly growing sector, which is now providing a variety of employment opportunities.

WHAT KIND OF STUDENT IS THIS COURSE SUITABLE FOR?

This course will suit those students who:

- Love watching films and are interested in how and why they are made.
- Have studied any of the following subjects at GCSE – Art and Design, Drama, English, ICT.
- Anyone interested in a career such as television presentation/production, broadcasting, film making, journalism, photography, advertising or design consulting, or a specific role within the film industry, such as screenwriting, storyboard illustration, costume and sound production/design.

Moving Image Arts has a high level of technical requirements and numbers will, of necessity, be restricted. Consequently, students must have:

- achieved a grade B or higher in GCSE English Language
- or
- achieved a grade C or higher in GCSE English Language and a grade B or higher in GCSE Art and Design, Drama or ICT.

In the event that too many students still qualify, we will produce a rank order based on GCSE scores in English Language and select students with the higher scores first.

WHAT DO I NEED TO KNOW OR BE ABLE TO DO BEFORE TAKING THIS COURSE?

You are not required to possess prior knowledge of or a certain level of attainment in the subject, but are expected to have a keen interest in the film and TV industry.

Qualities / skills needed to succeed in the course

- The online examinations for both AS and A2 courses require students to demonstrate basic keyboarding and word processing skills.
- Students must be highly creative and observant. They must have an eye for fine detail and be able to write fluently about their own work and the work of other filmmakers.
- It is essential that students who choose this subject are disciplined when it comes to meeting deadlines as film production and editing is time consuming by nature.
- Previous technical knowledge is not essential but students must be interested in the technology involved and willing to experiment with it and research software and methods.

WHAT DOES MOVING IMAGE ARTS AIM TO DEVELOP?

- An understanding of the inter-relationships between the Moving Image and other art forms;
- Knowledge and understanding of the place of Moving Image in contemporary society and an awareness of the context in which moving image production takes place;
- Skills in screenwriting, storyboarding, sound production, directing, editing, and production management.

WHAT DO YOU STUDY IN MOVING IMAGE ARTS?

The course is divided into four units: two units at AS level and two units at A2.

At both AS and A2, students choose to make their product as either:

- Film: live action, fictional or narrative;

Or

- Animation: rostrum, stop motion or CGI animated narrative.
At both AS and A2, there are two key theoretical areas:
- Realism: the Classical Hollywood Style or continuity style and the realist tradition in cinema history, including the documentary aesthetic, Italian Neo-Realism and the French New Wave;

and

- Formalism: the expressive use of the film medium in all its formal or technical elements such as lighting, shot composition, editing, music, set design and sound.
Other key areas of study:
- Film language provides the vocabulary, focus and enabling factors for personal development in terms of enquiry, expression, communication, awareness and perception of the moving image.
- You will develop an understanding of the craft of the moving image by studying the different technical roles and work practices involved in moving image production (for example, director, cinematographer, editor, art director or set designer).

Unit AS 1: Foundation Portfolio –

Realist and Formalist Techniques and the Classical Hollywood Style

In this unit you will produce one film and a critical production portfolio that displays understanding of the Classical Hollywood Style and the stylistic and expressive techniques associated with realism and/or formalism.

The AS foundation portfolio will contain:

- A Statement of Intention (including a synopsis) of 1000–1400 words and an Evaluation of 800–1200 words;
- One script, storyboard and shot list featuring the pre-production planning developed for the short film or animation;
- Director's Notebook of 10–20 A4 pages or equivalent (production research, design development, stylistic conventions, management and problem-solving)
- One narrative film sequence (3–4 minutes, if live action or 1½–2 minutes, if animation)

Unit AS 2: Critical Response (Online examination)

The examination is divided into two sections:

Section A: Alfred Hitchcock and the Classical Hollywood Style

This will assess your knowledge and understanding of the continuity style, the realist narrative, the Hollywood studio system and Alfred Hitchcock's innovative approach to film language.

Section B: Formalism – Early European Cinema and American Expressionism

This will assess your knowledge and understanding of early European formalist film movements and their influence on the evolution of film style in Hollywood, culminating in the classic period of Film Noir.

The AS portfolio and exam together is worth 40% of the total A Level award.

Unit A2 1: Advanced Portfolio - Creative Production and Research

In this unit you will produce a complete narrative short film that demonstrates practical understanding of the stylistic approach of a selected practitioner. For example, if you choose Tarantino, your film will employ similar style and techniques.

You will write an Illustrated Essay, which gives you an opportunity to study a film practitioner known for a particular, individual stylistic approach. Students can choose one of the following practitioners as the focus for their in-depth research:

- a director;
- an editor;
- a cinematographer; or
- a sound editor.

The stylistic approach of the chosen practitioner must be relevant to your own creative intentions. You should explore a variety of formal and stylistic techniques, including those that cross conventional boundaries.

The Illustrated Essay gives you the opportunity to develop a detailed production portfolio, including one 4–7 minute short film or 2–3½ minute animation, with associated creative and organisational pre-production and production materials. You will then critically evaluate your film or animation.

Unit A2 1 is divided into five distinct stages:

- Stage 1: Illustrated Essay;
- Stage 2: Creative Pre-production;
- Stage 3: Planning, Design and Organisation;
- Stage 4: Creative Production and Post-production; and
- Stage 5: Evaluation.

Unit A2 2: Advanced Critical Response (Online Exam)

The examination is divided into three sections:

Section A: Realism: Narrative and Visual Style

This will assess your knowledge and understanding of film language, film-makers and film movements within the codes and conventions of realism.

Section B: Creative Exercise

You will be required to compile a detailed set of Director's Notes based on an original unseen script.

Section C: Comparative Analysis

You will respond in writing to one question. The question will assess your ability to compare and contrast the narrative technique and visual style employed in two unrelated and previously unseen film sequences.

The A2 portfolio and exam together is worth 60% of the total A level award.

AT THE END OF MY COURSE WHAT NEXT?

This course offers a challenging and rewarding course of study for students who will:

- Undertake a further study in Moving Image Arts and other related subjects.
- Study subjects or take up careers for which a Moving Image Arts education is relevant.
- Have an interest and aptitude in the subject, yet are not intending to study the subject further; and go directly into employment.

You may wish to do an AS or A2 Level for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. You might wish to go into a job where it is useful to have had experience of Moving Image Arts, or where you will need some of the skills developed during this course. These might include careers such as Television, Education, Performing, Journalism, Marketing and Media, Design Consultation and Advertising. The study of Moving Image Arts can also help you develop transferable skills that you can take into any career or job. Success in AS/A2 Level Moving Image Arts requires dedication and a determination to succeed.

