

Abbey Christian Brothers' Grammar School



A Level Subject Choices

2019

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Dear Student,

As you draw close to your GCSE examinations, it is now time to make a number of important decisions. Do I wish to continue my studies here in the Abbey, or do I wish to pursue another path elsewhere?

The Abbey has extended the range of subjects at A Level (including BTEC) to thirty one with a greater emphasis on vocational A Levels. We certainly hope that in doing so we will firstly encourage more students to remain and complete A Levels and secondly to offer A Level studies which will lead to employment and entry to third level education.

Due to recent changes in England some subjects are now being assessed in a linear fashion which means that the course is assessed at the end of 7th Year with three exams and there are no modules. The subjects affected by this change are; Physical Education Studies, Psychology, Sociology and possibly English Language.

If considering applying to university in the Republic of Ireland you need to consider the following:

- BTEC qualifications are not recognised by the NUI institutions in the Republic of Ireland, but may be for some courses in DKIT;
- Do not choose English Language and Literature together - not recognised by the NUI institutions in the Republic of Ireland;
- A level Moving Images is not accepted by the NUI institutions in the Republic of Ireland.

There are two criteria which pupils must meet in order to be invited back to the Abbey to complete A levels. First, they must have a strong academic profile as would be evidenced by the achievement of a minimum of 3 Grade Bs and 4 Grade Cs and second they must have an exemplary behaviour record.

All A level students will complete 4 AS subjects at AS level. This is based on advice from universities on their selection process. It is strongly advised that a fourth subject should open the breadth of your subject choices and that securing a good grade at AS level in the fourth subject can be the determining factor in getting an offer from university, particularly if you are in a tie break situation.

During term one of fifth year you have received, or will receive early in term two, a careers guidance interview from Newry Careers Service. This, alongside your taught careers class, has provided you with clear details of the post-16 progression pathways open to you after your GCSEs.

The information in this booklet will help you in your decisions and should you need any further advice or assistance please do not hesitate to talk to any of your teachers, Ms Reynolds, Mrs McGrath or me.

I wish you well and pray that you will make choices that will bring you peace and contentment in the future.

Headmaster
(Mr.S Sloan)

AFTER GCSE

In the final approach to GCSE examinations, give serious thought to your future. The number of post-16 progression routes open to you is varied and will depend very much on your grade profile at GCSE.

Progression routes include:

1. Study **A Levels** at the Abbey, or study a combination of **A Levels with a BTEC** qualification
2. Enrol at **further education** colleges, e.g. SRC Newry, to complete vocational qualifications or A Levels
3. Join an **apprenticeship scheme** to learn a trade, e.g. to become an electrician, joiner, welder, or similar
4. Join an **employment apprenticeship scheme**, e.g. with a construction company as a civil engineering apprentice
5. Go directly into **employment**
6. Join a **'Training for Success'** programme

SIXTH FORM

Students entering the 6th form will study the following programme:

1. 4 A/S Subjects

Each subject is studied for nine periods per week. All students must choose four subjects for AS and those students aiming to follow a career in medicine, veterinary medicine or dentistry must complete the four subjects to A2 level. Students not pursuing such courses have the option of completing three of their subjects to A2 level.

2. Social Spirituality

This programme covers a Christian social outlook with the emphasis on practical application for student life. Students hear from a series of speakers throughout the school year including careers presentations, donor organisations, misuse of substances and student finance.

3. Physical Education

This programme offers a range of physical opportunities from which the pupils can select according to interest. Programme runs for two periods per week.

4. Study

Thus a student in 6th form will be in class for 39 periods. The remaining periods will be spent in private study in supervised study.

The private study concept is a very important part of 6th form life as it helps to prepare students for independent study that will be demanded from them at university. Students who cannot study efficiently under supervision are unlikely to succeed at university where there is no supervision.

As the student proceeds through the year he will be increasingly expected and encouraged to accept responsibility for his own work and behaviour. Each student will face external assessment in two modules usually in each of his AS subjects i.e. a student studying four AS Levels may face eight modular exams at the end of his lower sixth year. Entry into 7th year is not automatic and the management of the school will not encourage any student who has failed to achieve at least a Grade C average across all his modular tests to enter 7th year.

Parents will be given the opportunity to discuss their son's progress at a parent-teachers' evening held in the second term. Should parents feel the need to consult teachers at any other time, they can make an appointment by ringing the school.

N.B. Throughout this booklet various departments have stated minimum entry requirements for studying that subject at AS level.

The management of the school strongly advises that students should only consider taking subjects into A Level study where they have achieved at least a Grade B at GCSE.

A SUMMARY OF FACTORS TO CONSIDER WHEN CHOOSING SUBJECTS FOR 'A' LEVEL

A: Career Requirements: If you have a particular career in mind, make sure you choose the correct combination of subjects. Check university websites and consult the Careers Department. Later, when you come to choose a particular university or college, check again in the prospectus or online that you have the correct combination of GCSEs and A Levels.

B. Subject Preference: Choose subjects that you enjoy studying. Remember, you will be studying each subject for nine periods each week in school, as well as many hours at home in private study and homework. This will prove much easier if you are interested in your subjects.

C: Examination Performance: Where possible you should choose the subjects in which you have obtained a Grade A or B at GCSE. Students attempting A level with a Grade C often experience great difficulty and their success rate is not very high.

D: Take Advice: You should always be open to advice. Discuss your choices with the Careers Department, heads of department, subject teachers, parents, older brothers and sisters, and students already in the sixth form. Listen to other people's opinions and experiences but do not allow others' negative experiences to influence your choice. Make realistic choices. It is your life and this is one of the few occasions where **you** make the decisions.

Why go to university?

Going to university pays off in all kinds of ways. University graduates generally get better paid and more interesting jobs than non-graduates. They are less likely to be unemployed and, if they are, can find new jobs more easily. This is because a university graduate's skills are in ever-increasing demand. Earnings 'foregone' during the three or four years of extra study can soon be made up. The average graduate starting salary ranges from £10,000 to £15,000 but some graduates can earn up to £20,000 in their first year.

But going to university is also fun, offering the chance to widen experience, meet and learn from the very best experts and mix with young people from all over the world.

University is as much about personal and social development of the individual as it is about academic achievement.

Before making your final choice it is advisable to learn something about what is expected of you in sixth form.

Careers Department Guidance

Choosing post-16 options is an important part of your personal career plan (PCP) and is an important element in determining your initial pathway at 18. The most important thing to remember when making a decision about your future is to **choose what is right for you as an individual**. In a fast-changing society like ours, people no longer stay in the same job for their entire career; do not worry about the "right" decision for life, concern yourself with making the best decision **for you** that you can make **now**. There are many ways of getting to a desired destination.

If you know that further academic study is not part of your long term career plan, then you need to think about alternative options in employment and/or training. Seek advice from the school Careers Department, Ms Reynolds or Mrs McGrath, or our local Careers Service NI advisor, Mr McEvoy.

If you do want to go to university, it is essential to carefully consider the subjects to take for A Level. In particular, check university entry requirements stated on university websites to ensure you have the required subjects for a particular pathway, e.g. chemistry and biology for medicine/veterinary medicine/dentistry; maths (and often physics) for engineering.

Be aware and get information about career and study opportunities post-18, in order to choose ESSENTIAL and desirable subjects now.

Preparing for higher education requires commitment, vision and planning now and over the next two years.

Ms Reynolds
Head of CEIAG

Subjects on offer at A Level

| Subject | Qualification | Type | Exam Board | Location |
|---|-------------------------------|---------|---------------------|--------------|
| Art and Design | A Level | Modular | CCEA | Abbey |
| Biology | A Level | Modular | CCEA | Abbey |
| Business Studies | A Level | Modular | CCEA | Abbey |
| Chemistry | A Level | Modular | CCEA | Abbey |
| Computer Science | A Level | | OCR | Abbey |
| Construction | BTEC | | Pearson | Abbey |
| Design and Technology – Systems and Control | A Level | | | Abbey |
| Drama and Theatre Studies | A Level | | Edexcel | Abbey |
| Digital Technology (formerly ICT) | A Level | Modular | CCEA | Abbey |
| Introductory Diploma in IT | Vocational A level | | Cambridge Technical | Abbey |
| Economics | A Level | Modular | CCEA | Sacred Heart |
| English Language | A Level | Linear | AQA | Abbey |
| English Literature | A Level | Modular | CCEA | Abbey |
| Environmental Technology | A Level | Modular | CCEA | Abbey |
| French | A Level | Modular | CCEA | Sacred Heart |
| Geography | A Level | Modular | CCEA | |
| Health & Social Care | A Level | Modular | CCEA | Sacred Heart |
| History | A Level | Modular | CCEA | Abbey |
| Irish | A Level | Modular | CCEA | Abbey |
| Mathematics | A Level | Modular | CCEA | Abbey |
| Moving Image Arts | A Level | Modular | CCEA | Abbey |
| Music | A Level | Modular | CCEA | Abbey |
| Nutrition & Food Science | A Level | Modular | CCEA | Sacred Heart |
| Physical Education Studies | A Level | Modular | WJEC | Abbey |
| Physics | A Level | Modular | CCEA | Abbey |
| Psychology | A Level | Linear | AQA | Abbey |
| Politics & Government | A Level | Modular | CCEA | Sacred Heart |
| Religious Studies | A Level | Modular | CCEA | Abbey |
| Sociology | A Level | Linear | | Sacred Heart |
| Spanish | A Level | Modular | CCEA | Abbey |
| BTEC Sport and Exercise Science ** | BTEC (Subject to timetabling) | | Pearson | |

Summary of Requirements for A Level Subjects

| Department | GCSE Requirement | Information regarding Coursework Requirements |
|---------------------------------------|---|---|
| Art and Design | At least a Grade B in GCSE Art & Design | Students have four assignments (in total) to produce for this subject in AS & A2. <u>100% Coursework</u> AS1 Experimental Portfolio: 20% AS2 Personal Response: 20% A21 Personal & Critical Investigation: 36% A22 Thematic Outcome: 24% |
| Biology | GCSE Biology [at least a grade B] DAS [at least a grade BB] | AS 3: Assessment of Practical Skills in AS Biology. Internal Practical Assessment of seven pieces of coursework; A2 3: Assessment of Practical Skills in Biology. Five pieces of coursework. |
| Business Studies | GCSE Business Studies GCSE at Grade B or above and GCSE grade B Maths and English Language. | |
| Chemistry | Minimum grade B/BB at DA science /GCSE Chemistry | |
| Computer Science | Minimum grade B in GCSE Computer Science. | 20% programming task |
| Construction | No particular requirements | All assessment is done by coursework |
| Drama and Theatre Studies | <ul style="list-style-type: none"> • Some pupils can be accepted even if they do not have Drama at GCSE • Grade B in Drama if done at GCSE | |
| Economics | Grade B in GCSE Maths (desirable) and/or GCSE Business Studies Grade B (desirable) | |
| English Language | English Language (at least B Grade) | 6 th Year: no coursework 7 th Year (Language Investigation 20%) |
| English Literature | English Literature (at least B Grade) | 6 th Year: no coursework 7 th year c/work on paired prose texts (20%) |
| Environmental Technology | No particular requirements | AS1 (exam) 50% of AS //20% of A2 AS2 (coursework) 50% of AS // 20% of A2 A21 30% (exam) A22 30% (coursework) |
| French | It is highly recommended to obtain at least an A at GCSE to continue French at A/s Level. However, students have been accepted in the past (including this year) with a B but they were notified that they might find it challenging. The transition between GCSE and A/s level is quite difficult and without solid bases at GCSE, it often proves difficult | There is no coursework involved in French. All exams take place in June for all components: Speaking (with outside examiner in school), Listening in the classroom in exam conditions with the teacher, Reading / Translation / Writing components in one exam in exam hall |
| Geography | It is highly recommended to obtain a grade B at GCSE. | |
| Health & Social Care (SHS) | No specific entry requirements. | |
| History | History (at least a B grade), English Language (not essential but preferable at least a B grade) | |

| Department | GCSE Requirement | Information regarding Coursework Requirements |
|----------------------------|---|---|
| ICT | GCSE Digital Technology Students can select AS Digital Technology or Cambridge Technical Level 3 ICT if they have no GCSE in ICT, depending on other GCSE results | |
| Irish | GCSE Irish (must have grade A or better) | |
| Mathematics | <ul style="list-style-type: none"> GCSE Maths & GCSE Further Maths(Additional Maths) with minimum of Grade A in Mathematics & Grade B in Further Maths. GCSE Maths only (MUST have a grade A or A*) and must be from M4/M8 combination. However, if they do not have GCSE Further Maths (Additional Maths) and wish to do the A Level or AS Level course, they must study GCSE Further Maths in Lower Sixth Year alongside their A level courses. | |
| Moving Images | GCSE Requirement GCSE MIA is not required for A Level | Information regarding Coursework Requirements AS 1 Coursework: - 24% AS 2 Online examination - 16% A2 1 Coursework: - 36% A2 2 Online examination - 24% |
| Music | Pupils should be able to play at least one musical instrument. The standard of performance at AS Level should be equivalent to at least Grade 4 of the accredited graded music examinations boards and at least Grade 6 for A2 Level. | |
| Nutrition and Food Science | Pupils should have completed GCSE Home Economics in the Abbey and attained a minimum of Grade B at GCSE> | |
| Physical Education | GCSE Biology Minimum Grade B or DAS Minimum Grade A Ideally Pupils should have a minimum in GCSE PES Grade A. Representative level in chosen sport, i.e. development squads or county teams. | Controlled assessment constitutes 20% 12 week training programme Improving performance Oral 10% |
| Physics | Triple Award Science Students: Grade B or better Double Award Science Students -grade BB or better | |
| Politics | Owing to sophisticated and technical language an A grade in English Language | |
| Psychology | A minimum Grade B in English Language and Maths would be desirable. Grade B in GCSE Biology or DA Science would also be desirable. | |
| Religious Studies | A Grade A in GCSE Religion and a Grade B in English Language is desirable | |
| Sociology | No particular requirements | |
| Spanish | It is highly recommended to obtain at least an A at GCSE to continue Spanish at A/s Level. However, students have been accepted in the past (including this year) with a B but they were notified that they might find it challenging. The transition between GCSE and A/s level is quite difficult and without solid bases at GCSE, it often proves difficult | There is no coursework involved in Spanish. All exams take place in June for all components: Speaking (with outside examiner in school), Listening in the classroom in exam conditions with the teacher, Reading / Translation / Writing components in one exam in exam hall |
| Technology | Students who have taken Technology at | NICCEA Systems and Control |

| Department | GCSE Requirement | Information regarding Coursework Requirements |
|------------|---|---|
| | GCSE level should have a Grade B or better if they are to proceed to 'A' Level. | Coursework at AS = 50% Coursework at A2 = 50% Edexcel Resistant Material Coursework at AS = 60% Coursework at A2 = 60% |

Art & Design

The study of GCE Art & Design nurtures a range of qualities which are highly sought after by employers. These include **creativity, problem solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification.**

A wide range of STEM careers such as engineering now also require creative, artistic and design skills. The creative and cultural industries are a fast growing area of the economy and are key to economic success.

