

OUR LADY AND ST PATRICK'S COLLEGE KNOCK



Year 12 A-Level Options Booklet

Careers Department

2024/25

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FOREWORD

Dear Student,

One of the aims of Our Lady and St Patrick's College, Knock is to offer students an education for life and a preparation for the challenges it poses. Our Sixth Formers (Upper School) play a central part in the life of the College, as senior members of the school community and as role models for the next generation. Sixth Form also represents the culmination of your school career, as well as a preparation for university and working life. These two years are likely to be the most challenging and exciting that you will experience in school. During this time, you will develop the maturity and focused ambition to succeed and perhaps even go beyond your own expectations. Our Year 13 and Year 14 students are involved in a wide range of activities and we set high standards to enable you to develop the academic, cultural, sporting and personal strengths needed for the 21st century.

After taking GCSE examinations at the end of Year 12, students enter the Sixth Form for a one-year course in AS subjects. Each year we also welcome new students from other schools who find themselves quickly settling into the school environment. We offer a wide range of AS-Level courses and every effort is made to cater for individual subject selections, provided that these are sensible and clearly based on a well-researched career plan. Teaching staff will be happy to offer you in-depth advice about your suitability to follow particular courses. You must, however, look further ahead and find out if your choices at 16 match your future life aspirations. The onus for this research rests with you but there are very good sources of advice available, such as the College Careers Department, the DfE Careers Adviser, participating in Work Experience Schemes, talks, the Sixth Form Pastoral Team, the year groups above you, and your parents and friends.

In order to cater for the needs of all our Sixth Form students, we collaborate with neighbouring schools to offer a wider range of courses, in line with Department of Education recommendations. This will allow us to maintain and expand the number of A-Level courses available to you.

I would also stress the importance of our Admissions Criteria for Entry into Years 13 and 14 which you should read carefully. All students will sit public examinations at the end of Year 13. This has major implications in terms of attendance and commitment to study – hence the importance of these criteria, in addition to a requirement for good grades at GCSE, a positive behaviour profile and a minimum of 95% attendance in the Senior School. Your Year 13 percentage attendance rate will be included in your UCAS reference.

Sixth Form in Our Lady and St Patrick's College, Knock really is what you make of it. We offer the expertise; with *your commitment*, we can work together to open the doors to your future. All that we ask is that you do your best. For our part, we will give you all the help and support possible to ensure your success.

Best wishes for the future.



Deborah McLaughlin
Principal

YEAR 13 ADMISSIONS POLICY

General Policy

The Board of Governors of Our Lady and St. Patrick's College, Knock will consider for acceptance into Year 13 those students who have the academic ability to cope with Grammar School standards. They will be expected to subscribe to the aims and objectives of the College as formulated by the Board of Governors and stated in College publications.

In order to determine which students will be accepted into Year 13, the following **criteria** will apply:

1. The minimum academic qualification for entry to Year 13 is **five GCSE passes at grades A* - C, with four at grade B.**
2. A **minimum of a grade B at GCSE** is required if the course is to be studied at AS-level. Where "special circumstances" occur, the Transfer Sub-Committee has the flexibility to deviate from this requirement.
3. The entry requirements for each AS-/A-Level course selected as described in the table below.

AS-/A-LEVEL COURSE	Entry Requirements
CCEA ART & DESIGN	Art & Design requires a minimum of a grade B in GCSE Art & Design.
CCEA BIOLOGY	Biology requires a score of at least 70% in Assessment Unit 2 of GCSE Biology OR the Biology component of GCSE Double Award Science. This standard is usually achieved by students with at least a grade B in GCSE Biology OR grades BB in GCSE Double Award Science. If the course is oversubscribed, preference will be given to students who have achieved an A grade.
CCEA BUSINESS STUDIES	Business Studies requires a grade B in GCSE Business Studies. However, if further places are still available, then students who did not study the course for GCSE may still be eligible if they have achieved a grade B in both GCSE Mathematics and GCSE English Language.
CCEA CHEMISTRY	Chemistry requires grades AA in Double Award Science (including grade A in the Unit 2 Chemistry component) or a grade B in GCSE Chemistry. Students should look at the raw exam paper scores as a percentage mark, as this will provide an indication of future success at A-Level. Students will also be required to have an aptitude for Mathematics, evidenced by a grade A in GCSE Mathematics obtained from the M4/M8 Assessment Units OR grade C in GCSE Further Mathematics, if this course has been studied.
WJEC COMPUTER SCIENCE	Computer Science requires a grade 6 in GCSE Computer Science and a grade A in GCSE Mathematics.
CCEA DIGITAL TECHNOLOGY	Digital Technology requires a grade B in GCSE Digital Technology. Students who have studied GCSE Computer Science instead of Digital Technology require a grade 5 in GCSE Computer Science.

