



HISTORY

Welcome to Friends' School Lisburn and thank you for your interest in our school community.

Friends' is a long established school in Lisburn. A wealthy Quaker linen merchant, John Hancock, left £1000 in 1764 for the purchase of land in or around Lisburn on which to build a school to educate Quaker boys and girls. Twenty acres were purchased at Prospect Hill from the Earl of Hertford. In 1774 the first Headmaster, John Gough, was appointed, taking charge of a small boarding school of some thirty children. The school was known as the Ulster Provincial School, and in 1794 became the responsibility of Ulster Quarterly Meeting, which represents the Religious Society of Friends in Ulster.

The Board of Governors of Friends' School is composed of ten representatives of Ulster Friends, four nominees of the Department of Education, two elected parent governors and two elected teacher governors. The Chairman of the Board of Governors and the Principal continue to report to Ulster Quarterly Meeting on the School. The School is one of nine Quaker schools in Britain and Ireland and also has links with the other Quaker schools worldwide.

Our aim is 'excellence within a caring, supportive community'. There is a strong emphasis on effective pastoral care within School, for central to our ethos is the value of each individual and the importance of good relationships. We actively encourage tolerance and respect for others so that all, from whatever culture or background, are welcome.

We seek to encourage all pupils to reach their potential. Academic excellence is valued, as are all the other activities offered in School which give opportunities for pupils to flourish.

Today Friends' is a day school, still standing on its original site on Prospect Hill, and drawing its pupils from the general community in Lisburn and the surrounding area. The School may have changed greatly from its beginnings, but its distinctive ethos remains.

This prospectus gives an introduction to school life at Friends'. You are very welcome to find out more by visiting School and speaking with pupils and members of staff.

E G Dickson
Principal

FRIENDS' SCHOOL VALUES AND AIMS

Friends' School owes its continuity and stability to its foundation by the Religious Society of Friends. Therefore each individual is valued as of equal standing before God and a sense of social awareness is encouraged through service to others.

Our aim is to provide an environment in which pupils, staff and parents are committed to the idea of excellence within a caring, supportive community.

We seek:

- to enable all pupils to develop their academic potential and interests to the fullest extent.
- to provide a broad and balanced curriculum relevant to the needs of our pupils.
- to foster the self-esteem of pupils and staff.
- to encourage the moral and spiritual development of our pupils.
- to establish a partnership between the School, the parents and the local community.
- to prepare pupils for adult life.

PASTORAL CARE

Pastoral care is a shared responsibility with all members of staff contributing to the creation and maintenance of a climate characterised by a commitment to care, open communication, cooperation, good sense and service. We place a strong value on inclusive relationships based on mutual respect, trust and care and consideration for others. Pastoral care, in Friends' School, is in sympathy with the principles of the Religious Society of Friends.

The Aims of Pastoral Care are to:

- support the academic, social and personal well being and development of all our pupils.
- create a caring, secure and supportive atmosphere for all members of our community.
- value all members of our community as individuals of equal worth.
- encourage pupils and staff to value School as a community to which each individual can make a unique and valued contribution.
- prepare pupils for the challenges of adult and working life.

All subject teachers aim to support pupils in their learning; and seek to foster self-esteem, positive attitudes, self-motivation and responsibility while encouraging pupils to explore their own attitudes and values within a supportive atmosphere. The achievements of pupils, both inside and out of School, are celebrated through whole school and year group assemblies. Morning assemblies address personal, social and moral issues that affect young people and pupil involvement is encouraged.

There is a Vice Principal responsible for pastoral care together with three pastoral Heads of School who work alongside two Year Teachers and five Collect teachers for each year group. There is continuity of care from Year 8 to Year 14. Collect teachers meet with Collect groups of pupils each morning to enable strong and positive relationships to form and develop; and to monitor the welfare of pupils in each Collect group.

A qualified Nurse works during school hours to provide medical care for all pupils, including those with specified and particular needs; and two counsellors, from separate external agencies, provide additional support for pupils, through sessions organised on a weekly basis.

Individual education plans, drawn up, monitored and evaluated by the trained Special Education Needs Coordinator, in consultation with parents and members of staff, support pupils with special educational needs.

Classroom assistants work alongside subject teachers to provide individual support to a number of pupils. Disabled pupils have access to the full curriculum.

MENTORING

Friends' School promotes mentoring as a very valuable form of pastoral contact between senior and junior pupils. Some sixty Sixth Form pupils provide group mentoring and one-to-one pupil support for younger pupils. The Mentors for Year 8 meet with pupils daily in Collects and stay with them for a year to ensure their full integration to School. Other mentors work with single pupils, in close liaison with Year Teachers, to cater for more individual needs and to assist with homework, study, personal organisation, coursework or specific subjects identified as priority. Mentoring helps to create a community where everyone is encouraged, not only to take responsibility for his or her own learning but for one another. Supportive and positive relationships are created between seniors and juniors and between pupils and staff that allow pupils to integrate fully to the school community and to feel confident and secure within it. We value the role of mentors in the life of the School. Additionally, in Year 14, all pupils take on the role and responsibility of Prefectship.

THE SCHOOL COUNCIL

Through the School Council, pupils have an opportunity to discuss issues that are important to them and to communicate and present those issues to staff and other pupils. The Council gives pupils a platform on which they can join together, speak out and be heard; and it also allows pupils to work alongside members of staff and other pupils to gain experience of decision making in School. The School Council is chaired by the Head Girl and the Head Boy. Each year group elects three representatives to the Council. School Council sub-committees address issues such as food, uniform and anti bullying; and each year, the School Council plans and leads activities for Anti-Bullying week.

The School Council aims to:

- facilitate the free flow of information, ideas and opinions between pupils and staff.
- enable consultation with pupils on important school matters.
- enhance understanding and co-operation between staff and pupils and between the different year groups.
- provide opportunities for pupils to raise, through their elected representatives, issues of importance to them.

The School Council Handbook sets out full details on the operation of the Council.

THE HOUSE SYSTEM

The House System is designed to integrate pupils vertically within School, thereby fostering co-operation between junior and senior pupils and developing a sense of social awareness and service. Members of staff are House Leaders, working closely with the pupils appointed as House Captains and Vice Captains. The four Houses are Aghrim, Collin, Croob and Divis. There is an annual competition for the Inter-House Shield, drawing together points awarded for House competitions which include music, sport and quizzes. Pupils are also awarded House points for their involvement in and contribution to the life of School.

PERSONAL DEVELOPMENT AND CAREERS

A timetabled **Personal Development and Careers** programme, specifically designed to promote personal and social development, is offered for **TWO** periods per week in Year 13 and **ONE** period per week in Year 14.

Additionally, pupils in both Years 13 and 14 have two periods of **General Studies**. Pupils will study modules in **Religious and Moral Education, Study Skills, Citizenship, Health Education and Financial Awareness** within a **Personal Development** programme. Additionally, the following options are available within **General Studies**:

- **Art for Pleasure**
- **Community Service**
- ***Community Relations**
- **Current Affairs**
- **Film Studies**
- **Fit for Life**
- **French for Business**
- **Irish Studies**
- ***Japanese**
- **Primary Teaching**
- **Reading for Pleasure**
- **Survival Cookery**
- **Teaching Sport**
- ***Young Enterprise**

* Accredited Modules

The Careers Department plays an important role in the Sixth Form when pupils look beyond school. In Year 13 pupils plan and undertake a week of Work Experience. Most pupils take up placements locally but each year a number travel further afield, building on links we have made with companies in Europe. Careers Education extends throughout the School and has the aims of assisting pupils to know themselves better, to be aware of education, training and career opportunities and to make the transition from school to adult life.

The great majority of our pupils go on to university after Sixth Form so the focus in Careers is on preparation for university applications, with visits from admissions tutors from universities across the United Kingdom, practice of interview techniques and the experience of a mock interview with outside specialists. Pupils also have the opportunity to visit local careers conventions; to attend subject specific pre-university courses in areas such as Law, Medicine and Veterinary Sciences and to take extension courses through the Open University's Young Applicants in Schools Scheme to supplement their applications for university.

PARENTAL INVOLVEMENT

Parents are encouraged to contact the School at any time. There is an annual **Parents' Meeting** for each year group in Sixth Form and an additional **Advice Evening** towards the end of Year 13. Parents also receive annual reports based on mid year assessment. An **Advice Day** is held in August after the issue of AS results, to finalise A2 choices. Parents are invited to many School functions and are encouraged to contribute to School through the Parent Teacher Association and by their representation on the Board of Governors.

EXTRA CURRICULAR ACTIVITIES

Pupils have opportunities to become involved in a wide range of extra curricular activities whilst at School.

The Music Department puts on concerts and recitals throughout the year. There are Junior and Senior Orchestras and smaller instrumental ensembles, including a Jazz group and a Traditional Band. There are Junior and Senior choirs as well as musical theatre groups. The Junior Drama Club meets regularly. Our most recent whole school production was 'My Fair Lady'.

Senior and junior pupils take part in debating and public speaking competitions. Clubs and societies include Junior Debating, Current Affairs, the Duke of Edinburgh Award Scheme, Geography, Technology, Young Environmentalists, Languages, Chess and Young Enterprise.

The Year 13 Charity Committee leads fundraising in School and pupils take part in community service also. Each year the Year 12 pupils take charge of sponsoring children through Fields of Life.

There are many trips and visits organised through School. The Languages Department has an exchange programme with Germany and France, twinning with schools in Stuttgart and Aix-en-Provence. It runs a Homestay scheme in Santander, Spain, also.

Pupils studying A level Travel and Tourism organise visits for other pupils, most recently to Paris.