A Level Art & Design provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field.

AS Level

Unit AS 1: Experimental Portfolio

1. **Unit AS1** is composed of an **Experimental Portfolio** where students develop, explore and record ideas. The Portfolio has a maximum mark of 72, a weighting of 50% of AS and 20% of the overall award.

2. This unit addresses 3 Assessment Objectives which are equally weighted.

| AS 1 | Assessment Objectives: | Weighting |
|------|---------------------------|-----------------|
| AO1 | Knowledge & Understanding | 24 |
| AO2 | Creative Process | 24 |
| AO3 | Skills | 24 |
| | | Total: 72 Marks |

3. Through their Experimental Portfolio students are encouraged to:

- Explore contexts and concepts; techniques, skills and media; visit museums and galleries; make field trips; attend workshops; and engage in any other relevant learning related to art, craft and design.
- This unit provides an opportunity for the student to develop as their practical and contextual investigations progress. This unit is designed to give students space to be creative and learn through visual enquiry without the burden of a specified outcome.
- Students work in a range of media, techniques and processes, traditional and/or digital, within their specialism. They record using drawing and other appropriate visual forms, including observations from primary sources.
- Students explore relevant contextual sources, analysing, discussing and evaluating images, objects and artefacts. They use their knowledge and understanding of the work of artists, designers and craftspeople to develop and extend their thinking and inform their own work and ideas. They must explore the work of at least 2 practitioners. To ensure breadth and relevance, at least one of the practitioners should be contemporary and have produced work within the last 30years.
- Students should present a portfolio of work that reflects their learning. They can present this as sketchbooks, written analysis, two-dimensional and three-dimensional experiments, photographs of processes, digital outcomes, and or time-based or multimedia experiments. Unsuccessful experiments and unresolved ideas are valuable in demonstrating learning and progress. Ideas that the student can take forward in Unit 2 should begin to emerge and form towards the end of Unit 1.
- This unit may contribute to a portfolio for presentation at interview for further study or for employment. It may also form a strong foundation for further study and development in Unit AS 2 and at A2.

The final presentation should reflect the student's potential, enjoyment and broad learning experience of Art & Design.

Unit AS 2: Personal Response

1. Students respond to a theme set by CCEA. Students should develop work into an outcome that stems from the research and exploratory work completed for Unit AS 1. Unit AS 2 has a maximum mark of 60, a weighting of 50% of AS and 20% of the overall award.

2.

| AS 2 | Assessment Objectives: | Weighting |
|------|---------------------------|-----------------|
| AO1 | Knowledge & Understanding | 10 |
| AO2 | Creative Process | 10 |
| AO3 | Skills | 10 |
| AO4 | Outcome | 30 |
| | | Total: 60 Marks |

3. Through their Personal Response:

- Students produce a “Statement of Intent” to mark the beginning of Unit AS 2. This should outline how they plan to develop their work into an outcome and explain how their outcome links to their knowledge, skills and ideas they developed in Unit AS 1. The Statement of Intent is a flexible document and should not restrict students’ creative process or discourage them from changing their intentions as their work progresses.
- Unit AS 2 should include a Visual Enquiry Sketchbook.
- Assessment is weighted towards presenting an outcome.
- Students are not expected to repeat elements of their exploration in Unit AS 1.
- Students should refine and bring together the best of their understanding, knowledge and skills and demonstrate their highest achievement through their outcome.
- The outcome may be started at any time during this period and is brought to completion during a **10 hour Controlled Assessment**.

A2 Level

Unit A2 1: Personal & Critical Investigation

1. Unit A2 1 is composed of a **Personal & Critical Investigation** where students demonstrate understanding through integrated practical and written forms. The Personal & Critical Investigation has a maximum mark of 108, a weighting of 60% of A2 and 36% of the overall award.

2. This unit addresses 3 Assessment Objectives which are equally weighted.

| A2 1 | Assessment Objectives: | Weighting |
|------|---------------------------|------------------|
| AO1 | Knowledge & Understanding | 36 |
| AO2 | Creative Process | 36 |
| AO3 | Skills | 36 |
| | | Total: 108 Marks |

3.

As for Unit AS 1 students are not required to produce a completed outcome. CCEA issue a theme at the beginning of the A2 course. Building on the skills and interests developed at AS level, students develop a personal investigation including investigation into the work of other practitioners. They respond to the theme through their own contextual and practical research.

- Students produce a **Practical Investigation** in the form of sketchbooks, drawings, two and three dimensional experiments, photographs and digital outcomes. This work is marked internally and presented for moderation. This unit may contribute to a portfolio for presentation at interview for further study or for employment. It will also form the foundation for an outcome in Unit A2 2. The practical investigation should accurately represent the students’ potential in Art & Design.
- Students produce a **Written Investigation** based on a recognised artist/designer/craftsperson/theme or movement. It links to the practical work, informing and reflecting the student’s learning as it progresses. This 1,000-3,000 word essay is externally marked but a copy at moderation is presented with the Practical Investigation.

Unit A2 2: Thematic Outcome

1. Students respond to a theme set by CCEA. Students should develop work into an outcome that stems from the research and exploratory work completed for Unit A2 1. Unit A2 2 has a maximum mark of 60, a weighting of 40% of A2 and 24% of the overall award.

2.

| A2 2 | Assessment Objectives: | Weighting |
|-------------|-------------------------------|------------------|
| AO1 | Knowledge & Understanding | 8 |
| AO2 | Creative Process | 8 |
| AO3 | Skills | 8 |
| AO4 | Outcome | 36 |
| | | Total: 60 Marks |

3. Through their Thematic Outcome:

Students develop a personal solution independently or create a design brief. They produce a “Statement of Intent” to mark the beginning of Unit A2 2. This should outline how they plan to develop their work into an outcome and explain how their outcome links to their knowledge, skills and ideas they developed in Unit A2 1. The Statement of Intent is a flexible document and should not restrict students’ creative process or discourage them from changing their intentions as their work progresses.

Students may carry out additional work or research as necessary but assessment is weighted towards presenting an outcome. They can start the outcome at any time from the beginning of February in the year they are to be examined. The outcome must be brought to completion during a 15hour controlled test.

Through this outcome, students should draw together the knowledge, skills and understanding they have developed throughout the A level course and develop and present work for examination that reflects their strengths and interests.

| Content | Assessment | Weighting |
|---|---|-----------------------------|
| AS 1: Experimental Portfolio | Students develop, explore and record ideas. | 50% of AS 20% of A Level |
| AS 2: Personal Response | Students present a personal outcome in response to a theme. Students bring this to completion during a 10 hour controlled assessment. | 50% of AS 20% of A Level |
| A2 1: Personal & Critical Investigation (Written & practical Investigation) | Written and practical work inform each other and are integrated, but marked separately. Practical Investigation: 40% of A2 24% of A Level Written Investigation: 20% of A2 12% of A Level | 60% of A2 36% of A Level |
| A2 2: Thematic Outcome | Students present an outcome in response to the theme. Students bring this to completion during a 15hour controlled test. | 40% of A2 24% of A Level |

OCR Cambridge Technical Level 3 in ICT (a vocational course)

The Abbey is considering introducing this vocational A'Level September 2019. This option will allow two possible pathways for computer students in the Abbey. The more academic route (Digital Technology, Computer Science) or the Vocational route (Cambridge Technical).

This course will enhance your ICT Skills

- ICT skills are essential for every job, both now and the future
- The IT industry in Northern Ireland is forecast to grow at 2.4% per year from 2006-2021, over 3 times the rate of overall employment growth in Northern Ireland
- **100% coursework.**
- Assignments set and assessed by the teacher
- Externally moderated
- Marked – Pass, Merit, Distinction, Distinction*
- Equivalent to A'Level and Grades E,C,A,A*

This qualification will suit those who have studied GCSE Digital Technology or OCR Computer Science, while a GCSE in these subjects is desirable, it is not a requirement.

Careers Advice:

Cambridge Technical awards are level 3 courses and all are accepted in UK universities. However, if a student wishes to study Computer Science at Queens, Cambridge Technical isn't accepted on its own unless accompanied by one of the following subjects; Mathematics, and or Physics and or Technology.

It should be noted that only one applied course is permitted in an academic profile for Queens. Two applied courses may be accepted in UU for a range of courses. Students hoping to study at a university in the Republic of Ireland or a degree course in Medicine, Dentistry or Veterinary science SHOULD AVOID this course.

MOVING IMAGE ARTS

Moving image literacy is critical to understanding and interpreting modern 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.

Moving Image Arts is designed to help students develop their creative and critical abilities, through hands-on learning in the craft of moving image arts. The subject is anchored in the students' creation of their own moving image art works. Exploring the rich and diverse heritage of the moving image and its relationship with other art forms and disciplines should inform and inspire the students' work. This course will stimulate and encourage creativity. Students will be introduced to a rich variety of moving image practices, processes, conventions, styles and techniques.

It is not necessary to have studied Moving Image Arts at GCSE. A Level MIA offers an exciting and rewarding course of study for students who will:

- undertake further study in moving image arts and related subjects;
- study subjects or take up careers for which a moving image arts education is relevant;
- have an interest and aptitude in the subject, yet are not intending to study the subject further;
- go directly into employment.

Moving Image Arts

GCE Student Guide

Moving Image Arts is a course of study and practice in filmmaking where you will develop creativity, knowledge and skills in the production of your own film portfolios.

You will study a wide range of films and practitioners to inform your own ideas and will acquire skills in screenwriting, directing, camera work, lighting, production design, editing and sound, creating detailed, illustrated evidence of your research, planning and design work.

In an online examination you will analyse a range of previously unseen film clips, demonstrating knowledge and understanding of different film styles, movements and industry contexts.

Moving Image Arts is a challenging and rewarding course, offering solid progression into further and higher education and the creative industries.



Why study Moving Image Arts?

The moving image is a key driver of the creative industries and plays a significant role in today's culture, shaping how we communicate and learn about the world around us. Film, television and the Internet inform, entertain and educate us and this course will empower you to use the moving image as a tool to express yourself and your ideas in new and creative ways.

By studying Moving Image Arts you will:

- develop the skills of a screen writer, director, production designer, cinematographer and editor with full creative ownership of your own filmmaking process;
- explore a wide range of moving image styles and movements, broadening your critical understanding and enjoyment of a rich history of film culture;
- learn how to experiment and innovate confidently with digital technologies, applying techniques, skillfully and purposefully; and
- use an impressive range of skills for employment, including working from your own initiative, planning and managing schedules, equipment and human resources, providing leadership and creative direction and demonstrating innovative problem-solving abilities and strategic thinking.

You will enjoy this course if you are passionate about film and keen to experiment and learn by exploring your creative ideas through this exciting medium.

Moving Image Arts

GCE Student Guide



What will I study?

| Unit | Areas of Study |
|-------------|---|
| AS 1 | <p>In this unit, you will study three areas of film style:</p> <ul style="list-style-type: none">• Classical Hollywood Style;• Formalism; and• Realism. <p>You will learn the creative and technical skills of moving image production including how camera, lighting, mise-en-scene, sound (including music) and editing are used to create emotion, mood and audience response. You will use your study to inform and inspire your own creative practice.</p> |
| AS 2 | <p>In this unit you will study the following styles and movements to prepare for your online examination:</p> <ul style="list-style-type: none">• Classical Hollywood Style and Alfred Hitchcock;• Formalism in Early European Cinema including German Expressionism and Soviet Montage; and• American Expressionism and Film Noir. <p>You will also learn about the Hollywood Studio System and realist techniques used in Hollywood cinema.</p> |
| A2 1 | <p>In this unit you will refine your technical filmmaking skills further, conducting independent research into a film practitioner of your own choice. There will also be further emphasis on screenwriting and the development of your ideas into a complete and original narrative film. You will experiment with the techniques and conventions you have studied to inform your own creative ideas.</p> |
| A2 2 | <p>In this unit you will study the following styles of Realism in World Cinema to prepare for your online examination:</p> <ul style="list-style-type: none">• Italian Neo-Realism;• French New Wave and Cinéma Vérité; and• Poetic Realism. <p>You will also study ways in which filmmakers have tried to experiment with narrative and will learn about writing director's notes in response to unseen script material.</p> |

Moving Image Arts

GCE Student Guide



How will I be assessed?

| Unit | Assessment Description | Weighting |
|--|---|-------------------------|
| AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio | You will produce a Foundation Portfolio exploring the Classical Hollywood Style, Realism and/or Formalism, including: <ul style="list-style-type: none">• a statement of intention (including a synopsis and an evaluation);• pre-production materials; and• one 3–4 minute narrative film sequence (or 1½–2 minute sequence if animated) produced in response to stimulus provided by CCEA. The portfolio will be marked by teachers and moderated by CCEA. | 60% of AS 24% of GCE |
| AS 2: Critical Response | You will sit an Online Examination (1 hour 30 minutes) requiring shorter recall and longer analytical answers in response to unseen film clips taken from the set study areas. The exam will be set and marked by CCEA. | 40% of AS 16% of GCE |
| A2 1: Creative Production and Research: Advanced Portfolio | You will produce an Advanced Portfolio exploring your own original creative idea and researching the techniques of a chosen film practitioner, including: <ul style="list-style-type: none">• an illustrated essay (including a synopsis and an evaluation);• pre-production materials; and• one complete 4–7 minute narrative film (or 2–3½ minute film if animated). The portfolio will be marked by teachers and moderated by CCEA. | 36% of GCE |
| A2 2: Advanced Critical Response | You will sit an Online Examination (2 hours 15 minutes) requiring analytical answers in response to unseen film clips taken from the set study areas. You will also draft director's notes in response to an unseen script stimulus. The exam will be set and marked by CCEA. | 24% of GCE |

Moving Image Arts

GCE Student Guide



What can I do with a qualification in Moving Image Arts?

The rapid growth of digital and online media means that there is great demand for moving image content worldwide, not only in the film, TV and gaming industries, but also in a wide number of other areas, including PR, marketing, advertising and Journalism. A GCE in Moving Image Arts can therefore introduce you to many exciting and enterprising fields, giving you the confidence to then build your knowledge further in the area that interests you most.

Moving Image Arts provides the opportunity to build specific technical knowledge alongside a wide range of impressive transferable skills for employment including creative enterprise, team work, problem-solving, communication, leadership and organisation. As a result this qualification will equip you with a valuable knowledge and skills base to help you to progress to both third level education and the world of work.

If you are specifically interested in a career in film or television, Moving Image Arts is an excellent way to build a presentable portfolio of work and experience that clearly demonstrates evidence of your creativity, technical skill and potential. This evidence can be very advantageous when attending competitive interviews for jobs or higher education places.

To find out more, visit the **CCEA Website** for the latest support and updates for this subject.



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BIOLOGY

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.
1. To develop an interest in, and enthusiasm for biology, including developing an interest in further study and careers in this subject;
 2. To develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
 3. To develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem solving;
 4. To develop an appreciation and understanding of scientific methods;
 5. To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

CAREER OPPORTUNITIES:

A selection of careers which require a Biological background includes: Agriculture, Horticulture, Forestry, Marine Biology, Food processing industry; Medical - Medicine, Dentistry, veterinary Science, Pharmacy, Physiotherapy, Occupational therapy, Speech Therapy, Dietetics, Microbiology, Chiropody, Radio-therapy, Biochemistry, Nursing, Optics and Ophthalmic; Education, Psychology, Bio-Geography, Zoology, Genetics, Genetic engineering, Biotechnology, Catering Industry and Laboratory Technician.