AS-/A-LEVEL COURSE	Entry Requirements
WJEC DRAMA & THEATRE	Drama & Theatre is suitable for students with an interest in plays and performing. Students who do well on this course are those that can think creatively, explain their point of view and have the confidence to speak in front of others. Most will have studied Drama at GCSE, some will have a background in performance already, and some will simply feel they will benefit from the course. All will have a passion for creating, designing and performing dramatic work.
CCEA ECONOMICS	Economics requires a grade B in GCSE Mathematics and a grade B in GCSE English Language.
CCEA ENGLISH LITERATURE	English Literature requires at least a grade B in both GCSE English Language and GCSE English Literature.
CCEA FRENCH	French requires at least a grade B in GCSE French, although a grade A or A* is recommended.
CCEA FURTHER MATHEMATICS	Further Mathematics requires a minimum of a grade A in both GCSE Mathematics and GCSE Further Mathematics.
CCEA GEOGRAPHY	Geography requires a grade B or higher in GCSE Geography.
CCEA GERMAN	German requires at least a grade B in GCSE German, although a grade A or A* is recommended.
CCEA GOVERNMENT & POLITICS	Government & Politics requires a grade B in GCSE English Language. If the course is oversubscribed, students will be selected using the criterion of highest combined GCSE English Language and English Literature results.
CCEA HISTORY	History requires a minimum of a grade B in GCSE History, although a grade A or A* is recommended. We do not recommend that students who have not studied GCSE History, choose it at A-Level.
CCEA IRISH	Irish requires at least a grade B in GCSE Irish, although a grade A or A* is recommended.
CCEA MATHEMATICS	Mathematics requires a grade A in GCSE Mathematics obtained from the M4/M8 Assessment Units combination OR a grade B in GCSE Further Mathematics, if this course has been studied. The Mathematics Department asks students who are considering A-Level Mathematics, to look at the raw exam paper scores (out of 100) achieved for each Mathematics paper taken. These scores will provide an indication of further success at A-Level.

AS-/A-LEVEL COURSE	Entry Requirements
CCEA MOVING IMAGE ARTS	A minimum of grade B in GCSE English Language and a minimum of grade B in one or more of GCSE Art & Design, Drama, Digital Technology, Music, Technology or English Literature. The course uses new digital technologies and the creative learning possibilities they offer. Students need to have basic keyboard and word processing skills to complete the online examinations. The course develops critical and creative abilities in all of the key creative areas of film production, including writing, directing, editing, producing and production design. Students need to be prepared to work independently to complete a detailed and informed portfolio. The class size will be restricted to 15. If the course is oversubscribed, students will be ranked and selected according to their GCSE grade averages (where A* = 5, A = 4, B = 3, C* = 2, C = 1).
CCEA MUSIC	<p>Preferable qualifications for Music are:</p> <ul style="list-style-type: none"> • At least a grade B in GCSE Music, but a grade A or A* is preferable. • AS-level Music – ABRSM grade 6 in Voice or Instrument by April of the examination year. • A2 Music – ABRSM grade 7/8 in Voice or Instrument by April of the examination year. • Grade 5 ABRSM or Trinity Theory. • Membership of a College group (Orchestra/Choir/Ensemble). • A lively interest in music as a hobby and a willingness to listen and read copiously outside the course.
CCEA NUTRITION & FOOD SCIENCE	Nutrition & Food Science requires a minimum of a grade B in GCSE Food & Nutrition, along with a grade B in GCSE Biology or GCSE Chemistry, or grades BB in Double Award Science. A genuine interest in current social and consumer issues and an enthusiasm for learning will help you in this course.
WJEC PHYSICAL EDUCATION	Physical Education requires: at least a grade 6 or B in GCSE Physical Education or a good overall GCSE profile; an interest in sport as a social phenomenon and a willingness to read about it; an above average ability in one or more sports and have demonstrated a disciplined approach to the subject at Key Stages 3 & 4; an above average level of fitness; and membership of an outside sports club is desirable.
CCEA PHYSICS	Physics requires grades AA in Double Award Science (including a grade A in the Unit 2 Physics component) or a grade B in GCSE Physics. Students should look at the raw exam paper scores as a percentage mark, as this will provide an indication of future success at A-Level. Students will also be required to have an aptitude for Mathematics, evidenced by a grade A in GCSE Mathematics obtained from the M4/M8 Assessment Units OR grade B in GCSE Further Mathematics, if this course has been studied.

