

Go to [www.ccea.org.uk/therevision](http://www.ccea.org.uk/therevision) to download the most up-to-date version of the **Chemistry Specification**

## Supporting You

We have a dedicated Chemistry microsite with a **local team** working to support you by providing:

- schemes of work for both AS and A2;
- fact files for both AS and A2;
- practical manual illustrating key experiments and techniques;
- e-book for AS and A2 including:
  - videos of key experiments, and
  - interviews with personnel working in the chemical industry and higher education;
- specification snapshot;
- student guide to the course; and
- updated data leaflet, clarification of terms document and acceptable colours document.

If we can be of help please do not hesitate to contact us using the details provided on the website at [www.ccea.org.uk](http://www.ccea.org.uk)

## Contact Us

If you have a query or require advice or guidance, please contact:

**Subject Officer with overall responsibility for this specification**  
Elaine Lennox  
(028) 9026 1200 ext. 2320  
[elennox@ccea.org.uk](mailto:elennox@ccea.org.uk)

**Specification Support Officer**  
Nuala Tierney  
(028) 9026 1200 ext. 2292  
[ntierney@ccea.org.uk](mailto:ntierney@ccea.org.uk)

**3** good reasons to choose CCEA for your A level and GCSE provision



### We support Learners

CCEA places the learner at the centre of everything we do across the entire curriculum.



### We are Local

CCEA is Northern Ireland's awarding body – we understand local needs for local learners.



### We are Listening

CCEA listens to its customers to ensure better outcomes for learners through developing relevant, high quality and innovative specifications.



CCEA'S REVISED GCE

# Chemistry

## Specification Snapshot



@ccea\_info



cceainfo



ccea.info



© CCEA 2016

COUNCIL FOR THE CURRICULUM, EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG  
Tel: +44(0)28 9026 1200 Fax: +44(0)28 9026 1234  
Email: [info@ccea.org.uk](mailto:info@ccea.org.uk) Web: [www.ccea.org.uk](http://www.ccea.org.uk)



THE REVISION

For first teaching from September 2016  
For first award of AS level in summer 2017  
For first award of A level in summer 2018

# Chemistry

## Specification Snapshot



### Overview

Chemistry is a subject which is always evolving as new problems arise and new solutions are found to solve them. As chemistry teachers we all want our students to be equipped with the skills and knowledge to be able to continue studying chemistry or another related subject at a higher level.

CCEA has listened to your views and we are very grateful for your contributions to this revised specification. We believe it is modern, skills-based and rigorous enough to challenge our students to achieve high standards, thus allowing them to gain a qualification that will open doors to many varied careers.



### Specification Summary

Chemistry is often described as the most versatile science. It is the science most often required by universities and higher education establishments for learners to embark on degrees in medicine, dentistry and pharmacology, forensic and veterinary science, and chemical engineering. It is growing in popularity and fits in well with the study of the other sciences. There is also an increased emphasis on mathematical content.

The specification is designed to encourage students to develop their interest in chemistry. Topics such as Chemistry in Medicine and Fuel Cells allow students to appreciate how chemistry contributes to society. It is hoped that this qualification will encourage students to continue with chemistry or related subjects beyond GCE level.



### Benefits to Students

The CCEA Chemistry A level will allow your students to develop enthusiasm for the subject by providing:

- a broad understanding of all major aspects of chemistry, allowing for application of knowledge and development of skills;
- a wide range of practical skills, linking to the theory developed in the course. These skills will allow students to be more confident when approaching practical tasks and allow for deeper understanding of the theory by application in the laboratory; and
- invaluable skills for both the workplace and further and higher education, for example, research, investigation, analysis, communication, problem-solving and working with others.

Content	Content Summary	Assessment	Weightings
<b>AS 1:</b>	Basic Concepts in Physical and Organic Chemistry	External written examination 1 hour 30 minutes Multiple choice and structured questions	40% of AS 16% of A level
<b>AS 2:</b>	Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry	External written examination 1 hour 30 minutes Multiple choice and structured questions	40% of AS 16% of A level
<b>AS 3:</b>	Basic Practical Chemistry	Practical booklet A – taken in the laboratory 1 hour 15 minutes Practical booklet B – taken in the examination hall 1 hour 15 minutes	20% of AS 8% of A level
<b>A2 1:</b>	Further Physical and Organic Chemistry	External written examination 2 hours Multiple choice and structured questions	40% of A2 24% of A level
<b>A2 2:</b>	Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry	External written examination 2 hours Multiple choice and structured questions	40% of A2 24% of A level
<b>A2 3:</b>	Further Practical Chemistry	Practical booklet A – taken in the laboratory 1 hour 15 minutes Practical booklet B – taken in the examination hall 1 hour 15 minutes	20% of A2 12% of A level

### Why Teach Chemistry?

Chemistry is often described as the most versatile science. It is the science most often required by universities and higher education establishments for students to embark on degrees in medicine, dentistry, pharmacology forensic, veterinary science and chemical engineering.

Teaching Chemistry emphasises the analytical approach; students with enquiring minds will enjoy finding out which substances are present in the unknown samples they are given.

Students will acquire skills such as researching methods, investigation methods, analysis, and communication, problem solving and working with others. All of these skills are valued in further and higher education as well as the work place.