

LORETO COLLEGE COLERAINE  
*Voluntary Grammar School*



**Year 13 Entrance  
Criteria &  
Subject Options**

<u>Contents</u>	Pages
Introduction: Post 16 Studies	2
<b>Year 13 Loreto Admissions Criteria</b>	<b>3-6</b>
Year 13 Application (Internal Applicants)	7
Year 13 Applications (External Applicants)	8
Careers	9
<b>Subjects:</b>	
Art & Design	10
Biology	11
Business	12-14
Chemistry	14
Construction & the Built Environment	15-16
Drama	16-18
Economics	18-19
English Language	20-22
English Literature	22-23
French	23-25
<u>Gaeilge</u>	26-27
Geography	28-29
Government & Politics	29-30
Health & Social Care	30-31
History	32-33
ICT	33
Maths	34
Music	35
Nutrition & Food Science	36
Physics	37
Religious Studies	38-40
Software Systems & Development	41
Spanish	42-43
Sports	44-45
Technology & Design	46
Supports	47-49

## Introduction: Post 16 Studies



Thinking about post 16 study can be exciting, but also worrying; as you want to make the right choices for YOU! This booklet gives you an idea of the possible pathways some students take. It also outlines the opportunities that staying in a school like Loreto College, can offer, which will prepare you for third level education or employment.

Whatever choice you make, it is really important to focus on your year 12 studies, to get the best possible grades across the subjects you chose at KS4, and to allow yourself the options of as many possibilities as you can for post 16 studies. You have come such a long way. Be proud of your achievements to date. As we move into the new year, work on building your confidence, and prepare well - with a positive mindset - you CAN do this!

***"There are many paths which you can take..."***

### **What should you do now ?**

- ✚ Talk to family about your goals.
- ✚ Ask older brothers, sisters or other relatives / friends what courses they did and think if you might like these.
- ✚ Research careers you are interested in, so you are aware of entry requirements for
  - University and/or employment.
- ✚ Think of subjects you enjoy and will be prepared to put in the work for.
- ✚ What are your skills? Do you enjoy coursework? Are you an active learner? Do you prepare well for examinations? Do you like essay writing? Do you like investigating or working out logically?
- ✚ If you are unsure please ask subject teachers, careers teacher and/or Careers Advisor.

***"This day is FULL of PROMISE and OPPORTUNITY"***



# LORETO COLLEGE COLERAINE

## Year 13 Admissions Criteria

### General

The College will only accept students who:

- Are deemed suitable for Key Stage 5 work.
- Are capable of independent study.
- Have a positive record of conduct, attendance, and attitude.

In consideration of applications for entry into Year 13, priority will be given to students from Loreto College before external applications. Applicants must accept the rules of the College and acceptance of a place in the College is an acknowledgement of this.

Please note that progress to Year 14 will depend upon students supporting the ethos and rules of the College and maintaining a serious commitment to study as evidenced by good attendance, a positive behaviour record and AS results which indicate that appropriate grades can be attained at A level.

### Academic Criteria

Students must have attained:

1. At least **3 Grade Bs** and **two Grade Cs** in GCSE subjects (including a **grade C in English and Mathematics**)
2. At least a **Grade B at GCSE** in the subject which they are proposing to study at A2 Level.
3. Those wishing to do Mathematics to A2 Level must have a Grade A in GCSE Mathematics or a grade B in Mathematics along with a Grade C in Further Mathematics. Pupils taking Mathematics to AS level will need at least a grade B in GCSE Mathematics but are likely to find the course demanding.
4. Pupils taking GCSE Double Award Science must have achieved at least a Grade A in the Science subject(s) they wish to study for AS level.
5. Two “new” subjects will not normally be permitted to be taken in Yr 13. **Students who take up ‘new’ subjects at KS5 must still have a minimum of 3 Grade Bs and 2 Grade Cs.**
6. Pupils taking Technology & Design must have a Grade B in Mathematics.
7. Pupils taking RE must have CCEA GCSE.
8. Those achieving a grade C in a subject may study the subject at AS level **provided, they have a satisfactory record of work in that subject in GCSE indicated by the approval of their class teacher** or, in the case of external applicants, a positive reference from the principal of their previous school. Account will be taken of special circumstances that may have affected performance in examinations, such as illness or family bereavement.

### Attendance Criteria

Students must have achieved a satisfactory attendance rate in Years 11 and 12. Those students who do not achieve a satisfactory attendance rate must have submitted medical evidence (e.g., doctor’s certificate) for such absences. Account will be taken of special circumstances, but unauthorised absences may disqualify a student from entry to Year 13.

### Behaviour / Work Ethic Criteria

Conduct to date must reflect the expectations of Sixth Form and students must have a satisfactory record of behaviour in Years 11 and 12 with reference to

- (a) the submission of all GCSE coursework/Controlled Assessment by the deadline
- (b) the number of detentions, suspensions and/or weeks on monitoring card.
- (c) attendance at school examinations in Years 11 and 12
- (d) the acceptance of offers of help through after-school classes.
- (e) punctuality
- (f) deliberate breach of school rules

## **Additional Information for External Candidates**

### Criteria for all extra places made available by the Department of Education for admission into Year 13.

The Department of Education may, in response to a request from a school, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for Sixth Form study (as set out below) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Pupils who have most recently completed Year 12 in Loreto College.
2. Pupils from other schools where admission has been agreed and additional places granted by the Department of Education.\*

\*Parents should note how the Department of Education (DE) will, in response to a school's request, temporarily increase a school's enrolment number in order to allow extra post -16 pupils to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post-16 course-choices at another suitable school without undertaking an unreasonable journey (i.e. a journey, that by public transport, would be over an hour from where the young person lives or is further than 15 miles distance). If DE finds that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue - then DE will agree a school's request for an extra place.

## **Year 13 Application Guidance**

Generally, Year 13 students' study 4 subjects to AS Level unless advised otherwise. The majority of students continue with 3 subjects in Y14 either A Level or Level 3 CTEC/ BTEC.

### **ENRICHMENT**

In addition to academic study the Sixth Form course is designed to provide opportunities for personal development enabling our students to become independent, discerning members of society. The following help enrich our curriculum and develop the "whole person"

Religious Education	Study Skills & Support
Retreat	Mentoring
Justice Initiatives	Range of extra-curricular activities
Pope John Paul II Awards	Leadership Opportunities
School Council	Eco-Committee
Physical Education	
Careers Education, Information, Advice and Guidance CEIAG	

Other enrichment courses may be arranged/available depending on demand.

## Applying for Year 13

**Note: AS / A2 subjects are offered on the condition that there will be sufficient numbers in each group to form a viable class.**

**Every effort will be made to accommodate your choice of subjects, but we cannot offer an absolute guarantee of this, as it will depend on timetabled subject blocks.**

- Students will be allocated to A Level class first. Select your 3 preferred A2 choices.
- AS choices will then be allocated. If classes are full, students will be asked to take their 2<sup>nd</sup> choice AS Level subject.
- It is important that you choose your preferred 3 subjects then consider your AS choices.

There are a few “new” subjects both Academic and Vocational offered at KS5, **these subjects do not require any prior knowledge** and offer the opportunity to make a fresh start.

New Subjects: Economics, Government and Politics, Health and Social Care & the Vocational subjects, which offer BTEC or CTEC qualifications – ICT and Business Studies.

Seek advice from subject teachers or communicate with school to get additional information.

### **Section A:**

- 1 Please complete the application form to indicate the three subjects that you intend to study to Y14. These will be numbered 1-3. These will be the subjects which you will study through to year 14.
2. You must then select a 4<sup>th</sup> subject which will be your choice of AS subject. We cannot guarantee that we will be able to offer this AS, as it will depend on student choices of A2 subjects. We may have to ask you to consider an alternative AS.
3. Please indicate your proposed career areas on the form.

### **NOTE**

- If you choose English and English Literature, or IT and Software Systems Development as part of your post 16 programme you must check with Careers teachers to ensure that the overlap in these subjects will not disadvantage you for entry into higher education.
- Pupils taking only GCSE Mathematics need a grade A or better (with T4 completed) to proceed to AS and A-Level Mathematics.
- Pupils taking GCSE Further Mathematics will need a grade B in GCSE Mathematics and a minimum Grade C in Further Mathematics to proceed to A-Level Mathematics.
- Pupils taking GCSE Double Award Science must have achieved a grade A in the science subject which they wish to study at A Level.
- At the time of writing some vocational ‘A’ level courses are not recognised by southern universities for entrance requirements. You should check this with the university. **Some UK universities may not accept more than one Vocational subject for entry to certain courses. Make sure you check courses you might be interested in!**
- Students who study either of the CTEC vocational subjects will be continuously assessed and produce a portfolio of work. They will not sit AS Levels in Year 13 in these subjects.
- Students who opt to study either of the BTEC courses, will complete a combination of coursework and examinations.

- Two “new” subjects will not normally be permitted to be taken in Yr13.
- **Pupils should check details of entry requirements for any course they may be considering, to ensure they are studying AS /A2 subjects which might be necessary for those courses.**

**Remember:**

- **Be realistic and honest.**
- **Consult with as many people as possible who can offer relevant and valuable advice.**
- **Carefully consider the consequences of your choices in terms of A Level success, personal fulfilment, and future career.**
- **Plan for a few higher education/career routes.**
- **Plan for different levels of entry into higher education**

**Subjects:**

Art & Design	ICT (CTEC)
Biology	Irish
Business Studies (CTEC)	Mathematics
Construction and the Built Environment (BTEC)	Further Mathematics AS (Year 13/14)
Chemistry	Music
Economics	Physical Education
English Literature	Physics
English Language	Religious Studies
Food & Nutrition	Spanish
French	Sports (BTEC)
Geography	Theatre Studies
Government & Politics	Software Systems Development
Health & Social Care (Single Award)	Technology & Design
History	

**Loreto College Coleraine**  
**Application for Admission to Year 13**  
**(Internal Applicants)**



Please select A level subjects in order of preference from the list in the KS5 Information booklet.

<i>SUBJECT</i>	<i>SCHOOL USE ONLY</i>	
	Grade obtained	Place confirmed (√)
1		
2		
3		
Whilst students must study 3 A level subjects, a 4 <sup>th</sup> subject to either AS or A2 is also recommended. This will depend on the student's ability and performance as well as career need. You should indicate a fourth AS subject in the box below.		
4 AS 1 <sup>st</sup> Choice	AS 2 <sup>nd</sup> Choice	

**Proposed Career Area** (a) \_\_\_\_\_ (b) \_\_\_\_\_

Please complete section A or B below

**I have read the Year 13 Admissions Criteria and wish to apply for entry into Year 13 in Loreto College. I understand that entry to AS courses in Year 13 does not of itself guarantee entry to A2 courses in Year 14.**

**A In making this application, I understand that**

- admission to a place in any subject is at the discretion of the college and subject to viability in terms of class size as deemed appropriate by the Principal.

**In making this application, I agree to the following requirements:**

- 1)Academic progress which entails planned independent study (use of study periods in school and a daily schedule for home study).
- 2)Strict adherence to deadlines for Coursework, Projects and Assessments.
- 3)Serious commitment to school regulations, including attendance, punctuality and appearance
- 4)Full support of the School Ethos- commitment to becoming involved in the general life of the school.