AS-/A-LEVEL COURSE	Entry Requirements
CCEA RELIGIOUS STUDIES	Religious Studies requires at least a grade B in GCSE Religious Studies. The acceptance of students who achieve a grade C in GCSE Religious Studies will depend on the quality of their overall GCSE profile. A grade B in GCSE English is preferable.
WJEC SOCIOLOGY	Sociology requires a grade B in GCSE English Language. If the course is oversubscribed, students will be selected using the criterion of highest combined GCSE English Language and English Literature results.
CCEA SPANISH	Spanish requires at least a grade B in GCSE Spanish, although a grade A or A* is recommended.
CCEA TECHNOLOGY & DESIGN	Technology & Design requires a grade A or B in GCSE Technology & Design, a good physical science background and competency in Mathematics.

Note on Special Circumstances

Judgment of the importance of special circumstances will be at the absolute discretion of the Transfer Sub-Committee of the Board of Governors but, in such cases, parents should submit medical and/or other reports along with the academic progress reports, etc, in support of their application.

Acceptance of College Rules and Positive Behaviour Policy

A student is expected to conform to College rules and to the Code of Discipline as formulated by the Board of Governors and interpreted by those in charge of discipline.

Requirements of the Timetable

A student must be prepared to accept timetable and curriculum arrangements. This will include being involved in and present at Religious Education classes, Careers Education classes, Life Issues classes, Tutorial classes, morning assemblies and the College celebration of the Eucharist. (Arrangements concerning exemptions can be made on behalf of those students who are registered as members of other mainstream denominations).

Positive Attitude

A student is expected to have a positive attitude towards discipline, study, religion and school attendance. This will involve the **signing of an agreement accepting the aims, rules and standards** set by the College, as stated in College publications, and the obligations and restraints resulting from accepting these standards. This agreement includes a commitment to be present in the College for the whole of the school year as a full-time student and to refrain from going on vacation during term time. The College will focus on **attendance, behaviour and commitment** in Year 12 before accepting a student into Year 13.

Attendance

It should be 95%+ in Year 12.

Behaviour

Evidence of positive attitude will be a lack of detentions and/or suspensions for serious or recurring misdemeanours in Senior School.

Commitment

Prospective Year 13 students must have demonstrated commitment to their studies in Year 12, e.g. completion of all coursework/controlled assessments on t

CRITERIA FOR ENTRY TO YEAR 14

All Year 13 students wishing to progress into Year 14 should be aware of the following important information:

- If your attendance and performance in Year 13 falls below reasonable expectations, as determined by the College, you and your parents will be advised to reassess your academic and career options by consulting with the Vice Principal in charge of the curriculum, course teachers, pastoral and Careers staff in the summer term of Year 13 and/or after the publication of your AS-Level exam results in August.
- If your performance in one or more of your AS-Levels has been unsatisfactory, **you must consult with your course teachers** about the feasibility of studying the same course(s) at A2 level. In most cases, if you have achieved a Grade E in an AS-Level course, you will not be allowed to continue with that course at A2.
- You must **pass a minimum of three AS-Level courses** if you wish to return as a Year 14 student to take A2 courses.
- You should **pass an AS-Level course (grade A – D)** if you wish to take that course at A2 in Year 14.
- After the AS-Level exam results have been published, at the start of the new school year, all students must attend the **Year 14 Registration Morning** to help them finalise their course choices. (Ensure that you are back in time from your holidays!)