The History and Politics Department takes senior pupils to London, Dublin and, every other year, to New York, Philadelphia and Washington. A visit to Iceland is taking place later this year with the Geography Department. Pupils take part in expeditions to the Mourne, the Lake District and Loch Lomond with the Duke of Edinburgh's Award Scheme.

SPORT

Friends' School has a fine sporting tradition. Pupils enjoy considerable success representing the School in a wide range of sports, winning titles at Ulster and Irish level. All have the opportunity to play sport and the number of options on offer gives an activity for everyone. The sports available to pupils over the course of the academic year are: athletics, badminton, basketball, cross-country, golf, gymnastics, hockey, netball, rugby, show jumping, skiing, squash, swimming and tennis. There are regular tours for rugby, for girls' and boys' hockey teams and for netball, including, most recently, two major tours to Canada for rugby and boys' hockey.

The School has excellent facilities on site for sport. The gymnasium is supplemented by a purpose built sports hall and fitness suite which overlooks our sports grounds. On our grounds are three rugby pitches, two cricket wickets and three hockey pitches, used in the summer for a 300m athletics track. Our five astroturf tennis courts provide winter training facilities for hockey. Off-site, the School uses Lisnagarvey Hockey Club, Laurelhill Sportszone, Lisburn Leisureplex, Lisburn Racquets Club and the Craigavon Ski Centre.

PRIVATE STUDY

One major change from GCSE study to A Level is that you will not be timetabled for a class every period. Periods when you are not in class are not 'free periods' - they are for timetabled Private Study time. The nature of study at A Level is different in that you are expected to do more reading, note making and preparation on your own. Your teachers will direct you to exactly what you should do or you may be expected to use the Library or other resources. As a reflection of the increased maturity expected of you at this level, you will be permitted to listen to a personal music system in Private Study; however you must not disturb any other pupil. The Private Study Supervisor is **Mrs Cregan** and she will be able to direct you to useful resources. Private Study is not intended to enable you to do homeworks. You will be able to organize your time amongst your subjects and use it to consolidate work already covered in class; to read around the A Level syllabus; to prepare for your next class by reading ahead or to revise forthcoming tests, coursework or examinations.

Sixth Form requires you to be independent and proactive in your study patterns.

Our recommendation is **FIVE HOURS OF STUDY PER SUBJECT, PER WEEK OUTSIDE SCHOOL TIME**. It is essential that this recommendation is reviewed alongside extra curricular commitments which are also very necessary and valuable and part-time employment.



International
School Award
2009–2012

THE SCHOOL CURRICULUM

At Friends' we seek to provide a broad, balanced and relevant curriculum which meets the needs of all of our pupils. The wide range of subjects offered provide a rich base of knowledge and skills and our teaching seeks to develop an enjoyment of learning and the curiosity to find out more. The opportunities to take part in a wealth of activities beyond the classroom provide a breadth of experience and personal fulfilment. Friends' enjoys strong international links across the curriculum, recognised by the International School Award from the British Council in 2009.

In the **Sixth Form** all pupils study **GCE Advanced levels** taking either **3 or 4 subjects at AS Level** in Year 13. Most pupils take **3 subjects at A Level, with a number taking 4 subjects**. We offer a broad curriculum in Sixth Form with **24 subjects**.

- Pupils must have a minimum of **14 points** at **GCSE Level**. A **Grade B** or above must be achieved in each subject to be studied at AS or Advanced Level, in accordance with the criteria set down by Heads of Department for individual subjects.
- In the case of subjects taken for the first time at AS or Advanced Level, the **criteria set down for linked subjects** must be met.
- The points score at GCSE is **4 points for Grade A***, **3 points for A**, **2 points for B**, **1 point for C**.

We seek to extend pupils beyond the subject curriculum and offer flexibility and variety through the development of **Key Skills: Communication and Information Technology; the Certificate of Personal Effectiveness Programme (COPE); General Studies and a Personal Development Programme**. **ALL** pupils participate in **Games** with optional **Physical Education** classes.

Sixth Form Facilities

Sixth Form facilities include **Private Study** rooms and a well equipped **Library** with access to the latest technology; a **Careers Suite** and a **Lecture Theatre** for visiting speakers. **Common Room** facilities for Years 13 and 14 are organised by Sixth Form Committees under the guidance of the Heads of Year and a Pastoral Head of Sixth Form. In the Sixth Form, we expect pupils to assume greater responsibility, not only for their own study but in terms of the roles they play in School. In the third term of Year 13, **ALL** pupils are invited to join the **Prefect** body and assist with Prefect duties. Senior pupils lead school teams and play an important part in organising extra curricular activities. A **Mentoring** system also enables Sixth Formers to link with junior pupils and to develop positive relationships.

Procedure for Application

- If you are interested in joining our Sixth Form you should complete the **Sixth Form Application Form** and return to **Miss L Heggarty, Vice Principal, Friends' School, 6 Magheralave Road, Lisburn, BT28 3BH by Friday 25 June 2010**.
- Admission to the Sixth Form will be dependent on **GCSE results**. On receiving your results in August, you should telephone them **WITHOUT DELAY** to the School Office, **02892 662156**.

Contact will then be made with you, as soon as possible, regarding your application and interviews will be arranged at that time.

- Please note the **Admissions Criteria** for pupils wishing to join **Year 13** set out below.
- Descriptions of courses on offer in the Sixth Form are given in this booklet. I hope you will find it informative.
- If you have any queries please contact **Miss L Heggarty, Vice Principal**.

ADMISSIONS CRITERIA FOR THOSE WISHING TO JOIN YEAR 13

In selecting pupils for admission into **Year 13** the Board of Governors requires that:

- 1 the School's Enrolment Number must not be exceeded
- 2 a place must be available in Year 13 and in the subjects chosen for study by the applicant
- 3 the applicant must have a minimum of **14 points** and meet the subject requirements set out for each subject

The following procedure will be followed in the order set down:

- (i) Existing pupils of Friends' School who have achieved a minimum of 14 points in the *General Certificate of Secondary Education* or equivalent will be considered first, for admission.
- (ii) **External applicants**, who have obtained a minimum of 14 points, will be considered next. If entry to Year 13 is oversubscribed, places will be offered to those applicants who have the best overall profile of *GCSE* results. This will be determined by awarding **4 points for an A* grade, 3 points for an A grade, 2 points for a B grade and 1 point for a C grade**.
- (iii) If after applying these criteria, it is impossible to choose between one or more pupils, then criteria (a) to (h) below will be applied.
 - (a) Children of Members or Attenders of the Religious Society of Friends.
 - (b) Applicants who have siblings enrolled or formerly enrolled at Friends' School, Lisburn.
 - (c) Applicants who in the past attended the Preparatory Department of Friends' School, Lisburn.
 - (d) Children of full-time members of staff at Friends' School, Lisburn.
 - (e) Applicants who are the eldest, elder or only child in their family.
 - (f) Applicants whose mothers or fathers are past pupils of Friends' School, Lisburn.
 - (g) Applicants attending secondary schools in Lisburn.
 - (h) Applicants attending other secondary schools.

Should there be more pupils meeting the last criterion which can be applied than there are places available, the Principal and the Board of Governors shall decide which pupils are to be admitted on the basis of the shortest distance, as the crow flies, between the front or main gate of the School and the front entrances of the permanent residences of the pupils concerned as measured by the Ordnance Survey of Northern Ireland.

This course requires a wide variety of written skills - making analytical notes and evaluations, writing introductory curriculum vitae to Artists and Institutions, planning and carrying out extended documents concerning Contextual work etc. In Year 14 candidates are expected to produce a 2000 word thesis directly relating to an area of personal study. These are vital elements of this A Level and must be completed to the same standard as visual work. They must be fully motivated to commence a course that is very demanding and testing across a wide range of skills. Qualities required include an ability to sustain application, to be organised and capable of self review, be ready to communicate with their peers and teachers, to accept and be willing to act on advice offered and to be able to work independently and take the initiative.

AS level

The course consists of two units:

Unit 1: Coursework: comprising of a portfolio of work containing visual studies, experimental investigations, contextual work, explorations of various media one of which leads to a completed Final Outcome.

Unit 2: Externally Set Assignment; this unit consists of an externally set task requiring preparatory work and a final response completed as a controlled text component. The theme/starting points for this unit will be presented in an examination paper issued in February of the year of examination. These units are presented in June of the year of examination for Internal Assessment and External Moderation.

A2 level

The course consists of two units.

Unit 1: Personal Investigation: this unit will require the student to explore in depth a theme or stimulus of their own choosing. They will be required to develop in such a way as to demonstrate their skills in visual studies, investigative and experimental work, and contextual work on a Final Outcome in a medium or media of their choice. A 1000-2000 word extended essay relating to the unit is also required and is assessed as an integral element of the unit.

Unit 2: Externally set Assignment: this unit consists of an externally set task requiring preparatory work and a final response completed as a controlled text component. The theme/starting points for this unit will be in an examination issued in February of the year of examination. The final response will be completed within a 12 hour supervised examination period. Units 1&2 will be internally assessed and externally moderated in a presentation during May.

Career Opportunities

Talented pupils intending to specialise in Art (Fine or Applied) may apply for a place in a Foundation Course in **Art and Design** at an Art College attached to a university. On successful completion of the Foundation Course, they may apply for a Degree Course in a specialised area of Art and Design.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that students taking this subject have **AT LEAST Grade B** at GCSE although an **A grade** is recommended. It is also a requirement that pupils have **GCSE Grade B** in **English**.