MUSIC

EXAMINATION BOARD: CCEA

OVERVIEW

The new AS and A2 specifications in Music build upon skills that pupils will normally have acquired at GCSE level. Through a course that is both interesting and challenging, pupils will gain a qualification that equips them for further study in music, music technology or the arts in general. In addition to the purely academic aspect of the subject, this specification aims to promote the enjoyment that comes from participation in all aspects of music.

ENTRY REQUIREMENTS

- Grade B in GCSE Music.
- A good pass at Grade 5 standard on your chosen instrument.
- Continued study of your chosen instrument to Grade 6 standard by the end of Year 13.
- ABRSM Grade 5 Theory pass

If one or more of the above requirements are not met, a meeting with the Head of Music should be arranged.

SPECIFICATION SUMMARY

The specification comprises three units at AS level and three at A2 level which incorporate the three fundamental musical activities as follows: performing (Unit 1); composing (Unit 2); and responding to music (Unit 3). These skills are assessed (in the summer examination period only) by way of a solo performance and viva voce (Unit 1); through the submission of a composition task (Unit 2); and in two external examinations (Unit 3).

BENEFITS TO STUDENTS

The pupils who take Music at AS or A2 level come from a variety of backgrounds and are committed to the subject. Many may be considering music as an option in third level education, or to complement their other A level choices. Most will be experienced performers, and the specification provides them with an opportunity to develop this talent while broadening their understanding of compositional techniques and the evolution of a variety of musical styles. The study of Music to this standard promotes organisational skills, self-discipline and self-confidence.

WHAT CAN I DO WITH A QUALIFICATION IN MUSIC?

A wide variety of job opportunities are available in music or associated areas for suitably qualified and motivated people.

- The most obvious careers are those which are directly involved with creating and performing music such as instrumentalists, singers, accompanists, conductors, composers and arrangers.
- There are various types of music teaching jobs in the primary and secondary sectors with more specialised work in third level institutions such as universities and colleges. Instrumental and vocal tuition (whether classical, traditional, jazz or popular) may be carried on privately or on a peripatetic basis.
- For those with a background in music technology there is the possibility of employment in the recording industry as a composer, producer or sound engineer.
- Instrument making and repair are sometimes overlooked and yet provide a lucrative income because of the specialised nature of the work.
- There are numerous jobs associated with music such as arts management, music publishing, musicology and music journalism.
- Music is also a rewarding leisure activity for those who take part in choirs, bands and amateur ensembles, or simply enjoy attending concerts or listening to music.

GCE MUSIC COURSE CONTENT

Content	Content Summary	Assessment	Weightings
AS 1:	A solo performance at a level equivalent to at least Grade 4 standard of 5 to 7 minutes duration and a viva voce	Assessed by Visiting Examiner	32.5% of AS 13% of A level
AS 2:	A composition task (option A) or composition with music technology task (option B) of 1½ to 2½ minutes duration accompanied by a written commentary of no more than 1000 words	Internally assessed Externally moderated	32.5% of AS 13% of A level
AS 3:	Three compulsory areas of study, each containing four set works: Music for Orchestra 1700–1900; Sacred Vocal Music (anthems) and Secular Vocal Music (musicals)	A 1 hour test of aural perception and a 2 hour written examination	35% of AS 14% of A level

A2 1:	A solo performance at a level equivalent to at least Grade 5 standard of 8 to 10 minutes duration and a viva voce	Assessed by Visiting Examiner	19.5% of A level
A2 2:	A composition task (option A) or composition with music technology task (option B) of 2 to 3 minutes duration accompanied by a written commentary of no more than 1200 words	Internally assessed Externally moderated	19.5% of A level
A2 3:	Three compulsory areas of study each containing four set works: Music for Orchestra in the Twentieth Century; Sacred Vocal Music (mass/requiem mass) and Secular Vocal Music (1600 to the present day) A 1¼ hour test of aural perception and a 2 hour written examination	A 1¼ hour test of aural perception and a 2 hour written examination	21% of A level

Physics

Examination Board: CCEA

Introduction

Life, the Universe and everything – Physics holds the key.

Physics is fascinating; but it also holds the key to a wide choice of career paths because of the versatility of the skills you develop as you study Physics. It is a very desirable and useful subject when it comes to University applications and employers because they value the academic rigour and skill set associated with Physics; plus the deeper knowledge and understanding you will develop of the world around you.

Typical skills include:

- **Problem-solving** - studying Physics gives you a pragmatic and analytical approach to problem-solving;
- **Reasoning** - you can construct logical arguments, apply analytical skills and grasp complex problems;
- **Numeracy** - you gain skills in using mathematics to find solutions to scientific problems, create mathematical modelling and interpret and present information graphically;
- **Practical skills** - you plan, execute and report experiments, using technical equipment and paying attention to detail;
- **Communication** - you can convey complex ideas and use technical language correctly.

The A Level Physics course covers a wide range of topics and is designed to give students a basic understanding of the structure and processes of the physical world (matter and energy). Throughout the course there is an emphasis on the principles and applications of Physics, which contribute to a technologically based society and of course, to its development throughout the years.

The Examination Specification is based on a Modular System with **Modules 1-3** being examined at the end of Year 13. This AS course enables some students to widen their subject base without necessarily pursuing the subject to full A Level status in Year 14. Those who continue their study into Year 14 will complete the final **Modules 4-6**, designated **A2**. The mark obtained at AS is weighted to 40% of the final A2 grade for those who complete the full course.

The Module Topics in CCEA Physics are:

Module AS 1: Forces, Energy and Electricity (40% of AS; 16% of A Level)

The first section of this module introduces students to Newtonian mechanics which is important in explaining many applications of Physics. In the last section students study the basic concepts of d.c. electricity.

Module AS 2: Waves, Photons and Astronomy (40% of AS; 16% of A Level)

In the first section of this module students meet aspects of wave propagation which are central to the understanding of sound, light and methods of optical communication. In the second section they are introduced to the quantum theory and wave-particle duality, two of the most revolutionary concepts in Physics. The Astrophysics topic provides an important introduction to the nature of heavenly bodies!

Module AS 3: Practical Techniques (20% of AS; 8% of A Level)

The experimental and investigative skills which permeate Physics are assessed through a practical exam which consists of four short practicals and an analysis paper.

Module A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics (24% of A Level)

This module introduces material behaviours and develops material on forces and energy first encountered in Module AS1 and introduces circular motion and oscillations. The thermal Physics provides a first glance for students to see how physicists strive to explain and gain an understanding of the macroscopic world using microscopic behaviour. The final section provides an introduction to a more detailed understanding of atomic and nuclear structure, laws governing radioactive decay and the principles of nuclear energy.