CRITERIA FOR ANY EXTRA PLACES MADE AVAILABLE BY THE DEPARTMENT OF EDUCATION FOR ADMISSION INTO YEAR 13

The Department of Education may, on request, increase the number of pupils that the College can admit into 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 above) 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 on Our Lady and St Patrick's College, Knock.
2. Pupils from other schools where admission to an extra place at Our Lady and St Patrick's College, Knock has been agreed by the Department of Education.

Parents should note that the Department of Education will, in response to a school's request, increase the school enrolment number in order to allow an extra post-16 pupil to enrol. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour's journey of where the pupil lives. If there is, DE will then check whether this other school or schools with places available may provide all of the post-16 courses that the pupil wishes to pursue. If these checks find 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.

What is a school of a type that is suitable for a pupil?

To determine this, DE first considers all schools to be one of 4 types:

(i) denominational, (ii) non-denominational (iii) Integrated and (iv) Irish Medium.

A school requesting an extra place for a post-16 pupil will belong to one of these 4 types and DE will consider any Other school or schools from this same type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in Year 12.

Admission Criteria for External Applicants

Year 12 students who are currently attending the College will be considered for Sixth Form entry before transferees from other schools. The Board of Governors, having agreed to the criteria for admission, has delegated to the **Transfer Sub-Committee** the authority to decide which particular applicants shall be admitted to the College in accordance with the criteria and any appropriate statutory regulations issued by DE. Where the overall College enrolment number is likely to be exceeded, it is left to the Transfer Sub-Committee to decide which year groups shall have priority in the allocation of places.

The Transfer Sub-Committee will first consider applicants to whom **special circumstances** apply, and who, on the documentary evidence submitted, appear capable of undertaking A-level study. Applicants will then be ranked and allocated places in Year 13 in order of their **academic ability** as determined by a point score for each GCSE grade obtained. Evidence of academic ability will also be based on Progress Reports and assessments submitted from previous schools. The advice and opinions of the Principal and teachers of the previous school(s) will also be taken into consideration. A **positive reference** from the Principal of the student's previous school will be required along with verification of relevant results, prior to entry.

If there are more external applicants to be considered than there are places available in Year 13, applicants with **equal academic ability** will be separated and allocated places using the following **subsidiary criteria** in the order set down:

1. Students who have a brother or sister presently enrolled in the College.
2. Students who are the eldest or only child in the family.
3. In the event of a tie between two or more applicants for the last available place lots will be drawn. This process will be witnessed by two members of staff who had no dealings with, or family interest in, the admissions process.

6TH FORM SUBJECT CHOICE, GENDER STEREOTYPING AND EQUALITY OF OPPORTUNITY

What's Stopping You?

The right of access to an effective education

“Every individual has a right to an effective education which allows them to the greatest extent possible to develop intellectually, spiritually, physically, emotionally, morally, creatively and aesthetically and to achieve independence, social and occupational integration and to participate in the life of the community”.

(Northern Ireland Human Rights Commission)

What is gender stereotyping?

It is making assumptions that men and women play different roles in society. Such assumptions restrict individual choice, which leads to wasted talent and unfulfilled potential, to skills gaps and to lower pay for those jobs which are seen as ‘women’s work’. In short, gender stereotyping results in discrimination against both women and men.

So you think inequality is a thing of the past?

The median gender pay gap for full-time UK employees in 2018-19 was 9.6%, 0.4% up on the 2017-18 figure. There was also an increase in the proportion of organisations paying men more than women: 77.8% of organisations did so in 2018-19, compared with 77.1% in 2017-18.

In some parts of Northern Ireland, industries that were traditionally dominated by men simply don’t exist anymore. But the new jobs that are being created, such as those in the service sector, are not seen as ‘men’s jobs’ so male unemployment persists.