Biology is a useful complementary subject to A-Level subjects such as Chemistry, Physics, Maths and Geography and the skills it develops will help students secure employment not only within Science disciplines but also in the non-science sector e.g. Management, Administration, Business, Marketing, Sales and computing.

LEVEL OF ENTRY TO THE A/AS LEVEL COURSE:

- Students taking Triple Award Science at GCSE will need at least a grade B in order to proceed to A Level Biology.
- Students taking Double Award Science at GCSE will need a grade BB or higher to proceed to A Level Biology.

Specification at a glance: Summary of the structure of the AS and A level courses.

| Content | Assessment | Weightings |
|--|---|----------------------------------|
| AS 1: Molecules and Cells | External written examination 1 hour 30 mins Students answer six to eight structured questions and write an essay. | 37.5% of AS 15% of A level |
| AS 2: Organisms and Biodiversity | External written examination 1 hour 30 mins Students answer six to eight structured questions and write an essay. | 37.5% of AS 15% of A level |
| AS 3: Practical Skills in AS Biology | External written examination assessing practical skills 1 hour and internal practical assessment (Teachers mark the assessment, and we moderate the results.) | 25% of AS 10% of A level |
| A2 1: Physiology, Co-ordination and Control, and Ecosystems | External written examination 2 hours 15 mins Students answer six to nine structured questions and write an essay. | 24% of A level |
| A2 2: Biochemistry, Genetics and Evolutionary Trends | External written examination 2 hours 15 mins Students answer six to nine structured questions and write an essay. | 24% of A level |
| A2 3: Practical Skills in Biology | External written examination assessing practical skills 1 hour 15 mins and internal practical assessment (Teachers mark the assessment, and we moderate the results.) | 12% of A level |

BUSINESS STUDIES

The requirements for entering Business Studies is that **all students must have studied it at GCSE** and achieved **at least a grade B** and also have achieved at least a **Grade 'B' in GCSE Mathematics and English Language**. The course is a Modular A-Level, with two modules taken in the Lower Sixth and two modules in the Upper Sixth as illustrated below: -

| AS Examination 3210 | |
|---|---|
| AS 1: Introduction to Business | |
| 1 hour 30 minutes examination 40 marks | 50% of the total AS marks 20% of the total A level marks |
| 2 compulsory structured data response question based on case study material. | |
| Available in June at the end of year 1 and year 2. | |
| AS 2: Growing the Business | |
| 1 hour 30 minutes examination 40 marks | 50% of the total AS marks 20% of the total A level marks |
| 2 compulsory structured data response question based on case study material. | |
| Available in June at the end of year 1 and year 2. | |
| + | |
| A2 Examination 3210 | |
| A2 1 Strategic Decision Making | |
| 2 hour examination 90 marks | 30 % of the total A Level marks |
| 1 compulsory structured data response question based on case study material. | |
| Available in June only at the end of year 2. | |
| Unit 4 The Competitive Business Environment | |
| 2 hour examination 90 marks | 30% of the total A Level marks |
| Unseen case study problem solving/decision making focus. Candidates are required to produce a business report analysing problems, evaluating evidence and proposing/justifying solutions. | |
| Available in June only at the end of year 2. | |

The course has proved popular and the subject is one of the fastest growing A Levels in the U.K. providing a good foundation for many University Courses, not just business. **There is no coursework option in A level Business Studies.**

Areas of study that you will follow include:

Unit AS 1: Introduction to Business

This unit introduces you to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. You are expected to become familiar with different business ownership structures and the key stakeholder groups which may have an interest in how a business is managed. You must acquire a critical understanding of the importance of quality and its significance in the competitive marketplace, including the production process, and the recruitment and training of a quality labour force. You should appreciate the impact of management and leadership styles on employee motivation and business operations.

Unit AS 2: Growing the Business

You will understand the role of technology in growing a business and how to assist with decision making. They must also understand the impact of competition on a business. You will also acquire a critical understanding of the marketing process, marketing strategy and the use of E-Business. You will build an appreciation of the role of accounting and financial information in business decision making and financial control.

Unit A2 1: Strategic Decision Making

You will be expected to identify business objectives and the potential for these to conflict with those of various stakeholder groups. You will be able to analyse and evaluate stakeholder management strategies. You will gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. You must also be able to analyse the importance of accounting and financial information in making strategic business decisions.

Unit A2 2: The Competitive Business Environment

This unit examines the macroeconomic framework within which businesses operate. You are expected to evaluate the impact of globalisation on business activities. You will develop an appreciation of the importance of ethics and sustainability on business decision making and culture. You will also evaluate the influence of stakeholders on business operations. The unit examines how businesses are affected by and react to change within the dynamic and technology-driven business environment.

This is an integrated course which builds on each module. You should be prepared to listen to the news, read newspapers and explore the Internet, to acquire information on the changing business world and the economy.

CAREER OPPORTUNITIES:

The course has obvious links to the world of work and should prove beneficial for those considering careers in a wide range of professions including for example, Accountancy, Retail Management, Financial Management, Insurance, Banking and the world of Finance.

CHEMISTRY

Why choose A Level 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 and pharmacology, forensic & veterinary science, and chemical engineering. It is growing in popularity, and fits in well with the study of the other sciences.

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

In the AS units, students explore the fundamentals of GCE Chemistry which helps them to make the transition from GCSE Science.

There are 6 modules.

| | | |
|------------|-----|--|
| Mod. 1: AS | 16% | Basic Concepts in Physical and Inorganic Chemistry |
| Mod. 2: AS | 16% | Further Physical and Inorganic & Introduction to Organic Chemistry |
| Mod. 3: A2 | 8% | Basic Practical Chemistry. |
| Mod. 4: A2 | 24% | Further Physical and Organic Chemistry. |

| | | |
|------------|-----|---|
| Mod. 5: A2 | 24% | Analytical, Transition Metals, Electrochemistry & Organic Chemistry |
| Mod. 6: A2 | 12% | Further Practical Chemistry (A2) |

Practical work forms a very important part of the 'A' level course approximately 40% of time is spent carrying out experimental work.

The broad nature of the 'A' level syllabus together with the specialist topics, allows the successful student a wide choice of related courses at University.

As well as medicine, dentistry and pharmacology, forensic & veterinary science, and chemical engineering other common courses which students opt for include Biochemistry, Biomedical Science, Environmental Health, Food Science and Agriculture.

CHEMISTRY IN ALL WALKS OF LIFE:

You may have imagined professional chemists as people dressed in white coats, bending over retorts and test tubes that give off sinister bubbles but their work is far from isolated.

We live in an age of rapid change but nowhere more so than technology. In this context, Chemistry will continue to be a dominant and vitally important Science. The chemical industry is intrinsically linked to our current standard and style of living. Along with allied industries, it tends to be less affected by the fluctuations of the economic climates at home and abroad. As a result, good career opportunities will continue in the chemical industry whether they are in agriculture, medicine, food technology, textiles, engineering, metals and the environment either public or private.

The number of Chemistry graduates produced each year has increased gradually and is now over 3,000. Chemistry graduates, like many others, now enter a wide range of employment areas. They are well placed to take advantage of the increasing number of opportunities requiring the skills, knowledge and abilities associated with a first degree in Chemistry. About half of all chemists enter employment and one third move on to a course of further research or academic study, the majority of which work towards a PhD.

REQUIREMENTS:

| | |
|--------------------------------|--------------------|
| GCSE Chemistry: | Grade B or better |
| Double Award Science Students: | Grade BB or better |

CAREER OPPORTUNITIES:

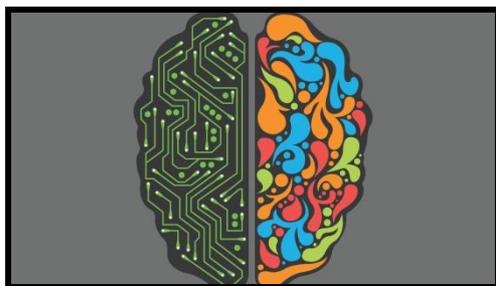
One of the most important reasons for studying chemistry is the wide choice of careers it opens up. A Level Chemistry is **essential** for many careers including the following:-

Medicine, Biochemistry, Biomedical Science, Chemical Engineering, Dentistry, Veterinary Medicine, Food Science, Forensic Science, Pharmacy, Agriculture, Food Technology, Chemistry and Industrial Chemistry.

COMPUTER SCIENCE

Subject Title: Computer Science

Qualification: GCE A-Level



What will I study?

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems

Computer science demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends the learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

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

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

Course structure

AS = 40% of the A-level grade

A2 = 60% of the A-level grade

Unit 1: Fundamentals of Computer Science

Written examination: 2 hours

25% of qualification (62.5% of AS qualification)

Unit 2: Practical Programming to Solve Problems

On-screen examination: 2 hours

15% of qualification (37.5% of AS qualification)

Unit 3: Programming and System Development

Written examination: 2 hours

20% of qualification

Unit 4: Computer Architecture, Data, Communication and Applications

Written examination: 2 hours

20% of qualification

Unit 5: Programmed Solution to a Problem

Non-exam assessment

20% of qualification

AS (2 units)

AS Unit 1

Fundamentals of Computer Science

Written examination: **2 hours**

25% of qualification

100 marks

This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

AS Unit 2:

Practical Programming to Solve Problems

On-screen examination: **2 hours**

15% of qualification

60 marks

This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.

A Level (the above plus a further 3 units)

A2 Unit 3

Programming and System Development

Written examination: 2 hours

20% of qualification

100 marks

This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

A2 Unit 4

Computer Architecture, Data, Communication and Applications

Written examination: 2 hours

20% of qualification

100 marks

This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.

A2 Unit 5

Programmed Solution to a Problem

Non-exam assessment

20% of qualification

100 marks

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming).

This is a substantial piece of work, undertaken over an extended period of time.

Entry Requirements:

Future Study

Computer Science is regarded as a very useful

| | |
|---|--|
| <p>You must have studied GCSE Computer Science and obtained at least a grade B in this subject.</p> | <p>qualification to support your entrance onto any degree programme or higher education course. Courses that relate specifically to the skills acquired on this course would include among others include; Computer Science, Game Development, Multimedia, Software Engineering, Computer Networking, and Web Technology. It can also lead to career opportunities within a wide variety of Information Communication Technology fields including networking, applications and systems analysis. This course will be the best preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills. Computer Science gives students a real, in-depth understanding of computer technology works. It offers them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Computer Science is a discipline, like Maths, Physics, or History. It has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime. The core skill-set of Computer Science is independent of new technologies and programming techniques.</p> |
| <p>Extra-Curricular Opportunities and Support</p> <p>You will have access to a range of resources on the school network and VLE to support your studies. Computer access will be given throughout the year for after school study. We will be involved in several enrichment activities such as Drone academy events and competitions such as the Minecraft Albert Basin redesign project that we are working on at the moment.</p> <p>You will have access to enhanced careers information in this rapidly growing area and several local IT companies such as AllState are interesting in recruitment students with A-level Computer Science even before University.</p> | |
| <p>If I have any further questions about this course, who do I speak to? Mr Downing</p> | |

CONSTRUCTION

The BTEC National Award in Construction is a practical, work-related course. You learn by completing projects and assignments on realistic workplace situations and activities. You focus on a particular subject area and develop a range of specialist skills and knowledge. The National Award is equivalent to one A' Level. Students considering opting for this course would need to select two other A level subjects in order to be able to apply for University. This vocational A' level is highly regarded by Universities specialising in all aspects of Construction and the Built environment. As a single A' level subject in a student's portfolio it broadens their career options and is universally accepted for all other career paths. The course consists of six units – four core units and two specialist units. The four core units are as follows:

Core Units

- Health, Safety and Welfare
- Construction and the Environment
- Mathematics in Construction
- Construction, Science and Materials

Specialist Units

The two specialist units enable students to study the areas in greater depth. The units are:

- Building Technology
- Surveying

HOW IS THE COURSE ASSESSED?

All units are assessed and graded, and an overall grade for the qualification is awarded. Students receive either a **Distinction*** which is equivalent to an A* grade, a **Distinction** which is equivalent to an A grade, a **Merit** equivalent to a C grade, or **Pass** equivalent to an E grade at A' level.

CAREER OPPORTUNITIES

This course is designed to equip individuals who wish to gain the practical skills, knowledge and understanding required for success for employment in the technical and professional disciplines within the construction and engineering environment.

If you wanted to get a job straight away you could enter work based training in one of the following areas, such as: Architectural Design, Construction Management, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying, and Town Planning. If you decide to progress to Higher Education you have opportunities to study and graduate in areas such as Quantity Surveying, Building Surveying, Planning, Environmental Science, Urban Planning and Development, Engineering (any), Engineering Management, Housing studies, Infrastructure Engineering, Real Estate.

Recent Construction A Level Graduates have gone on to study –

Architecture, Architectural Engineering, Quantity Surveying, Building surveying, Chemical Engineering, Teaching St Mary's, Construction Engineering management, Environmental Planning & Business Management, Building Surveying, Sustainable technologies, and Planning and Property development.

DESIGN AND TECHNOLOGY

Now firmly established at A Level, Technology has proved to be a popular choice among sixth form pupils. Technology is principally concerned with design and problem solving processes involving the application of scientific principles and natural phenomena, and leading to the making, modelling and evaluating of an artefact or system. Technology is also concerned with the management of the environment, and familiarity with materials, energy and control.

Our pupils will have the opportunity to complete either the Edexcel, Resistant Material option in Design and Technology with the emphasis on the Design and Make aspect or the CCEA Systems and Control syllabus with the emphasis on electronics. This will provide important grounding in all aspects of engineering and design.

Students who have taken Technology at GCSE level should have a Grade C or better if they are to proceed to either 'A' Level.

Students who have not taken GCSE Technology but have achieved a Grade C in ICT or Construction are also well placed to consider doing Technology and Design at A Level.

CAREER OPPORTUNITIES:

The course provides an important grounding in all aspects of Engineering and Design and is widely recognised as an excellent specific entrance qualification for university courses in Electrical, Electronic, Microelectronic (Computer), Civil, Aeronautical and Mechanical Engineering as well as being very acceptable for admission into Architecture, Quantity Surveying, Advertising and Product Design and Manufacture, It is possible to take a BSS(Hons) course in Technology & Design as well as a teaching degree.

SPECIFICATION OVERVIEW EDEXCEL AND CCEA

- The AS represents the first half of an Advanced GCE course and contributes 50% of the specification content, the foundation for the A2 year units.
- The A2 represents the second half of Advanced GCE course and contributes the other 50% of the specification content, which builds on the AS units to achieve the full Advanced GCE standard.