Name: \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Signed \_\_\_\_\_ (Pupil)

Signed \_\_\_\_\_ ( Parent/ Guardian )

**B I do not intend to return to the College in September 2023**

Name \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_(Pupil) \_\_\_\_\_(Parent/Guardian)





# LORETO COLLEGE COLERAINE

## APPLICATION TO SIXTH FORM (External Applicants)

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ Previous School \_\_\_\_\_

### GCSE Subjects and results

Subject	Grade	Subject	Grade

Please select in order of preference from the list in the KS5 Information Booklet

<b>SUBJECT</b>	<b>SCHOOL USE ONLY</b>	
	Grade Obtained	Place Confirmed (✓)
<b>1</b>		
<b>2</b>		
<b>3</b>		
Whilst students must study 3 A level subjects, a 4 <sup>th</sup> subject to either AS or A2 is also recommended. This will depend on the student's ability and performance as well as career need. You should indicate a fourth subject in the box below.		
<b>4 AS 1<sup>st</sup> Choice</b>	<b>AS 2<sup>nd</sup> Choice</b>	

Proposed Career Area (a) \_\_\_\_\_ (b) \_\_\_\_\_

I wish to apply for entry into Year 13 in Loreto College. I understand that

In making this application, I understand that:

- Places are allocated based on the College's Admissions Criteria for Year 13 (available on our website [Loretocollege.org.uk](http://Loretocollege.org.uk))
- Admission to a place in any subject is at the discretion of the College and subject to viability in terms of class size as deemed appropriate by the Principal.
- Entry to AS courses in Year 13 does not of itself guarantee entry to A2 courses in Year 14.

In making this application, I agree to the following requirements:

- 1 Academic progress which entails planned independent study (use of study periods in school and a daily schedule for home study).
- 2 Strict adherence to deadlines for Coursework, Projects and Assessments.
- 3 Serious commitment to school regulations, including attendance, punctuality and uniform.
- 4 Full support of the School Ethos including a commitment to becoming involved in the general life of the school.

This form should be completed and returned to the school office or emailed to [pmckeefry465@c2kni.net](mailto:pmckeefry465@c2kni.net)

Interviews will be held after results have been issued. Offers of places will be subject to grades, interview and report from previous school.

Signed \_\_\_\_\_ Date: \_\_\_\_\_

## POST-16 CAREER PATHWAYS



### Stay in School

School offers A-Level courses, BTEC and CTEC courses.

Further information can be found on our school website: <https://www.loretocollege.org.uk/> and the subject options booklet.

### Regional College –

There are six Colleges in N. Ireland all of which offer full-time and part-time courses. Further information on courses can be found on <https://www.nwrc.ac.uk/> <https://www.nrc.ac.uk/>

Open days take place February/March depending on which campus you might be interested in.

### CAFRE

College of Agriculture Food & Rural Enterprise. There are three main campuses offering a range of courses in relation to agriculture and food innovation. Students can start after GCSE and progress to degree level depending on the course you choose. For further information visit the website <https://www.cafre.ac.uk/>

### Apprenticeships

An apprenticeship means you are employed by a company and earn a wage whilst you learn.

These can be offered at different levels. Some businesses offer these independently and others are through Regional Colleges. Find more information visit [www.workplus.app](http://www.workplus.app) for companies that offer apprenticeships or [www.gov.uk/become-apprentice](http://www.gov.uk/become-apprentice)

### Work

This can be through direct employment after completing your GCSEs.

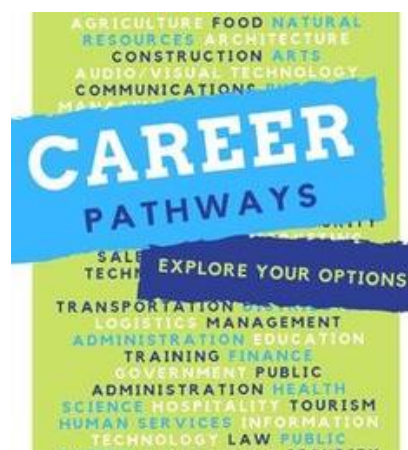
### Useful websites:

#### General Careers Information:

- [www.nidirect.gov.uk/articles/careers-service](http://www.nidirect.gov.uk/articles/careers-service)
- [www.nidirect.gov.uk/articles/skills-demand](http://www.nidirect.gov.uk/articles/skills-demand)

#### University Information:

- [www.ucas.co.uk](http://www.ucas.co.uk)
- [www.qub.ac.uk/courses/undergraduate](http://www.qub.ac.uk/courses/undergraduate)
- [www.ulster.ac.uk/courses](http://www.ulster.ac.uk/courses)
- [www.cao.ie](http://www.cao.ie)
- [www.atu.ie](http://www.atu.ie)



The following pages outline the details of subjects to As /A2 level.

## **ART & DESIGN**

### **INTERNAL ASSESSMENT**

There are four internal assessment units in this specification, two at AS level and two at A2.

#### **Unit AS 1**

Experimental Portfolio (50% of AS, 20% of A2)

#### **Unit AS 2**

Personal Outcome (50% of AS, 20% of A2)

#### **A2 1**

Personal and Critical Investigation (practical component 60% of A2, 36% of A2)

#### **A2 2**

Thematic Outcome (40% of A2, 24% of A2)

Teachers assess the skills outlined in the learning outcomes for each unit through internal assessment. We moderate the results of teacher assessment.

- At both AS and A2, teachers present the externally set stimulus paper and themes at the beginning of the course in September.
- Tasks may include a student-led and a teacher-led approach at AS. At A2, students select a subject for investigation and teachers guide them on suitability. The stimulus paper can inspire their investigations.
- At AS, teachers support students to prepare for assessment, create a portfolio and present their outcome.
- A2 challenges students to be more independent in their decision-making and presentation of work.

### ***CAREER NOTE***

*Art and Design can open doors to many different types of careers. Opportunities such as Fashion, Advertising, Teaching and Lecturing, Animation, Film, Television, Jewellery design, Architecture, Graphic design, Computer Graphics, Set and Stage design, Costume design, Sculpture, Photography, Interior design and many others. Refer to University prospectuses for courses linked to Art and Design.*

## BIOLOGY

### AS COURSE

#### Module 1: Molecules and Cells

- Molecules
- Enzymes
- Viruses
- Cells
- Cell Physiology
- Continuity of Cells
- Tissues and Organs

#### Module 2: Organisms and Biodiversity

- Transport and Exchange Mechanisms
- The Adaptation of Organisms
- Biodiversity
- Human Impact on Biodiversity

#### Module 3: Practical Skills in AS Biology

Teaching and Learning Module	Nature of Assessment	Test Time	Percentage Weighting
AS 1	External Written Exam	1 hr 30 mins	37.5% of AS 15% of A-Level
AS 2	External Written Exam	1 hr 30 mins	37.5% of AS 15% of A-Level
AS 3	External Written Exam and Internal Practical Assessment	1 hr	25% of AS 10% of A-Level

### A2 COURSE

#### Module 1: Physiology & Ecosystems

- Homeostasis
- Immunity
- Co-ordination and Control
- Ecosystems

#### Module 2: Biochemistry, Genetics and Evolutionary Trends

- Respiration
- Photosynthesis
- DNA as the Genetic Code
- Gene Technology
- Genes and Patterns of Inheritance
- Population Genetics
- Kingdom Plantae
- Kingdom Animalia

#### Module 3: Practical Skills in A2 Biology

Teaching and Learning Module	Nature of Assessment	Test Time	Percentage Weighting
A2 1	External/written test	2 hr 15 mins	24% of A-Level
A2 2	External/written test	2 hr 15 mins	24% of A-Level
A2 3	External Written Exam and Internal practical coursework	1 hr 15 mins	12% of A-Level

AS results – 40% A2 results – 60% of total A-Level.

#### **Skills Developed in this Subject**

- Intellectual skills including application of knowledge.
- Practical and Investigative skills involving planning, obtaining evidence, interpreting and evaluating, problem solving.
- Communication skills including research and retrieval methods and use of biological terminology.
- Numeracy and ICT skills.

#### **CAREER NOTE**

*Very important for Medicine, Dentistry, Nursing, Veterinary, Pharmacy and related careers. Useful for Agriculture, Occupational Therapy, Food Technology, Forensic Science, Biotechnology, Forestry, Fisheries and Equestrian.*

**OCR LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA**  
**BUSINESS**

### Course Outline

Business is a popular subject at Key Stage 5. At the very heart of the economy, businesses encourage innovation and create wealth. This course has been designed in collaboration with leading businesses and universities to explore all aspects of the business world including practical activities - ideal for a wide range of learning styles. Students will gain a theoretical background reinforced with practical skills that can be transferred into third level education and the workplace.

If you enjoy research and project-based work, this course offers you the opportunity to investigate the world of business through an exam-free vocational qualification, equivalent to A-Levels.

Year 13	Year 14
The business Environment* Business Resources* Business Accounting	Recruitment & Selection Managing a Business Event Understanding Health and Safety in the Business Workplace.

Students will undertake 6 modules over the 2-year course. The course can also be taken as an AS equivalent and so students may take the course for 1 year if they prefer.

\*Compulsory units

### How will I learn?

Lessons will include a combination of theory-based teaching with related coursework tasks. Most lessons may be timetabled for IT suites, however you will be expected to complete assignments in your own time, and on an on-going basis. The contextual nature of this course lends itself to external visits to industry e.g. Glens of Antrim, Seating Matters, The Crannagh Outdoor Activity Centre as well as visiting speakers to the school.

### How will I be assessed?

There are no exams on this course. You will be assessed on the coursework pieces you complete, with some opportunity to have feedback for improvement. All units carry Pass, Merit and Distinction criteria. Depending on your efforts you will be awarded on this basis. The table below demonstrates the equivalent in UCAS points if taken as a 1 or 2 year course.

Grade	UCAS Tariff points (at end of 1 year)	UCAS Tariff Points (at end of 2 years)
D*	28	56
D	24	48
M	16	32
P	8	16

For universities that require Grades, the following table (below) demonstrates the equivalency. This is based on entrance criteria at QUB

**(You should check each university individually).**

### NOTE:

QUB will accept 1 vocational qualification AND 1 applied course alongside an exam-based A-level. University of Ulster will accept up to 3 vocational courses. This course will not be accepted for Medicine, Dentistry or Pharmacy degree course.

**Assessment:**

<b>Unit</b>	<b>Title</b>	<b>Overview</b>	<b>Mode of Assessment and Weighting</b>
Unit 1	The Business Environment	This unit introduces learners to a range of business activities including the purposes of different organisations and the influence of stakeholders and how businesses organise themselves through strategic planning and organisational structures. They will study the impact of external and internal influences on business operations and the fundamental economic principles that impact on businesses.	Coursework 10 credits
Unit 2	Business Resources	This unit looks at how businesses manage their resources efficiently in order to achieve their objectives They will investigate the importance of managing human, physical and technological resources. The unit also explores the sources of financial resources available to organisations and the interpretation and analysis of financial documents.	Coursework 10 credits
Unit 4	Business Accounting	Looks at the purpose of accounting and the various categories of income and expenditure. The effective management of Cash flow and the measurement of an organisation's financial performance through profit and loss, balance sheet and ratio analysis.	Coursework 10 credits
Unit 12	Recruitment and Selection in Business	Investigates recruitment and the importance of ensuring that the best people are selected to work in organisations. Learners will study selection and recruitment techniques and will set up, and take part in, a selection interview.	Coursework 10 credits
Unit 14	Managing a Business Event	Businesses use events to exhibit and promote the company and its products as well as build relationships among employees, customers and suppliers. Learners will have the opportunity to organise and run an event and in so doing develop their organisational skills, understand the role of the business event organiser and the methods used to plan the event.	Coursework 10 credits
Unit 17	Understanding health and safety in the business world	Health and safety is a vital part of the modern workplace whatever industry or sector is chosen. Learners will gain an understanding of health and safety legislation, regulations and requirements that form the basis of all workplaces in the UK.	Coursework 10 credits

**Study / Homework Requirements**

Business is a rigorous subject requiring a positive, enthusiastic and consistent approach and attitude. Pupils are expected to:

- Research topics independently
- Expand on material given in class from newspapers, textbooks, relevant businesses
- Complete tasks and assignments on time to the required standard
- Present coursework evidence in acceptable formats.