Some GCSE and A-Level courses are filled predominantly by girls, others by boys. For example:

A-Level Physics Entries in NI Grammar Schools (Summer 2019): 27% girls and 73% boys.

A-Level Nutrition & Food Science Entries in NI Grammar Schools (Summer 2019): 87% girls and 13% boys.

Perhaps girls and boys need to think more broadly about their subject choices.

How can it be challenged?

Year 12 pupils should consider **all** of the available 6th form subject choices and career options, and should not limit their opportunities because they are male or female. Are you really picking optional subjects that you like and are good at, or are you simply following the crowd. For example, if you are male, are you refusing to choose Nutrition and Food Science because you think that it’s a ‘girls’ subject?’ If you are female, have you decided not to choose Computing because you see it as a ‘boys’ subject?’ Remember that you are unlikely to fulfil your potential unless you consider **all** of the options! **Parents** are the single most important influence on pupils’ subject choices. They should encourage their sons and daughters to widen their subject choices at school and beyond and provide a home environment where girls and boys are encouraged to share all tasks equally.

Teachers and Careers advisers at Knock also have a duty to present unbiased information and to support those pupils who step beyond traditional 6th form subject and career choices.

THE POST-16 CURRICULUM

INTRODUCTION

In recent years, government has introduced a number of reforms to post-16 qualifications. The underlying purpose of the reforms was to address undue narrowness and lack of flexibility in the post-16 curriculum. The developments were designed to lead to broader Advanced Level programmes and improved vocational qualifications that are underpinned by rigorous standards.

Students following **GCE A-Level** programmes will be able to broaden their programmes by studying additional subjects using the **Advanced Subsidiary (AS)** qualification or, if they wish, by adding a vocational dimension and studying **Vocational courses** in a further education college (e.g. Belfast Metropolitan College or SERC). Students on vocational programmes will also be able to broaden their studies by combining Vocational courses with GCE A-Levels. Measures to ensure that units are the same size, and the use of a common grading system for Level 3 qualifications, have led to greater choice and flexibility in selecting qualifications to meet individual needs.

These reforms need to be set against a wider agenda. The commitment to the needs of lifelong learners, the construction of a qualifications framework, the exploration of models for overarching certificates, modern apprenticeships, traineeships and changes to the higher education admissions process are important developments.

1. GCE AS/A-LEVEL

Structure

GCE Advanced Levels (A-Levels) are designed mainly for post-16 students who are following a two-year full-time course of study. A-Levels consist of assessment units of approximately equal size. The **Advanced Subsidiary (AS)** qualification represents the first part of an Advanced Level course of study. The **A2** represents the second part. **AS + A2 = A-Level**.

A-Level and AS-Level courses may be assessed either in stages or at the end of the course. Those students who, having started an A-Level programme, decide not to continue beyond the first year with one or more subjects, will have the opportunity to have their attainments to that point recognised through the AS-Level qualification. Students will also be able to use the AS Levels to broaden or enhance their A-Level studies.

Assessment

A key feature of A-Level work is the emphasis on demanding and rigorous assessment, including a substantial external assessment through examinations. For some subjects there is also **internal assessment**.

A-Levels also include an element of **synoptic assessment** designed to test candidates' ability to make connections between different aspects of the subject. The nature of the synoptic assessment varies according to the nature of particular subjects. AS/A-Levels are graded A* to E for pass grades, with U (unclassified) for fail. The A* grade is available at A-Level but not AS Level.

AS-Level exam marks are 'cashed in' for grades in August, and so are available to universities in the first term of Year 14.

2. BTEC NATIONAL CERTIFICATES AND DIPLOMAS

BTEC National Certificates and Diplomas are specialist vocational qualifications at Level 3, valued by industry and higher education alike. The National Diploma is equivalent to three A-Levels, is offered fulltime for two years and consists of 18 units of study. There is a mixture of core units and specialist units which enables you to study particular areas in depth and provides the opportunity to follow a clear specialist pathway. The National Certificate equates to two A-Levels and consists of twelve units. BTEC National Certificates/Diplomas prepare you for direct entry into employment or for progression to Higher Education. BTEC National Awards, equivalent to one A-Level, are also available in some subject areas.