Product Design Resistant Materials Technology: The structure of the specification allows students to develop a range of skills and outcomes at Advanced Subsidiary (AS), demonstrating their creativity, and apply these to a design and make project at Advanced level (A2). The specification seeks to develop students' knowledge and understanding of, and skills and application in, designing products. They will also develop their research, analysis, product development, project planning and evaluation skills.

Advanced Subsidiary (AS)

| National classification code* | Cash-in code* | Endorsement | Unit codes | |
|-------------------------------|---------------|--|-------------------|----------------------|
| | | | Unit 1 | Unit 2 |
| 9080 | 8RM01 | Product Design: Resistant Materials Technology | 6RM01 | 6RM02 |
| | | | Coursework 60% | External Test 40% |

Advanced GCE Level

| National classification code* | Cash-in code* | Endorsement | Unit codes | | | |
|-------------------------------|---------------|--|------------|--------|-------------------|----------------------|
| | | | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| 9080 | 9RM01 | Product Design: Resistant Materials Technology | 6RM01 | 6RM02 | 6RM03 | 6RM04 |
| | | | | | Coursework 60% | External Test 40% |

CCEA Systems and Control Option

| | |
|---|--|
| AS 1: Product Design and Systems and Control | In this unit you will learn about product design including materials and their processing with an area of systems and control. Section A: Product Design and Control is compulsory. You will also study a specialist area; either Section B: Electronic and Microelectronic Control Systems or Section C: Mechanical and Pneumatic Control Systems. |
| AS 2: Coursework: Product Development | In this unit you will investigate and analyse an existing product, re-design, manufacture, test and evaluate the product. You will produce a 3 dimensional model or proto type which represents the practical outcome of the product analysis and development. You will also produce a folio containing both written and graphical information (this can be presented in electronic format). |
| A2 1: Systems and Control | This unit is an in depth study of Systems and Control. You will have the opportunity to further the knowledge and understanding which you have gained from the optional sections in AS 1. You will study either Electronic and Microelectronic Control Systems or Mechanical and Pneumatic Control Systems. |
| A2 2: Coursework: Product – System, Design and Manufacture | In this unit you will manufacture a technological product or system which provides a solution to an identified problem or need. You will also produce a folio containing both written and graphical information (this can be presented in electronic format). |

Digital Technology (Replaces GCE ICT)

At AS level you will learn about the ways in which computer systems can be developed as well as studying the essential Digital Technology concepts involved. You will complete two AS units, each with a written exam. These contribute overall to 40% of the A level award.

At A2 level you will complete two additional units, one with a written exam, the other involving coursework. These contribute to 60% of the A level award. For the written exam you will study computerised information systems in detail. In the coursework unit you will have the opportunity to apply the Digital Technology knowledge and skills that you have acquired to develop and implement a computerised information system.

Why study Digital Technology?

Digital Technology explores how information and communication technology is used to store, process and present information efficiently and accurately.

The influence of Digital Technology in all aspects of our lives continues to accelerate. Current and emerging technologies and information services are transforming how we communicate with each other, how we work and the ways we learn. It is essential that we can understand how this technology works in order to make proper use of it. It is also necessary to investigate and understand security issues in order to keep our data and information systems secure from hackers or to recover data in the event of a disaster.

This qualification is for students who are interested in current and emerging technologies and the impact they have on our business and social lives and who wish to utilise them effectively. It is likely to appeal to all, but particularly those students who enjoyed studying ICT, Computer Science, Digital Technology, Mathematics, the Sciences or Technology and Design at GCSE.

What will I study?

| Unit | Areas of Study |
|--|--|
| AS 1 Approaches to System Development | In this unit you will learn about: <ul style="list-style-type: none"> • The system development process with particular focus on the analysis, design and implementation stages; • Alternative development approaches, which will be compared; <ul style="list-style-type: none"> • Software projects; • Security issues; and • Programming concepts. |
| AS 2 Fundamentals of Digital Technology | In this unit you will learn about: <ul style="list-style-type: none"> • Data representation; • Data and information; • Computer architecture; • Hardware and software components; • Processing systems; and • Web technology and multimedia. |
| A2 1 Information Systems | In this unit you will learn about: <ul style="list-style-type: none"> • Networks; • Databases; • Expert systems; • Applications of digital technology; • Mobile technologies; • Cloud computing; and • Individual, social and legal considerations. |
| A2 2 Application Development | In this unit you will complete a detailed project. The project brief will be provided annually by CCEA. You will identify and research a realistic problem. You will then design a solution, implement and test your solution, and document and evaluate your solution. |

How will I be assessed?

| Unit | Assessment Description | Weighting |
|--|---|-----------------------------|
| AS 1 Approaches to System Development | 1 hour 30 minute external examination paper | 50% of AS 20% of A level |
| AS 2 Fundamentals of Digital Technology | 1 hour 30 minute external examination paper | 50% of AS 20% of A level |
| A2 1 Information Systems | 2 hour 30 minute external examination paper | 40% of A level |
| A2 2 Application Development | Internal assessment of a project | 20% of A level |

What can I do with a qualification in Digital Technology?

There is a wide range of digital technology related courses available for further study at university. By completing the full GCE (both the AS and A2 courses) you will receive a good foundation to go on to further study at higher

education. If you wish to pursue an IT career this A'Level in Digital Technology will help you identify particular areas of IT that you would like to pursue at university or as a career.

Digital Technology would be beneficial in a wide range of careers. The IT industry now accounts for a significant proportion of our economic output. It is a sector with salaries higher than the Northern Ireland average and job opportunities are increasing rapidly. The IT industry in Northern Ireland is forecast to grow at 2.4% per year from 2006 to 2021, over three times the rate of overall employment growth in Northern Ireland. (www.bringittonni.info/parents--guardians/key facts/) accessed December 2015.

In fact almost every organisation will use IT to conduct their daily operations. As a result, almost all organisations will value the knowledge, understanding and skills that GCE Digital Technology develops. Skills that you will acquire include research, investigation, analysis, communication, problem-solving, time management and working with others. You will also develop practical skills with regard to programming concepts and databases.

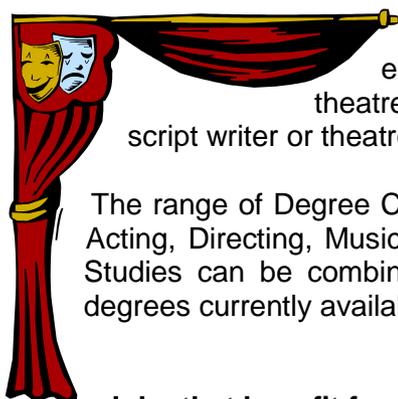
A LEVEL DRAMA AND THEATRE
Examination Board: EDEXCEL

The Drama and Theatre Studies course is structured with a 60% focus on practical drama development and a 40% focus on the theoretical understanding of how and why drama is made and the impact it can have.

It is recommended that those considering Drama and Theatre should possess the following qualities:

1. A keen interest in the subject developed through the work done in KS3 and/or GCSE.
2. An interest in aspects of performance and/or design for theatre.
3. The ability to work efficiently and imaginatively in a group.
4. This specification is suitable for the diverse range of candidates who wish to develop their interest and enjoyment of Drama. It is a subject that produces mature, confident and imaginative students, equipped with excellent skills of communication.

Drama promotes: emotional intelligence, self-worth, play, cultural awareness, observation, socializing, curiosity, responsibility, pride, discipline, exercise, planning, communication, negotiation, compassion, sensitivity, team work, self-expression, imagination, spontaneity, fun, focus, evaluation, confidence, ability to take criticism, vocabulary, self-control, self-esteem, empathy, stamina, concentration, friendship, articulation, leadership, collaboration, perspective, interaction, organization, perseverance, and non-verbal communication.



Careers: Drama and Theatre is an intellectually challenging subject, equipping students with skills which could lead to the following careers in the theatre: actor, director, set designer, stage manager, lighting or sound technician, script writer or theatre critic.

The range of Degree Courses on offer in this area of study is extensive; including, Theatre Studies, Acting, Directing, Musical Theatre, Technical Theatre and Stage Management. Drama and Theatre Studies can be combined with other subjects at degree level and there is a wide range of joint degrees currently available at many Universities.

Jobs that benefit from having studied Drama: Teacher, Solicitor, Barrister, Judge, Journalist, Drama Therapist, Radio Broadcaster, Social Worker, Youth Worker, Manager, Producer, Public Relations Manager, Press Officer, Fundraiser, Special Needs Teacher, Agent, Event Organiser; and careers in Advertising and Marketing, Hospitality and Tourism, Retail, and Recruitment to name but a few.

This course involves practical performance throughout the two years and is therefore more suited to students with a well-developed set of performance skills and a confidence in performance. You DO NOT need to have studied Drama at GCSE.

The qualification consists of three components.

(see next page)

Component 1: Devising

Practical Devising with Coursework
40% of the qualification
Year 13

Content overview

- Devise an original performance piece.
- Use **one key extract** from a performance text and a theatre practitioner as stimuli.
- Performer or designer routes available.
- A portfolio

Assessment overview

- Internally assessed and externally moderated.

Component 2: Text in Performance

Practical
20% of the qualification
Year 14

Content Overview

- A group performance OR design realisation (set, costume, lights) of a script.
- A monologue/ duologue performance OR design realisation of one key moment of a different script.

Assessment Overview

- Externally Assessed by a visiting examiner.

Component 3: Theatre Makers in Practice

Written Examination – 2hrs 30mins – exam is at the end of Year 14
40% of the qualification
Prepare in Year 13 and Year 14

Content Overview

- Live Theatre Evaluation
- Practical exploration and study of a play – focus on how to bring it from page to stage.
- Practical exploration and interpretation of a different play – focus on a theatre practitioner and how it would be performed for a modern audience.

Assessment Overview

- Live Theatre - one question. Can bring in support notes.
- First performance text – two questions. Write from the perspective of a performer AND a designer.
- Second performance text – one question. Clean copies of the play can be used.

For further information about A Level Drama and Theatre please contact: Head of Department, Mr. P. McParland or Ms E. O’Hanlon.

AS/A2 LEVEL ECONOMICS
Examination Board: CCEA



Economics addresses some of the most pressing problems and issues that society faces today, including the following:

- What should be the market’s role in providing for society’s needs and wants?
- How can individuals, businesses and governments manage their resources effectively?
- What are the best solutions for environmental problems such as pollution, road congestion and climate change?
- How can we ensure sustainable economic development?
- How can we ensure that poorer countries as well as richer ones benefit from globalisation?
- To what extent does the financial sector need greater regulation?

Economics provides students with a tool kit of concepts, ideas and techniques. These tools allow them to critically investigate and analyse problems, evaluate information and evidence and arrive at reasoned conclusions and judgements. The subject provides numerous opportunities for students to communicate ideas orally and in writing, apply numerical skills and use information and communication technology to access, interpret and analyse data. Economics helps students to develop their problem-solving ability, thinking and study skills. It also provides opportunities to work with other students in teams.

This specification is designed to promote continuity, coherence and progression within the study of economics. The AS builds on but **does not depend upon** the knowledge, understanding and skills developed with GCSE Economics. AS and A2 Economics require students to produce clear and coherent extended writing, to handle numerical data and to make calculations. Before taking these courses, students should, therefore, ensure that they have adequate levels of literacy and numeracy.

| UNIT | ASSESSMENT | WEIGHTING | AVAILABILITY |
|--|--|-----------------------------|--------------|
| AS1 Markets and Market Failure | 1 hour 30 mins. Section A short answer questions Section B data response Section C Essay | 50% of AS 20% of A level | Summer exam |
| AS2 Managing the National Economy | 1 hour 30 mins. Section A short answer questions. Section B data response Section C Essay | 50% of AS 20% of A level | Summer exam |
| Business Economics | 2 hours Section A short answer questions. Section B Case Study Section C Essay | 30% of A Level | Summer exam |
| Managing the Economy in a Global World | 2 hours. Section A short answer questions Section B Case study Section C Essay. | 30% of A level | Summer Exam |

Career Progression

Economics combines well with other social sciences and humanities and foreign languages, with mathematics and sciences. Those with Economics qualifications are well placed for careers in business, finance, government services and professions such as teaching and the law. Economics helps to prepare young people for a range of interesting careers in many areas of Business, Finance, Government Services and professions such as Teaching and the Law.

For further information contact , Head of Department (Sacred Heart School)

English Language

2a. Overview of A Level in English Language (H470)

Learners must complete all components (01, 02 and 03) to be awarded the A Level in English Language.

| Content Overview | Assessment Overview | |
|--|---|----------------------------|
| <ul style="list-style-type: none">• Linguistic analysis of authentic texts.• Original writing for a real-world purpose on a topical language issue.• Analysis of how children acquire language.• Language in the media.• How language changes over time.• An investigation into an area of each learner's particular individual interest. | Exploring language (01)* 80 marks 2 hours 30 minutes Written paper | 40% of total A level |
| | Dimensions of linguistic variation (02)* 80 marks 2 hours 30 minutes Written paper | 40% of total A level |
| | Independent language research (03)* 40 marks Non examined assessment | 20% of total A level |

* Indicates synoptic assessment.

Rationale

The purposes of this qualification are to:

- define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area, for example English Language, Linguistics, English;
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;
- enable UK universities to accurately identify the level of attainment of students;
- provide a basis for school and college accountability measures at age 18;
- provide a benchmark of academic ability for employers.

Qualification aims and objectives

To enable students to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language;
- explore data and examples of language in use;
- engage creatively and critically with a varied programme for the study of English;
- develop their skills as producers and interpreters of language;
- independently investigate language in use.

Students wishing to pursue the following career paths will find this subject very beneficial at A Level:

Law
Journalism
Research
Advertising/Media
Teaching
Web author/designer
Script writer
Drama/theatre work

Please ask your English teacher for further details.

ENGLISH LITERATURE

English Literature at 'A' Level involves a wide study of the three main genres of Drama, Poetry and Prose and encourages students to develop a sound understanding in these areas. Texts are provided to allow students the opportunity to acquire an appreciation of the development of each genre in a historical context as well as through detailed study of particular authors. Practical criticism is included to encourage understanding and appreciation.

ADVANCED SUBSIDIARY GCE IN ENGLISH LITERATURE

This (AS) is the first part of the full Advanced GCE Course and it can be taken by a student as a 'stand-alone' qualification without progression to the full 'A' Level. The AS is a one year course while the full 'A' Level takes two years to complete.

The following is an example of the type of course on offer. A wide variety of texts will be chosen for detailed study in preparation for assessment at the end of two years.

Specification at a Glance

The table below summarises the structures of the AS and A Level courses:

2 Specification at a Glance

The table below summarises the structure of the AS and A level courses:

| Content | Assessment | Weightings |
|--|--|-----------------------------|
| AS 1: The Study of Poetry 1900–Present and Drama 1900–Present | External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book. | 60% of AS 24% of A level |
| AS 2: The Study of Prose Pre 1900 | External written examination 1 hour Students answer one question. Closed book | 40% of AS 16% of A level |
| A2 1: Shakespearean Genres | External written examination 1 hour 30 mins Students answer one question. Closed book | 20% of A level |
| A2 2: The Study of Poetry Pre 1900 and Unseen Poetry | External written examination 2 hours Students answer two questions, one from Section A and the question set in Section B. Closed book | 20% of A level |
| A2 3: Internal Assessment | Internal assessment Students complete a 2500-word essay. | 20% of A level |

3 Subject Content

We have divided this course into five units: two units at AS level and three units at A2. This section sets out the content and learning outcomes for each unit.