This will require a minimum of **one hours work per day** in addition to normal class time. This should be allocated from school study periods and evenings/weekends.

### Future Careers Opportunities

If you have a very clear idea on the type of degree or career you want to pursue, this course will offer you excellent industry insight into Business. The course will help to provide students with investigative and problem-solving skills that can be applied to many areas of further education and employment. Subject specific career paths include Business Management, Law, Banking, Accountancy, Economics, Finance, Marketing, Human Resources etc.

## CHEMISTRY

### AS COURSE

MODULE 1: -Basic concepts in Physical and Inorganic Chemistry

MODULE 2: -Further Physical and Inorganic Chemistry and introduction to Organic Chemistry

MODULE 3: - Basic Practical Chemistry

#### Assessment

Paper	Tests	Duration	% AS	% Full A-Level
AS1	Written Paper	1 hr 30 min	40	16
AS2	Written Paper	1 hr 15 min	40	16
AS3	Practical Exam	1 hr 15 min	20	8
AS3	Practical Theory Exam	1 hr 15 min		

### A2 COURSE

MODULE 1: -Further Physical Chemistry

MODULE 2: -Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry

MODULE 3: - Further Practical Chemistry

#### Assessment

Paper	Tests	Duration	% of A2	% Full A-Level
A2 1	Written Paper	2 hrs	40	24
A2 2	Written Paper	2 hrs	40	24
A2 3 (i)	Practical Exam	1 hr 15 min	20	12
A2 3 (ii)	Practical Theory Exam	1 hr 15 min		

### Skills Developed

- Problem Solving.
- Experimental and Investigative Skills.
- Numeracy, Literacy and ICT.
- Synthesis of Knowledge.

### CAREER NOTE

*In recent years, A-Level Chemistry students have gone to study a wide range of degree courses. These have included: Medicine, Pharmacy, Veterinary, Dentistry, Teaching, Dietetics, Ophthalmic Studies, Engineering and Physiotherapy. These studies have been undertaken in a number of universities, including Queen's Belfast, Trinity Dublin, Edinburgh, Glasgow, Cambridge, Manchester, Liverpool and London.*

*It is worth noting that A' Level Chemistry is essential for the study of Medicine, Pharmacy, Dentistry and Veterinary. Indeed, an A Grade is often required.*

## **Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment**

BTEC stands for the Business and Technology Education Council. A BTEC is a specialist work-related qualification that combines practical learning with subject and theory content. It is designed for young people interested in a particular work sector or industry but who are not yet sure what job they would like to do. BTEC qualifications are flexible and are studied alongside other qualifications as appropriate.

A BTEC National Extended Certificate qualification is equivalent to **one** A Level.

### **Content**

The BTEC Level 3 National Extended Certificate in Construction and the Built Environment is for students who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate vocational subjects or A-Levels.

The BTEC Level 3 National Extended Certificate in Construction and the Built Environment is composed of the following four mandatory units:

1. Construction Principles
2. Construction Design
3. Construction Technology
4. Health and Safety in Construction

### **Assessment**

Assessment includes a range of assessment types and styles with 67% of the assessment being external. The **four** mandatory units are all assessed, with two units assessed externally and two assessed internally as follows:

1. Construction Principles – externally assessed (33.3%)
2. Construction Design – externally assessed (33.3%)
3. Construction Technology – internally assessed (16.7%)
4. Health and Safety in Construction – internally assessed (16.7%)

### **Externally-Assessed units**

Each external assessment for a BTEC National has been developed to allow learners to demonstrate breadth and depth of achievement. The styles of external assessment used for qualifications in the Construction and the Built Environment suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year.

### **Internally-Assessed units**

Learners are required to provide a portfolio of evidence completed from teacher-led assignments that will give them opportunities to:

- demonstrate practical and technical skills using appropriate (tools/processes etc.)



- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

All internally assessed units are subject to external standards verification.

### **Qualifications**

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. Qualifications are graded using a scale of P to D\*.

### **Career Path:**

BTEC qualifications are recognised throughout the world and are accepted by all Universities and Colleges of Further Education.

Completion of the Extended Certificate in Construction in the Built Environment, along with other BTEC or A-level qualifications can be used to progress to third level education and would be particularly beneficial to anyone with an interest in working within the construction industry.

A range of potential careers would include Architecture, Construction Management, Facilities Management and Civil Engineering.

## **DRAMA AND THEATRE**

“Getting an offer of pupillage is one of the most competitive obstacles on route to becoming a barrister. I can say with absolute certainty that my background in drama helped me deal with interviews and ultimately get the job.”

Samuel March Barrister and University of Cambridge graduate

This A-Level encourages creativity, focusing on practical work and developing skills that will support progression to further study of Drama and a wide range of other subjects.

### **Overview**

Theatre is a collaborative art form and it is important that students have a clear understanding of how different creative ideas are put into practice. This component requires students to consider, analyse and evaluate how different theatre makers create impact. Throughout this component, students will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and designer.

Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers.

Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to page. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production concept. Students will research the original performance conditions and gain an understanding of how social, historical and cultural contexts have informed their decisions as theatre makers.

THIS IS A TWO YEAR COURSE WITH 100% OF THE EXAM BEING IN YEAR 2

## A2 COURSE

### Component 1: Devising

#### Content overview

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

#### Assessment overview

There are **two parts** to the assessment:

- 1) a portfolio of the portfolio submission recommendations are:
  - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal
- 2) the devised performance/design realisation

### Component 2: Text in Performance

#### Content overview

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.
- Centre choice of performance texts.

### Component 3: Theatre Makers in Practice

#### Content overview

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a **complete performance text** – focusing on how this can be realised for performance.
- Practical exploration and interpretation of **another complete performance text**, in light of a chosen **theatre practitioner** – focusing on how this text could be reimagined for a contemporary audience.

#### Assessment overview

##### Section A: Live Theatre Evaluation

- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.
- Students **are** allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

##### Section B: Page to Stage: Realising a Performance Text

- Students answer two extended response questions based on an **unseen extract** from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- Students answer from the perspective of a performer and a designer.
- Performance texts for this section are **not** allowed in the examination as the extracts will be provided.

##### Section C: Interpreting a Performance Text

- Students will answer one extended response question from a choice of two based on an **unseen named section** from their chosen performance text.
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.
- Students **must** take in clean copies of their performance texts for this section, but no other printed materials.

### **Skills developed when studying drama**

Acting, Design, Directorial, Interpretative, Creative Thinking, Critical Evaluation, Literacy, Negotiating, Organising, Planning Presentation, Research, Teamwork, Working to deadlines.

### ***CAREER NOTE***

*Jobs directly related:*

*Actor, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Costume Designer, Lighting Designer, Theatre Critic, Box Officer Manager.*

## **ECONOMICS**

**This subject can be taken as a new subject at A-level without having studied Economics at GCSE. Previous students will describe Economics as an enjoyable and relevant subject that has enhanced their own personal development in terms of their ability to understand and discuss real world economic, social and political issues of the day.**

### **Subject Content**

The specification addresses four compulsory modules:

- 1Markets and Prices
- 2The National Economy
- 3Business Economics
- 4The Global Economy

### **AS COURSE**

#### **Module 1: Markets and Market Failure**

This AS module introduces students to the market mechanism as a means of resolving the basic economics problem of limited resources and unlimited wants. It examines the economics behavioural of consumers and producers in competitive markets and provides students with the opportunity to consider the causes and effects of changes in supply and demand through the application of the market model. It introduces students to the notions of market efficiency and market failure. The possible reasons for, and consequences of, markets failing to operate efficiently are explored. The range of possible government responses to failing markets and the likely effectiveness of these responses are considered.

#### **Module 2: Managing The National Economy**

The AS module introduces students to the macroeconomic issues in the context of the UK and Northern Ireland economies. The basic aggregate demand and supply model, contemporary data and data relating to the period since 1979 should be used to examine economic performance and the effectiveness of government macroeconomic policy.

### **AS ASSESSMENT**

Module 1	150% of AS	Written Exam	1 hr 30 mins	20% A-Level
Module 2	250%	Written Exam	1 hr 30 mins	20% A-Level
	100%		40%	

## **A2 COURSE**

### **Module 3: Business Economics**

This A2 module builds on the content of Module 1 to examine in more detail how production is organised and how price and output are affected by the competitive structure of the market. Various market models are considered and their usefulness and limitations as explanations of market behaviour are explored. Written, numerical and graphical data from a range of different sources should be examined to provide students with opportunities to interpret information from the perspective of consumers, producers and government and to propose possible solutions to problems.

### **Module 4: The Global Economy**

This A2 module builds on some of the content of Modules 1 and 2 to consider the theory and practice of international trade, payments and exchange. The advantages and problems associated with specialisation and trade in an international context are investigated and the nature of the balance of payments and exchange rate determination are examined in more detail. The domestic policy implications for the UK and Northern Ireland of recent developments such as the move towards closer economic and monetary integration in Europe and the increasing openness of work markets are explored.

**A2 Assessment:**     Module 1 Written Exam 2hrs30% of A-Level  
                              Module 2 Written Exam 2 hrs30% of A-Level

### **Skills Developed**

Economics is the study of how people, organisations and communities make the best use of available resources. This specification is designed to provide students with a course of study in economics which will enable them to:

- recognise the main economic problems and issues faced by society and to comment on these in a thoughtful and informed manner;
- develop an understanding of the complexity of economic behaviour and an appreciation of the inter-relatedness of the economic decision-making and activity of individual's businesses, institutions, communities and governments;
- appreciate the contribution of the discipline of economics to understanding the wider environment and society in which they live;
- develop skills, qualities and attitudes which will equip them for the challenges, opportunities and responsibilities of adult and working life.

Students should appreciate that the AS and Advanced GCE Economics courses require them to write clearly, coherently and at length. The courses also require them to handle numerical data and to make calculations. Before embarking on their studies, students should therefore satisfy themselves that they possess adequate levels of literacy and numeracy to cope with the demands of the course.

### ***CAREER NOTE***

*Economics is an excellent subject choice – many A-Level students undertake courses, such as Accountancy, Management, Banking, Business Studies, Law, European Studies, Finance, Politics to name but a few. Economics is a core element in these subjects and therefore makes university studies that bit easier. It is a very useful subject in combination with Geography, History, English, Computers and Mathematics. In previous years students have studied it along with a Science subject to give them a broad balance. Economics is a useful subject from a personal development point of view, helping you to understand and talk about the major economic, social and political issues of the day.*

## ENGLISH LANGUAGE

This course, leading to the AS and A2 qualifications, is based on the detailed and scientific analysis of English Language in a wide variety of texts. There are NO set literary texts for this course, though a number of excellent textbooks are used. Texts for analysis can range from extracts from Chaucer or Shakespeare to modern-day text messages or extracts from websites or internet discussions.

Any student who has undertaken GCSE English will be qualified for entry into this course with a good GCSE grade (preferably A or A\*) and a high recommendation from their English teacher.

Modules include both coursework and examinations, and entail:

- the detailed textual analysis of texts of any genre, period or style;
- the study of language acquisition and production;
- the analysis of spoken language;
- personal, creative and/or functional writing and its analysis;
- language change;
- language of the media;
- journalistic writing;
- language investigation.