3. APPRENTICESHIPS

This programme is open to all ages. In order to enter Apprenticeship NI you will need to find job in your chosen career area and you may have to satisfy the entry criteria set down by the employer. This could be GCSEs or equivalent. Apprenticeships are available in a wide range of areas such as Information Technology, Mechanical Engineering, Joinery, Plumbing, Travel Services, Beauty Therapy and more. Whilst doing an apprenticeship you will work towards NVQs at Level 2 or Level 3 and technical certificates.

Talk to your **Careers Adviser** for information, advice and guidance on the broad range of options available to you and have a look at www.nidirect.gov.uk/campaigns/apprenticeships for more details of this programme.

4. NVQS (NATIONAL VOCATIONAL QUALIFICATIONS)

NVQs are related to real work, and test how competent a worker is in the actual tasks involved in a job. There are NVQs in almost every industry and employment sector. A worker can take NVQs at five different levels, from Level 1, which is roughly equivalent to a GCSE at grade D – G, right up to Level 5, which is equivalent to degree standard.

5. 'TRAINING FOR SUCCESS'

'Training for Success' is all about giving you the tools and the confidence to find work. It focuses on the extra learning you may need. It is designed for young people aged 16 - 17, with extended age eligibility for young people with a disability up to age 22 and up to age 24 for those from an in-care background.

To find out if you qualify for the Training to Success programme, talk to your local Careers Service. All new entrants will need a training credit from the Careers Service. Potential trainees can find out more about 'Training for Success' by visiting the website at www.nidirect.gov.uk/articles/training-success or by telephoning 0300 200 7820 or by arranging an interview with our school's **DfE Careers Adviser**.

"Training for Success" is available at three levels:

'Job-Ready' - The first steps

Job-Ready is all about giving young people the tools and the confidence to get ready to find work. It focuses on the extra learning need, even one-to-one. It is flexible and you gain recognised basic skills and qualifications. Some examples of Job-Ready training:

- Searching for work
- Health and safety
- Building confidence
- Basic first aid
- Interview skills
- ICT
- Motivation Skills
- Life and work skills
- Basic food hygiene

Work sampling and job tasters based on a person's needs give the chance to experience different workplaces before deciding what sort of work and training to take up.

'Start earning now' – The next steps

On joining 'Training for Success' a person will receive a weekly allowance of £40. Travelling expenses and contributions towards lodgings and/or childcare costs may also be paid.

THE IMPORTANCE OF STEM IN THE CURRICULUM

The future prosperity of the UK is, to a large extent, dependent on young people choosing STEM-related subjects. Science, Technology, Engineering and Maths (STEM) subjects are vital to the country's economic and social development. The role of STEM skills is to help improve the quality of people's everyday lives and find solutions to global challenges, such as sustainable economic development.

Recent research highlights the shortfall in the number of people choosing to study STEM subjects, as well as the need to double the supply of skilled workers in STEM-related jobs in the next seven to ten years.

It is expected that the UK will need to fill around three-quarters of a million extra jobs requiring highly numerate, analytical people with STEM skills. Yet currently, six out of ten (59%) firms employing STEM-skilled staff say they are having difficulty recruiting. The low take-up of STEM subjects at university is a large part of the problem and there has been a 15% fall in engineering and technology graduates (23,300 to 19,700) over the past decade. Young people build up their knowledge and understanding of science and maths on a gradual basis. Once dropped, maths and physical science subjects are much harder to return to later. Young people can cut themselves off from a whole range of careers by not continuing their STEM education.

SOURCES OF GUIDANCE ON SUBJECT CHOICE

Careers teachers Subject Teachers Tutors
DfE Careers Adviser Family

Seek informed opinion from as many sources as possible, but don't be pressurised into making a subject choice that you are not happy with. Remember that it is your responsibility to make the final decisions about your subject choice!