This course aims to encourage students to develop essential knowledge and understanding of concepts of **Biology** and to develop an understanding of scientific methods and skills. It seeks to make students aware of advances in technology relevant to Biology and how biological developments affect the environment. The course also contributes towards an understanding of ethical and cultural issues, helping students develop an interest and enjoyment of the subject.

The **AS Level** builds on the knowledge and understanding developed within *GCSE Science: Biology and Double Award Science*. The **A2 Level** specification incorporates the AS and builds upon the knowledge, understanding and skills developed within the AS, providing the basis for further study of Biology related subjects. The specification adopts a modular structure and candidates are required to study **TWO** teaching and learning modules for the **AS** course and a further **TWO** modules for the full **Advanced GCE** course. The third module at both AS and A2 consists of teacher assessed coursework.

AS 3 MODULES

Module	Topic	% Weighting
1	Molecules and Cells	20
2	Organisms and Biodiversity	20
3	Assessment of Practical Skills in AS Biology	10

A2 3 MODULES

Module	Topic	% Weighting
1	Physiology and Ecosystems	20
2	Biochemistry, Genetics and Evolutionary Trends	20
3	Assessment of Investigation and Practical Skills in Biology	10

Career Opportunities

A Level Biology is an important foundation for many fields of study including Agriculture, Food Science, Medicine, professions allied to Medicine, Nursing, Biotechnology, Pharmacy and Environmental Studies.

Student Requirements

It is a requirement that pupils taking Biology at Advanced Level have studied both Biology and Chemistry at *GCSE* Level, either through taking both subjects as single sciences or by taking Double Award Science to *GCSE*. Pupils are required to have a **MINIMUM** of a **Grade B** pass at *GCSE* in both **Biology** and **Chemistry** or a **MINIMUM** of **Grade BB** in **Double Award Science***. However, given the demanding nature of the subject, it is strongly recommended that pupils taking Biology to A Level from a **Double Award Science** base have **Grade AA** at *GCSE*.

*Please note that the **Grade BB** in **Double Award Science** must include a **MINIMUM** of a **Grade B** standard in both the **Biology** and **Chemistry** components at *GCSE*. The marks indicating this standard will be made available with results in August.

Through studying Business Studies, students will:

- develop an enthusiasm for studying business;
- gain a holistic understanding of business;
- develop a critical understanding of organizations and their ability to meet society's needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate enterprising and creative solutions to business problems and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals; and
- acquire a range of relevant business and generic skills including decision making, problem solving, the challenging of assumptions and the quantification and management of information.

AS and A2 Business Studies are organized and assessed in modules using a number of assessment techniques.

AS 2 MODULES

AS1 The Competitive Business	2 compulsory structured data responses	50% of AS 25% of A Level
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AS2 Managing Business Resources	2 compulsory structured data responses	50% of AS 25% of A Level
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A2 2 MODULES

In addition to the above two units, candidates taking the full A Level are required to study the following two modules.

A2 1 Making Business Decisions	1 compulsory structured data response	50% of A2 25% of A Level
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A2 2 The Changing Business Environment	1 compulsory structured data response	50% of A2 25% of A Level
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Career Opportunities

Business Studies can lead directly to a wide variety of careers in both the private sectors eg: Management, Accountancy, Entrepreneurship, Banking, Business Law, Finance, Human Resources, Public Relations, Marketing and Advertising, Production or Teaching. A background in Business Studies is also a welcome addition in career areas often not directly linked with the subject, eg where management concepts, budget control and other contemporary issues are becoming increasingly important.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is NOT necessary to have studied GCSE to take up AS and A Level Business Studies but it is a requirement that a pupil commencing study at these levels have a MINIMUM of a **Grade B in Mathematics AND a Grade B MINIMUM in English** in order to cope with Business Studies concepts. It is a requirement that a pupil who has studied **Business Studies at GCSE** have a MINIMUM **Grade B** in the subject to continue to the AS course.

The aims of the Chemistry Advanced Subsidiary and Advanced GCE course are:

- To stimulate an interest in and enjoyment of **Chemistry**.
- To provide chemical knowledge and skills for those intending to study the subject further as well as for those who choose it as a final course.
- To develop knowledge and understanding of patterns and principles and to enable an application of those principles to familiar and unfamiliar situations.
- To develop practical skills and evaluate experimental results.
- To enable the formulation of hypotheses and the design of experiments to test them.
- To encourage an appreciation of the part played by Chemistry in the social, economic, environmental and technological fields.
- To stimulate awareness of how advances in information technology and instrumentation are applicable to Chemistry.

GCE Chemistry is comprised of **TWO** levels: AS and A2. The AS can be taken as a 'stand-alone' qualification without progression to A2. However, to obtain the Advanced GCE qualification, students must complete both the AS and A2 levels.

The **Advanced GCE award** will be based on **aggregation of the marks** from the **AS (50%)** and the **A2 (50%)**. An A* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

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

AS Level

AS 1

Basic Concepts in Physical and Inorganic Chemistry

- (a) Formulae, equations and amounts of substances
- (b) Atomic Structure
- (c) Bonding and structure
- (d) Shapes of molecules and ions
- (e) Intermolecular Forces
- (f) Redox
- (g) The Periodic Table
- (h) Group VII
- (i) Titrations

AS 2 Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

- (a) Formulae and amounts of a substance
- (b) Organic chemistry
- (c) Infra-red spectroscopy
- (d) Energetics
- (e) Equilibrium
- (f) Kinetics
- (g) Group II elements and their compounds
- (h) Qualitative analysis

AS 3 Internal Assessment (Practical Examination)

A2 Level

AS 1 Periodic Trends and Further Organic, Physical and Inorganic Chemistry

AS 2 Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry

AS 3 Internal Assessment (Practical Examination)

Career Opportunities

Chemistry is a mandatory subject for entrance into Medicine and many other courses. It is also useful as a subject in its own right due to the many skills that it requires and develops.

Student Requirements

Pupils are required to have a **MINIMUM** of a **Grade B** pass at *GCSE* in **Chemistry** (if taken as a single science at *GCSE*) or **Grade BB** at *GCSE* in **Double Award Science***. However, given the demanding nature of the subject, it is strongly recommended that pupils taking Chemistry to **A Level from a Double Award Science base have Grade AA** at *GCSE*. In addition, pupils studying Chemistry are required to have **AT LEAST a Grade B** pass in **Mathematics** and, because of the mathematical content of the course, a **Grade A** pass is recommended.

* Please note that the **Grade BB** in **Double Award Science** must include a **MINIMUM** of a **Grade B** standard in the **Chemistry** component at *GCSE*. The mark indicating this standard will be made available with results in August.



Economics is the study of how individuals, organisations (such as firms) and governments make the best use of available resources. Another way of thinking about it is that it is concerned with decision making. It teaches us that there are rarely simple solutions to complex problems and shows us how we might best resolve these in an imperfect world.

Economics is a subject well suited to those who have an interest in the world about them. Indeed it does not confine itself to purely economic matters, encompassing those that are social, environmental and political in nature as well. For example, topics discussed in class include the war in Iraq, the bans on fox hunting and smoking in public places, the problem of illegal drugs, the availability of the anti-cancer drug Herceptin, the financial rewards available to premiership footballers, the fares charged by low cost airlines, university tuition fees, the increasing price of oil and gas, congestion charging and global warming.

Economics does not claim to have the answers to the problems posed by these issues. What it does do is provide a "tool kit of concepts, ideas and techniques" which allows you to investigate and analyse problems, evaluate information and evidence, make reasoned judgements and arrive at conclusions.

The Course

The CCEA specification is organised into **FOUR** modules; **TWO at AS** and **TWO at A2**.

AS **Module 1. Markets and Prices**
 Module 2. The National Economy.

A2 **Module 3. Business Economics.**
 Module 4. The Global Economy.

Assessment is through a combination of data response and structured essay questions. In Year 14 this is more challenging with greater emphasis being given to the analysis and evaluation components. There is no coursework requirement and it is possible to re-sit AS modules in Year 14.

Career Opportunities

Economics is a valuable stepping stone into a wide range of courses and careers including Accountancy, Banking, Business Studies, Business Management, the Civil Service, Insurance, Journalism, Law, Politics, Stockbroking, Teaching and Lecturing.

Key Skills

The CCEA specification provides opportunities for developing evidence for assessing **Communication - Level 3**.

Student Requirements

It is not necessary to have studied Economics at GCSE to take it up at A Level. It is a requirement though that anyone considering it for the first time should have AT LEAST a **Grade B** in both GCSE **English** and **Mathematics** to indicate an ability to cope with the requirements of the course. Those who have taken **GCSE Economics** should have AT LEAST a **Grade B** to continue with the subject at A level. Very importantly pupils also need to have an enquiring mind and an inclination to argue, reason and discuss relevant issues.

This course is designed to:

- be rewarding and stimulating and to attract students to study Electronics
- develop from a sound base of knowledge and skills required for further study in Electronics, in other subjects, or in employment
- develop ability and confidence in the subject with an emphasis on learning through straightforward practical work

There are three units in this AS course:

Unit 1 Introductory Electronics

Topic List System synthesis voltage, current, resistance and power diodes, resistive input transducers, transistors and MOSFETs output devices, Op-amps, logic gates and Boolean algebra including the design and simplification of combinational logic systems.

Assessment

Written Paper: 1 hour

Weighting: 35% of the total AS Level marks

Unit 2 Further Electronics

Topic List capacitors, dc RC networks and timing subsystems, Sequential logic subsystems, the operational amplifier and amplifier and power amplifier subsystems

Assessment

Written Paper: 1 hour

Weighting: 35% of the total AS Level marks

Unit 3 Coursework

Candidates will be expected to identify a problem, consider alternative solutions, conduct research into performance parameters, construct, test and modify the system and produce a report of all of the stages of the development. The report produced should detail all of the development and include photographic evidence of the artifact.