3.1 Unit AS 1: The Study of Poetry 1900–Present and Drama 1900–Present

Section A: The Study of Poetry 1900–Present

In Section A, students explore and respond to a range of poetry by two poets they have studied. Students learn to analyse, evaluate, and compare and contrast.

Assessment for this section is a written examination. For more details, see Section 6.1. See Appendix 1 for a list of poems prescribed for study.

| Content | Learning Outcomes |
|---|---|
| Robert Frost and Seamus Heaney or Ted Hughes and Sylvia Plath or Elizabeth Jennings and Philip Larkin or Eavan Boland and Jean Bleakney | Students should be able to: <ul style="list-style-type: none">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of poetry (AO1);• analyse the poet's use of poetic methods such as form, structure, language and tone (AO2);• demonstrate understanding of the significance and influence of the contexts in which poetry is written and received, by drawing on appropriate information from outside the poems (AO3); and• explore connections between poems (AO4). |

Section B: The Study of Drama 1900–Present

In Section B, students communicate their knowledge and understanding of a play by a modern dramatist.

Assessment for this section is a written examination. For more details, see Section 6.1.

| Content | Learning Outcomes |
|--|---|
| Brian Friel <i>Translations</i> or Samuel Beckett <i>Waiting for Godot</i> or Tennessee Williams <i>A Streetcar Named Desire</i> or Arthur Miller <i>The Crucible</i> or Ena Lamont Stewart <i>Men Should Weep</i> (1982 version) or Robert Bolt <i>A Man for All Seasons</i> | Students should be able to: <ul style="list-style-type: none">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of a play (AO1);• analyse the dramatist’s use of dramatic methods such as characterisation, structure, language and staging (AO2);• demonstrate understanding of the significance and influence of the contexts in which the play is written and received, by drawing on appropriate information from outside the play (AO3); and• explore a play informed by different interpretations (AO5). |

3.2 Unit AS 2: The Study of Prose Pre 1900

In this unit, students communicate their knowledge and understanding of a novel.

Assessment for this unit is a written examination. For more details, see Section 6.2.

| Content | Learning Outcomes |
|---|--|
| Nathaniel Hawthorne <i>The Scarlet Letter</i> or Mary Shelley <i>Frankenstein</i> or George Eliot <i>Silas Marner</i> or Emily Brontë <i>Wuthering Heights</i> or Jane Austen <i>Emma</i> or Bram Stoker <i>Dracula</i> | Students should be able to: <ul style="list-style-type: none">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of a novel (AO1);• analyse the writer’s use of narrative methods such as structure, form and language (AO2);• demonstrate understanding of the significance and influence of the contexts in which a novel is written and received, by drawing on appropriate information from outside the novel (AO3); and• explore a novel informed by different interpretations (AO5). |

3.3 Unit A2 1: Shakespearean Genres

In this unit, students analyse a single play from a chosen Shakespearean genre – Tragedy, Comedy, Problem Plays or Last Plays. Each question offers an extract as a basis for answering the question on the play as a whole.

Assessment for this unit is a written examination. For more details, see Section 6.3.

| Content | Learning Outcomes |
|--------------------------------|--|
| <i>Othello</i> | Students should be able to: <ul style="list-style-type: none">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of a Shakespeare play (AO1);• analyse the dramatist’s use of dramatic methods such as characterisation, structure, language and staging (AO2);• demonstrate understanding of the significance and influence of the contexts in which a play is written and received, by drawing on appropriate information from outside the play (AO3);• explore connections within a Shakespeare play (AO4); and• explore a Shakespeare play informed by different interpretations (AO5). |
| or | |
| <i>King Lear</i> | |
| or | |
| <i>The Taming of the Shrew</i> | |
| or | |
| <i>As You Like It</i> | |
| or | |
| <i>Measure for Measure</i> | |
| or | |
| <i>The Winter’s Tale</i> | |

3.4 Unit A2 2: The Study of Poetry Pre 1900 and Unseen Poetry

Section A: The Study of Poetry Pre 1900

In Section A, students explore and respond to a range of poetry by a poet they have studied. They draw on the skills developed in their AS study of poetry.

Assessment for this unit is a written examination. For more details, see Section 6.4. See Appendix 2 for a list of poems prescribed for study.

| Content | Learning Outcomes |
|---|--|
| Geoffrey Chaucer <i>(The Wife of Bath's Prologue and Tale)</i> or John Donne or William Blake or John Keats or Emily Dickinson or Elizabeth Barrett Browning | Students should be able to: <ul style="list-style-type: none">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of poetry (AO1);• analyse the poet's use of poetic methods such as form, structure, language and tone (AO2);• demonstrate understanding of the significance and influence of the contexts in which poetry is written and received, by drawing on appropriate information from outside the poems (AO3); and• explore connections within and between poems (AO4). |

3.5 Unit A2 3: Internal Assessment

In this unit, students draw on skills developed in their AS study, in particular the study of prose pre 1900 in Unit AS 2, to communicate effectively their knowledge and understanding of the novel form. The unit encourages independent study, wider reading and enjoyment of modern literature.

Students engage in a detailed study of two novels, one of which must be a twenty-first-century novel. We encourage centres to allow students to select their own novels, with teacher guidance and support. They explore a theme and analyse how authors shape meaning. They also explore the contexts in which each novel was written and analyse connections across the texts. In writing the internally assessed essay, students develop their research abilities and writing skills.

For more details on assessment of this unit, see Section 7. See Appendix 3 for a list of possible themes, twenty-first-century novels and comparison novels.

| Content | Learning Outcomes |
|----------------------------|---|
| Internal assessment | Students should be able to: <ul style="list-style-type: none"><li data-bbox="411 908 1252 1024">• articulate informed and relevant responses that communicate effectively their knowledge and understanding of prose (AO1);<li data-bbox="411 1064 1252 1145">• analyse the writer’s use of narrative methods such as structure, form and language (AO2);<li data-bbox="411 1185 1252 1343">• demonstrate understanding of the significance and influence of the contexts in which novels are written and received, by drawing on appropriate information from outside the texts (AO3);<li data-bbox="411 1382 1252 1424">• explore connections between the texts (AO4); and<li data-bbox="411 1464 1252 1505">• explore texts informed by different interpretations (AO5). |

CAREER OPPORTUNITIES

This course allows students to gain a greater understanding of how literature has evolved. It also allows candidates to pursue texts through the coursework modules and will help students to gain a further mastery of literature and language. This A Level will be of interest to those pupils considering a career in the creative arts, advertising, journalism, law, or education. It should also give candidates a sound competence with language, the absence of which is so often lamented today in the workplace.

Environmental Technology

The European Union has identified the green economy as a “key sector” offering “important job creation potential,” with renewable energy alone expected to provide up to 3 million jobs across the EU by 2020. The UK’s £12.5 billion renewables industry supports 110,000 jobs and could support 400,000 by 2020.

This course focuses on the technological solutions to the energy and environmental problems facing the world today. This A-level provides a sound basis for study in further and higher education either at a design or technical level. It also develops planning, problem-solving and independent study skills that are highly valued in the world of work.

Environmental Technology explores how the scientific community is tackling the challenge of providing for an energy hungry but resource limited world. It examines the generation of electricity from renewable sources by focusing on the installation and operation of wind, solar and biomass technologies and considers how the design of the built environment drives energy efficiency and promotes energy conservation.

Environmental Technology investigates low carbon alternatives within transportation, manufacturing and waste management systems and considers how a range of new and emerging technologies may contribute to future sustainability efforts. This science-based specification focuses on technological solutions to the energy and environmental problems facing the world today. It highlights the need to manage our planet’s resources more effectively and explores how our society will make the transition to a more sustainable way of living.

Table of course content and assessment

| | Summary | Assessment | Weightings |
|---|--|---|---------------------------------|
| AS1 The Earth’s Capacity to Support Human Activity | The impact of declining fossil fuel supplies and options for reducing global dependency on crude oil. Students examine macrogeneration, distribution and storage of electricity from non-fossil fuel sources and consider the use of renewable energy technologies on a micro level. | External written examination 1 hour 30 mins | 50% of AS 20% of A-level |
| AS2 Renewable Energy Technologies | Students will acquire knowledge and understanding by researching renewable energy sources and evaluating the technical, environmental and economic aspects of the energy output from wind, solar and biomass. | Internal assessment Students produce a technical report based on a realistic scenario relating to the use of renewable energy technologies. Externally moderated | 50% of AS 20% of A-level |
| A21 Building and Managing A Sustainable Future | Students explore a range of new and existing technologies and management systems that have the potential to support society’s move toward a more sustainable way of living. | External written examination 2 hours | 30% of A-level |
| A22 Environmental Building Performance and Measurement | Students have the opportunity to consider the sustainability performance of a building and to apply the Code for Sustainable Homes (CSH) system to a specific construction. | Internal assessment Students produce a technical report relating to the environmental performance of a local building. | 30% of A-level |

Environmental Technology complements the following subjects; Geography, Physics, Chemistry, Biology, Technology, Construction

Career progression: This course prepares students for degree level courses in; Energy, Environment and Sustainability, Environmental and Civil Engineering, Environmental management.

Careers that can be followed include; Environmental Consultancy, Air Quality Management, Renewable Energy Design Engineering, Planning and Building Control and many other emerging careers.

FRENCH

A Level French will give you a fascinating insight into the world of French. Whilst developing the ability to communicate confidently and effectively in French in both speech and writing, you will also learn about the contemporary society, cultural background and heritage of not only France but of other countries and communities where French is spoken. The AS units can be taken separately as a stand alone qualification or you can take the AS units combined with the A2 units to gain the full A Level qualification.

Q. What will I study?

The topics covered in A Level French are of an up-to-date, interesting nature. Many remain similar to those covered at GCSE, however a higher standard is required and others involve issues which A Level students would be aware of in their lives. Topics include the role of education in society, drugs, immigration and careers. A Level French is a very enjoyable course which builds upon structures and vocabulary learnt at GCSE.

AS LEVEL

AS paper 1 – oral -worth 13% of AS

- 1) 3 minute presentation
- 2) 8 minute conversation

The oral exam will be held in May of AS year and will be conducted by a visiting examiner.

AS paper 2 – listening, reading & translation – worth 15% of AS

- 1) Section A – Listening - 40 minutes
- 2) Section B – Reading comprehension & Translation from French to English – 1hr 05 minutes

AS paper 3 – Extended writing – worth 12% of AS

- 1) Essay of 300 words approx. – 1 hr

A2 LEVEL

A2 paper 1 – oral -worth 20% of A2

- 1) 3 minute presentation
- 2) 3 minute discussion based on presentation
- 3) 9 minute conversation

The oral exam will be held in May of A2 year and will be conducted by a visiting examiner.

A2 paper 2 – listening, reading & translation – worth 22% of A2

- 1) Section A – Listening - 40 minutes
- 2) Section B – Reading comprehension & Translation from English to French– 1hr 05 minutes

A2 paper 3 – Extended writing – worth 18% of A2

- 1) Essay of 350 words approx. based on a literary text – 1 hr

Q. What can I do with a qualification in French?

French is a very important European language in international affairs and a knowledge of French can have a very beneficial effect on job prospects, as employers are now eager to employ people who can speak at least one European language. There are more and more opportunities to use languages in various careers and because of this an increasing number of degree courses are now offering students the opportunity to combine a language with other courses and in many cases allowing them the chance to spend a year studying at a French university.

Learning French will bring you a wide range of skills and attributes. Not only will you be able to communicate in this important European language but you will have opportunities to improve communication and interpersonal skills all of which are highly sought after by employers and universities alike. A qualification in A Level French will offer you a range of employment opportunities and not just in the traditional fields of teaching, tourism, government and marketing. A Level French will also benefit you in areas such as financial services, IT, journalism and engineering.

Pupils require a grade B or better at GCSE level if they are to study A Level French.

GEOGRAPHY

To study Geography is to explore the world around us and how we interact with it. A level Geography is the study of the earth: its landscapes, people, places and environments. It encompasses both its physical features and its human and cultural characteristics.

Specification at a Glance:

AS UNITS INCLUDE

Unit AS-1- Themes in Physical Geography (1hr 15min exam) (40% of AS, 16% of A Level)

- ◆ Fluvial environments - Rivers
- ◆ Ecosystems
- ◆ Atmosphere

Unit AS-2 - Themes in Human Geography (1hr 15 min exam) (40% of AS, 16% of A level)

- ◆ Population
- ◆ Settlements
- ◆ Development

Unit AS -3-Fieldwork skills and Techniques in Geography (1hour exam)(20% of AS, 8% of A2 level)

- ◆ Fieldwork technique questions based on a piece of fieldwork
- ◆ Students bring into the exam 100 words and a table of results and answer questions based on their data found, analyse and interpret results.

A2 UNITS INCLUDE:

Unit A2-1 – Physical process, Landforms and Management (1hr 30mins exam) (24% of A level)

This unit has 4 options from which students choose two:

- Option A: Plate tectonics – theory and outcomes – volcanoes, earthquakes and management.
- Option B: Tropical Ecosystems: Nature and Sustainability – Tropical Rainforest and Deserts.
- Option C: Dynamic Coastal environments.
- Option D: Climate Change Past and Present.

Unit A2 -2 – Processes and Issues in Human geography(1hr 30mins exam) (24% of A2 level)

This unit has 4 options from which students choose two.

- Option A: Cultural geography – Migration and government response, internet access in LEDC's
- Option B: Planning for Sustainable Settlements.
- Option C – Ethnic Diversity – Ethnic Conflict
- Option D – Tourism - ecotourism

Unit A" 3: Decision Making exercise

This unit should enable students to develop decision making skills within a real world scenario. Students are presented with a variety of resources which may include maps, statistics, reports, diagrams and photographs. Students are then asked to take on a particular role and to examine conflicting values which may be apparent in the case study. This exam takes the form of a report using headings and sub headings provided in the written exam.

CAREER OPPORTUNITIES AND LINKAGES:

'A' level Geography is a valuable and versatile subject. Geography is compatible with almost all A-level subjects and thus enhances career opportunities. Students will acquire skills in report writing, investigation, in the analysis and interpretation of complex data and in justifying decisions. These are skills which are valued at university and in the workplace.

A Level Geography allows students to proceed to careers as diverse as Medicine, Law, Town and Country Planning, Marketing, Teaching, Conservation, Environmental Health and Architecture.

Health and Social Care

Health and Social Care is an interesting course that allows students to gain knowledge and understanding of the health, social care and early years sector and increase your awareness of the issues affecting these sectors.

Health and Social Care students learn about health and well-being, rights and responsibilities of both patients and service providers, the importance of communication in care settings and how quality care can be promoted. Students will have the opportunity to access a health, social care or early years' service such as a hospital, care home, day centre, nursery or primary school and gain first-hand experience of the day-to-day running of a relevant care setting.

What can students do with a qualification in Health & Social Care?