Year 12 Careers Teachers

1. Mr S Hughes
2. Mr S Hughes
3. Mr P Houston
4. Mr P Houston
5. Mr N Boyle
6. Mr N Boyle
7. Mr J Davey

Other Careers Staff

- Mr J Davey – Head of Careers
Ms A Hughes
Mrs R Martin
Ms B Moley

EXTRACTS FROM THE COLLEGE EXAMS POLICY (YEAR 12)

A-Level candidates will sit their AS modules in the summer of Year 13. They will also be completing coursework in many of their subjects and these must be carried out in line with JCQ regulations.

It is vital that all exams run smoothly and in a manner which allows our students to achieve the best possible results. To achieve this aim we have developed a College Exams Policy to clarify the roles and responsibilities of everyone involved in the examinations process, including the candidates themselves.

The purpose of this exam policy is:

- to ensure that the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff and students.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. Within this options booklet we have only included the information which is relevant to our A-Level students, it outlines the responsibilities of candidates with regard to;

- Exam Entries
- Fees
- Coursework/controlled assessment
- Exam rules and regulations
- Special consideration
- Certificates - to view the complete document visit www.knock.co.uk

Exam Entries

The College reserves the right to enter candidates for exams and to act as an exam centre.

- It is the candidate's responsibility to confirm and sign their exam entries.
- A candidate or parent /carer who wish to request a subject entry, change of tier or withdrawal must consult with the relevant Year Head who will liaise with subject teachers, Heads of Departments and the Examinations Officer as necessary. If they fail to do so in advance of the exam, they will be expected to pay a fee.
- It is the candidate's responsibility to submit any materials required for an exam in line with deadlines set by the Head of Department.
- In the case of a re-sit it is the candidate's responsibility to provide any materials required for an exam to the Head of Department before they go on study leave, (summer/winter).
- It is the candidate's responsibility to inform their subject teacher if they decide to re-take the coursework component or the practical exam in a subject.

Fees

- AS initial registration and entry exam fees are paid by the centre.
- A2 initial registration and entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the candidates.
- Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.
- Re-sit fees for any modules are paid by the candidate. A module can only be re-taken once.

Coursework

- Candidates who have to prepare portfolios should do so in line with deadlines set down by Heads of Departments.
- Candidates must read the JCQ coursework regulations and sign a declaration that authenticates the coursework as their own.

Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the Examinations Officer and on the College's web site.

The main points are:

- Appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the final mark or grade awarded
- Candidates may appeal if they feel their coursework assessment has been marked unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing by 30th April to the Head of Centre who will decide whether the process used conformed to the necessary requirements.
- The Head of Centre's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

Exam rules and regulations

- It is the responsibility of the candidate to Read JCQ "Instructions to Candidates" and sign a declaration that confirms they have understood the consequences of inappropriate behaviour during an exam.
- Candidates should be aware that the centre's normal rules on College uniform and behaviour apply at all times.
- Mobile phones, iPods, MP3 players etc. must not be brought into the exam hall.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines and College rules.
- Candidates may only leave the exam room in the case of an emergency only, in which case a member of staff must accompany them.
- The Exams Officer/centre administration staff will attempt to contact any candidate who is not present at the start of an exam. The Examinations Officer will deal with them in accordance with JCQ guidelines.

Special Consideration

- Should a candidate be too ill to sit an exam, suffer bereavement/other trauma or take ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.
- Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example, a letter from the candidate's doctor.
- The Examinations Officer will then forward a completed special consideration form along with the relevant evidence gained to the appropriate awarding body within seven days of the exam.

Certificates

- AS Certificates are distributed through morning registration.
- A2 Certificates are presented in person at the appropriate Awards Ceremony.
- If a student cannot attend, certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so with written consent. In the case of a Year 11/12 student, that written consent MUST come from the parent. In the case of a Year 13/14 student, it may come from the candidate.
- The centre retains certificates for one year in line with JCQ requirements and then they are returned to the relevant exam board

THE SIXTH FORM CURRICULUM

Entry on to AS-/A-Level Courses

All Sixth Form students must study **AS-Level** (Advanced Subsidiary level) courses in Year 13 and **A-Level** (Advanced level) courses in Year 14. The courses are made up of **assessment units**, which will be examined at the end of Year 13 and 14. All students will be entered for the AS-Level qualification in their chosen courses at the end of Year 13, whether or not they wish to proceed to the full A-Level qualification in Year 14.