Assessment

Weighting: 30% of the total AS Level marks

This course is offered through Friends' School in collaboration with The Wallace High School and in conjunction with South Eastern Regional College, Lisburn. The AS course is taught over two years with two hours of contact time per week. This includes:

One hour a week in School.

One hour a week at SERC Knockmore campus. This will be from 4pm - 5pm on an afternoon to be confirmed. Transport will be provided to Knockmore and pupils should make their own arrangements to travel home.

Student Requirements

Pupils opting for this course are required to be also **studying** either **Technology** or **Physics** at A Level.



The course is fast moving and challenging and its aim is to encourage an enjoyment and appreciation of Literature, based on informed personal response. Students should develop as independent, reflective and confident readers of a range of texts, learning to apply critical concepts and terminology with understanding and discrimination. An appreciation of the significance of cultural and historical influences is also encouraged.

This course will require pupils to read widely and critically. It offers the opportunity to study a range of literature written by Irish writers, literature from outside the UK and literature in translation.

AS 2 MODULES

Pupils are required to study 6 texts.

AS 1	Coursework Module	40% AS	20% A Level
	Drama	2 pieces 1500 words each Shakespeare - 1 text 20 th Century Drama - 2 texts	
AS 2	Examination 2 hours	60% AS	30% A Level
	Poetry after 1800 Prose 1800 - 1945 Section A	Open book examination Study of 2 poets	
	Section B	Closed book text Study of 1 text	

A2 2 MODULES

Pupils study a further 6 texts.

A2 1	Closed Book Examination 2 hours	50% A2	25 % A Level
	Poetry 1300 - 1800 Drama Section A: Poetry from 1300 - 1800	Extract provided in examination	
	Section B: Drama	Closed book examination 2 texts	
	Closed Book Examination 2 hours	50% A2	25% A Level
A2 2	Section A: post 1990 novel	Extract provided in examination	
	Section B: Comparison of 2 novels	Closed book examination	

Career Opportunities

English A Level can be beneficial to a large number and range of careers: Law, Publishing, Journalism, Public Relations, Marketing, Business, Hospitality, Teaching, Speech and Occupational Therapies etc.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that pupils taking English Literature to A Level have a **MINIMUM** of a **Grade B** pass in both **English and English Literature** at GCSE. However, it is recommended that pupils have **AT LEAST** a **Grade A** pass in either **English** or **English Literature** at GCSE. With a total of twelve texts to study, pupils will need to be enthusiastic, independent readers. They should anticipate the expectation to participate fully in the life of the classroom in terms of commitment to reading, research, discussion and debate.



In Sixth Form, **Geography** is taught as an **Advanced Subsidiary (AS)** and an **Advanced GCE (A2)** qualification. The AS is the first part of the full Advanced GCE course and will be assessed at the standard appropriate for pupils who have completed half of the full course. The AS requirement builds on but does not depend upon the knowledge, skills and understanding developed within GCSE Geography.

Geography at A Level develops skills in a wide range of areas and provides a "bridge" between the sciences and the arts. It provides many opportunities for developing and generating evidence for assessing and following the nationally specified key skills. Increasingly, Geography is being offered as satisfying entry requirements for some vocational courses which would, in the past, have required traditional Science subjects. Geography fits comfortably with almost any subject combination. Geographical education promotes environmental awareness at world, national and local levels. Assessment requires pupils to apply skills and concepts rather than mere factual recall. The structure of the Geography course is outlined below. The assessment weighting is shown by the figures in brackets. AS will be assessed at the end of Year 13 and A2 at the end of Year 14.

AS 2 MODULES

Pupils study **TWO AS** modules in their first year, counting towards **50%** of the full A Level qualification:

- 1 Themes in **Physical Geography** include fluvial environments, ecosystems and the atmosphere. Skills in fieldwork will also be taught and assessed in this unit.
- 2 Themes in **Human Geography** include population, challenges in urban/rural environments and the nature and measurement of development. Geographical skills and techniques will also be taught and assessed in this unit.

A2 2 MODULES

Pupils may continue to study a further **TWO** modules at **A2** Level, counting towards the remaining **50%** of the full A Level qualification:

3 Physical Processes and Human Interpretations.

Section A comprises three optional units from which **two** of the following must be chosen.

- Impact of Population Change
- Issues in Ethnic Diversity
- Planning for Sustainable Settlements

Section B allows students to investigate a range of global issues. **One** must be chosen from the following:

- Air Pollution
- Nuclear Energy
- Agricultural Change
- Issues in Tourism

4 Process and Issues in Human Geography.

Section A comprises three optional units from which **two** of the following must be chosen:

- Fluvial and Coastal Environments
- Nature and Sustainability of Tropical Ecosystems
- The Dynamic Earth

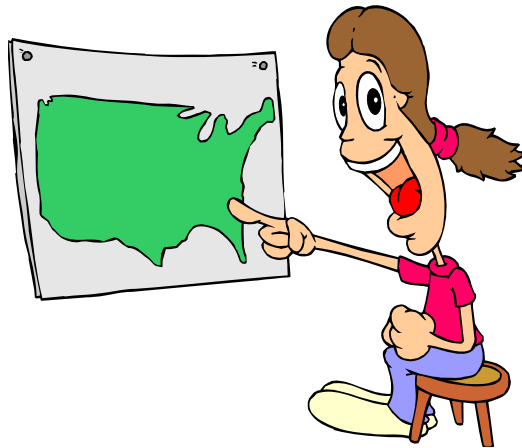
Section B comprises of a decision-making exercise, which takes the form of a **case study**.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that pupils taking *Geography* in the Sixth Form complete a course of study in *GCSE Geography* attaining **AT LEAST a Grade B**.



What is Politics?

At its simplest, **Politics** is about the relationship of rulers to the ruled, the state to its citizens. Politics may be viewed as an activity or a profession. It involves the struggle for power - the art of government. It is about the reconciliation of differences and finding compromise between conflicting groups in society. Politics is about people.

What does the study of Politics involve?

If you study Politics you will find yourself discussing and analysing political concepts, institutions of government and people's attitudes and actions. As an Arts subject, your own analysis will be essential rather than just knowing facts.

Why study Politics?

People who study Politics develop skills which are invaluable throughout their careers and are much sought after by employers. They learn to process and analyse information and make judgements about the actions of individuals or groups and the effects those actions might have on others. The study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

AS 2 MODULES

- 1 The Government and Politics of N Ireland.
- 2 The British Political Process

A2 2 MODULES

- 3 Comparative Government
- 4 Political power and ideas

Career Opportunities

Most people who study Politics do not want to become politicians! Politics is an excellent qualification for many Arts based degree courses. The study of Politics is especially useful for those considering careers in: Accountancy, Administration/Local Government, Civil Service, Journalism/Broadcasting, Management, Publishing, Security Forces, Social Work or Teaching. It is particularly beneficial for those hoping for a career in Law.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

A knowledge of *GCSE* History is **NOT** necessary if you wish to study *Government and Politics*. Students should enjoy reading and discussion. Interpretations of the British political system are constantly changing and in addition to reading from the main texts, students will be expected to read newspapers and journals. It is a requirement that pupils commencing the study of *Government and Politics* at A Level have **Grade B** in **English and English Literature GCSE** if they have not studied History at *GCSE*. If **History** has been studied a **MINIMUM Grade B** is required.

Why study History at A Level?

History teaches you to think in a combination of ways not found in any other subject. The methods of investigation, study and research which are involved are very useful for a variety of careers. While involved in the study of History, you will be asked to make judgements on human nature and behaviour - such judgements are not easy to make and many careers welcome the trained minds of historians. History is an Arts subject which means that there are rarely clear-cut or simple answers to the questions which historians seek to answer. Its attempts to reconstruct the past will always be open to different interpretations and opinions; it is more important for students to put forward opinions supported by evidence than to expect to find the "right answers." History helps us to develop independent minds - a good reason why everyone should find it useful. **History at A Level** is a relevant qualification for many university degree courses. An interest in and general knowledge of History are often a useful background to allied disciplines in Arts courses but History is increasingly seen as the central discipline which integrates many fields of knowledge. The study of ideas helps us to appreciate the influences behind many of the great actions of history, thereby enhancing our understanding of the past.

AS 2 MODULES

- | | | |
|---|----------------|---------------------|
| 1 | Germany | 1919 - 1945. |
| 2 | Russia | 1903 - 1941 |

The Assessment and % weighting for each module are as follows:

- | | | |
|---|-----------------------------|----------------------------------|
| 1 | External Examination | 50% AS Level, 25% A Level |
| 2 | External Examination | 50% AS Level, 25% A Level |

A2 2 MODULES

- | | | |
|---|--|---------------------|
| 1 | The Clash of Ideologies in Europe | 1900 - 2000. |
| 2 | The Partition of Ireland | 1900 - 1925. |

The Assessment and % weighting for each module are as follows:

- | | | |
|---|-----------------------------|------------|
| 1 | External Examination | 20% |
| 2 | External Examination | 30% |

What can you do with History?

There are many career areas to which History can make a contribution, some of which are listed below: Accountancy, Administration, Broadcasting, Civil Service, Journalism, Local Government, Management, Publishing, Security Forces, Social Work, Teaching. It is particularly beneficial for those hoping for a career in Law.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that a pupil who has studied **History** to GCSE have a **MINIMUM Grade B**. For pupils who have not studied GCSE History it is a requirement that they have **AT LEAST a Grade B** in **GCSE English and GCSE English Literature**.