Module A2 2: Fields, Capacitors and Particle Physics (24% of A Level)

This module includes study of gravitational and electric fields, capacitors, magnetic fields, electromagnetic induction, behaviour of charged particles, particle accelerators and finally a more up to date understanding of the structure and nature of matter.

Module A2 3: Practical Techniques (12% of A Level)

The experimental and investigative skills which permeate Physics are assessed through a practical exam which consists of four practicals and a second paper of experimental analysis.

How is the Subject Delivered In Class?

All the basic course material is covered in class and students will receive a clear set of notes pertaining to each topic. Students will however be expected to do background reading on their own initiative and also directed reading.

Homework will be set on a regular basis and consist of sets of questions related to the topic under study. Students can expect regular tests to monitor progress and identify problems.

There is no coursework in Physics but modules **AS 3** and **A2 3** taking the form of a practical examination. Approximately one quarter of the study time is devoted to experimental work.

Who Should Take AS / A-Level Physics?

Physics will open the door to many careers and indeed is a prerequisite in a good many instances. Physics is more than just knowledge, it will give you the skills required for a broad range of careers, including Commerce, Teaching, Research and Development, Information Technology, the rapidly expanding area of Medical Physics, Management and Marketing to mention a few. Physicists are recognised for being able to transfer their skills and knowledge to new areas and have many of the transferable skills valued by employers. The AS Level will allow a good number of students to maintain a scientific interest beyond GCSE, especially for those not intent in pursuing a science based career.

The Specification is designed to promote continuity, coherence and progression within the study of Physics. AS builds upon the skills developed within GCSE Physics and Double Award Science and those who choose to continue towards the full A Level will build upon the foundations laid at AS.

The subject has a reasonable mathematical content and students should be competent in this area.

The requirements for taking Physics **A-level** are:

- **B** grade in Physics or **B in the Physics element** of Double Award Science (**excluding** the CAT component) i.e. you cannot do Physics A level if you sat Foundation GCSE papers.
- **A** grade in Mathematics, at GCSE.

Students taking A Level Mathematics, or those who have done GCSE Further Mathematics, will find it a distinct advantage. However, it is not essential; a number of our past students have obtained top grades without doing A Level Mathematics; **but they have been strong GCSE students with A/A* grades in GCSE Mathematics and GCSE Further Mathematics.**

POLITICS

EXAMINATION BOARD: EDEXCEL

Understanding Power, People and Ideas

The study of Politics helps students to develop knowledge and understanding of the role politics plays in relation to current local, national, and global issues, as well as studying key thinkers and political ideas.

WHAT WILL I STUDY?

In Year 13 students will study UK politics and government, which will give them a set of core knowledge and understanding of politics. Topics will include:

- **Unelected and unaccountable -do we really need the House of Lords?**
- **What do MP'S do to represent the people?**
- **Brexit – should the government or parliament decide?**
- **Voting – how does it work and how should I vote?**

In Year 14 you will develop this knowledge, learning about the government and politics of the USA and comparing it to the British political system. You will also study political ideas such as Socialism and Conservatism. Topics will include:

- **How much power will Trump have?**
- **Socialism – Karl Marx or Tony Blair?**
- **The American electoral system – why is it controversial?**
- **The Supreme Court – gay marriage, abortion, death penalty – how do they decide?**

SHOULD I DO POLITICS?

The answer is “Yes” if:

- You are looking for something new and a bit different.
- You have an interest in politics or current affairs, or related subjects such as History, Business Studies, Economics; and careers such as Law and Journalism.
- You are keen to undertake an A Level subject that is well respected and relevant. Politics will teach you not only about issues that will affect every part of your everyday life, empowering you to understand the world around you, but also allow you to learn a number of valuable skills such as communication, analysis and essay writing. You are willing to listen to and question the views of others in an analytical and informed manner, and you enjoy reading newspapers, listening to/ watching political and current affairs programmes, or talking about what's on the news.

ASSESSMENT

This A Level meets the demands of the reformed A Level curriculum in England and will be accepted by all post-18 further and higher education and training providers and employers. Our recommendation is that students will finish with both an AS and A Level in Politics, sitting AS exams at the end of Year 13 and A Level exams at the end of Year 14. There is significant overlap in terms of content and skills but these are two, separate, stand-alone qualifications. AS exams will allow students to test their knowledge and skills development as they progress towards the A Level which is a two year linear course. Possible alternatives include sitting AS in Year 13 and not continuing in to Year 14 or choosing not to sit AS exams and just taking the full A Level at the end of Year 14. There will be time in Year 14 to revise Year 13 material.

SUMMARY OF SPECIFICATION AS LEVEL

	DETAILS OF UNIT	ASSESSMENT	STRUCTURE OF EXAM	% AS
AS Unit 1	UK Politics <ul style="list-style-type: none"> ● democracy and participation ● political parties ● electoral systems ● voting behaviour and the media 	Exam: 1 hour 45 minutes (60 Marks)	Section A One 10-mark question from a choice of two, Section B Two 10-mark source questions Section C One 30-mark question from a choice of two.	50
AS Unit 2	Governing the UK – <ul style="list-style-type: none"> ● the constitution ● parliament ● Prime Minister and executive ● relationships between the branches of government 	Exam: 1 hour 45 minutes (60 Marks)	Section A One 10-mark question from a choice of two, Section B Two 10-mark Source questions Section C One 30-mark question from a choice of two	50

	DETAILS OF UNIT	ASSESSMENT	STRUCTURE OF EXAM	% A Level
A Level Unit 1	<p>UK Politics</p> <ul style="list-style-type: none"> • Democracy and participation • Political parties • Electoral systems • Voting behaviour and the media. <p>Core Political Ideas</p> <ul style="list-style-type: none"> • Conservatism • Liberalism • Socialism 	<p>Exam:</p> <p>2 hours 84 Marks</p>	<p>Section A: Political Participation One 30-mark source question from a choice of two Plus one 30-mark question from a choice of two – students must complete one of these.</p> <p>Section B: Core Political Ideas One 24-mark question from a choice of two,</p>	33
A Level Unit 2	<p>UK Government</p> <ul style="list-style-type: none"> • The constitution • Parliament • Prime Minister and executive • Relationships between the branches. <p>Optional Political Ideas, <u>one</u> idea from the following (still to be decided)</p> <ul style="list-style-type: none"> • Anarchism • Ecologism • Feminism • Multiculturalism • Nationalism. 	<p>Exam:</p> <p>2 hours 84 Marks</p>	<p>Section A: Political Participation One 30-mark source question from a choice of two Plus one 30-mark question from a choice of two – students must complete one of these.</p> <p>Section B: Non - Core Political Ideas One 24-mark question from a choice of two,</p>	33
A Level Unit 3	<p>Comparative Government and Politics</p> <ul style="list-style-type: none"> • US Constitution and federalism • US congress • US presidency • US Supreme Court and civil rights • Democracy and participation • comparative theories. 	<p>Exam:</p> <p>2 hours 84 Marks</p>	<p>Section A One 12-mark question from a choice of two</p> <p>Section B One compulsory 12-mark question focused on comparative theories</p> <p>Section C Two 30-mark questions from a choice of three</p>	33

Teaching is conducted using a variety of methods. You will have the opportunity to:

- Experience a new kind of learning that gives you responsibility and independence.
- Benefit and contribute to the growing resource base being developed in Firefly for A Level Politics students.
- Take part in formal and informal debates and frequent discussions relevant to topics being studied.
- Develop your written skills and your ability to question, argue and convince.