### **Component 1: Language Variation**

35% of the total qualification

Student will explore:

- how language varies depending on mode, field, function and audience.
- how language choices can create personal identities.
- language variation in English from c1550 (the beginnings of early Modern English) to the present day.
- written examination, lasting 2 hours 15 minutes.
- two sections: students answer the question in Section A and the question in Section B.
- total of 60 marks available – 30 marks per section.
- Section A – Individual Variation: one question on two unseen 21<sup>st</sup> century linked texts/data, from two different periods. Students produce an extended comparative response (A01, A02, A03, A04 assessed)

### **Component 2: Child Language Acquisition**

20% of the total qualification

Students will explore:

- spoken language acquisition and how children learn to written between the ages 0-8.
- the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading.
- appropriate theories of children's language development.
- written examination lasting 1 hour.
- total of 45 marks available.
- one question based on a set of unseen data – either spoken or written. Students produce an extended response.

### **Component 3: Language Investigation**

25% of the total qualification

Students will:

- select a research focus from five topic areas.
- develop their research and investigation skills.
- undertake a focused investigation.
- apply their knowledge of language levels and key language concepts developed through the whole course.

- develop their personal language specialism. A subtopic will be pre-released in the January before the examination. The pre-released subtopic will provide a steer for students' research and investigation to enable them to prepare the external assessment.
- Written examination lasting 1 hour 45 minutes.
- Two sections: students answer one question from Section A and question from Section B.
- Total of 45 marks available: Section A question (15 marks) and Section B (30 marks).
- Section A – one question on unseen data. Students must answer the question on the subtopic they have researched.
- Section B – one evaluative question. Students must answer the question on the subtopic they have researched and must make connections with data from their investigations. Students produce an extended response.

### **Coursework: Crafting Language**

- Internally assessed, externally moderated.
- 20% of the total qualification.

Students will:

- Research a selected genre.
- Demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes.
- Reflect on their research and writing in an accompanying commentary.

Students produce two assignments:

- Assignment 1: two pieces of original writing from the same genre, differentiated by function and/or audience.
- Assignment 2: one commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken.
- Advisory total work count is 2500-3000 words. Assignment 1:1500-2000 words; Assignment 2:1000 words.
- Total of 50 marks available: Assignment 1:30 marks and Assignment 2:20 marks.

### **NOTE:**

- English Language involves detailed, precise, scientific analysis of language and an awareness of topical language issues;
- This course is stimulating, interesting and requires hard work;
- English Literature (as opposed to English Language) is required by SOME universities for entry into traditional English degree courses;
- Whereas English Language and English Literature complement one another extremely well at both AS and A2 level, it may be wise for some students to broaden their choice of A2 subjects beyond this, unless they are taking four A2 subjects or are committed to pursuing a career in the broad area of English / Media / Literature. Students intending to apply to universities in the Irish Republic may encounter difficulties in having English Language and English Literature recognised as separate subjects.

### **This course will suit all students who:**

- Have an interest in reading a wide variety of texts from the past and present;
- Enjoy expressing their opinions and justifying their comments on texts;
- Want to keep their options open for further study;

### **CAREER NOTE**

*English Language is a popular qualification for entry to a wide range of courses in higher education or for future careers in Law, Journalism, Teaching, Librarianship, Publishing, Media, Speech / Language Therapy, Communication/Management and many others. Both English Language and English Literature combine*

*well with both Arts and Science subjects. Note, however, that some universities demand Literature at A-Level in order to gain admission to English courses.*

## **ENGLISH LITERATURE**

This traditional course has been popular at Loreto College for many years. It involves the close study of a number of set texts from throughout the history of English Literature – from Chaucer to the present day – within the three main genres of drama, poetry and prose, and leads to the AS and A2 qualifications.

It is an ideal course for those who have taken GCSE English Literature; however, other students may gain admission to the class given (a) a good GCSE English grade, preferably A or A\*, and (b) a recommendation from their English teacher.

Modules include coursework and examinations, and entail:

- the study of Shakespeare;
- the study of twentieth-century drama;
- the study of poetry written after 1800 and between 1300-1800;
- the study of novels written post-1990 and pre-1900.

Two modules (one coursework) will be undertaken in Year 13, and two (both examination based) in Year 14.

### **Year 13**

**Module 1:**60% of AS, 24% of A-Level

Study of Drama and Poetry

Examination 2 hours

A Streetcar Named Desire (Tennessee Williams) and Poetry of Robert Frost and Seamus Heaney (probable)

**Module 2:**40% of AS, 16% of A-Level

Study of Prose

Examination 1 hour

Novel: Wuthering Heights (Emily Bronte) or Frankenstein (Mary Shelley) (probable)

### **Year 14**

**Module 3:**20% of A-Level: Study of Shakespeare

Examination 1 hour 30 minute

King Lear (probable)

**Module 4:**20% of A-level

Study of Prose pre-1900 and Unseen Poetry

Examination 2 hours

Poetry of John Donne (probable)

**Module 5:**20% of A-Level

Study of Prose post 1900

Coursework 2500 words, comparative study of two novels, at least one to be from the twenty first century.

## NOTE:

- English Literature involves the detailed study of SET TEXTS and very wide reading;
- The course is stimulating, interesting and requires hard work;
- English Literature (as opposed to English Language) is required by SOME universities for entry into traditional English degree courses;
- Whereas English Language and English Literature complement one another extremely well at both AS and A2 level, it may be wise for some students to broaden their choice of A2 subjects beyond this, unless they are taking four A2 subjects or are committed to pursuing a career in the broad area of English / Media / Literature. Students intending to apply to universities in the Irish Republic may encounter difficulties in having English Language and English Literature recognised as separate subjects.

## THIS COURSE WILL SUIT ALL STUDENTS WHO:

- Have an interest in reading a wide variety of texts from the past and present;
- Enjoy expressing their opinions and justifying their comments on texts;
- Want to keep their options open for further study.

### **CAREER NOTE**

*English Literature is a very useful subject for Law, Journalism, Teaching, Librarianship, Publishing, Media, Speech / Language Therapy, Communication/Management and many others. Both English Literature and English Literature combine well with both Arts and Science subjects. Some Medicine/Dentistry courses see students with at least AS level English Literature as being at an advantage. It is often required for degree courses in English.*

## **FRENCH**

In today's world, speaking one foreign language is not enough. French is, along with English, the only language spoken on all five continents. More than 220 million people speak French on all five continents. French is the second most widely taught language after English. It is taught on every continent and is the sixth most widely spoken language in the world. It is the language of business and is the second working language of the European Union and the International Olympic Committee. Learning French is an important way of helping students develop an awareness of their own language and culture as well as that of France. Learning French builds self-confidence and prepares students for life in a global society, work in a global economy and fosters their intellectual development by developing presentation and communication skills which are transferrable to the world of work and are highly valued by universities and employers.

The ability to speak French and English is an advantage for finding a job with the many multinational companies using French as their working language, in a wide range of sectors (retailing, automotive, luxury goods, aeronautics etc). France, as the world's fifth biggest economy, attracts entrepreneurs, researchers and foreign students. An ability to speak and write French at this advanced level will open many doors in the world of work and will enhance self-confidence and independence.

### **A-LEVEL FRENCH**

Students are required to study the CCEA specification for AS & A2 French. Students may study AS French as a stand-alone qualification but if they wish to enter third-level education they will be required to study the full A2 course.

### **AS Course**

**Module 1:** Speaking - This unit is in two parts: Presentation & Conversation

**Module 2:** Listening, Reading & Use of Language. This unit is in three parts:



- Listening – Students answer two sets of questions based on two discrete passages recorded on disk. Students are required to answer questions in English and French.
- Reading Comprehension – Students answer one set of questions in French based on one passage.
- Translation from French into English.
- Four questions based on short grammatical and lexical exercises and translation of short sentences from English to French.

### **Module 3:**

Extended writing. Students write one essay in French in response to a set film or a literary text.

**Assessment: AS = 40% A2 = 60% Total for the Qualification = 100%**

**Module 1 (30% AS):** 15 minutes preparation and approximately 11 minute exam. Presentation based on an AS Level theme related to an aspect of a French- speaking country or community. (3 minutes).  
Conversation (8 minutes).

**Module 2 (40% AS):** Listening (40 minutes), Reading (50 minutes) & Use of Language (30 minutes).

**Module 3 (30% of AS):** Extended Writing – 1 hour.

No dictionaries will be allowed in any part of the exam.

**AS Topics:** For Modules 1 & 2 students will need to have studied the following topic areas: family structures and relationships, challenges for families, intergenerational issues, influences on young people, physical well-being, risk-taking behaviour, stress, hobbies, the arts, films, fashion and design, social media & new technology, holidays, festivals and tourism.

### **A2 Course**

**Module 1:** Speaking: This module is in two parts:

- Individual research project, introduced by the student and discussed with the external examiner based on an historical period from the 20<sup>th</sup> century of a French-speaking country or community, a cultural aspect of a French-speaking country or community or a region of a French-speaking country or community. (approximately 6 minutes)
- Conversation (approximately 9 minutes)

**Module 2:** Listening & Reading: This module is in two parts:

- Listening - Students answer two sets of questions based on two discrete passages recorded on disk. Questions will be answered in French and English.
- Reading - Students answer two sets of questions in French as well as completing one summary exercise in English and the translation of a passage from English into French.

**Module 3:** Extended Writing - one essay in French in response to a set literary text.

### **Assessment**

**Module 1 (18%):** Speaking. Total examination time: 15 mins.

**Module 2 (24%):** Listening & Reading. Total examination time: 2 hours 45 mins.

**Module 3 (18%):** Extended Writing. Total examination time: 1 hour

**A2 Topics:** Part-time jobs, education and employment, career planning, young people and democracy, European citizenship, equality, inequality, discrimination, prejudice, poverty at home and abroad, immigration, emigration, multicultural society, cultural identity, conflict, sustainable living and environmental issues.

### **SKILLS DEVELOPED IN THIS SUBJECT**

(a) Listening, Speaking, Reading and Writing.

- (b) Understanding the contemporary society and culture of France.
- (c) Understanding and applying grammar.
- (d) Transferring meaning from French into English and vice-versa.
- (e) Analysing, evaluating and arguing a case – presenting viewpoints in speech and writing.
- (f) Communication and presentation skills which are transferable to the world of work.

**NB:** To take French at AS or A2 level, a student will have achieved at least a grade B at GCSE. In order to ensure the highest chance of success, a grade A or A\* is desirable.

### **CAREERS NOTE**

*Employers are looking for employees with language skills. As globalisation accelerates, the ability to communicate internationally is becoming a pre-requisite for success. In a world where communication is just about the most frequently mentioned word in recruitment, an extra asset to a communications portfolio is certainly a knowledge of foreign languages. Employees with language skills, French in particular, are definitely more marketable and have a greater worth in the labour market. French linguists can embrace the world and are in a pole position for business. A-Level French is particularly useful for careers in Law, European Law, Business Studies, Accountancy, Banking, Teaching, Civil and Security Services, Management Consultancy, Bi-Lingual Secretarial Work, Library and Information Management Systems, Leisure and Hospitality, Media, Technical Services, Science and Information Technology, Transport and Distribution, Voluntary Organisations, Charities and any career in which the person wishes to work in Europe. The presentation and general conversation aspect of A-Level French provides useful practice in interpersonal skills which are essential for any career involving personal relations.*

### **FRENCH AT UNIVERSITY**

French is a popular course of study at university. It may be studied on its own, with another language or as part of an applied degree. In some universities it is possible to continue studying French with some degrees such as Medicine or Engineering. Popular combinations at university are French and Spanish, French and Irish, French and English, French and Linguistics, International Business Communication and International Law. Any student who wishes to have an international passport to travel and work in a European business environment, should seriously consider choosing A-Level French. French graduates tend to enter all of the career areas listed above. What tends to distinguish them from other language graduates is that they will look for work in their chosen careers field with companies and organisations who have overseas business or foreign customers.