The health, social care and early years sectors are major employers in Northern Ireland. By choosing this subject you may be given the opportunity to study a wide range of subjects including communication, physiology and family issues.

You will have opportunities to develop valuable skills such as research, analysis, communication, working with others, independent learning, creative thinking and problem solving.

If you continue to third level education, by studying Health and Social Care you will be able to develop advanced study skills which will prepare you for the transition. You will also develop skills and values for employment in the health, social care and early years sectors.

This subject develops knowledge, understanding and skills relevant to degrees in nursing, applied health professions, social sciences, social work, childcare, nursing, midwifery, occupational therapy, speech therapy, physiotherapy and teaching.

There is a good balance between externally assessed units (examinations) and internally assessed units (portfolios) which enable you to plan work effectively and monitor your progress on a regular basis.

Qualification:

GCE Health and Social Care (Single Award)

AS Units

Students are required to take all three units.

Students will spend their work experience in a care home or early years setting.

AS Unit 1: Promoting Quality Care

AS Unit 2: Communication in Health, Social Care and Early Years Settings

AS Unit 3: Health and Well-being External (exam)

A2 Units

Students are required to take all three units.

A2 2: Body Systems and Physiological Disorders

A2 3: Providing Services (exam)

A2 5: Supporting The Family

For more information, please see Miss N Gallagher or Miss C Hayes

HISTORY

The Northern Ireland GCE Advanced Level History Course consists of four modules, the first two are examined in Lower Sixth, and the remainder in Seventh Year.

These modules are as follows:

- Module 1: Germany 1919-1945
- Module 2: Russia 1914-1941
- Module 3: The American Presidency 1900-2000
- Module 4: The Partition of Ireland, 1900-25.

ENTRANCE REQUIREMENTS:

Normally at least a grade B in History at GCSE level is required, but special consideration may be given to pupils lacking this requirement, provided they show proficiency in English Language. Most important are an interest in reading, ability in writing English and a capacity for hard work.

CHOICE OF HISTORY AND CAREER OPPORTUNITIES:

The skills acquired in the study of History at 'A' level are useful in most careers. They include the collection, organisation and analysis of information; the examination of documents - processing and synthesising information; arriving at a decision and presenting a logical and coherent argument, the ability for clear expression both written and oral and basing conclusions on research.

It should be noted that History is one of the Russell Group universities' facilitating subjects. The Russell Group is a group of the 24 leading universities in the UK, (of which Queen's University, Belfast is a member). With history seen as a 'facilitating subject' ; they see the study of the subject as opening doors to more degrees and more professions.

CAREER OPPORTUNITIES:

Among the courses currently being followed at third level by last years A-Level students, are Computing, Law, Quantity Surveying, Tourism, Retail Distribution, Psychology, Medicine, Agricultural Management, Transport, Politics, History, Social Anthropology, Accounting, Occupational Therapy, Environmental Planning and Radiography.

It is worth noting that in the past ten years History has produced some of the best 'A' Level results in the school.

IRISH

THE SYLLABUS:

The aim of the 'A' Level Irish Syllabus is to broaden and deepen the pupil's existing knowledge of Irish thus enabling him to communicate more effectively through the medium of the language both for work and leisure, as well as to increase his sensitivity towards the nature of language and language learning.

AS Level Irish is comprised of 3 modules –

A2 Level Irish is also comprised of 3 modules –

| Content | Assessment | Weightings |
|--|--|---------------------------------------|
| AS 1: Speaking | Speaking Question 1: Students give a presentation based on an AS level theme related to an aspect of a country or a community where the Irish language is spoken. (3 minutes) Question 2: Conversation (8 minutes) Total time: 11 minutes | 30% of AS level 12% of A level |
| AS 2: Listening [A]; Reading [B]; and Use of Language [C] | Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: Students answer in Irish. Recording 2: Students answer in English. (40 minutes) Section B – Reading Question 1: Students answer one set of questions in Irish based on one passage. Question 2: Students translate a passage from Irish into English. (50 minutes) | 40% of AS level 16% of A level |

| | | |
|---|--|-----------------------------------|
| | <p>Section C – Use of Language</p> <p>Questions 1, 2, 3 and 4: Students complete a series of short grammatical and lexical exercises.</p> <p>Question 5: Students translate short sentences from English into Irish.</p> <p>(30 minutes)</p> <p>Total time: 2 hours</p> | 16% of A level |
| AS 3: Extended Writing | <p>Extended Writing</p> <p>Students write one essay of at least 250 words in Irish in response to a set film or literary text.</p> | 30% of AS level 12% of A level |
| | Total time: 1 hour | AS: 40% of A level |
| A2 1: Speaking | <p>Speaking</p> <p>Question 1: Students summarise and discuss one individual research project based on either:</p> <ul style="list-style-type: none"> • a cultural aspect related to a country or community where the Irish language is spoken; or • a historical period from the twentieth century; or • a region. <p>(6 minutes)</p> <p>Question 2: Conversation (9 minutes)</p> <p>Total time: 15 minutes</p> | 18% of A level |
| A2 2: Listening [A]; and Reading [B] | <p>Section A – Listening</p> <p>Students answer two sets of questions based on two discrete passages recorded on disk.</p> | 24% of A level |

| | | |
|-------------------------------|---|---------------------------|
| | <p>Recording 1: Students answer in Irish.</p> <p>Recording 2: Students answer in English.</p> <p>(40 minutes)</p> <p>Section B – Reading Students answer two sets of questions based on two passages, a summary exercise and a translation.</p> <p>Question 1: Students complete a gap-filling exercise in Irish. Question 2: Students answer a set of questions in Irish based on one passage. Question 3: Students read a passage in Irish and summarise it in English. Question 4: Students translate a passage from English into Irish.</p> <p>(1 hour 20 minutes)</p> <p>Total time: 2 hours</p> | |
| A2 3: Extended Writing | Extended Writing Students write one essay of at least 300 words in Irish in response to a set literary text. | 18% of A level |
| | Total time: 1 hour | A2: 60% of A level |

- 8 / 9 Periods per week, 2 periods per week with the language assistant, Pupils read through articles from Weekly Irish Newspaper
Pupils watch DVDs on Irish Language Short Films.
Gaeltacht / Public Speaking / Irish Drama Festival for those interested.

REASONS FOR CHOOSING IRISH:

- A-Level Irish Results in the Abbey 2004 – 2016
 - A-C - 100%
 - A*/A - 75%

Irish is the 21st Official Language of the European Union since 2007

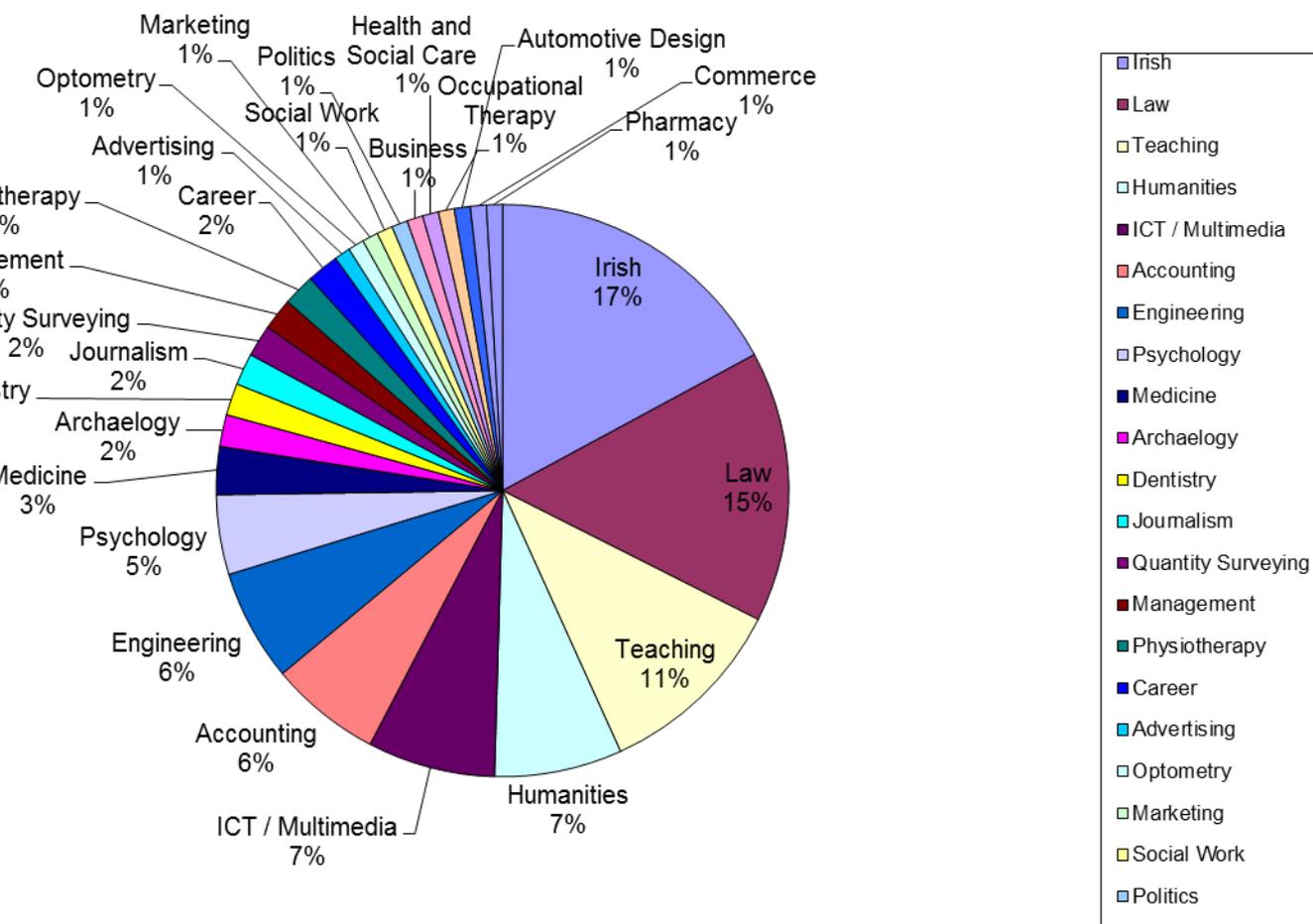
- We provide Abbey Students with essential skills for the modern workplace. By studying Irish at AS Level you will develop:
 - Presentation skills
 - Good spoken / written communication skills
 - Interview skills
 - Research / analytical skills
 - Critical thinking skills
 - Translation skills
 - Increased Fluency in a Modern European Language
- There is currently a massive increase in a range of University Courses and Jobs – please check out the following website for a wide range of opportunities
<https://gradireland.com/sites/gradireland.com/files/public/Your-career-with-Irish.pdf>
- There is currently a shortage of Irish Language Translators in the EU. Full-time EU translators/administrators earn between €54,000 to €192,000 per year.

According to the Russell Group of Universities - Irish is a 'Facilitator Subject' (QUB is a member of the Russell Group)

“Our consistent advice is that taking two facilitating subjects will keep a wide range of degree courses and career options open to you. This is because these are the subjects most commonly required by our universities and hundreds of courses require one or more facilitating subjects.”

Dr Wendy Piatt, Director General of the Russell Group

Destination of A-Level Irish Students 2001 – 2016 (%)



Although Irish is regarded on an equal footing with other modern languages as regards fulfilling the requirements for entry into further education in Northern Ireland, it has the further advantage of enabling pupils to gain entry into, and advancement in a number of professions in the Republic of Ireland, e.g. Teaching, Law, Broadcasting, the Civil Service, Journalism, and the Armed Forces.

Recent census results have revealed that 350,000 people in the Republic of Ireland use Irish daily, 180,000 people in Northern Ireland can speak Irish and 25,000 in the USA use Irish daily. With the current rise in popularity of Irish-Medium Education 4000 children are currently being educated in Irish Medium Schools and this is predicated to rise to 10,000 by 2016. Currently government spends approximately £34 million on Irish Language Services in Northern Ireland each year. Foras na Gaeilge, a cross-border language body, receives a budget of £14million, while TG4 receives €28million as part of its budget from the Irish Government.

CAREER OPPORTUNITIES:

These include Law, Teaching, Library and Archive work, Journalism, and Advertising, opportunities with Irish Cultural Organisations, the Gaeltacht Industry, Tourism, Music and Television.

Currently vacancies are available in every aspect of the Media, acting, producing, directing etc. Job opportunities exist in Education, Childcare, Publishing, Science, Technology, Marketing, Finance, Personnel, Advertising and many more. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south.

MATHEMATICS (CCEA)

Students, who want to have some A Level Maths, but who do not need the full A Level course, may do an AS Level which has only two modules. The AS Level is accepted by universities as half an A Level.

1. ENTRANCE TO A LEVEL MATHS –

Students in the Abbey **must have obtained a grade A in GCSE Mathematics and should have studied module M4 & M8 combination at GCSE** if they are to proceed to A Level; they do **NOT** need GCSE Further Mathematics. However, if they do not have GCSE Further Maths (Additional Maths) and wish to do the A Level or AS Level course, they **must** study GCSE Further Maths in Lower Sixth Year alongside their A level courses.

If students have completed GCSE Further Maths in Fifth Year they must have at least a grade **B** in GCSE Maths and Grade **A** in GCSE Further Maths if they intend to proceed to A Level Maths.

A student who had the opportunity to study GCSE Further Maths in 5th year but chose not to avail of this, will not be offered entry to an A Level Maths class.

2. AIMS -

This specification aims to encourage students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- extend their range of mathematical skills and techniques;
- understand coherence and progression in mathematics and how different areas of mathematics are connected;
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general;
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly;
- reason logically and recognise incorrect reasoning;
- generalise mathematically;
- construct mathematical proofs;
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy;
- recognise when they can use mathematics to analyse and solve a problem in context;
- represent situations mathematically and understand the relationship between problems in context and mathematical models that they may apply to solve these;
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions;
- make deductions and inferences and draw conclusions by using mathematical reasoning;
- interpret solutions and communicate their interpretation effectively in the context of the problem;
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding;
- read and comprehend articles concerning applications of mathematics and communicate their understanding;
- use technology such as calculators and computers effectively, and recognise when such use may be inappropriate; and
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

3. SKILLS DEVELOPED -

These include the understanding of mathematical principles and ideas; application of Mathematics to realistic situations; problem-solving; ability to reason, classify, generalise and prove; ability to present complex mathematical information in tabular, graphical and diagrammatic form.

4. KEY FEATURES –

The following are important features of this specification.

- It includes four externally assessed assessment units.
- It allows students to develop their subject knowledge, understanding and skills.
- Assessment at A2 includes more demanding question types and synoptic assessment that encourages students to develop their understanding of the subject as a whole.
- It gives students a sound basis for progression to higher education and to employment.

5. MODULES COVERED –

The table below summarises the structure of the AS and A level courses:

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

CAREERS –

A Level Maths is required by most universities for entry to courses in engineering, computer science and actuarial studies. It is useful for other courses such as pharmacy, banking and finance, medicine, dentistry, insurance, health service management, psychology, accountancy, architecture, general business management, science, teaching and technology.