WHERE WILL IT TAKE ME?

Over the last few years, students studying Politics have been both interested and successful in the subject and have enjoyed being part of a small and friendly department. Students have often also undertaken work experience in a Politics related field. Most students go on to study or pursue careers in Law, Politics and International Relations, Policing, Journalism. They have benefited from a number of seminars and visits. These have included a trip to London to visit Parliament and the Supreme Court, and visits from prominent politicians such as Gavin Robinson, Baroness Blood, Naomi Long and Sylvia Hermon. Some students take this subject as a third or fourth option and benefit hugely from the transferrable skills and knowledge that studying Politics provides.

WHAT NEXT?

If you require further information contact Mr Mclvor in M2 or Mrs Hempstead in M8.

RELIGIOUS STUDIES

EXAMINATION BOARD: OCR

THE TRUTH IS OUT THERE...

Religion and the search for meaning have played an integral part in the story of human history. There are questions of existence that have been asked since the beginning of time and one of the roles of Religious Studies is to help you examine the ideas put forward by some of the greatest minds that ever lived that you might continue to develop answers of your own.

BUT I'M NOT A CHRISTIAN...

It's time to leave your pre-conceptions behind. Anyone can enjoy learning about religious belief and how it affects the lives of believers. Indeed the Religious Studies course is specifically designed to be accessible to followers of any religion or none.

BUT WHAT USE IS RELIGIOUS STUDIES TO MY CAREER?

It is probably true that few of you are planning on becoming a minister or a priest. However, religious principles and ideas influence many areas of human experience so the knowledge you gain from this course and the academic skills you will develop will not be wasted whatever your career choice. Indeed, ethical studies now appear on many undergraduate courses including medicine and law.

COURSE OVERVIEW

The course builds on the knowledge, understanding and skills that students have developed through the study of GCSE Religious Studies. It cannot be stressed too strongly that it is not the purpose of the course to assess the religious persuasion of students. As has already been stated, the syllabus is designed to be accessible to students of any faith or none. Indeed, one of the strengths of the AS/A2 classes is the variety of perspectives brought to the subject by students from different religious and non-religious backgrounds.

Religious Studies is a recognised subject for all the British and Irish universities. Many of our past students have continued on to university where they have succeeded in attaining excellent qualifications.

AIMS

1. To develop an interest and enthusiasm for a rigorous study of religion and its significance in human life and history.
2. To treat the subject as an academic discipline by developing knowledge and understanding appropriate to the specialist study of religion.
3. To adopt an enquiring, critical and reflective approach to the study of religion.
4. To reflect on and develop their own values, opinions and attitudes in the light of their learning.

The AS and A Level courses are separate qualifications, however, the content is organised in such a way that the AS course will provide a foundation for further study at A Level. We will therefore encourage our students to take the AS exam at the end of Lower sixth, before proceeding to the A Level the following year.

Sports Science and the Active Leisure Industry

Examination Board: CCEA

Sport and Leisure are amongst the fastest growing industries in the world. Gyms and indoor sports facilities are becoming a way of life, with people learning more about the science of physical health and fitness. Those who are interested in sports science can go on to enjoy careers in personal and fitness training, the leisure industry, event management, sports massage and therapy, physical education and teaching.

The specification builds on the broad objectives of the Northern Ireland Curriculum and *Sport Matters: the Northern Ireland Strategy for Sport and Physical Recreation 2009–2019*.

AIMS

A Level Sports Science and the Active Leisure Industry aims to encourage students to:

- develop and sustain an interest in sports science and the active leisure industry specific to Sport and Recreation and Health and Fitness;
- acquire knowledge and understanding of sports science and the active leisure industry specific to Sport and Recreation and Health and Fitness through practical and theoretical contexts;
- undertake practical activities which allow them to apply their knowledge, understanding and skills when exploring issues associated with the subject;
- develop skills that enable them to make an effective contribution to sports science and the active leisure industry including research, evaluation and problem-solving skills in a work-related context;
- develop advanced study skills to prepare for third level education and/or employment in the active leisure industry.

Content	Assessment	Weightings
AS 1: Fitness and Training for Sport	Internal assessment Portfolio showing written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions, and risk assessment	60% of AS 24% of A Level
AS 2: The Active Leisure Industry: Health, Fitness and Lifestyle	External written examination - 2 hours This includes short and extended questions and stimulus response questions based on health, fitness and lifestyle. All questions are compulsory.	40% of AS 16% of A Level
A2 1: Event Management in the Active Leisure Industry	Internal assessment Portfolio showing written evidence of planning for an active leisure event and evaluation of outcome	36% of A Level

A2 2: The Application of Science to Sports Performance	External written examination - 2 hours This includes short and extended answer questions and stimulus response questions based on anatomy and physiology, skill acquisition, principles of learning and performance	24% of A Level
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Unit AS 1 gives students the opportunity to examine many topics involving components of fitness and the training methods used to improve them. Students carry out a range of fitness tests. They administer the tests, analyse the results and provide an individual with feedback. Students must devise a training programme, and plan, lead and review the training sessions.

Unit 2

This unit develops students' knowledge and understanding of an active lifestyle. It introduces students to key concepts including health, fitness and lifestyle. The unit also explores the relationships between these concepts. Students have the opportunity to explore the active leisure industry. They also examine the need for safety as well as barriers to participation in the industry. Students study nutrition for health and exercise as well as components of fitness. They also analyse the health of the nation compared with other European countries.

Unit 3

This unit provides students with the opportunity to organise and run an active leisure event. The student works as a group member to plan, carry out and critically evaluate a project that is relevant to the active leisure industry. The choice of event must be sufficiently demanding to meet the assessment criteria outlined and allow each student to contribute significantly to the planning, organisation, running and evaluation of the event. This unit helps students prepare for employment in the active leisure industry by giving them the opportunity to develop the essential workplace business skills.