## GAEILGE

Pupils taking AS and A2 Irish will have achieved at least a grade B at GCSE.

<b>The table below summarises the structure of the AS and A level courses:</b>			
<b>Content</b>		<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Speaking</b>	<b>Two modules are covered, on which the exams are based;</b> <b>•Relationships</b> <b>•Culture and Lifestyle</b>	A presentation and a conversation.	30% of AS level 12% of A level
<b>AS 2: Listening[A] , Reading [B] &amp; Use of Language [C]</b>		<b>Section A – Listening</b> Two sets of questions based on two passages. One is answered in Irish and one is answered in English. <b>Section B – Reading</b> A comprehension with questions in Irish and a translation into English. <b>Section C – Use of Language</b> Short grammar exercises and a translation into Irish.	40% of AS level 16% of A level
<b>AS 3: Extended Writing</b>		Students write one essay in Irish in response to a set film or literary text.	30% of AS level 12% of A level
<b>AS: 40% of A level</b>			
<b>A2 1: Speaking</b>	<b>Two modules are covered, on which the exams are based;</b> <b>•Young People in Society</b> <b>•Our Place in a Changing World.</b>	Presentation of an individual research project and a conversation.	18% of A level
<b>A2 2: Listening [A] and Reading [B]</b>		<b>Section A – Listening</b> Two sets of questions based on two passages. One is answered in Irish and one is answered in English. <b>Section B – Reading</b> Two sets of questions, one summary exercise and one translation.	24% of A level
<b>A2 3: Extended Writing</b>		Students write <b>one</b> essay in Irish in response to a set literary text.	18% of A level
<b>A2: 60% of A Level</b>			

## Careers using the Irish language

**Getting the right information:** When choosing subjects for A Level, it is essential that you acquire reliable, up-to-date information from those who are knowledgeable about a subject, its benefits and the opportunities it presents. Many parents and teachers are unaware of the advantages of studying Irish and underestimate its potential career opportunities. In Ireland today, a good grade in GCSE or A level, or a degree in Irish can broaden job opportunities and in many cases can be the deciding factor in whether or not a certain career is available. Most opportunities are available primarily throughout Ireland. However, a wealth of opportunities to work abroad exist primarily in the European Commission, but also in North America (through the support of the Fulbright Commission) and in Canada (through the support of the Ireland Canada University Foundation.)

**Range of jobs available:** Fluency in Irish enables graduates to develop careers, not only in the more traditional areas such as teaching, translation and the media, but also in the arts and cultural sector, in public sector organisations, and in professions such as healthcare, ICT and marketing.

**Public sector:** Within the public sector, jobs such as teachers (of all subjects and at all levels), language assistants, classroom assistants, clerical staff, finance officers, speech therapists, counsellors, nurses and special needs assistants; with both the Irish and English medium education sectors requiring their services both in the North and South of Ireland.

**Requirement for Irish:** In the South, many positions require Irish language fluency. The Official Languages Act (2003) requires the government and public bodies to provide services and printed material through Irish. This legislation covers 658 bodies; including all government departments, all local authorities, An Garda Síochána, the Defence Forces, the Health Service and the ESB.

**Private sector:** Since this legislation, there has been a steady demand for many private sector businesses to provide their services in Irish, such as accountants, ICT technicians and programmers, solicitors, translators, graphic designers and marketing.

**ICT:** The development of ICT has precipitated a growth in Irish language software, websites and broadcast productions. Many private sector ICT organisations, anxious to gain competitive advantage have targeted the Irish language and now offer their services and software through Irish, e.g. Samsung, Google, Facebook.

**EU jobs:** The recognition of the Irish language as an official working language of the European Union, and the Official Languages Act (2003), has led to increased opportunities for graduates fluent in Irish, e.g. 180 jobs for Irish language speakers are to be created in European Union institutions over the next five years.

**Media:** With the growth of Irish social media sites as well as Irish television and media, skilled professionals with Irish are in great demand. As Pádraic Ó Ciardha, Deputy Chief Executive of TG4 pointed out, “The Irish language television production sector reflects the wide variety of jobs available for Irish speaking graduates – not only as presenters and scriptwriters, but also as project managers, translators, camera staff, editors and graphic designers.” Job opportunities within the media also exist for journalists, researchers, directors, producers and publishers.

**Maximising:** Finally, it is clear that with the current economic climate, maximising one’s job opportunities is essential. Combining Irish with other disciplines and skills can broaden employment possibilities, especially as fluent, skilled professionals are in short supply and in great demand. Please speak to Bean Uí Mhaoláin or Bean Uí Dhoinn if you require any further information.

## GEOGRAPHY

Geography is a relevant, dynamic and academically rigorous subject that helps us make sense of the world. A-level Geography offers a variety of topics across both physical and human geographies that help you to engage critically with some of the most pressing challenges facing the world today. As well as an engaging topic content, you will also develop your geographical skills; analysing data, report writing, decision making, risk management and problem solving.

The Guardian Newspaper cites Geography as ‘*The must have A-Level*’ and ‘*Subject of our times*’.

“The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” –*President Barack Obama*

	<b>Module</b>	<b>Topics covered</b>	<b>Exam</b>	<b>%</b>
<b>AS – Level</b>	<b>AS/1</b> Physical processes & landscapes	Fluvial environments, ecosystems & atmospheric systems	1 hr 15min	40% AS 16% A2
	<b>AS/2</b> Human Geography	Population & Migration, Settlements & World Development	1hr 15min	40% AS 16% A2
	<b>AS/3</b> Fieldwork Skills & Techniques	Risk assessment, data collection & processing, Correlation, graph drawing , statistics and map work	1hr	20% AS 8% A2
<b>A- Level</b>	<b>A2/1</b> Physical processes, landforms and management	Tectonic activity, hazard prediction and management. Coastal features and management	1hr 30 min	24% A2
	<b>A2/2</b> Issues in Human Geography	Population policies, Migration, Urban Planning & sustainable development.	1hr 30 min	24% A2
	<b>A2/3</b> Decision Making in Geography	Problem solving, Decision making, report writing.	1hr 30min	12% A2

### **Field study**

At A-level, fieldwork provides an exciting opportunity to study processes, systems and interconnections in both human and physical geography. As well as developing these desirable skills for employment, such as collecting and recording large volumes of data, it may also open up opportunities to study and travel further afield to fascinating destinations.

Fieldwork is an important element of the geography syllabus. At AS-Level we undertake a field study on the Knockoneil or Curly Burn River where an investigation of fluvial processes and human interaction with the fluvial environment is carried out.

At A2-Level, an investigation into the coastal landforms that shape our local environment is planned. We plan to visit the sea caves at Cushendun and Ballintoy followed by a stop in Portballintrae to identify beach management schemes and then onto Portrush where we have a short talk on Coastal Management and Human Interaction from the staff at Portrush Coastal Zone.

At A-Level we aim to attend at least one lecture hosted by the Geographical Association at QUB and have developed strong links with UUC, visiting workshops hosted by the School of Geography and Environmental Sciences.

The four members of the Geography Department are specialists in their field and regularly attend GeoTopics workshops resented by staff at UUC School of Geography and Environmental sciences

### **Skills Developed in this Subject**

- Observing, collecting, classifying, manipulating, organising, presenting, analysing, interpreting and evaluating data.
- Literacy, numeracy and ICT.
- Decision-making and problem solving
- Social skills and team-work fostered through fieldwork

### **CAREER NOTE**

*Career opportunities for pupils with Geographical skills include: Environmental & Civil Engineering, Town and Country Planning, Cartography, Meteorology, Coastal / River Management, Forestry, Transport Management, Tourism and Recreation Management, GIS Management, Teaching in primary or secondary sectors, Landscape Architecture.*

The Guardian Newspaper cites Geography as ‘*The must have A-Level*’ and ‘*Subject of our times*’.

## **GOVERNMENT & POLITICS**

There is **no** coursework in AS or A2 politics

### **AS Course**

Module 1 The Government and Politics of Northern Ireland

Module 2 The British Political Process

### **Examinations**

Paper 1 includes the use of sources and is worth 40% of AS and 16% of A2 Level.

(1 hr 15 min)

Paper 2 contains short and long discursive type questions worth 60% of AS and 24% of A2 Level.

(1 hr 45 min)

### **A2 Course**

Module 3 The Government and Politics of the UK and USA – Comparative Study.

Module 4 Political Power

### **Assessment**

Paper 3 contains essay type questions and is worth 35% of A-level (2 hr 15 min)

Paper 4 contains essay type questions worth 25% of A-level (1 hr 30 min)

### **Skills Developed in this Subject**

- All key skills
- Use of evidence, logical, analytical thinking
- Communication of arguments in a clear and structured fashion
- Study and research skills

- Application of general ideas to specific circumstances.

### **CAREER NOTE**

*Politics is a useful subject for: Law, Politics, Management and Arts/Humanities courses in general.*

## **HEALTH AND SOCIAL CARE**

### **AS COURSE**

#### **Unit 1: Promoting Quality in the Care Setting – 33.3%**

Internally assessed in producing a portfolio of work to be completed by December of AS year.

Content Summary: This unit introduces the importance of promoting positive care within the chosen care setting. Students look at the care value base, legislation, health and safety, policies and examples of good and bad practice within a specific care setting has been published for general public use.

Assessment – All students carry out a week's placement within the preferred chosen care setting and this is based around the unit work carried out. Five structured essays are completed surrounding the care setting of the pupils' choice.

#### **Unit 2: Communication in Care Setting 33.3%**

Internally assessed in producing a portfolio of work to be completed by February of AS year.

Content Summary: This unit focuses on a range of communication types, exchanging information, working in a team, interaction of individual and evaluating communication skills in an organised interaction.

Assessment – Based on the chosen care setting allows pupils to complete five set structured communication tasks relating to communication as a whole.

#### **Unit 3: Health and Well Being 33.3%**

Exam completed May/June of AS year.

This final module of AS level is based upon a two hour written exam paper involving the completion of both short and long questions and a number of essay questions.

Content Summary: This unit looks at the human being in terms of overall health and well-being. Main focuses include diet, alcohol, smoking, drugs and health related illness playing key elements. A suitable health related campaign is taught alongside a range of health promotion organisations that support the overall health and well-being of individuals.

### **A2 COURSE**

#### **Unit 9 Providing Services 33.3%**

Exam unit completed in May/June of A2 year.

Content Summary: This is a seen topic and material is produced eight weeks before the exam. The material focuses on a specific group and further focus on the available services that supports such groups within everyday society.

**Assessment** – A two- hour exam paper of short, long and essay questions are completed and this contributes towards the final result for A2.

### **Unit 10 Health Promotion 33.3%**

Internally assess unit completed by November of A2 year.

Content Summary: The focus for this unit allows pupils to work in small groups to plan and carry out a suitable health campaign relating to a specific health issue that needs further focus for example drug awareness amongst Key Stage 3 pupils. An evaluation is also carried out with suitable recommendations devised after the health campaign has been completed within the care setting.

Assessment: A production of five essays including the chosen health issue, planning for the health campaign, delivery of materials, the specific campaign, evaluations and improvements for the future if it is produced in a portfolio of work.

### **Unit 11 Supporting the Family 33.3%**

Internally assess unit completed by February of A2 year.