Reporting and Grading

AS qualifications awarded on a five grade scale A - E

A Level qualification awarded on a six grade scale A* - E

Career Opportunities

Home Economics provides a basis for those seeking employment in a wide range of careers such as Food Science, Consumer Studies, Industry, Commerce, Education, Marketing, Health Care eg Nursing, Occupational Therapy, Dietetics, Social Services and Social Work.

Home Economics at A Level is an acceptable qualification for entry to colleges and universities.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that pupils taking Home Economics to A Level who have studied **Home Economics** at GCSE have attained a **MINIMUM** of a **Grade B** pass at GCSE. Pupils may take up Home Economics at A Level without having studied the subject at GCSE. In that case, it is a requirement that pupils have a **MINIMUM** of a **Grade B** pass in **AT LEAST ONE** of the following subjects at GCSE: **Biology, Chemistry, Double Award Science (BB), English, Business Studies, Economics, Physical Education.**



In Sixth Form, **Applied ICT** is taught at **Advanced Subsidiary GCE (AS)** and **Advanced GCE (A2) Level**. The level of demand of the AS examination is that expected of students halfway through a full Advanced GCE course of study. The level of performance expected at A2 reflects the more demanding Advanced GCE material, including higher level concepts and a requirement to draw together knowledge and skills from across the course.

Having a vocational emphasis, this course is based on the belief that real understanding of ICT is achieved through a practical skills based approach with direct relevance to the needs of employers. The practical approach encouraged throughout all units will enable students to develop the skills, knowledge and understanding of practices and techniques required in the workplace.

Students are encouraged to acquire practical, presentational, personal, interpersonal and cognitive skills, as well as an appreciation of the social, ethical and legal issues surrounding ICT.

Assessment is based on assignment work presented as portfolio evidence which is marked internally and moderated by the examination board; as well as on external assessments which are set and marked by the examination board. The system of assessment is designed to reward students positively for what they can do and what they understand.

AS 3 MODULES

Unit 1 Information and Communication

Internally Assessed

This unit will help pupils understand the importance of information and communication within an organisation. This unit will focus on the nature of information in organisations; and on how it is gathered, presented, communicated and used effectively to support the organisation. Students will be required to examine and apply standard ways of working in this context.

Unit 2 Software Applications and Tools

**Externally Assessed
Computer Based Examination**

This unit will develop skills and understanding in the most commonly used software applications and communications technology. Students will be required to use these applications to support business functions in a given context.

Unit 3 Organisations and Information Systems

Internally Assessed

This unit will help develop an understanding of organisations and the information systems necessary for their support. The unit will help students understand how information and ICT systems support the business function.

A2 3 MODULES

Unit 7 Investigating Systems (Compulsory)

Externally Assessed

This unit will enable pupils to understand and place in context all aspects of the systems development process: the reasons for initiation; the stages and personnel involved and alternative approaches to analysis and design. Pupils will have the opportunity to evaluate approaches to solving systems problems and to plan development strategies for project management.

Unit 8 Database Development

Internally Assessed

This unit will examine database technology and develop database skills. It will introduce database and modelling concepts. Pupils will be required to understand normalisation to third level, relational database structures, queries and the development of a relational database to implement a model. Pupils will be required to create solutions to problems and to develop and apply project management skills to their work.

Unit 9 Website Design and Management

Internally Assessed

In this unit pupils will learn how to develop and design websites using appropriate tools. They will have the opportunity to work with others to examine issues, to determine requirements and to examine possible solutions. In this unit pupils must understand performance considerations, how to use a range of media and how to develop interactive features. They will experience the use of advanced and/or dynamic content on both website presentation and management. Pupils will study a number of different site models and evaluate site structure, ease of navigation and dynamic content where applicable. They will learn how to determine user requirements, to develop, test, document, maintain and evaluate websites. Pupils will be required to develop and apply project management skills to their work.

Student Requirements

To complete this course, pupils should have good mathematical skills and a good level of functional English for the completion of coursework. The requirements for this subject are therefore a **Grade B** pass in **Mathematics** and a **Grade B** pass in **English**.



Mathematics at AS or Advanced GCE is a course worth studying, not only as a supporting subject for the physical and social sciences but also in its own right. It is challenging and interesting. It serves as a very useful support for many other qualifications as well as being a sought after qualification for the work place and courses in higher education.

Whilst studying **Mathematics** you will be expected to:

- * use mathematical skills and knowledge to solve problems
- * solve quite complicated problems by using mathematical arguments and logic. You will also have to understand and demonstrate what is meant by proof in Mathematics.
- * simplify real - life situations so that you can use Mathematics to show what is happening and what might happen in different circumstances
- * use the Mathematics that you learn to solve problems that are given to you in real life contexts
- * use calculator technology and other resources (such as formulae booklets or statistical tables) effectively and appropriately; understand calculator limitations and when it is inappropriate to use such technology.

Why choose Mathematics?

The main reason for studying Mathematics at Advanced Level is that it is interesting and enjoyable. People like its challenge, its clarity and the fact that you know when you are right. Solving problems is both exciting and satisfying.

The importance of Mathematics is wide and advancing at a spectacular rate. Mathematics is about pattern and structure; it is about logical analysis, deduction and calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the Mathematics of these patterns can be used to explain and control natural happenings and situations. Mathematics has a pervasive influence on our everyday lives.

The use of arithmetic and the display of information by means of graphs is commonplace. These are the elementary aspects of Mathematics. Advanced Mathematics is widely used but often in unseen and unadvertised ways.

AS Mathematics 3 MODULES

Pupils who choose this subject will be studying **THREE** modules during **Year 13** in nine periods a week:

C1 Pure Mathematics

C2 Pure Mathematics

M1

Mechanics

This course is ideal for those who have an aptitude for the intellectual pursuit of Mathematics but do not need a full 'A' Level for their chosen career. The examination papers are marked out of 75. All modules are equally weighted and each forms one third of the AS qualification. Module C1 is a non calculator examination. Pupils will take Modules C2 and M1 at the end of Year 13 and pupils will sit C1 in January of Year 13.

A2 Mathematics 3 MODULES

Those pupils who choose to study the Advanced option will take a further **THREE** modules:

C3 Pure Mathematics

C4 Pure Mathematics

S1

Statistics

Modules C1 - C4 are Common Core Pure Mathematics Modules. The examination papers are marked out of 75. All modules are equally weighted and each forms a sixth of the Advanced qualification. Pupils will take Module C3 in January of Year 14 and C4 and S1 Modules at the end of Year 14.

Pure Mathematics itself is often described as an art form. All the deductions in Mechanics that stem from observation can be given a sound basis through the theory of Calculus. We hope that those who complete their A Level study gain not only a mathematical knowledge but also such skill areas as abstraction, organisation, generalisation and simulation which have wide and varied applications in the world.

Career Opportunities

Those who qualify in **Mathematics** are in the fortunate position of having a wide range of career choices. The abilities to use logical thought, to formulate a problem in ways which allow for computation and decision-making, to make deductions from assumptions, to use advanced concepts, are all enhanced by a Mathematics degree course. It is for this reason that mathematicians are increasingly in demand. With a Mathematics degree, you should be able to turn your hand to Finance, Statistics, Engineering, Computing, Teaching or Accountancy with a success not possible to other graduates. This flexibility is even more important nowadays as we remain uncertain as to which areas will be the best for employment in future years.

Computer Science has a considerable mathematical component which is becoming more important as the designers of software are required to prove that the software meets its specification. This kind of rigour is one of the basic techniques of Mathematics and can be learned only through a Mathematics course.

Student Requirements

It is a requirement that pupils taking Mathematics to A Level have a **MINIMUM** of a **Grade B** pass in GCSE and must have sat Modules N4 and N6. However, it is strongly recommended that pupils have **AT LEAST** a **Grade A** in GCSE and **AT LEAST** a **Grade B** in **Additional Mathematics**.

The difference in standard between GCSE and A Level is considerable and aspects of calculus and trigonometry, no longer covered in GCSE, form a major part of the course in Year 13. The gain of an A* or A alone in GCSE can give some pupils a false impression of how suited they are to further study. Please ask your teacher for advice.

FURTHER MATHEMATICS

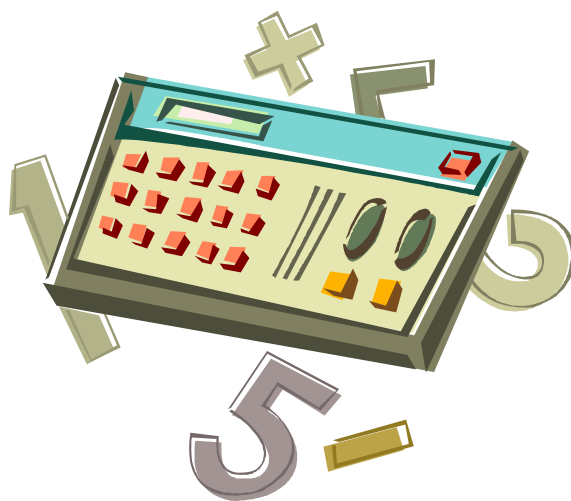
Pupils who choose this second Advanced Level must not only have excelled at both **GCSE** and **Additional Mathematics** and must enjoy the challenge and discipline of intellectual pursuit. By nature of the subject matter, pupils study topics well beyond the scope of A Level in Pure Mathematics, Mechanics and Statistics.