Unit 4

Application of science in relation to sports performance is complex and diverse. Students have had the opportunity to explore some aspects of this area in previous units. This unit concentrates on the examination of the structure of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. The students describe the structural apparatus of each system and discuss the functions. They develop a knowledge and understanding of the short-term responses and long-term adaptations of exercise associated with each system. Students study how the acquisition of skills and principles of learning are relevant to skilled performance.

Note: It is not possible to select BTEC Sport in tandem with this course.

BTEC SUBJECTS

BTEC Level 3 National Extended Certificate in Business

Examination Board: PEARSON EDUCATION

What is BTEC level 3 National Extended Certificate in Business?

The Pearson BTEC Level 3 National Extended Certificate in Business is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A Level and aims to provide a coherent introduction to study of the business sector.

Depending on the standard of pass at the end of this two year course students will have attained the equivalent of one A Level qualification and UCAS points will be allocated. A Distinction is the equivalent of an **A** grade at A Level, a Merit a **C** and a Pass an **E**. It is necessary to complete the course over the two year period to attain this award.

Business in Northern Ireland, if it is to flourish, needs more people who have well-developed inter-personal and decision-making skills. BTEC Business Studies provides students with a unique insight into the world of work and through its study, students discover how businesses operate and learn about their key elements and essential business functions.

By choosing BTEC Business the students will be encouraged to develop the following skills:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Subject Content:

Content	Assessment	Weighting
Unit 1: Exploring Business	Portfolio based (coursework)	25%
Unit 2: Developing a Marketing Campaign	Controlled Assessment based on a case study	25%
Unit 3: Personal and Business Finance	External written exam	33%
Unit 8: The Recruitment and Selection Process	Portfolio based (coursework)	17%

How will BTEC Business Studies help me develop my other skills?

BTEC Business Studies is practical, applied and exciting. Over the two years you will work both as an individual and as part of a team. You will also take part in role-plays, business investigations and simulations, all of which are designed to develop your communication, problem solving, enterprising and decision-making skills. You will also learn through the use of ICT how to, for example, produce a spreadsheet to display findings of primary research. Mathematical skills will be further enhanced through the completion of the finance section of your business plan.

Progression to Higher and Further Education and future career

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

Additional Support

Further information can be found on the Business Studies Firefly page (BTEC Business Overview)

Note: It is not possible to select A Level Business Studies in tandem with this course.

HOSPITALITY

BTEC LEVEL 3 SUBSIDIARY DIPLOMA

EXAMINATION BOARD: PEARSON EDUCATION

BTEC's are work-related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They are **non exam-based** internally assessed units and students will study real-life, work-based studies and complete projects and assessments. As each unit is completed it is assessed in school and a mark awarded. This is then banked. When all necessary units have been completed then the award will be given.

Depending on the standard of pass at the end of this two year course students will have attained the equivalent of one A Level qualification and UCAS points will be allocated. A Distinction is the equivalent of an **A** grade at A Level, a Merit a **C** and a Pass an **E**. It is necessary to complete the course over the two year period to attain this award.

Students will study a variety of units some of which are outlined below;

Unit 1	The Hospitality Industry Students will investigate the commercial and catering services sectors of the industry, and develop an understanding of operations that provide accommodation, catering and related services. The diverse types of ownership, products and services offered as well as customer types will be studied and they will develop an understanding of trends within the industry.
Unit 2	Principles of Supervising customer service performance in the Hospitality, Leisure, Travel and Tourism Industries This unit introduces students to the principles of customer care and the part employees play in retaining existing customers and attracting new ones. They will also explore the key factors used to measure, monitor and evaluate customer care within the hospitality industry.
Unit 3	Providing customer service in Hospitality Students will learn what quality customer care entails and how it impacts on employees, employers, customers and the business.
Unit 10	European Food. The recent history of cuisine in the UK will be studied and how it has been influenced by cuisine from at least six European countries. Students will get to prepare a variety of dishes and create and adapt recipes to reflect the fusion of cookery skills and flavours from the countries they have studied.
Unit 19	Personal Selling Skills Students will investigate how selling skills are important in the Hospitality Industry and identify the needs of different customers. They will develop their own skills at selling and will design and market their own products in a variety of settings.

Unit 22	<p>Planning and managing a Hospitality Event</p> <p>Students will be introduced to the planning and managing of events within the context of the hospitality industry, a growth sector for specialist providers.</p> <p>Students will produce a proposal to host an event including costs, staffing, venue, food production and an evaluation of the success of the event once it has been carried out.</p>
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This course will allow successful students an opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the hospitality sector or to progress to a higher education establishment in an associated area.

It gives learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life.

The Hospitality Industry provides employment world-wide. Professional people will always be in demand in this area and prospects are promising for potential employees. 'On job' training is prevalent and this can allow for rapid promotion within a Company or Group without the need for a lengthy period of study away from the work place.

SPORT

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN SPORT (QCF)

EXAMINATION BOARD: PEARSON EDUCATION

The BTEC qualifications in this specification are QCF Level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC Certificate in Sport is designed to give learners a basic grounding in understanding and knowledge of the sport and active leisure sector. The BTEC Subsidiary Diploma, in Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals.

The Edexcel BTEC Level 3 Subsidiary Diploma in Sport is worth 60-credits

❖ In **year one** students will complete **three** mandatory units **plus one** mandatory specialist unit as highlighted in the table below.

1. Principles of Anatomy and Physiology in Sport
2. The Physiology of Fitness
3. Assessing Risk in Sport
4. Fitness Training and Programming

❖ In **year two** students will complete **three** teacher chosen units that provide for a combined total of 60 credits.

5. Sports Coaching
6. Fitness Testing for Sport and Exercise
7. Practical Team Sports

BTEC Qualification	A Level Equivalent	UCAS points awarded
Distinction *	A*	140
Distinction	A	120
Merit	C	80
Pass	E	40

ASSESSMENT

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria

UNITS

Year 13

Unit 1 - Principles of Anatomy and Physiology in Sport

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

Unit 2 - The Physiology of Fitness

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

Unit 3 - Assessing Risk in Sport

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

Unit 4 - Fitness Training and Programming

The aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.

Year 14

Unit 5 - Sports Coaching

The aim of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a sports coach and how to apply them whilst coaching and/or leading sports sessions.

Unit 7 - Fitness Testing for Sport and Exercise

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

Unit 8 - Practical Team Sports

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of team sports through practical participation.

Note: It is not possible to select A Level Sports Science and the Active Leisure Industry in tandem with this course.