Content Summary: This unit researched the wide range of services available to families and looks at the support that is available for use surrounding family related issues. A family case study is produced which describes the finding alongside the investigation of government initiatives which have been set up to support such families with family issues.

Assessment – A range of six structured essays are produced to complete the case study surrounding the chosen family type of choice.

Skills developed when studying Health and Social Care include:

Organisation, Responsibility, Interpersonal Skills, Literacy, Teamwork, Critical Evaluation, Design and Make, Focus, Time-Keeping and Creativity.

### **Career Note**

There are many areas to opt for in relation to Health and Social Care including Nursing, Social Work, Youth Work, Special Needs Teaching, a Care Worker and a Psychologist. An open field to medicine is also available.



## HISTORY

There is **no** coursework in AS or A2 History



### AS Course

- Module 1**            The Nazis and Germany 1919-1945  
**Module 2**            Revolutionary Change in Russia 1914-1941

### A2 Course

- Module 3**            Twentieth Century American Presidents 1900-2000  
**Module 4**            Partition of Ireland 1900-1925

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

Content	Assessment	Weightings
<b>AS 1: Historical Investigations and Interpretations</b>	External written examination 1 hr 30 min Students answer a short response question on and a two-part source question <u>Germany 1919-45</u>	50% of AS 20% of A-Level
<b>AS 2: Historical Conflict and Change</b>	External Written examination 1 hr 30 min Students answer two questions from a choice of three. Each question has two parts, a short response and an extended essay on <u>Russia 1914-41</u>	50% of AS 20% of A-Level
<b>A2 1: Change Over Time</b>	External written examination 1 hour Students answer a synoptic essay question on <u>Twentieth Century US Presidents</u>	20% of A level
<b>A2 2: Historical Investigations and Interpretations</b>	External written examination 2 hours 30 mins. Students answer three questions; two are source based and one is an extended essay on <u>Partition of Ireland 1900-25</u>	40% of A level



### **Skills Developed in this Subject**

- Critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively;
- Intellectual rigor and independence, including the ability to conduct detailed research;
- Ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing;
- Ability to work without direct supervision and manage time and priorities effectively;
- Ability to discuss ideas in groups, and to negotiate, question and summarise;
- Capacity to think objectively and approach problems with an open mind;
- Appreciation of the different factors that influence the activities of groups and individuals in society.

### **CAREER NOTE**

*History provides you with skills which can be applied in a whole range of university courses. Courses where history is a useful subject include: Law, Politics, Management and Arts/Humanities courses in general.*

*Just over half of history graduates are in employment six months after graduating, with some of those finding work as Advertising and Marketing Executives, Personnel and Recruitment Consultants, Education and Learning Support Workers, Secondary School Teachers, and Museum Assistants.*

*More than a fifth of history graduates go on to some kind of further study, often combining this with work, and in most cases undertaking specific vocational courses relating to their particular career interests.*

### OCR LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA

#### ICT

The Cambridge Technical provide opportunities to develop skills demanded by employers. These qualifications and units are structured to enable learners to gain qualifications at their own pace and build on their achievements. The Cambridge Technical qualifications offer learners the opportunity for a programme of study to:

- prepare for further learning or training
- develop essential knowledge, transferable skills and personal skills in a subject area that interests them with the aim of enhancing their employability
- move into different areas of employment
- develop their knowledge and skills as part of their Continuing Professional Development (CPD)
- achieve a nationally recognised vocational qualification.

Learners will also have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication. Learners may wish to extend their programme of learning through the study of general qualifications such as GCE, GCE AS or other related/appropriate vocational qualifications. For learners seeking, or currently in, employment, these qualifications offer the opportunity to refresh and update their knowledge and skills in a particular sector. Some learners may wish to gain the qualification in order to enter employment or to progress to higher education.

#### **Assessment**

There are six units (three in each year) in these qualifications which are internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.

## A-LEVEL MATHEMATICS

### Key Information:

- Exam board: CCEA
- The specification has four externally assessed units:
  - AS 1: Pure Mathematics AS 2: Applied Mathematics (Focusing on Mechanics & Statistics)
  - A2 1: Pure Mathematics A2 2: Applied Mathematics. (Focusing on more advanced Mechanics & Statistics)
- 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.

<i>Module</i>	<i>Assessment</i>	<i>Topics Covered</i>	<i>Weighting</i>
<b>AS 1: Pure Mathematics</b>	<ul style="list-style-type: none"> <li>• External written examination</li> <li>• 1 hour 45 mins</li> <li>• Students answer all questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and functions</li> <li>• Coordinate geometry/circles</li> <li>• Binomial expansion</li> <li>• Trigonometry [no radians]</li> <li>• Exponentials and logarithms</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Vectors</li> </ul>	60% of AS 24% of A level
<b>AS2: Applied Mathematics</b>	<ul style="list-style-type: none"> <li>• External written examination</li> <li>• 1 hour 15 mins</li> <li>• Students answer all questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Kinematics [including <math>i/j</math> vectors]</li> <li>• Forces and Newton's laws</li> <li>• Sampling</li> <li>• Data presentation / interpretation</li> <li>• Probability</li> <li>• Statistical distributions</li> </ul>	40% of AS 16% of A level
<b>A2 1: Pure Mathematics</b>	<ul style="list-style-type: none"> <li>• External written examination</li> <li>• 2 hours 30 mins</li> <li>• Students answer all questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and functions</li> <li>• Coordinate geometry</li> <li>• Sequences and series</li> <li>• Trigonometry</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Numerical methods</li> </ul>	36% of A level
<b>A2 2: Applied Mathematics</b>	<ul style="list-style-type: none"> <li>• External written examination</li> <li>• 1 hour 30 mins</li> <li>• Students answer all questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Kinematics</li> <li>• Moments</li> <li>• Impulse and momentum</li> <li>• Probability</li> <li>• Statistical distributions</li> <li>• Hypothesis testing</li> </ul>	24% of A level

### Skills Developed

Students should expect to:

- Improve their ability to reason, classify, generalise, prove and problem solve.
- Develop their understanding of mathematics and mathematical processing.
- Recognise how a situation may be represented mathematically.
- Understand the relationship between “real world” problems and standard/other mathematical models.
- Become aware of the relevance of mathematics to other fields of study, the work place and society in general
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

**NOTE: AS Further Mathematics may be offered if sufficient students show an interest. More details of this can be given when you ask your Maths Teacher**

### CAREER NOTE

*This subject is important for further studies in areas such as Actuary, Accountancy Economics, Banking, Business Studies, Management, Finance, Scientific Research, Engineering, Technology, ICT, Mathematics courses. The list is endless.*

## MUSIC

### AS Music

#### **Unit 1 (AS - 35%) / (A2 – 14%) - Performing**

Solo performance (5-7 minutes) / Viva Voce

#### **Unit 2 (AS - 35%) / (A2 – 14%) - Composing with Technology**

Pupils compose ONE composition (1 ½ - 2 ½ minutes) and using either sequencing or multi-tracking to create a recorded performance of the composition.

#### **Unit 3 (AS – 30%) / (A2 – 12%) – Responding to Music**

Two exams – A listening test of aural perception (1 hour) and a written exam (2 hours) based on set works and unfamiliar music related to the compulsory areas of study:- Music for orchestra (1700-1900) / Sacred Vocal Music (Anthems) and Secular Vocal Music (Musicals).

AS Music will **account for 40% of the overall AS/A2 Mark**

### A2 Music

#### **Unit 1 (A2 - 21%) - Performing**

Solo performance (8-10 minutes) / Viva Voce

#### **Unit 2 (21%) - Composing with Technology**

Pupils compose ONE composition (2-3 minutes) and using either sequencing or multi-tracking to create a recorded performance of the composition.

#### **Unit 3 (A2 – 18%) – Responding to Music**

Two exams – A listening test of aural perception (1 ¼ hours) and a written exam (2 hours) based on set works and unfamiliar music related to the compulsory areas of study:- Music for orchestra in the 20<sup>th</sup> century, Sacred Vocal Music (Mass/Requiem Mass) and Secular Vocal Music 1600 – present day.

#### **N.B.**

Entry requirement – A Minimum of Grade 6 Practical (AS Level) and a Minimum of Grade 7 Practical (A2 Level) plus GCSE Music Grade B or higher.

**A significant level of keyboard/piano skills and knowledge of music theory is essential for the study of the set works and score reading. All pupils must take weekly lessons on their chosen instrument/voice.** It is essential to take part in the extra-curricular activities of the Music Department at this level of study.

#### ***CAREER NOTE***

*Music is desirable for the following career paths:*

*Music Therapy, Composing, Music Technology Media – sound production, Journalism, Teaching, Arts Administration.*

## NUTRITION AND FOOD SCIENCE

The central focus of Food and Nutrition education is the health and well-being of people in their everyday living. This involves enabling students to address increasingly complex challenges related to human needs and the management of resources to meet these needs.

Food and Nutrition is concerned with the management of human and non-human resources and with making informed decisions about food and nutrition issues.

Food and Nutrition empowers people to use the knowledge, skills and attitudes developed in the study of nutrition to understand and challenge the way society impacts on their health and well-being.

### Structure of AS and A-Level Courses

Unit	Assessment Format	Duration	Weighting
<b>AS1</b> Principles of Nutrition	External	1 hr 30 mins	50% of AS 20% of A2
<b>AS2</b> Diet, Lifestyle & Health	External	1 hr 30 mins	50% of AS 20% of A2
<b>A21</b> Research Project	External	Internal	30% of A2
<b>A22</b> Food Security & Sustainability Or Food Safety & Quality	External	2 hrs	30 % of A2

#### **AS1:Principal of Nutrition**

This unit requires the study of macro and micro-nutrients and other dietary constituents. Nutritional requirements and current dietary recommendations across the lifespan are also studied.

#### **AS2:Diet, Lifestyle & Health**

This unit requires the study of current research in relation to diet and health issues in Northern Ireland.

#### **A21:Research Project**

This unit requires the submission of a report on a research based activity which should not exceed 4000 words.

#### **A22:Food Security & Sustainability or Food Safety & Quality**

This unit requires the study of food consumer issues prevalent in today's society. It involves consideration of factors which affect the ability of consumers to make informed decisions and manage available resources.

#### **Career Note**

The Advanced GCE course provides an excellent foundation for higher education courses in Food and Nutrition and related subjects. It provides a basis for those seeking employment in a wide range of careers, such as the food industry, dietetics, commerce, education and the health and social services.

## PHYSICS

### **AS Course(of AS)(of A2)**

AS 1: Forces, energy and electricity 40% 16%

AS 2: Waves, photons and medical physics 40% 16%

AS 3: Practical techniques and data analysis 20% 8%

### **Assessment**

Three written papers consisting of short response questions.

Practical Test – short tasks.

AS grade is worth 40% of A2 grade.

### **A2 Course**

A2 1: Deformation of Solids, Thermal Physics, Circular Motion Oscillations and Atomic and Nuclear Physics 24%

A2 2: Fields, Capacitors and Particle Physics 24%

A2 3: Practical techniques and data analysis 12%

### **Assessment**

Three written papers consisting of short response and analysis of experimental results.

Practical test – two experimental tests.

### **Skills Developed in this Subject**

The world is becoming increasingly scientific and A-Level Physics provides an appreciation and understanding of the technological applications, which play such an important part in our lives today. Pupils have an opportunity to develop skills in:

- Presenting information in a clear, concise and logical form
- Interpreting data presented in a multitude of formats
- Problem solving
- Analysing and evaluating information from varied sources
- Applying physical principles in familiar and novel situations
- Planning and carrying out experimental investigations
- Numeracy, communications and ICT.