The course comprises **SIX** modules taken in addition to those selected for A Level. FP1, FP2 and FP3 are Common Core Pure Mathematics Modules and the other three modules are Mechanics Modules M2 and M3 and Statistics Module S2.

The examination papers are marked out of 75. All modules are equally weighted and form one sixth of the Further qualification. Modules FP1, M2 and S1 will be sat in Year 13 to complete an AS in Further Mathematics. FP2, FP3, M3 and S2 will be completed in Year 14 for full 'A' Level in Further Mathematics. Those who have chosen Further Mathematics in the past have told us that their experience has prepared them well for the demands of courses in Medicine; and much of the content prepares them for many areas of Engineering. They generally assure us that if they had it all to do again they would choose Further Mathematics. We can offer no better recommendation!

Student Requirements

Further Mathematics is an extension of Advanced Level Mathematics and, as such, is suited to those who have a particular aptitude for, and interest in, the study of Mathematics at the **highest level**. Those considering taking Further Mathematics at Advanced level should consult with the Head of the Mathematics Department in order to confirm their suitability for this subject.



The Modern Languages Department prepares pupils for CCEA examinations in French, German and Spanish.

What will I learn?

The course will enable you to communicate at a higher level in the language or languages you have chosen. You will also learn more about a wide range of issues as they relate to the society and culture of the countries in which the languages you are learning are spoken. The course will also develop your ability to think about issues and improve your general study skills

Reading and Listening

You will develop skills which will help you to understand and extract information from contemporary sources such as newspapers magazines, television, radio and the internet. This will enable you to answer questions in examinations and will help you to research some of the topics you will be studying. You will also be introduced to the literature of the societies where the languages you have chosen are spoken.

Speaking and Writing

You will learn to communicate effectively in both the written and the spoken word. You will be able to present information in the language you have chosen and to discuss ideas, provide opinions and analyse material you have listened to or read. To do this, you will learn a greater range of vocabulary and will investigate grammar and structures which will enable you to use language more independently.

AS (Advanced Subsidiary) French/ German/ Spanish

You may take this first part of the advanced course on its own, or at the end of the year continue with language studies to A2 level.

The **AS** course consists of 2 Modules:

Module 1 Speaking

This is worth 35% of your AS examination (17.5% of A2) and will last approximately 15 minutes.

There are two parts to this examination: a prepared **presentation** and a general **conversation**. You will be assessed by an external examiner.

Module 2 Listening, Reading and Writing

The examination lasts 2 hours and 45 minutes and is worth 65% of your AS or 32.5% of your A2.

The **Listening** component will consist of two questions and is worth 15% of your AS (7.5% of your A2).

The **Reading** component will consist of two questions based on one text (15% of your AS or 7.5% of your A2) and a translation into English (10%; 5% of your A2).

The **Writing** component consists of a language essay on one of the topics you have studied, in response to a stimulus. This is worth 25% of your AS (12.5% of your A2).

The **A2** course also consists of two modules

Module 1 Speaking

This is worth 17.5% of your A2 and will last approximately 15 minutes.

There are two parts to this examination: a prepared **discussion on a societal theme** and a general **conversation**. You will be assessed by an external examiner.

Module 2 Listening, Reading and Writing

The examination is worth 32.5% of your A2 and will last 3 hours.

The **Listening** component will consist of two questions and is worth 7.5% of your A2.

The **Reading** component will consist of three questions based on two texts (7.5% of your A2) and a translation into French, German or Spanish (5% of your A2).

The **Writing** component consists of an essay on a literary text. This is worth 12.5% of your A2.

Student Requirements

Pupils are required to have a **MINIMUM** of a **Grade B** in GCSE. However, given the demanding nature of this subject, it is **STRONGLY RECOMMENDED** that pupils taking a Modern Language to A Level have **AT LEAST** a **Grade A** at GCSE.

Career opportunities

The AS and A2 courses will equip you to use languages for work, further study and for leisure. Those choosing predominately science-based courses may see languages as a passport to studying abroad in the future.

Developing language skills can enhance your opportunities in a number of careers including the following:

Accountancy, Banking, Business, Computing, Diplomacy, Engineering, Interpreting and Translating, Journalism, Law, Marketing, PR, Sales, Teaching and Tourism.

In an increasingly international market, having good language skills will place you at an advantage over other job applicants and will put you on an equal footing with those from other European countries, many of whom can offer English as well as their own language.

Studying Languages in the Sixth Form

Those studying languages in the sixth form will generally have two teachers who will share the course and bring different areas of expertise to their classes. In addition, classes are offered with our Language Assistants in all three languages.

The Library is equipped with reference books and with current affairs magazines adapted for student use. In addition, pupils will be encouraged to pursue their own interests by reading widely on the Internet and those interested in exchanging ideas can participate in the post-16 French and German debating competitions.

The Languages department also organises visits and exchanges to help pupils develop their skills in the countries in which the languages they have chosen are studied. As well as family hosted trips to Spain, we have thriving partnerships with the Lycée Paul Cézanne in Aix-en-Provence in France and the Remstal-Gymnasium Weinstadt, near Stuttgart in Germany. We also try to facilitate work experience placements abroad in Year 13. This year we are hoping to arrange placements at CSC, a logistics company in Paris, and at Eurodisney.

Pupils need to have a reasonable degree of computer literacy before completing this course.

Whether accessed through cinema, television, DVD or the Internet, moving images act as a primary source of information and knowledge about the world. Moving image literacy is therefore critical to understanding and interpreting contemporary society. The Moving Image is a key driver of the creative industries. The rapid growth of digital media technologies has made the creative industries increasingly accessible and attractive to young people. The impact is being felt within the classroom where students are seeking opportunities to learn technical skills and express themselves creatively.

The course seeks to enable candidates to develop their practical and creative abilities in producing moving image products of their own and to utilise their critical abilities when confronted with moving image products in general. Courses based on this specification will introduce candidates to a wide variety of experiences and ideas employing a range of media, processes, critical approaches and techniques.

This course has been designed to:

- promote the development of audio-visual literacy and creativity through hands-on learning in the craft of moving image arts;
- encourage ownership, self-expression and independence in the exploration of thoughts, ideas and creative practices;
- facilitates broad creative, technical and critical experiences of different moving image art forms and styles;
- exploits new digital technologies and the creative learning possibilities they now offer, including online examination opportunities (see modules AS2 and A22);
- enables flexible, inter-disciplinary learning, encouraging synergies across multiple art forms and curricular areas.

Modules

AS Level

Unit AS1: Creative Production: Foundation Portfolio (AS: 70%)

Using an initial idea or theme of their own choosing as a starting point, candidates will be expected to create a complete narrative moving image artwork of their own, working formally and stylistically within the parameters and conventions of a particular mainstream genre or category of moving image art. Candidates can choose to work in a genre or formal category from within one of the specification's two core moving image art forms: **Film or Animation**.

Unit AS2: Critical Response (AS: 30%)

In an online examination context, candidates will be expected to respond critically to 3 questions relating to unseen moving image clips chosen from the specification's two compulsory moving image art forms: Film and Animation. Each question will feature one clip selected from either Film or Animation. Both forms will feature at least once in the overall exam.

A2 Level

Unit A21: Creative Production and Research: Advanced Portfolio (A2: 35%)

Following a self-directed and open brief, candidates will be expected to produce an illustrated research essay, two experimental production exercises and a complete moving image artwork and evaluation for assessment. In combination, these pieces of critical and creative work will comprise an Advanced Creative Production and Research Portfolio. Candidates will be expected to conduct their portfolio work in this unit by choosing from one of the specification's two moving image art forms; Film or Animation.

Unit A22: Creative Response and Specialisation: (A2: 15%)

In an online examination context, candidates will be expected to respond critically to 3 questions relating overall to a range of moving image clips chosen from the specification's 2 compulsory moving image art forms: Film and Animation. In Question 3 candidates will be given the opportunity to specialise in one of the two compulsory moving image art forms; Film or Animation.

Candidates will be assessed by:

Unit		Weighted
AS 1	Internally marked and Externally moderated	AS 70% A 2 35%
AS 2	External (online) examination	AS 30% A 2 15%
A 2 1	Internally marked and externally moderated	A2 35%
A22	External (online) examination	A2 25%

Student Requirements

Criteria for this subject have been set by The Wallace High School. A limited number of places are available and in the event of oversubscription preference will be given to those with the highest grades/marks in **ICT** and/or **Art** and/or **Journalism**.

This course will be taken at The Wallace High School



Introduction

The emphasis of the new **AS Music Specification** is not only on the enrichment of life through performing, composing and listening but also on the acquisition of skills and learning in these areas. However, music is not an easy option as it involves dedication to personal academic study involving private listening, musical thinking and detailed essay writing.

Aims

The specifications aim to provide a worthwhile, satisfying and complete period of study which broadens experience, develops imagination, fosters creativity and promotes personal and social development. In particular, the course encourages students to:

- * extend the skills, knowledge and understanding needed to communicate through music and to take part in music-making.
- * engage in and extend their appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development.
- * develop particular strengths and interests which will encourage life-long learning and provide access to music-related careers and other non-musical careers which consider the skills necessary in music as a profound benefit.

AS - 2 Units

The new **AS Music Specification** consists of **FOUR** main areas (i. performing, ii. composing/sequencing/multi-tracking, iii. aural perception and iv. essay writing) taken from the units below. Two areas are chosen from Unit AS 1 in addition to the compulsory Unit AS 2.