TRAVEL AND TOURISM

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN TRAVEL AND TOURISM (QCF)

EXAMINATION BOARD: PEARSON EDUCATION

Tourism is Britain's fifth largest industry, it is the third largest export earner and worth £115 billion a year. It employs 2.6 million people. The Pearson BTEC Level 3 Subsidiary Diploma (360 GLH) in **Travel and Tourism** is part of a larger suite of Travel and Tourism qualifications, which share the common purpose of helping people to become occupationally ready to take up employment in the travel and tourism sector at the appropriate level. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education (HE) in university or college.

The Pearson BTEC Level 3 Subsidiary Diploma in Travel and Tourism (360 GLH) is primarily a Technical Level qualification, equivalent in size to an A Level. Its main purpose is to allow learners to develop the core specialist knowledge, understanding and skills, including customer service, factors that affect tourism to and within the UK, the component industries that make up the sector and the different types of organisations operating in the travel and tourism business environment, required by the sector.

The Pearson BTEC Level 3 Subsidiary Diploma (360 GLH) in **Travel and Tourism** is worth 60-credits

- ❖ In year one students will complete **three** mandatory units
- ❖ In year two students will complete **one mandatory unit and two** teacher chosen units that provide for a combined total of 60 credits.

BTEC Qualification	A Level Equivalent	UCAS points awarded
Distinction *	A*	140
Distinction	A	120
Merit	C	80
Pass	E	40

ASSESSMENT

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria
- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria

UNITS

Year 13

1 Investigating the Travel and Tourism Sector

This unit enables learners to develop their knowledge and understanding of the travel and tourism sector, its component industries, their role and the interrelationships within the sector.

2 The Business of Travel and Tourism

This unit will enable learners to gain knowledge and understanding about travel and tourism as a business and appreciate that travel and tourism organisations operate and have a role to play in a business environment.

3 The UK as a Destination

This unit enables learners to develop their skills in locating destinations in the United Kingdom and also gain an overview of the UK tourism product and how it attracts and meets the needs of domestic and inbound visitors.

Year 14 – these units may change depending on department expertise.

4 Customer Service in Travel and Tourism

This unit enables learners to gain understanding of how excellent customer service contributes to the success of travel and tourism organisations. Learners will develop knowledge and skills to provide customer service and achieve sales in travel and tourism situations.

5 Marketing Travel and Tourism Products and Services

The unit provides learners with an understanding of the background and concepts of marketing and the factors that influence marketing decisions. Learners will gain skills in practical activities: investigating the marketing mix of a specific travel and tourism organisation; planning, designing and conducting a market research activity; planning a promotional campaign and designing promotional material.

6 Preparing for Employment in Travel and Tourism

This unit will develop learners' knowledge about career opportunities in travel and tourism, and the stages of recruitment and selection. Learners will develop skills in applying for employment, and understanding of the factors that motivate employees and contribute to a positive working environment.



CAMPBELL COLLEGE

Est 1894

Year 8 Admissions Criteria

Entrance Test Results

Campbell College intends to use the score awarded to pupils completing the AQE Ltd CEA Entrance Assessment; and the percentile rank from GL Assessment (GLA) in 2018. Parents should record their child's test result in Section C of the Transfer Form in the following format: 'AQE CEA Score' and/or 'PPTC GLA Percentile Rank'.

An original of the AQE result slip and/or a copy of the PPTC result slip must be attached to the form, as applicable.

Special Circumstances and/or Special Provisions

If you are making a claim for your son to be considered under Special Circumstances or Special Provisions please read carefully the information given in the relevant sections below and act accordingly. **It is the responsibility of the parent or guardian to provide any relevant information supporting a claim for Special Circumstance or Special Provision.** The Board of Governors has provided specific detail on these measures within this document.

FEES

As a Voluntary B Grammar School, Campbell College charges an annual fee to all pupils for development and maintenance. The Board of Governors seeks to support applications to the College by offering bursaries, further details may be found in the Prospectus.

	GBP £ Per Annum 2017-18
Dayboys (EU citizens) Years 8-14	2,630
Dayboys (Non-EU citizens) Years 8-14	8,120
Boarding (EU citizens) Years 8-14	13,685
Boarding (Non-EU citizens) Years 8-14	19,175

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND HEADMASTER IN RELATION TO ADMISSIONS TO THE SCHOOL

The criteria for admission that are set out below have been agreed by the Board of Governors, which has delegated to an admissions sub-committee (and which includes the Headmaster) full authority to apply the criteria and administer the admissions policy which the Board has approved.

ADMISSIONS POLICY

Statement of Policy

The College will consider for admission initially only those applicants who have taken the Common Entrance Assessment (CEA) provided by the Association for Quality Education Limited (AQE); and/or the GL Assessment (GLA) provided by the Post Primary Transfer Consortium (PPTC) and who have been awarded a result in the form of an overall score (AQE) or percentile rank (PPTC). The College will use the score as awarded by AQE achieved by a pupil in the CEA; or the percentile rank by the PPTC in the GLA, subject only to consideration of the admission sub-committee responsible to the Board of Governors of those pupils claiming Special Circumstances or Special Provisions as explained below. Information on the CEA and the GLA is available from the College or on the respective websites: AQE website (www.aqe.org.uk); PPTC website (www.pptcni.com).

Entrance Test Results

The score in the AQE CEA and/or the percentile rank in the PPTC GLA should be entered in Section C of the Transfer Form in the following format: 'AQE CEA score, and/or the percentile rank PPTC GLA'. This information will be verified by the College with AQE and/or PPTC.

In applying its criteria, the College will use the methodology for admission. There is no requirement that an applicant should sit both the GLA and AQE entrance assessments. However, in the case of an applicant who sits both assessments, the better outcome of the two assessments will be used.

Campbell College will not use as a criterion the position of preference given to the school by the applicant on the Transfer Form; for example, a pupil who has not chosen Campbell College as a first preference school will gain a position in the main group or the pool according to CEA/GLA score as subsequent preferences are received.

Pupils resident in Northern Ireland at the time of their proposed admission to the school will be selected before any pupils not so resident.

Criteria for Admission

1. The College has decided that 91 places will be allocated to applicants on the basis of the rank order of their respective CEA/GLA scores/percentile rank using the 'Banding Tables' set out below. If it is not possible to distinguish between applicants on the basis of their CEA/GLA scores, places will be allocated using the tie-breaker criteria detailed in 3(i) to 3(viii) below.