AS/A2 LEVEL MUSIC

Examination Board: CCEA

The AS and A2 music courses are challenging in terms of the breadth and depth of their content. The students taking music at AS Level will be interested in the subject and will also be accomplished performers at Grade 4 level and higher while those opting for A2 Level may even be considering music as a career or as an option in third level education.

AS MUSIC

AS Music consists of three units.

| | | |
|-------------|--|----------------|
| AS 1 | <p>Performance: <i>Externally assessed by visiting examiner.</i></p> <p>Solo performance (Minimum of Grade 5 standard and should last 5-7 minutes)</p> <p>Viva Voce</p> | 32.5% of AS |
| AS 2 | <p>Composition: <i>Internally assessed.</i></p> <p>A: Composition Task (1 ½ - 2 ½ minutes)</p> <p>Or</p> <p>B: Composition Task with Technology (1 ½ - 2 ½ minutes plus 4 independent parts)</p> <p>Written commentary</p> | 32.5% of AS |
| AS 3 | <p>2 external written examinations</p> <ul style="list-style-type: none"> • Test of aural perception 1 hour • Written examination 2 hours | 35% of AS |

AS 3 involves the study of 3 compulsory areas: Music for Orchestra 1700 – 1900, Sacred Vocal Music (Anthems) and Secular Vocal Music (Musicals.)

A2 MUSIC

The A2 specification consists of three units.

| | | |
|-------------|---|------------------------|
| A2 1 | <p>Performance: <i>Externally assessed by visiting examiner.</i></p> <p>Solo performance (Minimum of Grade 6 standard and should last 8-10 minutes)</p> <p>Viva Voce</p> | 19.5% of A Level |
| A2 2 | <p>Composition: <i>Internally assessed.</i></p> <p>A: Composition Task (2-3 minutes)</p> | 19.5% |

| | | |
|-------------|---|----------------|
| | Or B: Composition Task with Technology 2-3 minutes plus 6 independent parts) Written commentary | of A Level |
| A2 3 | 2 external written examinations <ul style="list-style-type: none"> • Test of aural perception 1 hour 15 minutes • Written examination 2 hours | 21% of A Level |

AS 3 involves the study of 3 compulsory areas: Music for Orchestra in the 20th Century, Sacred Vocal Music (Mass/ Requiem Mass) and Secular Vocal Music (1600 to the Present Day.)

CAREER OPPORTUNITIES

Students taking AS or A2 Music will use the grades gained to support their applications for third level education. Points are also awarded for practical and theory grades. A number of course options are open to those wishing to specialise in music: universities, conservatoires and teacher training colleges.

For further information please contact Mrs C Keenan at ckeenan942@c2kni.net

Nutrition and Food Science GCE Overview

The above A level was introduced by CCEA in September 2016, to replace the GCE Home Economics course. The main changes are a greater focus on food science, in line with industry demands for this skill set. The weightings of the new GCE are outlined below:

| Content | Assessment | Weightings |
|--|--|---------------------------------|
| AS 1: Principles of Nutrition | External written examination 1 hour 30 minutes Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B. | 50% of AS 20% of A level |
| AS 2: Diet, Lifestyle and Health | External written examination 1 hour 30 minutes Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B. | 50% of AS 20% of A level |
| A2 1: Option A: Food Security and Sustainability or Option B: Food Safety and Quality | External written examination 2 hours 30 minutes Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B. | 30% of A level |
| A2 2: Research Project | Internal assessment Students complete a 4000 word research-based project. Teachers mark the projects, and we moderate the results. | 30% of A level |

AS1 covers the various elements of nutrition including Protein, Carbohydrates, Fats, Vitamins, Minerals etc. AS2 focuses on diet related conditions such as Obesity, CHD, Cancer, Diabetes etc. The new A2 1 focuses on food safety – food poisoning, chemicals in food, pesticides, additives, allergens etc. The final piece is a research based project linked to one of the above modules.

Requirements

Students interested in this course would preferably have a Grade A or above in GCSE Home Economics, although a grade B could be considered if the breakdown of marks at GCSE were acceptable. In addition to this, Grades AA in Double Award Science would be advantageous for the student.

Students would need to be aware this A Level is significantly different to the GCSE in Home Economics, particularly the Nutrients section, which is very detailed and requires an in depth understanding of the chemical composition of nutrients. Anyone who struggles in Science subjects would be unsuitable for this course.

PHYSICAL EDUCATION STUDIES

(with A Level reform exams will be carried out at the end of a two year linear period of study)

AS/A2 Physical Education Studies (WJEC)

AS Summary

AS Unit 1: Exploring physical education Written examination: 1 ¾ hours

24% of qualification (72 marks)

To assess all AS subject content

Question types

Contextualised questions to include multiple choice, data response, short and extended answers.

AS Unit 2: Improving personal performance in physical education Non – exam assessment

16% of qualification (48 marks)

To assess

- Practical performance in **one** activity as a player / performer
- Practical performance as a coach **or** official
- Personal Performance Profile.

A2 Summary

A2 Unit 3: Evaluating physical education

Written examination: 2 hours

36% of qualification (90 marks)

To assess all A level subject content

Question types

A range of questions to include data response, short and extended answers

A2 Unit 4: Refining personal performance in physical education

Non-exam assessment

24% of qualification (60 marks)

To assess

- Practical performance in one activity as a player / performer, coach or official
- Investigative Research

Subject content

Four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

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

Quantitative Skills

Quantitative skills will be assessed in units 1 and 3 as part of the written examinations (see SAM Unit 3 question 2 pages 40 and 41 for example of a question requiring QS) and in units 2 and 4 as part of the analysis and evaluation.

PE A level helps to prepare students for a wide range of career paths.

Learn skills in a variety of sports, games, dance, swimming, and outdoor pursuits for your own enjoyment and to share with others in many ways

- Develop leadership, organization, and communication skills which will serve you in any interaction with others, in your career or in recreation
- Come to understand the science of the body and how the body works, especially the musculoskeletal system, the nervous system, the respiratory system – and the cardiovascular system – and you will learn how to apply this knowledge to improve sports or dance skills, to repair injury, or to make appropriate exercise and nutrition decisions
- Understand and apply principles of healthy living, physically, mentally, emotionally, spiritually, socially, and environmentally, and learn how to share this knowledge in many settings
- Appreciate the breadth and depth of the health and human performance field, its history and future trends, and discover your place in the field

Career Examples

- [Chiropractor](#)
- [Physical Therapist](#)
- [Occupational Therapist](#)
- [Athletic Trainer](#)
- [Physical Education Teacher](#)
- [Fitness Specialist–Personal Trainer, Fitness Director](#)
- [Recreation Worker](#)
- [Dance Medicine and Science](#)
- [Geriatric Fitness Specialist](#)
- [Gerontology](#)
- [Athletic Coach](#)
- [Dance Educator](#)
- [Exercise Science / Sports Medicine](#)
- [Sports Management](#)
- [Sports Medicine](#)
- Health Education

PHYSICS

Physics is that part of science and technology which deals with how and why things behave as they do. It includes such topics as heat, light, magnetism, electricity, thermodynamics, sound and mechanics.

Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light. The new AS/2 ccea syllabus includes a large section on astrophysics and cosmology.

The syllabus is divided into ten major components:

1. Physical Quantities and Units
2. Mechanics
3. Oscillations, Waves, Source and Light
4. Matter
5. Fields
6. Current Electricity
7. Particles and Photons.
8. Electro Magnetism
9. Nuclear Physics
10. Astronomy

Knowledge of the following topics in Mathematics will be regarded as prerequisite to the study of Physics: Arithmetic, Algebra, Geometry and Trigonometry, Vectors and Graphs.

The full A2-level examination will consist of three written 2 hour modular tests. The last of which examines practical skills in the laboratory.

An AS level is awarded for three written 1.45 hour module tests. The last of which examines practical skills in the laboratory. A data and formulae sheet will be provided for all papers.

Because of the wide variety of subject matter and its relevance to everyday life, Physics is a very interesting subject to study. Physicists rarely get bored with their work. Physics forms an essential basis for careers in engineering, electronics, astronomy and meteorology and a useful basis in many others including medicine, agriculture, telecommunications and the Civil Service.

REQUIREMENTS:

| | |
|--------------------------------|--------------------|
| Triple Award Science Students: | Grade B or better |
| Double Award Science Students | Grade BB or better |

SKILLS DEVELOPED:

Physics forms the basis for much of present and future technology. At its heart it is about finding things out, investigating and understanding why things happen. The subject develops an enquiring mind with practical and mathematical skills.

CAREER OPPORTUNITIES:

When you study Physics you open up your choice of careers and employment prospects. It is essential for a number of degree courses including engineering, (civil, electronic, electrical, mechanical, chemical, aeronautical) and very useful for a great many others such as Architecture, Optometry, Medicine and Dentistry. Many physics graduates work in the financial industry.

Specification at a Glance

The table below summarises the structure of the AS and A level courses:

Content

Assessment

Weightings

AS 1: Forces,

Energy and

Electricity

1 hour 45 mins

Students complete a written examination consisting of compulsory short answer questions

and some that require extended writing.

Externally assessed written paper

40% of AS

16% of

A level

**AS 2: Waves,
Photons and
Astronomy**

1 hour 45 mins

Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.

Externally assessed written paper

40% of AS

16% of

A level

**AS 3: Practical
Techniques and
Data Analysis**

2 (1 hour) components

Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results.

Externally assessed

20% of AS

8% of

A level

**A2 1:
Deformation of
Solids, Thermal
Physics,
Circular
Motion,
Oscillations and
Atomic and
Nuclear Physics**

2 hours

Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification.

Externally assessed written paper

24% of

A level

**A2 2: Fields,
Capacitors and
Particle Physics**

2 hours

Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic

assessment, drawing together different strands of the specification.

Externally assessed written paper

24% of

A level

CCEA GCE Physics from September 2016

Version 2: 13 Oct 2017 7

Content

Assessment

Weightings

A2 3: Practical

Techniques and

Data Analysis

2 (1 hour) components

Students take an externally assessed test of practical skills, consisting of **two** experimental tests, and a separate paper requiring the analysis of experimental results.

Externally assessed

12% of

A level

POLITICS

(Sacred Heart School)

Government and Politics continues to be a popular and successful subject in the sixth form. Its dynamic nature requires students to read newspapers and journals in order to keep abreast of developments in the subject - a week is indeed a long time in politics. Though television and radio continue to be important media for the study of Government and Politics, the Internet is proving to be an invaluable tool, which students need to be prepared to access, both inside and outside school. Students considering this subject as an A-level option should therefore be prepared to develop an interest in current affairs and to work consistently to ensure progression of their written skills throughout the two-year course.

AS Level:

Government and Politics students follow the syllabus offered by CCEA, which requires them to study the following modules:

Module 1: The Government and Politics of Northern Ireland

Module 2: The British Political Process

A2 Level:

In the second year of the course, students study three A2 modules set out as follows:

Module 3: A Comparative Study of the UK & US Legislatures and Executives

Module 4: Political Power

CAREER PROGRESSION

A study of Government and Politics allows students to select from a wide range of undergraduate courses at university and other higher institutions, enabling access to faculties such as Social Science, the Arts, the Humanities and Law. As well as presenting career choices in the public and private sector generally, those wishing to pursue a career in teaching will find that proposed curricular changes should enable them to take advantage of openings in the field of education for citizenship. Whatever their next career step, the study of Government and Politics will have involved students in a range of activities such as debates, conferences, and preparation for visiting dignitaries in the world of politics. This will leave them better placed to become active and informed citizens, able and willing to make a valuable contribution to the local and global community.

Please contact Mr P. Taggart (Sacred Heart School) ptaggart007@c2kni.net

PSYCHOLOGY

AS and A Level Psychology are now two different awards and the AS no longer counts towards A level marks. Anyone who wishes to do A level psychology will complete a two year course and will be assessed with three final exams. It is also possible to do an AS in Psychology and this is assessed by two final papers at the end of sixth year.

Assessments

| Paper 1: Introductory topics in psychology | + Paper 2: Psychology in context |
|--|--|
| What's assessed Compulsory content 1–3 above | What's assessed Compulsory content 4–6 above |
| Assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 72 marks in total 50% of AS | Assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 72 marks in total 50% of AS |
| Questions <ul style="list-style-type: none"> Section A: multiple choice, short answer and extended writing, 24 marks Section B: multiple choice, short answer and extended writing, 24 marks Section C: multiple choice, short answer and extended writing, 24 marks | Questions <ul style="list-style-type: none"> Section A: multiple choice, short answer and extended writing, 24 marks Section B: multiple choice, short answer and extended writing, 24 marks Section C: multiple choice, short answer and extended writing, 24 marks |

Assessments

| Paper 1: Introductory topics in psychology | + Paper 2: Psychology in context | + Paper 3: Issues and options in psychology |
|---|--|--|
| What's assessed Compulsory content 1–4 above | What's assessed Compulsory content 5–7 above | What's assessed Compulsory content 8 above Optional content, one from option 1, 9–11, one from option 2, 12–14, one from option 3, 15–17 above |
| Assessed <ul style="list-style-type: none"> written exam: 2 hours 96 marks in total 33.3% of A-level | Assessed <ul style="list-style-type: none"> written exam: 2 hours 96 marks in total 33.3% of A-level | Assessed <ul style="list-style-type: none"> written exam: 2 hours 96 marks in total 33.3% of A-level |
| Questions <ul style="list-style-type: none"> Section A: multiple choice, short answer and extended writing, 24 marks Section B: multiple choice, short answer and extended writing, 24 marks Section C: multiple choice, short answer and extended writing, 24 marks Section D: multiple choice, short answer and extended writing, 24 marks | Questions <ul style="list-style-type: none"> Section A: multiple choice, short answer and extended writing, 24 marks Section B: multiple choice, short answer and extended writing, 24 marks Section C: multiple choice, short answer and extended writing, 48 marks | Questions <ul style="list-style-type: none"> Section A: multiple choice, short answer and extended writing, 24 marks Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks |

Content of AS Syllabus

Social Influence, including conformity and obedience

Memory, including theories of memory and eyewitness testimony

Attachment, including theory of maternal deprivation

Approaches in Psychology, including the learning, cognitive and biological approach

Biopsychology, including the divisions of the nervous system and the endocrine system

Psychopathology, including phobias and obsessive compulsive disorders

Research Methods, including the experimental method and self- report measures

How Psychology works as a Science

Data Handling and Analysis

Content of A Level Syllabus

Includes all of the above and

Inferential Testing, including probability and factors affecting the choice of statistical tests

Issues and Debates in Psychology, including free will vs determinism and the nature vs nurture debate

Gender, including theories of how gender is acquired

Schizophrenia

Forensic Psychology, including why people offend and how they should be treated/punished

RELIGIOUS STUDIES

Like so many areas in school the Religious Studies curriculum is undergoing great change at the moment. At A'Level we currently study the CCEA Syllabus. A student coming into Lower Sixth Religious Studies can expect to study:

Foundations of Ethics with Special Reference to Medical Ethics at AS Level:

- Deontological Approaches to Moral Decision Making
- Teleological Approaches to Moral Decision making
- Life and Death Issues
- Developments in Bioethics
- Other Aspects of Human Experience
-

Global Ethics at A2 Level:

- Moral Theology
- Global Rights
- Global Issues
- Synoptic Assessment Theme: Conscience, Freedom and Tolerance

Philosophy of Religion at AS Level:

- Arguments for & against the Existence of God
- God, Atheism and the problem of Evil
- The Problem of Miracle
- Religious Experience and its Credential
- Other Aspects of Human experience

Themes in the Philosophy of Religion at A2 Level:

Religious Language

The afterlife: Body, Soul and Personal Identity

Religion and Morality

Synoptic Assessment Theme: Faith, Freedom and Atheism

Assessment Opportunities:

Each unit is available for assessment in summer each year. It is possible to resit individual AS and A2 assessment units once and count the better result for each unit towards an AS or A level qualification.