Assessment - AS

Unit	Assessment	Weighting
AS 1: Making and Appraising Music	<p>Students should select one of the following options:</p> <p>Opt. A: core solo or ensemble performance and composition task</p> <p>Opt. B: core solo or ensemble performance and multi-tracking task</p> <p>Opt. C: core solo or ensemble performance and sequenced arrangement task</p> <p>Opt. D: core composition task and solo or ensemble performance</p> <p>Note: Performances also include a <i>viva voce</i>. Composition and music technology tasks also include a commentary.</p>	<p>Each option carries 64% at AS (32% of AL)</p>
AS 2: Responding to Music	<p>Test of aural perception lasting 1 hour on Music from 1700 - 1900.</p> <p>Written Examination lasting 75 minutes on <i>Orchestral Music 1700 - 1900</i> and <i>Chamber Music 1750 - 1830</i> OR <i>Piano Music 1825 - 1890</i> OR the <i>Musical 1900 to the Present Day</i>.</p>	<p>18% at AS 18% at AS (18% at AL)</p>

Student Entry Requirements for AS

It is a requirement that pupils taking Music have AT LEAST a **Grade B** at GCSE. However, given the demands of the subject at A Level it is **strongly recommended** that pupils taking Music to A Level have a **Grade A** at GCSE and a **Music College Grade 5 pass** in a recognized instrument or in singing OR **can perform at Grade 6** standard and are confident that their performing involves such features as:

- ✓ a pitch range which is consistent with the normal repertoire
- ✓ fast, slow and contrasting tempi
- ✓ a range of interpretation
- ✓ ornamentation
- ✓ chromaticism
- ✓ fast/slow/contrasting tempi
- ✓ interesting rhythmic and/or melodic passage work
- ✓ a part which is independent from other instruments (e.g. piano accompaniment)
- ✓ individual part entries
- ✓ varied dynamics
- ✓ phrasing

OR

(b) have obtained a **Music College Grade 5 pass** in a recognized instrument or in singing AND are confident that they:

- enjoy writing about, listening to and making music.
- have a knowledge and understanding of such features as pitch, in both the treble and bass clefs, simple and compound time signatures, note values, rhythmic patterns, rests, key signatures, scales, accidentals, melodic phrasing, dynamics, harmony, cadences, elementary harmonic progressions, instruments, voices, unison texture, homophonic texture, polyphonic texture, sequence, imitation, canon, syncopation, rhythmic augmentation, rhythmic diminution, pedal points, ostinato, riff and ground bass.
- have some awareness of the historical periods of music (e.g. Renaissance, Baroque, Classical) in terms of musical forms and style.

A2 - 2 Units

The **A2** course follows a natural line of progression from **AS** study to one which is more advanced, employing a similar layout to that of **AS**. The emphasis is, again, on enjoyment of music-making, composing and listening. The course consists of **FOUR** main areas (i. performing, ii. composing/sequencing/multi tracking, iii. aural perception and iv. essay writing) taken from the units below. Two areas are chosen from Unit **A2 1** in addition to the compulsory Unit **A2 2**.

As at **AS** level, it is emphasized that studying music at **A2** involves academic personal study including private listening, musical thinking and detailed essay writing. Such work needs to be undertaken seriously and in a dedicated manner.

Assessment A2

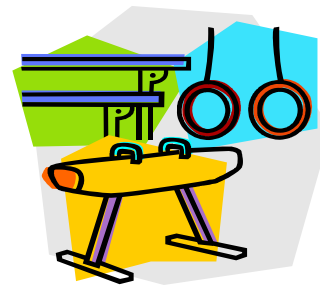
Unit	Assessment	Weighting
A2 1: Making and Appraising Music	<p>Students should select one of the following options:</p> <p>Opt. A: core solo or ensemble performance and composition task;</p> <p>Opt. B: core solo or ensemble performance and multi-tracking task;</p> <p>Opt. C: core solo or ensemble performance and sequenced arrangement task;</p> <p>Opt. D: core composition task and solo or ensemble performance.</p> <p>Note: Performances also include a Viva Voce. Composition and music technology tasks also include a commentary.</p>	Each option carries 30% of AL
A2 2: Responding to Music	<p>Test of aural perception lasting 1 hour on Music from 1450 onwards and 20th Century Orchestral Music. Written examination lasting 75 minutes on 20th Century Orchestral Music and English Secular Music (1580 - 1600) OR new Directions in 20th Century Music OR Jazz in the USA (1930 - 1960).</p>	20% of AL

Student Entry Requirements for **A2**

It is **strongly recommended** that pupils should have obtained an **A/B at AS level** and a **Music College Grade 7/8 pass** in a recognized instrument or in singing in order to be able to meet the challenges of **A2**.

Physical Education is taught as an Advanced Subsidiary GCE (AS) and Advanced GCE (A2) qualification. The study of Physical Education at AS and/or A2 will appeal to those students who:

- * have a keen interest in sport and recreation
- * want to follow a course that develops the theoretical aspects through practical involvement
- * have enquiring minds and are interested in sport throughout the world
- * want to know more about how the body functions and the effects of exercise
- * want to evaluate and improve their own sporting performance
- * enjoy discovering about themselves in practical situations
- * want to study a course that is active and that they will enjoy
- * may want to move on to related careers or higher education courses.
- * demonstrates suitable ability



Pupils may choose to study Physical Education at AS Level alone or may opt to continue to A2.

AS 2 MODULES

Unit 1 Participation in Sport and Recreation

The unit content is divided into **TWO** sections, with each section outlining the specific knowledge and understanding required by the student.

The first section will develop the student's knowledge and understanding of what constitutes a healthy and active lifestyle. Students will investigate how the body responds and adapts to exercise, the components of physical and skills fitness and different methods of fitness training. The rationale of carrying out fitness assessments and the protocols associated with recognized fitness tests will also be considered.

The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time. They will learn how a lifelong involvement in sport is encouraged.

Assessment

The assessment of this unit is through a 1 hour 30 minute examination paper which is set and marked by Edexcel.

Unit 2 The Critical Sports Performer

The fundamental aim of this unit is to engage participants in **FOUR** tasks. These tasks will offer a framework of opportunities to develop practical experiences and conduct independent research into the structure, provision and analysis of physical activity.

Students will have the chance to develop their performance in **TWO** chosen roles from a choice of **THREE** (performer, leader, official) and record their performance over a period of time. They will then undertake a study into the provision for all **THREE** roles at a local level, followed by a study of the provision for **ONE ROLE** at the national level.

Assessment

This unit is internally assessed and externally moderated through a portfolio of evidence, for the **FOUR** tasks within the unit. Students must complete all **FOUR** tasks.

A2 – 2 MODULES

Unit 3 Preparation for Optimum Sports Performance

Students will develop a knowledge and understanding of the short and long term physiological and psychological preparations made by elite athletes.

They will consider the short and long term technical preparations required, e.g. selection of appropriate kit and equipment, the use of training camps, different types of ergonomic aids.

Assessment

The assessment of this unit is through a 2 hour examination paper which is set and marked by Edexcel. The paper will be a question and answer booklet, consisting of short answer and extended writing essay type questions, all of which are compulsory.

Unit 4 The Developing Sports Performer

The tasks undertaken in Unit 2: The Critical Sports Performer lay the foundation for students to specialise in **ONE** practical performance role and progress this performance and undertake **THREE** further tasks.

Students will construct a development plan to further progress their performance as performers, leaders or officials. They will also research **ONE** of these roles in an international context, taking in grassroots participation, elite performance and other factors. Students will then continue to refine their performances in **ONE** chosen activity.

Lastly, they will plan their life in physical activity, from the AS course to the potential opportunities and performance structures open to them, thereby outlining a "time line", through school, college, university, club, veterans and future roles.

Assessment

Students must undertake **FOUR** tasks for assessment in this unit. They will be required to submit their completed tasks for internal centre marking using the Edexcel criteria, and for external moderation with evidence being submitted on the student's own CD.

Key Skills

This specification will provide opportunities for developing and generating evidence for assessing **Communication - Level 3**.

Student Requirements

It is a requirement that pupils taking Physical Education to A Level who have studied **Physical Education** at GCSE have attained a MINIMUM of a **Grade B** pass. Pupils may take up Physical education at A Level, in which case it is a requirement that they have a MINIMUM of a **Grade BB** pass in **Double Award Science** or a **Grade B** pass in either **Biology, Chemistry** or **Physics** at GCSE. It is strongly recommended that pupils taking A Level Physical Education are **regularly involved in at least one School team sport**.

The **A Level** award provides a basis for the further study, at tertiary level, of Physics and related subjects such as Applied Mathematics, Astronomy, Astrophysics, Engineering (including its Aeronautical, Civil, Electrical, Electronic and Mechanical branches), Geophysics and Materials Science. An A Level or AS award is relevant to tertiary level study in subjects such as Chemistry, Computer Science, Medicine, Mineralogy, Crystallography and Ophthalmic Optics. For those progressing directly into employment, an A Level or AS award provides a basis for work in the fields of Science, Engineering, Medicine, Communications, Computers and Information Technology. It is also relevant to areas of commerce and branches of the public service in which problem-solving and practical skills are valued. This specification contributes to an understanding of spiritual, moral and cultural issues by introducing students to aspects both of the vastness and the smallness of our universe. They will meet Kepler's Laws of Planetary Motion (Module 5) which signalled the departure from a geocentric to a heliocentric planetary system and a revolution in the relationship between the Church and Science. They will also learn about ways of probing matter which led to the discovery of the fundamental particles of nature (Module 5), foreshadowed by Aristotle more than two millennia ago. This specification contributes to environmental education through its study of energy issues (Modules 1 and 4), including the generation and transmission of electricity; the release of energy by nuclear fission and fusion (Module 4); radiation hazards (Module 4) and medical physics (Module 2).