Banding Tables

	AQE Standardised Score
Band I	106 or above
Band II	103 - 105
Band III	99 - 102
Band IV	94 - 98
Band V	88 - 93
Band VI	87 or below

	GL Cohort Percentile
Band I	60 or above
Band II	50 - 59
Band III	40 - 49
Band IV	30 - 39
Band V	20 - 29
Band VI	19 or below

2. Are enrolling as a boarding pupil. The College, as a boarding school, allocates up to 15 places per annum in Year 8 for boarding pupils.
(Boarding is normally undertaken throughout Years 8-12).
3. Following the allocation of places as described in criterion 1 and 2, a pool of up to 72 places will be identified from the remaining applications; this will be done by the use of the banding tables; those achieving higher scores being selected for the pool before those who have scored less. The final 39 places will be allocated from the pool. The following criteria will be applied in the following order to those who:
 - (i) have attended Campbell College Junior School. Preference will be directly proportional to the number of years in attendance at Campbell College Junior School;
 - (ii) have an elder brother attending the College;
 - (iii) have an elder brother who is a past pupil of the College (to at least GCSE);
 - (iv) have a sister currently enrolled in Years 8-14 at Strathearn School or Bloomfield Collegiate School;
 - (v) are the sons of employees of the College;
 - (vi) are the sons of Old Campbellians;
 - (vii) are the grandsons of Old Campbellians;
 - (viii) If, when all the other criteria have been applied, there are still more applicants for the remaining places than can be admitted, selection will be on the basis of the initial letter of the surname as identified on the birth certificate. The order is set out below:

P F R A J T W U H L C G Y S I Q K M N D X E O Z B V

The order was predetermined by random computerised selection.

If, following the application of the criteria outlined in 1, 2 and 3 (i) to (viii) above, all the available places have NOT been filled, the College will consider applications from candidates who have not taken the CEA or GLA. Allocation of these remaining places will be by application of the criteria stipulated in 3 (i) to 3 (viii).

The School emphasises that it is the responsibility of the applicants to notify the School on the Transfer Form where the above criteria apply, and to furnish relevant details.

Special Circumstances

Campbell College has academic performance as its first criterion, subject only to the consideration of medical or other problems which may have affected performance in the Common Entrance Assessment (CEA) or GL Assessment (GLA) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as 'special circumstances'.

Please note if a claim for the consideration of Special Circumstances is made in respect of matters for which Special Access arrangements were granted for a pupil, the School will take into account the fact that the pupil was granted Special Access arrangements for those matters.

Parents who wish to apply to the School under Special Circumstances should complete the appropriate form available to download from AQE/PPTC and attach it with appropriate documentary evidence, as detailed below, to the Transfer Form.

• **Details of Medical or Other Problems**

Where it is claimed that a pupil's performance in the CEA/GLA has been affected by a medical or other problem, it is the responsibility of the parents to complete the appropriate form and append evidence to corroborate its existence.

Where the problem is a medical one of short term duration which affected the pupil only at the time of the CEA/GLA, the School will give greater weight to evidence that the pupil was examined by a medical practitioner in relation to the illness at the time of the assessments.

Where the problem is of a non-medical nature the parents should append appropriate evidence. It should be noted that in all cases independent evidence will carry greater weight.

• **Educational Evidence**

It is the responsibility of the parents to provide the educational evidence as detailed in the appropriate form.

This should include (where it exists):

- The score achieved in the Common Entrance Assessment /GL Assessment percentile rank;
- The results for the pupil of any standardised tests conducted in **Year 5, Year 6 and Year 7** and the results in any end of year tests in English and Mathematics in **Years 5 and 6**;
- (If possible), additional comparative information from the Primary School which includes the results (without names) for other pupils in the pupil's Year 7 class of any standardised tests conducted in Year 5, Year 6 and Year 7, and, where available, the respective CEA/GLA scores;
- any other relevant educational evidence.

The admissions sub-committee will consider the application for Special Circumstances. If Special Circumstances are accepted, the panel will determine, on the basis of the information available, which Band the pupil fits into. Such pupils will then be considered with all other pupils who have received a CEA/GLA score and the admissions criteria applied.

Special Provisions

• Special provisions will apply for:

- a) pupils whose parents wish them to transfer from schools outside Northern Ireland;
- b) pupils who have received more than half their primary education outside Northern Ireland;
- c) pupils, entered for the AQE Common Entrance Assessment, or PPTC GL Assessment who because of unforeseen and **serious** medical or other problems were unable to participate in any of the assessments.

Note: It is normally expected that all those seeking admission should sit the AQE CEA or PPTC GLA, with the exception of those pupils who take up residence in Northern Ireland after the start of Year 7.

Parents who wish to apply to the College under Special Provisions should contact the College as soon as possible. In addition, they must enter the transfer process by contacting the transfer office at the Education Authority, stating the precise reason why they believe the pupil is eligible for consideration under Special Provisions and provide appropriate independent documentary evidence. A copy of the form and all the documentary evidence should be attached to the Transfer Form.

For those pupils whose parents wish them to transfer from schools outside Northern Ireland, applications for Special Provisions should be made before 23rd March 2018 at 2.00pm.

- The admissions sub-committee will consider the application for Special Provisions. Where Special Provisions are accepted, the following procedure will apply:
 - a) The College will consider any assessment information and may choose to commission an independent assessment of the pupil's ability in English, Mathematics and / or Verbal Reasoning;
 - b) The admissions sub-committee will determine, on the basis of all the available educational information, an appropriate band for the pupil. If the pupil sat the CEA and/or the GLA test, the band achieved, if greater than the original, will stand. The pupil will then be considered with all other pupils who have received a CEA/GLA score/percentile rank and the admissions criteria applied.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any applicant's Transfer Form.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Should a vacancy arise after 19th May 2018, all applications for admission to Year 8 that were initially refused, new applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30th June 2019.

Applications and Admissions

Year	Admissions No	Total Applications All Preferences	Total Admission
2015/16	130	156	131*
2016/17	140	153	140
2017/18	130	168	132*

* Admitted through appeal



CAMPBELL COLLEGE

Est 1894

Development Proposal: **Changing the Admission Number of Campbell College, Belfast** **(A reduction from 140 to 130)**

As managing authority for the College, the Board of Governors notifies and requests the Education Authority and Department of Education its intent to alter the admission number of the College. The current (2017) Year 8 admission number of 130 is a temporary variation of number from the 140. The College would seek to confirm this as a long term admission number, with the intention of maintaining the total enrolment at 950, which is the current and indeed long-lasting enrolment number.

The reasons justifying such change are set out below. In summary, the College is seeking to expand its boarding provision, and stay within the agreed enrolment of 950. Boarding numbers have grown steadily in the last ten years; the College is now at capacity and is building further accommodation to house more boarding students. The change to accommodate these extra students is small in terms of Year 8 entry, but due to the complex and multifaceted nature of area planning, it was important to set out matters concisely and clearly for the Department of Education and the Education Authority.

