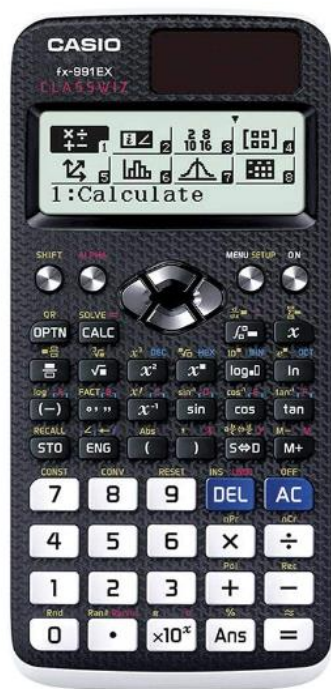


## A Level Mathematics

Examination Board Information																																																	
CCEA Course Specification available at <a href="https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018">https://ccea.org.uk/post-16/gce/subjects/gce-mathematics-2018</a>																																																	
Structure of the Course	Grading System																																																
<p>The full A level course has four externally assessed units. Students can take the AS course as a final qualification or the AS units plus the A2 units for a full GCE A level qualification. The specification has four externally assessed units:</p> <table border="1"> <thead> <tr> <th>Content</th> <th>Assessment</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>AS1: Pure Mathematics</td> <td>Written examination 1hr 45 min</td> <td>60% of AS 24% of A Level</td> </tr> <tr> <td>AS2: Applied Mathematics</td> <td>Written examination 1hr 15 min</td> <td>40% of AS 16% of A Level</td> </tr> <tr> <td>A2 1: Pure Mathematics</td> <td>Written examination 2hr 30 min</td> <td>36% of A Level</td> </tr> <tr> <td>A2 2: Applied Mathematics</td> <td>Written examination 1hr 30 min</td> <td>24% of A Level</td> </tr> </tbody> </table>	Content	Assessment	Weighting	AS1: Pure Mathematics	Written examination 1hr 45 min	60% of AS 24% of A Level	AS2: Applied Mathematics	Written examination 1hr 15 min	40% of AS 16% of A Level	A2 1: Pure Mathematics	Written examination 2hr 30 min	36% of A Level	A2 2: Applied Mathematics	Written examination 1hr 30 min	24% of A Level	<p>The grading system used at AS level by CCEA is:</p> <p>A: 80% and above            B: 70% - 79%            C: 60% - 69%            D: 50% - 59%            E: 40% - 49%</p> <p>Year 14</p> <p>The same grading system applies at A2 level; however, there is the additional A* grade available for the complete A Level. This is awarded to candidates who have secured a grade A, but also scored above 90% in their A2 units.</p> <p><b>2024 AS Mathematics Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>A</th> <th>A-B</th> <th>A-C</th> <th>A-E</th> </tr> </thead> <tbody> <tr> <td>BHS</td> <td>68.4</td> <td>89.5</td> <td>97.4</td> <td>100</td> </tr> <tr> <td>NI Gr Ave</td> <td>48.1</td> <td>72.8</td> <td>88</td> <td>98.2</td> </tr> </tbody> </table> <p><b>2024 A-Level Mathematics Results</b></p> <table border="1"> <thead> <tr> <th></th> <th>A*</th> <th>A*/A</th> <th>A*-B</th> <th>A*-C</th> <th>A*-E</th> </tr> </thead> <tbody> <tr> <td>BHS</td> <td>25.8</td> <td>54.8</td> <td>80.6</td> <td>93.5</td> <td>100</td> </tr> <tr> <td>NI Gr Ave</td> <td>19.3</td> <td>54.7</td> <td>79.1</td> <td>93.8</td> <td>99.7</td> </tr> </tbody> </table>		A	A-B	A-C	A-E	BHS	68.4	89.5	97.4	100	NI Gr Ave	48.1	72.8	88	98.2		A*	A*/A	A*-B	A*-C	A*-E	BHS	25.8	54.8	80.6	93.5	100	NI Gr Ave	19.3	54.7	79.1	93.8	99.7
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<p>Pupils will be provided with two main textbooks:</p> <p><i>“Understanding Pure Mathematics”</i> written by AJ Sadler and DWS Thorning, and <i>“Edexcel AS and A Level Mathematics: Statistics and Mechanics”</i> published by Pearson. These will be supplemented at times with other textbooks and worksheets.</p> <p>Another valuable resource will be their own notebook, which will contain explanations and examples provided in class by the teacher. In addition, each pupil will build up an extensive set of their own solutions, organised either in several jotters or in a file.</p>	<p>Since there is no coursework element, the workload in mathematics should be steady and will not peak as certain deadlines loom.</p> <p>The skills and knowledge necessary to attain a good grade can only be developed through regular and extensive practice of questions. Time will be given to working on exercises in class, where the teacher can</p> <ul style="list-style-type: none"> <li>• provide support</li> <li>• identify and deal with any misconceptions or misunderstandings.</li> </ul> <p>In addition, it will be necessary for all pupils to continue their practice at home. To ensure pupils are successful, homework will be set during most lessons. This will involve:</p> <ul style="list-style-type: none"> <li>• 5 sessions of 40-50 minutes’ duration per week</li> </ul> <p>A pupil may find that they are studying other subjects which have heavy coursework demands at certain times. It is imperative that the consistent work in mathematics is not compromised at these times and the effective time-management necessary to avoid this will be expected.</p>																																																

What to do when problems arise	How best to prepare for Maths Exams
<p>It is worth bearing in mind that pupils <i>should</i> experience some problems with maths at times, if they are stretching and challenging themselves adequately. The most important thing is that every pupil asks for help when their understanding is not complete, or they encounter a question that has them baffled! They should then schedule in some extra time every week to go back over the questions they have recently struggled with and attempt them again. This will either result in them realising they need to ask for further help, or they'll be rewarded with the satisfaction of knowing they have now made good progress!</p> <p>The key with mathematical problems is not to panic, but to <b>persevere</b>. If one method hasn't worked, perhaps there is another approach that could be taken, rather than just giving up.</p>	<p>Pupils can make examination preparation much easier for themselves by taking the following steps all year:</p> <ul style="list-style-type: none"> <li>• Be consistent with homework – don't get into bad habits of being selective in which questions you try.</li> <li>• Be organised – ensure notes are kept up to date, especially when class has been missed.</li> <li>• Ask for help with problems as soon as they arise; make sure the teacher's solution is taken down so that the question can be attempted again when you revise.</li> <li>• Try to do a little extra every week consistently; the weekend is perhaps a good time to sit down for half an hour and have another attempt at some of the week's challenges.</li> </ul> <p>On approach to exams we recommend that pupils revise primarily by doing questions from their textbooks. Ideally they should challenge themselves with the questions towards the end of exercises that they perhaps found challenging first time round. They should also summarise formulae, theorems and key facts that need to be memorised. Past-papers are very useful for the final polish; however, it is not advisable for pupils to rely solely on these, as the examination papers are not predictable.</p>

### Required Calculator:



The Current A level specification requires the use of a calculator with advanced functions. The recommended model that we train pupils how to use is:

### Casio fx-991EX Classwiz.