AS Level:

One 1 hour 20 minutes paper (Medical Ethics) 20% of overall A Level

One 1 hour 20 minutes paper (Philosophy of Religion) 20% of overall A Level

A2 Level:

Two Hour paper (Ethics) 30% of A2

Two Hour paper (Philosophy of Religion) 30% of A2

Each paper is worth 30% of A2 but overall 60% each of A Level

Pupils will answer 3 questions on each paper. The third question on each paper will be a synoptic question based on a specific theme.

Career Opportunities:

This subject is recognised by all third level institutions as a well-developed Arts based Advanced level option. The skills acquired while studying the subject are valuable for the study of a wide variety of Third Level courses e.g. English, History, Law and Education.

Recent RE A Level Graduates have gone on to study –

Architecture, Actuary, Accounts, Finance, Quantity Surveying, Chemical Engineering, Law, Psychology, History, Law with Politics, Software Engineering, Radiography, Teaching St Mary's, Geography, Criminology & Social Policy, Construction Engineering, History, Social Work, Philosophy, Film & TV Studies, ICT, Sports Science, Finance, Environmental Planning & Business Management

SOCIOLOGY

Examination Board: AQA

What is sociology and why should I choose it as an A Level option?

Sociology is a very interesting and popular option. The subject matter of is human beings and their actions and interactions. Sociologists try to make the social world in very much the same way as scientists try to make sense of physical world. Similar to all AS and A2 subjects sociology is intellectually and therefore it is essential that you make the right choices and opt for subjects your learning style and academic interests.



sociology sense of the demanding that suit

Consider sociology if:

- You have an interest in the world around you and a concern for social justice.
- You enjoy reading. You need to be prepared to read from a variety of sources, for example, quality newspapers and magazines, textbooks, internet material and so on. There is a wealth of potentially relevant material out there. You need to develop the eyes and ears of a sociologist and become very interested in the social world and how it works and in current social issues.
- You have an interest in current affairs and watch (and enjoy) current affairs programmes on television such as 'Panorama' 'Dispatches' 'Question Time' 'Newsnight' etc.
- You enjoy and are willing to contribute to class discussions.
- You are well-motivated and are willing to take on board some responsibility for your own learning.

Why should I choose sociology?

Sociology gives you training in how to think and write clearly

Practical ways to understand your world

Critical thinking skills

Skills of analysis

A new way to look at the social world

Good results at GCSE

A wide range of future career options

Specification

If you choose sociology you will be taking the AQA specification. You can consult the AQA website: www.aqa.org - follow the links to GCE sociology. The website contains a very informative section for students and parents and you will also be able to access past papers which will give you some insight into the questions sociologists ask.

Assessments

| | | | | |
|--|---|--|---|---|
| Paper 1: Education with Theory and Methods | + | Paper 2: Topics in Sociology | + | Paper 3: Crime and Deviance with Theory and Methods |
| What's assessed | | What's assessed | | What's assessed |
| Compulsory content 4.1.1, 4.1.2, 4.1.3 | | Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4 Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8 | | Compulsory content 4.3.1, 4.3.2 |
| Assessed | | Assessed | | Assessed |
| <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level | | <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level | | <ul style="list-style-type: none"> • 2 hour written exam • 80 marks • 33.3% of A-level |
| Questions | | Questions | | Questions |
| <ul style="list-style-type: none"> • Education: short answer and extended writing, 50 marks • Methods in Context: extended writing, 20 marks • Theory and Methods: extended writing, 10 marks | | Section a: extended writing, 40 marks Section B: extended writing, 40 marks | | Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks |

CAREER PROGRESSION

- | | |
|--------------------|---------------------------|
| Law | Media/Journalism |
| Drama | Medicine/Dentistry |
| Teaching/Lecturing | Physiotherapy |
| Nursing/Midwifery | Speech Therapy |
| Public Relations | Occupational Therapy |
| Market Research | Health and Social Welfare |
| Administration | Management |



The broad and multi-disciplinary nature of Sociology and its application to a wide range of current issues encourages you to demonstrate the transferability of knowledge, understanding and skills. This makes it an ideal vehicle to assist you in developing skills that are attractive to future employers such as flexibility and competence in Key Skills i.e. Application of number, Communication, and Information Technology.

For further information about Sociology please contact Mrs S. McCaffery (H9) or speak to any of the present Year 13 or Year 14 students taking Sociology as they will give you an 'insiders' view.

SPANISH

A Level Spanish is a two year course at the Abbey Grammar School. In the first term of Lower Sixth we go back over all of the basics of the Language and then move on to the more complex grammatical structures required at Advanced Level. At all times we ensure continuity, by building upon the vocabulary and structures already learnt by our students at GCSE Level. All students are provided with teaching booklets and materials which we have developed within our department.

AS LEVEL

AS paper 1 – oral -worth 13% of AS

- 1) 3 minute presentation
- 2) 8 minute conversation

The oral exam will be held in May of AS year and will be conducted by a visiting examiner.

AS paper 2 – listening, reading & translation – worth 15% of AS

- 1) Section A – Listening - 40 minutes
- 2) Section B – Reading comprehension & Translation from Spanish to English – 1hr 05 minutes

AS paper 3 – Extended writing – worth 12% of AS

- 1) Essay of 300 words approx. – 1 hr

A2 LEVEL

A2 paper 1 – oral -worth 20% of A2

- 1) 3 minute presentation
- 2) 3 minute discussion based on presentation
- 3) 9 minute conversation

The oral exam will be held in May of A2 year and will be conducted by a visiting examiner.

A2 paper 2 – listening, reading & translation – worth 22% of A2

- 1) Section A – Listening - 40 minutes
- 2) Section B – Reading comprehension & Translation from English to Spanish– 1hr 05 minutes

A2 paper 3 – Extended writing – worth 18% of A2

- 1) Essay of 350 words approx. based on a literary text – 1 hr

All AS and A2 Level students have access to the Spanish Language Assistant and at all times students are given detailed guidance with every aspect of the AS and A2 level Spanish Courses.

Spanish is a really useful subject to choose at A Level as it can be combined at University with the study of a variety of disciplines such as Law or Accountancy, thus greatly enhancing the student's career prospects into the future. A number of Abbey students are presently following such courses at university.

At least a grade B at GCSE is required by those wishing to study Spanish at AS level at the Abbey.

Careers Department – additional information for potential university applicants

- Your GCSE grades are the **only** certified results a university has when you apply to UK-based universities through UCAS. For that reason, they are often the baseline deciding-factor on whether or not to offer you a place at university.
- Some universities only consider **GCSEs at the first attempt for some competitive entry courses**. E.g. **Resits of GCSEs may not be considered** for highly competitive courses of study such as **medicine or dentistry**. Please ensure you check entry requirements with individual universities. In addition, a minimum grade B in maths and English language can often be a requirement for courses, e.g. grade B in GCSE maths to study psychology at some universities.
- The threshold for courses such as medicine/dentistry/veterinary medicine can stand at **nine A grades (27 points)** and above at GCSE. Universities take the **best NINE GCSE results** and add allocated points for each grade to points allocated to **additional tests** like the **UKCAT** score for medicine and dentistry (maximum of six points available from the UKCAT).
GCSE A* = 4 points; A = 3 points; etc.
- Students applying to medicine, veterinary medicine/science, dentistry, and some competitive entry courses **must complete four subjects at A Level** where they intend **to apply for Irish universities**. CAO points are extremely high for such courses. UK universities usually make offers based on three A Level grades. **RELEVANT work experience** is also essential for the above candidates and for those applying to health-related careers and caring professions such as social work and initial teacher education. E.g. some veterinary medicine/science courses can require up to six weeks of completed work experience in a range of settings with small and large animals.
- Aptitude tests for medicine** and other high demand courses, such as law, or for top universities form an **important part of the application process**, e.g. the United Kingdom Clinical Aptitude Test (**UKCAT**) or the BioMedical Admissions Test (**BMAT**) for medicine; the **HPAT-Ireland** for medicine in Irish universities, the Health Professions Admission Test (**HPAT-Ulster**) for physiotherapy and other health related/life science courses at Ulster University specifically. In addition, the universities of Oxford and Cambridge have a series of admissions tests in specific subject areas, e.g. Oxford's ELAT for candidates applying to study English, or the MAT for candidates applying to study mathematics. Achieving a high enough score in admissions tests like these, leads to an interview or multiple mini interviews as the final stage of the selection process.
- The **A* grade at A Level** may be specified as **part of an alternative offer** for a limited range of degree programmes.
- UCAS Applications** to the UK are scored as follows:

UCAS Tariff Points from September 2017

| A2 Grade | New Tariff | AS & AS VCE Grade | New Tariff | Pearson BTEC Subsidiary Diploma (QCF) Grade | New Tariff |
|----------|------------|-------------------|------------|---|------------|
| A* | 56 | | | Distinction* | 56 |
| A | 48 | A | 20 | Distinction | 48 |
| B | 40 | B | 16 | / | / |
| C | 32 | C | 12 | Merit | 32 |
| D | 24 | D | 10 | / | / |
| E | 16 | E | 6 | Pass | 16 |

Edexcel BTEC National Award

| Grade | New Tariff |
|-------------|------------|
| Distinction | 48 |
| Merit | 32 |
| Pass | 16 |

Music Qualifications

Certificate in Graded Examination in Music Performance

| Grade | Grade 8 | Grade 7 | Grade 6 |
|-------------|---------|---------|---------|
| Distinction | 30 | 16 | 12 |
| Merit | 24 | 12 | 10 |
| Pass | 18 | 10 | 6 |

Certificate in Graded Examination in Music Theory

| Grade | Grade 8 | Grade 7 | Grade 6 |
|-------------|---------|---------|---------|
| Distinction | 10 | 8 | 6 |
| Merit | 9 | 7 | 5 |
| Pass | 8 | 6 | 4 |

Speech and Drama Qualifications

Graded Qualifications in Speech and Drama

| Grade | Grade 8 | Grade 7 | Grade 6 |
|-------------|---------|---------|---------|
| Distinction | 30 | 16 | 12 |
| Merit | 27 | 14 | 10 |
| Pass | 24 | 12 | 8 |

Speech and Drama: Performance Studies

Official title: LAMDA

Certificate in Speech and Drama: Performance Studies

| Grade | Tariff |
|-------------|--------|
| Distinction | 24 |
| Merit | 16 |
| Pass | 8 |

Entry requirements for ALL university courses can be found online via the universities' websites or via UCAS (www.ucas.com) using its course finder tool.

Copies of prospectuses for all major UK and Irish universities and training colleges are available in Ms Reynolds' careers room and in the study hall for students to review.

www.qub.ac.uk

www.ulster.ac.uk

www.ucd.ie

www.tcd.ie

www.dcu.ie

www.nuigalway.ie

www.maynoothuniversity.ie

www.ucc.ie

www.ul.ie

Applying to Irish universities

Applications through CAO are completed in the first week of the January term of 7th Year, at which stage ALL UCAS applications will have been sent.

CAO Applications to the Republic of Ireland are scored as follows:

Best FOUR subjects at A Level from ONE academic year;

OR

Best THREE at A Level from ONE academic year, **plus ONE AS** subject from either the same or preceding year only. (In other words from the same two-year certification cycle.)

Applicant Scoring for GCE/GCSE – for applicants from 2016

| From 2016 | Universities and associated colleges and DIT | | | Institutes of Technology (other than DkIT) | |
|-----------|--|-------------|-------------|--|---|
| | First 3 A-Levels | 4th A-Level | or AS Level | First 3 A-Levels | AS Levels (& 4th A-level where presented) |
| A* | 180 | 60 | | 180 | 60† |
| A | 150 | 50 | 30 | 150 | 60 |
| B | 130 | 45 | 25 | 130 | 55 |
| C | 100 | 35 | 20 | 100 | 40 |
| D | 65 | 20 | 15 | 65 | 25 |
| E | 45 | 15 | 10 | 45 | 20 |

† Applies to A-level only

Universities and associated colleges and DIT:

Applicants are scored on the basis of their best four A levels or three A levels and an AS level in a different subject from the same or preceding year. The maximum number of points that can be achieved is 600.

Note: Applicants presenting Grade E or above in one of **A-Level Mathematics, Further Mathematics or Pure Mathematics** will have **25 points added** to their score for that subject. The bonus points will only be relevant where that subject is scored as one of the applicant's best four subjects for points' purposes. This gives a maximum possible score of 625.

Institutes of Technology (other than DKIT) and other HEIs offering QQI HET awards:

Applicants are scored on the basis of a maximum of 4 different subject results at A and/or AS level.

Applicants are scored on the basis of a maximum of 4 different subject results at A and/or AS level. For scoring purposes, the following combination of A Levels and AS Levels are permitted:

1. The best 4 A level results in a single sitting.
2. The best 3 A level results in a single sitting, plus the best AS level result from the previous or the same sitting.
3. The best 2 A level subject results in a single sitting, plus the best 2 results at AS level from the previous or the same sitting.
The best 1 A level subject result in a single sitting, plus the best 3 results at AS level from the previous or the same sitting.
4. The best 4 AS level subject results in a single sitting.

Important information for all GCE Applicants to Irish Universities:

- Certified and stamped photocopies of GCSE certificates showing GCSE qualifications achieved must be SENT to CAO in order to meet minimum entry requirements within 10 working days of your application – school transcripts will not be accepted.
- AS Levels entered must be in a different subject(s) to those taken at A-Level.
- Applicants must also advise CAO of any previous AS and A Level awards and provide certified photocopies of certificates/statements of results produced by an examining board to support their application.
- CAO advises GCE applicants to discuss their AS Level certification process with their school. In this school, **AS Level results are frequently cashed in along with A2 Level results in the final year.** As a result, candidates often will not have evidence of their AS Level results until the release of their A2 Level results in August. In this instance, CAO will expect to receive electronic notification of the AS Level results provided that the applicant has supplied their correct exam board, exam centre number and candidate number for all subjects that will be cashed in August of the year students complete A2 exams. This is the responsibility of the applicant.
- If a school cashes in AS Level results in the same year as A Level results, applicants must enter the remaining AS Level subject carried forward on their CAO application – applicants must use the space provided for 'Examinations to be taken' in the Qualifications & Assessments section.
- CAO must be informed if the candidate sat any AS or A2 Level examinations at a different school.

Please note: all applicants must check the matriculation and minimum entry requirements for all courses.