The College has its history inextricably linked to boarding provision. Indeed, until the 1980's the majority of students would have been boarders. Due to the adverse socio-political climate between 1970-2000 (approximately), boarding as an entity went into sharp decline within the school and within Northern Ireland. Since 2006 the College has invested heavily to ensure boarding is not lost altogether. Numbers have risen from 64 boys to the current 150. The College expects to be able to raise this number further to 200. At present Campbell College is a client of Invest NI, and due to the recognition of the potential for the College to bring inward investing, some very exciting developments have occurred within recent times.

The College is simultaneously seeking to contribute actively and visibly to its locale of East Belfast and North Down. Whilst Campbell College has an international dimension, it is a school which has a long history intertwined with the needs of the local economy and particularly the local people. The goals of enhancing provision, raising standards and better meeting needs of all children and young people in the area.

As a matter for the Department as decision maker, this document sets out the case for change; its format follows a development proposal rubric. It may be that the Department will not necessarily see a need to translate this formally into a full development proposal. Circular

2014/21 paragraph 4.3 stated the circumstances in which a development proposal should be brought forward, the appropriate terms may be:

- iv. To make significant change in the character or size of a grant aided school;
- v. To make any other change in a school which would have significant effect on another grant aided school

Campbell College accepts that the Department of Education will determine 'a significant change'. The Board of Governors seeks to inform the Department of its intent and requests approval for change which, in the wide scheme of operations within Belfast, North Down and Strangford, is not very significant. Circular 2014/21, paragraph 4.7, describes the types of significant changes in an indicative manner. The list of paragraph 4.10 does not contain anything appropriate; nonetheless it was felt it was important to inform DE and EA.

Mr John Collings, Director of Education, will visit Campbell College to discuss this matter on 15th June.

Case for Change – Supporting Information

Board Area	Belfast
Proposer	The Board of Governors, Campbell College. Belfast. Contact: Mr R M Robinson, MBE, Headmaster, 02890 763076
School Name	Campbell College, Belfast
School Reference	140020
Type	Voluntary B
Management	Voluntary
Proposal	It is proposed to reduce the admission number from 140 – 130 from 1 st September 2018. The total enrolment number will not change

Background

Campbell College is an interdenominational voluntary grammar school for dayboys and boarders. Our campus is unrivalled by any other school in Northern Ireland: all facilities are on one site and we bring breadth to the education of our students within a secure environment. There are approximately 920 pupils aged 11–18 in the Middle and Senior Schools, of whom over 200 are in the Sixth Form.

Rationale for Proposal

The reason for change is to facilitate the College to grow its boarding provision within its existing enrolment. The College has no desire to increase the size of its enrolment. The trends in enrolment of day and boarding places are set out below. Demand is increasing in both areas. The boarding nature of the College is once more finding favour with the community and the College is keen to facilitate this demand. As an integral member of the East Belfast Area Learning Community, the College would wish to co-operate fully with the schools of its ALC and changing the admission number in the manner suggested brings no threat or negative

implication to those around. Indeed the modest reduction sought will benefit schools which are not oversubscribed.

The reason why this is a preferred option is due to the success of boarding the last 10 years. This success, and indeed the connection this makes with the local economy, has been recognised by Invest NI, taking Campbell College as a client in 2016.

Area Planning Impact

This proposal brings no change to the area planning context, nor does it change Campbell's contribution to the delivery of educational provision within the area. The proposal should have no effect on other local schools; it makes no link to other proposals. The College is seeking to stay within the boundaries of admission number and enrolment already set and used within recent years. This will be achieved through the anticipated overall increase in boarding from 150-200 and the effect of reducing year 8 admissions to 130

Educational Impact

The educational impact will be difficult to assess. The intention is that the reduction of the admission number by 10 should facilitate boarding numbers to increase from 150-200. Consequently, the educational impact refers to both the anticipated increase of 50 boarding students and the effect of reducing day places to 130.

At present 1/6 of the enrolment number is housed in boarding (150/920). Campbell College has now the largest contingent of boarding students in Northern Ireland. This number has increased from 64 students in 2006 to 150 in 2017. The demand for places in boarding has also increased dramatically. The effect is that an increasing number of academically able or sportingly gifted boys are seeking to come to the College from various parts of the the UK, Ireland and markets identified in conjunction with Invest NI. The effect on educational provision is that the boys from a multitude of cultures and backgrounds blend together into a quite unique environment. Whilst the College is aware of the term 'integrated', it would believe that it is far beyond a place where the major communities of Northern Ireland meet. Every culture, religion and background is welcome here, provided the students do their best and respect others.

In terms of educational achievement, boarding pupils have shown, through the structure and discipline provided by school, to be academically able and achieve highly

	2010	2011	2012	2013	2014	2015	2016	2017
Admission Number	140	110*	110*	110*	120*	130*	140	130*
Applications	108	109	103	121	134	156	155	168
Admitted	108	109	107~	110	120	130	140	130
1st Preference	80	82	87	95	108	111	115	127

* Temporary variation of admission number

~ Campbell College was identified as not being full after the Transfer Procedure closed.
103 had applied initially, 4 transferred from Rockport school

	2010	2011	2012	2013	2014	2015	2016	2017
College Enrolment	929	896	901	892	899	900	921	925
Day	813	778	779	764	772	773	779	775
Boarding	116	118	122	128	127	127	142	150

Examination Performance

	2010	2011	2012	2013	2014	2015	2016	2017
GCSE/ 5 A*-C (including English & mathematics)	N/A	68	77	84	82	87	83	N/A
GCSE/ % A*-C	N/A	79	81	87	87	89	85	N/A
GCE A Level % students gaining 3 grades \geq A*-C	N/A	52	46	57	62	64	56	N/A

Conclusion and Recommendation

The paper provides evidence that demand for the college is increasing. This is seen particularly within the area of boarding. The growth has been at a time when the number of day boys has remained static in overall terms. The variation of admission number that the previous headmaster had initiated caused various repercussions on the overall enrolment which were

abated through the increasing size of sixth form, due to the increased academic success of the boys. The standard for entry to sixth form was raised from 2013/14 and again in 2016/17, without depressing the number of boys. The steadiness of the day boy profile at approximately 770 is where we believe is a natural fit for the college. Over the next few years we would seek to build the boarding provision to approximately 200 boys. Thus the enrolment of 950 is sufficient for our needs and will not impinge on any of our colleagues in the nearby area. The increasing of the boarding provision of the college is good for the local economy, recognised by Invest NI, the British Council and Belfast City Council, all of whom seek partnerships from us. As a voluntary B school there is no financial capital cost to the Department of Education nor to the Education Authority. The advantages for our college to have a boarding provision are manifest, not least the additional income it provides, as well as the alteration of culture that it brings. We respectfully request that the change from 140 to 130 for the admission number is granted as soon as possible.

Yours sincerely,

Mr R. M. Robinson M.B.E. (Headmaster)

DRAFT