### **CAREER NOTE**

*Both AS and A-Level Physics are highly regarded qualification for entry into a vast range of careers from nursing to engineering. In particular Physics would be very highly regarded as an important subject to study for those trying to get into competitive courses such as Engineering, Veterinary Science, Dentistry and Medicine. It is also a very appropriate choice for those considering degree courses in Chemistry, Biology, Ophthalmology, Environmental Science, Biophysics, and Forensic Science. A background in physics has proved useful in the law and accountancy field, while being relevant to areas of commerce and branches of public service in which problem solving and practical skills are valued. It provides a basis for further study at tertiary level of Physics and related subjects such as Applied Mathematics, Astronomy and Engineering.*

*An A-Level grade in Physics is also very highly regarded by prospective employers as it is perceived that A-level Physics candidates have highly developed analytical and mathematical skills as well as the ability to think logically. The Physics Department strongly advise GCSE pupils considering A-Level Physics at AS to have an A grade at GCSE or the equivalent in their physics components of GCSE DA Science.*

## **RELIGIOUS STUDIES**

### **Examining Board: CCEA**

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%).

### **AS Course:**

Students will be assessed by two 1 hr 20mins external written examinations. They will answer one from two questions in Section A and one from two questions in Section B in both papers (Unit 1 AS2 and Unit 2 – AS7)

### **Unit 1: Introduction to the Acts of the Apostles – Textual Study**

#### **AS2 – The Beginnings of the Church of the New Testament**

(50% of AS level; 20% of A2 level)

Students trace the journey of the Gospel from Jerusalem to Judea and Samaria and into the Gentile world of the first century. At the start of the unit students set the Acts of the Apostles in the context of the New Testament by studying authorship, date and purpose. They also learn about the organisation and worship of the Early Christian community.

Students identify the role and importance of key individuals in the growth and expansion of the Church and assess their contribution. Students focus on Peter, Stephen and Philip with the start of the missionary work in Jerusalem and the first expansion to Judea and Samaria. They study Paul's work as a missionary and evangelist through his missionary journeys and speeches.

Students also explore the relationship between the Acts of the Apostles and other aspects of human experience.

### **Unit 2: Religion and Ethics**

#### **AS7- Foundations of Ethics with Special Reference to Issues in Medical Ethics**

(50 % of AS level; 20% of A2 level)

Students explore the themes and principles that are foundational to religious ethics. These include the role of Christian scripture in informing Christian ethics, the deontological approach of Natural Moral Law and the teleological approaches to utilitarianism and situation ethics. Students study the origin and development of each ethical theory, focusing on the contribution of key writers and ethicists. They then apply these ethical approaches to key issues in medical ethics such as human infertility, surrogacy and embryo research. Students explore the relationship between science, technology and Christian ethics. This allows them to consider possible implications for society, marriage and the family. In their study of life and death issues, students focus on the moral debates surrounding abortion and the ethics of assisted suicide and euthanasia. Students also explore the relationship between ethics and other aspects of human experience.

### **A2 Course:**

Students will be assessed by two 2hr external written examinations: Unit 1: A22 and Unit 2: A27.

Students answer **two from three questions** in Section A and the **compulsory synoptic question** in Section B.

### **Unit 1 Textual Study**

#### **A2 2: Themes in Selected Letters of St Paul**

(50% of A2 level; 30% of overall A-level)

This unit builds on the study of Paul's missionary activity completed at AS level. Students explore Paul's role as a Christian evangelist in greater depth through his letters to the churches established during his missionary journeys in Acts. Students engage in detailed study of three New Testament texts and critically assess the importance of Paul's teaching for early Christian communities and the Church today.

Students also focus on the role of Paul as pastor and theologian. In the final theme on controversy, division and resolution students examine the problem of controversy in religion and highlight some potential areas of conflict. The contribution of religion in encouraging dialogue and resolution is an important issue relating to controversy and division. Students initially study this theme in relation to New Testament texts. It then provides a perspective from which students can consider the content of other units.

## Unit 2 Religion and Ethics

### A2 7: Global Ethics

(50% of A2, 30% of overall A2 level)

At the start of this unit students focus on moral theory. This includes the origins and development of virtue ethics and a study of free will, determination and libertarianism. The moral theory underpins the study of global ethics, focussing on topical issues in the world today.

Students study global rights, including the historical development of Christian and secular perspectives and purpose of justice and punishment and the problems presented by contemporary warfare as global ethical issues.

In the final theme on conscience, freedom and tolerance students consider the notion of moral duty and the link between religion and morality. An important issue relating to the capacity for religion to promote tolerance is the question of whether fundamentalism has the opposite effect. Students study this theme initially in relation to religious ethics. It then provides a perspective from which students can consider the content of other units.

**A2 assessment units** include an element of **synoptic assessment**. Each A2 subject content unit prescribes the themes and content that is to be covered for the synoptic assessments. This is the fourth theme and content of each A2 unit. Synoptic assessment encourages candidates to develop their understanding of the subject as a whole. Each synoptic question will assess the candidate's ability to explore the set theme in relation to their areas of study and to other aspects of human experience. The set themes for the synoptic assessments are currently proposed as:

### **A2 2 Theme in Selected Letters of St Paul: Controversy, Division and Reconciliation**

### **A2 7: Global Ethics: Conscience, Freedom and Tolerance**

#### ***Skills Developed:***

Students will have opportunity to:

- Develop their interest and enthusiasm for Religious Studies.
- Relate their studies to the local cultural and religious environment and to the wider world.
- Draw together different areas of knowledge, skills, understanding, synthesis and reevaluation via synoptic assessment.
- Develop higher order thinking skills, eg independent learning, creating thinking and problem solving, where appropriate.
- Reflect on and develop their own values, opinions and attitudes in the light of their learning.
- Develop the ability to make responsible judgements on significant textual, theological, philosophical and moral issues.
- Develop advanced study skills that help them prepare for third level education and the world of work.
- Provide extended responses and evidence of quality of written communication.
- Demonstrate through challenging external assessments that they can understand and evaluate key concepts.



**CAREER NOTE:**

*It is useful but not essential for those who wish to study Theology or Religious Studies. It is very useful for those considering a career in teaching as Religious Education can be chosen as a component in the BEd degree or the PGCE (Post Graduate Certificate in Education). Students wishing to study in areas such as Law, Social Work, and Psychology have also found Religious Studies to A-Level advantageous. Indeed, some students wishing to study Medicine have opted for Religious Studies, given that the study of Ethics includes many related issues to their studies in Biology. Additionally, as Religious Studies is a literacy based subject, and focuses on contemporary and historical issues relating to our human experience, the skills promoted and required in the teaching and learning of the topics covered might be seen as advantageous in careers such as Journalism and other related areas.*

**Summary of Religious Studies AS/A2 level**

“GCE Religious Studies offers an academic approach to the study of religion, ethics and philosophy. It is open to all students of any religions persuasion or none. Religion plays an important role in many different cultures. Religious Studies enables students to develop an insight into areas of knowledge, belief and thought central to an understanding of the modern world.

Religious Studies students discuss and critically evaluate contemporary religious ideas. They also investigate and speculate about the ultimate meaning and purpose of life. This qualification is for students who are interested in and enthusiastic about religion and its relation to the local community and wider world. It will appeal to anyone who enjoyed studying English, Sciences, Humanities or Languages at GCSE. Religious Studies helps to equip students with many of the skills needed in further and higher education and the workplace. Students will develop critical evaluation skills and the ability to construct logical and convincing arguments”. (CCEA Specification)

## SOFTWARE SYSTEMS DEVELOPMENT

What is Software Systems Development?

Software Systems Development is the study of how to design, program, test and debug software applications. Most of its content is related to aspects of Technology, Design, Engineering, Mathematics and the Sciences.

If you enjoy problem solving, discovering answers to tricky questions or enjoy figuring out how gadgets work you will probably enjoy Software Development.

Did you know? Many leading games and digital effects companies are part of the UK computing industry. Much of the software that powers the telecoms network was created in Northern Ireland!

### **Course Content**

#### **AS**

- In Unit AS 1 students adopt an object oriented approach to problem solving. They develop their object oriented skills while learning to appreciate the benefits of developing applications in this type of environment. This unit is externally assessed through a two-hour examination paper.
- In Unit AS 2 students learn to implement and develop object oriented technologies in an event driven environment. Students are able to state requirements and design, implement, test and evaluate their application. This unit is internally assessed.

#### **A2**

- In Unit A2 1 students develop their understanding of the reasons for systems development. They are introduced to important database concepts that enable them to understand relational database systems implemented through Structured Query Language (SQL). This unit is externally assessed through a two-hour examination paper with a pre-release case study.
- In Unit A2 2 students design and implement a solution to a given problem using the knowledge and skills they have acquired in the preceding units. The unit allows them to experience the elements of the systems development process. Students build their solutions using a relational database management system through an event driven programming environment. This unit is internally assessed with a pre-release case study.

Did you know? Google, Microsoft, IBM, Intel and others have their European headquarters in Ireland.

Did you know? Many leading games and digital effects companies are part of the UK computing industry. Much of the software that powers the telecoms network was created in Northern Ireland!

Many students have asked for a course that teaches them how software and related technology work, not just how to use them. This subject will open many doors for future study and careers. Many past pupils who now study Computing, the Sciences or Mathematics have said they would have benefited from learning how to program while at school.

Did you know? The largest growth area in the economics of UK and Ireland is presently in the wide field of Computing. This includes mobile “app” programming, hardware development, games development, network management, special effects for TV and films and technical support. A quarter of all vacant jobs in Northern Ireland are in programming – far more than any other sector.

**Pre-requisite knowledge:** Students intending to study Software Systems Development should have done well in GCSE Computing, especially Year 12 practical work. Students who have not studied GCSE Computing may select A-level Software Systems Development, if they have done well in related subjects (such as Mathematics, Technology, the Sciences). All students intending to choose this subject should talk to Mr Deighan.

## SPANISH

Students study the CCEA Specification for AS/A2 Spanish.

### **Spanish at AS**

The examination consists of three units:

#### **Unit 1 Speaking (30% at AS)**

The speaking exam consists of a presentation followed by general conversation.

#### **Unit 2 Listening/Reading/Use of Language (40% at AS)**

Listening: Students listen to recordings in Spanish and answer questions.

Reading: Students read material in Spanish and answer questions. Students translate a passage from Spanish into English.

Use of Language: Students complete a series of short grammatical and lexical exercises.

Students translate short sentences from English into Spanish.

#### **Unit 3 Extended Writing (30% of AS)**

Students write one essay of a least 250 words in Spanish in response to a film or literary text.

### **Spanish at A2**

The examination consists of three units:

#### **Unit 1 Speaking (18% at A2)**

The speaking exam consists of a discussion based on a societal theme followed by general conversation.

#### **Unit 2 Listening/Reading/Writing (24% at A2)**

Listening: Students listen to recordings in Spanish and answer questions.

Reading: Students read material in Spanish and answer questions. Students read a passage and summarise it in English. Students translate a passage from Spanish into English

#### **Unit 3 Extended Writing (18% at A2)**

Students write one essay of at least 300 words in Spanish in response to a set literary text.

### **NB:**

Students taking AS or A2 Spanish will have achieved at least a grade B at GCSE.

Students taking AS and A2 Spanish will have conversation classes with a Spanish Assistant.

### **Why study Spanish?**

Being able to speak another language apart from English can have many advantages. In the world of work, language skills are becoming increasingly important in organisations and businesses who want to remain competitive on an international level. But economics and employability are not the only factors at play. By speaking a language other than English, the world opens up to you. You have an asset for life! Languages help us build friendships with people across the globe and help us to understand and experience different cultures in a way that enriches our own lives too. They open up to travel opportunities, the chance to study or live abroad and help us to appreciate different cultures.