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

AIMS

AS and **A Level** courses based on this specification should encourage students to:

- * develop essential knowledge and understanding in Physics and, where appropriate, the applications of Physics and the skills required in new and changing situations
- * develop an understanding of the link between theory and experiment
- * appreciate how Physics has developed and is used in present day society
- * show the importance of Physics as a human endeavour which interacts with social, philosophical, economic and industrial matters
- * sustain and develop their enjoyment of and interest in Physics.

Specification Structure

This specification adopts a modular structure and candidates are required to study **THREE** teaching and learning modules for the **AS** course and **SIX** modules for the full **A Level** course. All modules are compulsory. The modules are listed below:

AS 3 MODULES

- 1 Forces, Energy and Electricity**
- 2 Waves, Photons and Medical Physics**
- 3 Practical Techniques**

A2 3 MODULES

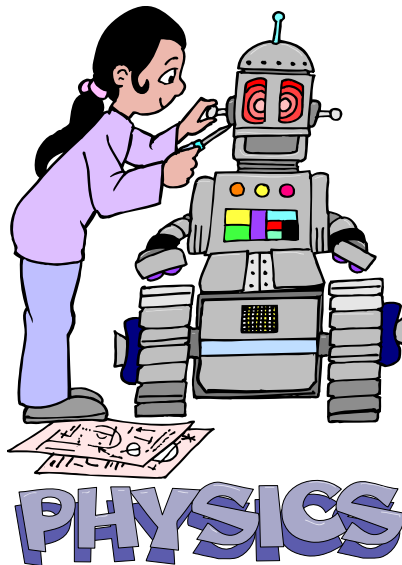
- 4 Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics**
- 5 Fields and their Applications**
- 6 Practical Techniques**

A knowledge of the subject matter of the AS modules is a prerequisite to the study of the A2 modules.

Student Requirements

Pupils are required to have a **MINIMUM** of a **Grade B** pass at *GCSE* in **Physics** (if taken as a single science at *GCSE*) or **Grade BB** at *GCSE* in **Double Award Science***. However, it is strongly recommended that pupils taking Physics to A level from a Double Award Science base have **Grade AA** at *GCSE*. In addition, pupils studying Physics are required to have **AT LEAST** a **Grade B** pass in **Mathematics** and, given the mathematical content of the course, a **Grade A** pass is recommended. It is advantageous to study Mathematics at A level alongside Physics.

* Please note that the **grade BB** in **Double Award Science** must include a **MINIMUM** of a **Grade B** standard in the **Physics component** at *GCSE*. The mark indicating this standard will be made available with results in August.



Students find that many aspects of the Religious Studies course complement their other subjects, so Religious Studies fits comfortably with almost any subject combination.

Religious Studies at A Level develops a wide variety of life skills, such as the ability to:

- analyse, evaluate and interpret material
- discuss and sustain a line of argument
- listen to others and value and respect their opinions even though you may not agree!

AS 2 MODULES

Introduction to The Acts of The Apostles

Ethics: The Foundations, Principles and Practice

A2 2 MODULES

A study of the Acts, Galatians and 1 Corinthians

A study of Ethics and Society

Students are encouraged to reflect on the relationship between their units of study and other aspects of human experience. Through their study of human experience, students will have the opportunity to shed light upon the viewpoint and practices of others. They will challenge and be challenged by different and competing claims and have something to say about global changes and developments in the light of religious teaching.

Religious Studies provides students with a tool kit of concepts and ideas to allow them to critically investigate issues and problems. It allows them to evaluate information and evidence and arrive at reasoned conclusions and judgements.

Career Opportunities

Religious Studies opens up a wide range of opportunities for further and higher education and interesting and rewarding careers - Journalism, Law, Social Work, Teaching, Medicine, Occupational Therapy and Publishing. Students engage with great debates and are therefore provided with the opportunity to hone their skills in 'arguing a case on the basis of evidence' - a skill which is absolutely central to progress in the world of work.

Student Requirements

It is a requirement that pupils wishing to study A Level Religious Studies have achieved a **Grade B** in **GCSE Religious Education**. Pupils should have a keen interest in independent reading and research.

The **A Level** course builds on knowledge and skills developed in the CCEA GCSE course. The course offers opportunities to engage in problem -solving activities both in the redesign of existing products (AS) and in the design and manufacture of a new product (A2). As well as developing skills in design, pupils will also study materials, processes and control systems.

The course is particularly suitable for those who intend to pursue a career in Engineering or Design but may also be an interesting and challenging subject for other pupils.

Candidates will study:

Unit	Title	Description	Assessment	Weighting
1	Product Design and Systems and Control	This unit has two main areas of study. Product Design - Pupils will be expected to develop knowledge of materials, commercial practice and design influences. Electronics and Microelectronic control - Pupils will study a broad range of electronic systems with an emphasis on incorporating systems in product design.	2 hour examination paper	25%
2	Coursework: Product Development	The emphasis in this unit is on the analysis and development of an existing product, with a view to re-designing either the product or an aspect of it. This involves the development and manufacture of a 3D product and a 10-15 page portfolio.	45 hours of coursework. Internally assessed, externally moderated.	25%

Unit	Title	Description	Assessment	Weighting
3	Systems and Control	This unit involves a more in-depth study of electronic and microelectronic systems.	2 hour examination paper	25%
4	Coursework: Product-System, Design and Manufacture	Pupils will be required to design and manufacture a technological product or system. They must identify a problem or need and ensure it provides sufficient scope to meet the assessment criteria.	60 hours of coursework. Internally assessed, externally moderated.	25%

Candidates passing unit 1 and 2 will qualify for the Advanced GCE Subsidiary level.

Candidates passing all four units will qualify for Advanced GCE.

Student Requirements

Coursework is a major component of A Level work. Candidates have a responsibility to organize their work effectively and work to clearly defined deadlines.

It is a requirement that all pupils taking AS/A2 Technology and Design have **AT LEAST** a **Grade B** pass in **GCSE Technology and Design**.



The **AS** and **Advanced GCE in Travel and Tourism** allows candidates to develop knowledge, understanding and skills of the travel and tourism industry. Pupils will have the opportunity to:

- explore the issues affecting the development of the industry and its potential effect on employment opportunities
- develop an understanding of the significance of the industry and the interdependence of its sectors
- appreciate the importance of customers, communities and sustainable development to the industry
- appreciate the global and dynamic nature of travel and tourism in relation to people, environment and the economy
- develop practical, technical and ICT skills relevant to travel and tourism
- develop values and attitudes in relation to travel and tourism
- use research, evaluation and problem solving skills in a travel and tourism context



At **AS Level**, pupils will focus on developing an understanding of the characteristics of the travel and tourism industry and its individual sectors; and the skills required to operate effectively within it.

At **A2 Level**, pupils are encouraged to develop a more critical understanding of the travel and tourism industry and the connections between its different sections; and to apply this understanding in unfamiliar contexts.

AS 3 MODULES

Unit 1	Inside Travel and Tourism	External Assessment
		Written Paper 2 Hours (33.3% AS)

This paper comprises short and extended answer questions. All questions are compulsory. This unit provides pupils with an introduction to the industry and allows an investigation of its development.

Unit 2	Travel and Tourism - a People Industry	Coursework Internally Assessed
		Externally Moderated (33.3% AS)

This unit focuses on training and induction of staff; and customer service within the travel and tourism industry. A portfolio based on an investigation into aspects of customer service in a chosen organisation is produced.

Unit 3	Travel Destinations	Coursework Internally Assessed
		Externally Moderated (33.3% AS)

Pupils will acquire a core knowledge of European and North American travel and tourism patterns. A portfolio of travel information for different types of customers travelling from the UK to TWO contrasting destinations, ONE in Europe and ONE in America will be produced.

KEY SKILLS

There is the opportunity for pupils in the Sixth Form to take Key Skills in:

- **Communication and**
- **Information Technology**

Each **Key Skill** is studied to **Level 3** and is worth **20 UCAS points**.

Development of Key Skills can help you become:

- a more effective communicator
- more confident in using IT and numbers
- a better team worker
- able to solve unexpected problems creatively
- a more independent learner
- more attractive to universities
- more sought after by employers



ASSESSMENT

- With the help of your subject teachers, you will prepare a **PORTFOLIO** of evidence to show you have the skills.
- There is also an External Test but depending on your choice of *AS/A2* subjects you may be exempt from this component.

COMMUNICATION

This is about applying your **communication** skills to deal with complex subjects and extended written material.

You must show you can:

- contribute to discussions
- make a presentation
- read and synthesise information
- write different types of document

INFORMATION TECHNOLOGY

This is about applying your **IT** skills to suit different purposes:

You must show you can:

- plan and use different sources to search for and select information
- explore, develop and exchange information and derive new information
- present information, including text, numbers and images

CERTIFICATE OF PERSONAL EFFECTIVENESS (COPE)

The Certificate of Personal Effectiveness is a Level 3 skills based qualification which is offered to **ALL** pupils and recommended for those pupils studying for **3 AS Levels**. It is assessed internally through a portfolio and has a **UCAS** tariff of **70 points**. This qualification enables pupils to develop and demonstrate a range of key personal, social and employability skills which will allow them to broaden their experience and manage their own learning Portfolio. Evidence is required in the following skills:

- Working with Others
- Improving Own Learning and Performance
- Problem Solving
- Planning and Carrying out Research
- Communicating through Discussion
- Planning and Giving an Oral Presentation

Pupils will develop these skills through *Careers*, *Study Skills* and *General Studies* classes during Year 13.