With tourism in Spain thriving and the economic importance of Spanish growing in both Latin America and the United States, there has never been a better time to learn Spanish. Businesses operating in global markets in the future will rely more and more on Spanish language skills. Three messages remain clear:

-No basta con el inglés (speaking English is not enough)

-Con un poco de español puedes conseguir mucho (With a little Spanish you can achieve a lot)

-El español mejora tu calidad de vida (Spanish improves your quality of life)

The following statistics were published in 2010 in a report on the Spanish Language by the Institute de Cervantes.

- Over 450 million people speak Spanish worldwide.
- Spanish is the second most spoken language in the world in terms of native speakers. With English and Spanish you would be able to speak two languages which are the most important for international communication.
- Spanish is the official language of over twenty countries worldwide.
- By 2030, 7.5% of the world population (535 million people) will speak Spanish.
- By 2050, the United States will have the largest Spanish-speaking population in the world.

### **Career Note – Employers value language skills.**

As it becomes increasingly important for firms to compete on a global scale, employers are placing more and more value on those who can offer an additional language. Employers are increasingly forced to recruit overseas to meet the need for language skills.

- 36% of employers recruit people with languages (CBI, 2009)
- 72% of businesses value foreign language skills among their employees (CBI 2012 Education and Skills Survey).
- Almost 300 of Britain's top employers including Boots, HSBC, & Arsenal FC believe an additional language boost employability (CILT).
- Employers rank Foreign Language Skills second only to IT skills (CILT).

Language skills are needed at all levels.

- It is not high fliers in international business who need language skills.
- There is increasing demand for language skills in jobs involving all kinds of customer service.
- The UK has a shortage of people who can combine language skills with other specialism.
- There is also a shortage of specialist linguists with English as a first language.

Giving up on languages too soon is a regret that many people have when they enter the world of work and find their ambitions curtailed by the fact they can only communicate in English. In our increasingly competitive global marketplace, the demand for language skills is increasing and employers are recognising the value of multi-lingual employees who have the skills and flexibility to operate in international environments. Spanish, whether spoken fluently or conversationally, can give access to a much wider range of jobs in the UK and overseas.

For example, a marketing professional in a global firm is likely to be much more successful if they are able to communicate with foreign companies in their own language.

### **Careers Note**

*A qualification in Spanish is particularly useful if you would like to pursue a career in:*

*International Organisations, including the UN and the EU, International Business, Computing and IT, Public Sector Management, Education, Journalism, Business and Finance, Sales and Marketing, law, Food and Drink, Transport, Tourism and Leisure, Teaching, Teaching English as a Foreign Language, Translating, Interpreting and Secretarial work. Spanish is particularly useful when studied in combination with other languages, Economics, Business Studies and ICT.*

# Pearson BTEC Level 3 National Extended Certificate in Sport

## Introduction

BTEC stands for the Business and Technology Education Council. A BTEC is a specialist work-related qualification that combines practical learning with subject and theory content. It is designed for young people interested in a particular work sector or industry but who are not yet sure what job they would like to do. BTEC qualifications are flexible and are studied alongside other qualifications as appropriate.

**A BTEC National Extended Certificate qualification is equivalent to one A Level.**

## Content

The BTEC Level 3 National Extended Certificate in Sport is aimed at students who are interested in developing a broad basis of study for the sport sector. It is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate vocational subjects or A Levels.

The BTEC Level 3 National Extended Certificate in Sport is composed of the following mandatory units:

1. Anatomy and Physiology
2. Fitness Training and Programming for Health, Sport and Well-being
3. Professional Development in the Sports Industry

A further optional unit is studied from the following:

- Application of Fitness Testing

## Assessment

Assessment includes a range of assessment types and styles with 67% of the assessment being external. There are 4 units in total, of which 3 are mandatory and 2 are external. The mandatory content comprises 83% of the total content. The mandatory units are:

1. Anatomy and Physiology (33%) – Externally assessed.
2. Fitness Training and Programming for Health, Sport and Well-being (33%)– Externally assessed.
3. Professional Development in the Sports Industry (16.7) – Internally assessed.

One further optional unit (worth 16.7%) is also assessed internally and studied from the following:

- Sports Leadership
- Sports Psychology
- Application of Fitness Testing
- Practical Sports Performance

## Externally-assessed units

Each external assessment for a BTEC National has been developed to allow learners to demonstrate breadth and depth of achievement. The styles of external assessment used for qualifications in Sport are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year.

### **Internally-assessed units**

Learners are required to provide a portfolio of evidence completed from teacher-led assignments that will give them opportunities to:

- demonstrate practical and technical skills using appropriate (tools/processes etc.)
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

All internally assessed units are subject to external standards verification.

### **Qualifications**

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. Qualifications are graded using a scale of P to D\*.

- Application of Fitness Testing

### **Assessment**

Assessment includes a range of assessment types and styles with 67% of the assessment being external. There are 4 units in total, of which 3 are mandatory and 2 are external. The mandatory content comprises 83% of the total content. The mandatory units are:

4. Anatomy and Physiology (33%) – Externally assessed.
5. Fitness Training and Programming for Health, Sport and Well-being (33%)– Externally assessed.
6. Professional Development in the Sports Industry (16.7) – Internally assessed.

One further optional unit (worth 16.7%) is also assessed internally and studied from the following:

- Sports Leadership
- Application of Fitness Testing
- Sports Psychology
- Practical Sports Performance

## **TECHNOLOGY AND DESIGN**

The course involves the study of Systems and Control Technology in the context of design and manufacture of real-world products and systems.

Students follow the CCEA Technology and Design specification.

There is a Mathematical element to this course therefore students should have at least a Grade B in GCSE Maths.

### **AS Course**

#### **Module 1 (50% AS, 20% A2) Materials, and Systems and Control (Pneumatics/Mech).**

Students study the working characteristics and the properties of a variety of materials and components. They learn how to combine these to produce marketable products. They are tested in two x 1 hour written papers in the summer term which tests their knowledge and design skills.

#### **Module 2 (50% AS, 20% A2) Coursework: Product Development**

The students undertake a redesign of an existing product, producing a working prototype and a design portfolio. In the process they use a variety of practical and computer based skills. These include 2D and 3D CAD work using SolidWorks. CAM methods (such as 3D Printing and CNC machining), manufacture and production of high quality work in metal, wood and plastics.

The design portfolio (10 x A3 pages) is produced using the full range of desktop publishing skills as well as collaborating online with other students. The design portfolio is presented in the summer term to be marked in school and moderated by CCEA.

### **A2 Course**

#### **Module 1 (30% A2) Systems and Control**

Students continue a higher level study of Pneumatic and Mechanical control systems and how they can be combined in system to produce real-world products. The course includes programmable control systems (Mechatronics) and their input and output components. They are tested in a two hour written paper in the summer term.

#### **Module 2 (30% A2) Design and Making Practice.**

The students undertake a design and make project in response to a client-focused, real world need. They apply the knowledge and skills learned to producing a prototype product which makes use of an electronic integrated circuit. Projects now have evolved to now incorporating the use of Arduino microprocessors with options to link over WIFI/Bluetooth to mobile apps for control on both Android and iPhones.

Students present the product and a portfolio of their design work in the summer term. The work follows the basic outline of the AS project but at a higher level of complexity and design.

### **CAREER NOTE**

*Technology and Design (Systems and Control) is useful for design-based courses such as architecture and product design. It is also a useful subject to study along with Computing as there is an overlapping programming element in A2. It is also accepted by many universities and an alternative to A-Level Physics for a range of engineering courses. Students have gone on to study Aeronautical, Mechanical, Civil and Electronic Engineering, Architecture, Computer Science and Product Design.*

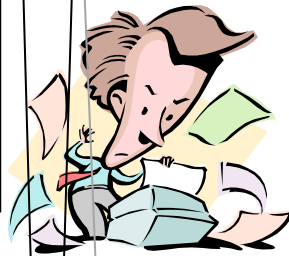
*The course involves the study of Systems and Control Technology in the context of the design and manufacture of produc*

## Learn to Relax

Take mini breaks throughout the day. Work on relaxation techniques, such as taking slow deep breaths.

## Exercise

Physical activity provides relief from stress. The brain uses 20% of oxygen in the blood so you need to think about your posture and exercise to make sure your body gets enough. 30 minutes of sport or a short walk will do the trick.



## Get Organised

Have a realistic daily schedule including revision, sleep, eating, relationships and recreation.

## Be Positive

Talk positively to yourself!  
Don't pay attention to that internal voice saying you can't do it; tell yourself you can do it and you will do it.

## Talk

Talking and meeting with friends and occasionally sharing deep feelings and thoughts can be helpful in reducing stress.

# Stress Management

## Time

Recognise that you can only do so much in a given time.  
Try to pace, not race

## Stay Calm

Make sure you are in a calm, positive mood before you start studying.

## Make a List

Make a list of the things that are worrying you and the possible things that could happen – then your brain will stop bringing them forward all the time.

## Sleep

Don't become overtired by forcing yourself to work late. Your brain needs time to sort out the information it has come across during the day. Your ideal sleep time is about 8 hours a night.

## Be Healthy

Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Avoid too much chocolate, cola, caffeine and foods with lots of additives. Drink lots of water.



Most of us know when we are mentally and physically well, but sometimes we need a little extra support to keep well.

There are five simple steps to help maintain and improve your wellbeing. Try to build these into your daily life – think of them as your ‘five a day’ for wellbeing.

### Connect

Connect with the people around you: family, friends, colleagues and neighbours at home, work, school or in your local community. Think of these relationships as the cornerstones of your life and spend time developing them. Building these connections will support and enrich you every day.

### Be active

Go for a walk or run, cycle, play a game, garden or dance. Exercising makes you feel good. Most importantly, discover a physical activity that you enjoy; one that suits your level of mobility and fitness.

### Take notice

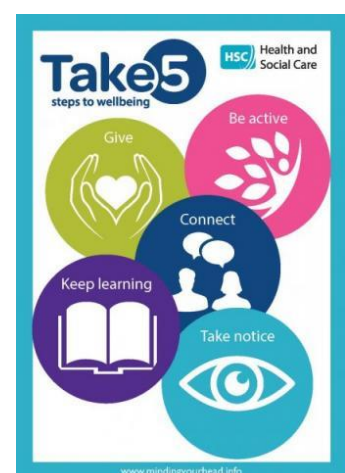
Be observant, look for something beautiful or remark on something unusual. Savour the moment, whether you are on a bus or in a taxi, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

### Keep learning

Don't be afraid to try something new, rediscover an old hobby or sign up for a course. Take on a different responsibility, fix a bike, learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy. Learning new things will make you more confident, as well as being fun to do.

### Give

Do something nice for a friend or stranger, thank someone, smile, volunteer your time or consider joining a community group. Look out as well as in. Seeing yourself and your happiness linked to the wider community can be incredibly rewarding and will create connections with the people around you.



Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, not our darkness that most frightens us.

We ask ourselves, who am I to be brilliant, gorgeous, talented, fabulous?

Actually, who are you *not* to be?

You are a child of God.

Your playing small does not serve the world.

There is nothing enlightened about shrinking so that other people won't feel insecure around you.

We are all meant to shine, as children do.

We were born to make manifest the glory of God that is within us.

It is not just in some of us; it is in everyone.

And as we let our own light shine,  
we unconsciously give other people permission to do the same.

As we are liberated from our own fear,  
our presence automatically liberates others.

*Marianne Williamson*