Students progressing to Sixth Form must fulfil the College's criteria for entry. The academic requirement is a minimum of **five GCSE courses with grades A - C. Four of these five courses must be at grade B.** A grade B at GCSE is required for entry into most AS-Level and A-Level courses. Some courses have higher entry requirements.

- If there are too many applications for a course, students will be selected by their level of attainment in the relevant GCSE course(s). This is likely to happen with **Government & Politics** and **Sociology**.
- If there are too few applications for a course, the course will not be timetabled.

Sixth Form Courses Offered

The Sixth Form curriculum is designed to provide for both academic study and the personal development of our students. It includes the following elements:

Compulsory Elements

- AS-Level and A-Level courses
- Careers Education and Guidance
- Life Issues
- Modular Religious Education Programme (compulsory for students not selecting AS-/A-Level Religious Studies)
- Personal Development Programme

Optional Elements

- Mandarin Language and Culture Course for Beginners
- Student Mentor Programme
- Community Service Programme

Depending on timetable arrangements, the courses listed below will be offered at both AS-Level and A-Level, and students can study any combination of these courses.

Art & Design	French	Music
Biology	Further Mathematics	Nutrition & Food Science
Business Studies	Geography	Physical Education
Chemistry	German	Physics
Computer Science	Government & Politics	Religious Studies
Digital Technology	History	Sociology
Drama & Theatre	Irish	Spanish
Economics	Mathematics	Technology & Design
English Literature	Moving Image Arts	

AS-/A-Level Options

- Most students are expected to choose **four AS-Level courses in Year 13** and continue with **three of them into Year 14 as A-Levels**. At the end of Year 14 these students will have obtained an award of three A-Levels and one AS-Level.
- Some students will choose four AS-Level courses in Year 13 and will continue with all of them into Year 14 as A-Levels. At the end of Year 14 these students will have obtained an award of four A-Levels.
- Some students will choose three AS-Level courses in Year 13 and will continue with these into Year 14 as A-Levels. At the end of Year 14 these students will have obtained an award of three A-Levels.
- **Courses are offered on the condition that there are sufficient numbers to form viable classes.**

UCAS Tariff Points for University Entrance

UCAS tariff points are awarded for AS-/A-Level courses as described below. **An AS-Level grade is worth approximately 40% of the equivalent A-Level grade.**

A-Level Grade	Tariff Points	AS-Level Grade	Tariff Points
A*	56		
A	48	A	20
B	40	B	16
C	32	C	12
D	24	D	10
E	16	E	6

It is the responsibility of students to **consult with Careers and University Admission staff** to ensure that their A-Level/AS-Level courses are appropriate and recognised for entry onto the degree courses that they are considering. This is particularly important for degree courses in the **Republic of Ireland**.

A-LEVEL SUBJECT GUIDES

[Art and Design Student Guide.pdf \(ccea.org.uk\)](#)

[Biology Student Guide.pdf \(ccea.org.uk\)](#)

[GCE Business Studies Student Guide.pdf \(ccea.org.uk\)](#)

[Chemistry Student Guide.pdf \(ccea.org.uk\)](#)

WJEC Computer Science – not available

[Digital Technology Student Guide.pdf \(ccea.org.uk\)](#)

WJEC Drama – not available

[Economics Student Guide.pdf \(ccea.org.uk\)](#)

[English Literature Student Guide.pdf \(ccea.org.uk\)](#)

[French Student Guide.pdf \(ccea.org.uk\)](#)

CCEA Further Maths – not available

[Geography Student Guide.pdf \(ccea.org.uk\)](#)

[History Student Guide_0.pdf \(ccea.org.uk\)](#)

[German Student Guide.pdf \(ccea.org.uk\)](#)

[Government and Politics Student Guide.pdf \(ccea.org.uk\)](#)

[Irish Student Guide.pdf \(ccea.org.uk\)](#)

CCEA Maths – not available

[Music Student Guide.pdf \(ccea.org.uk\)](#)

[Nutrition and Food Science Student Guide.pdf \(ccea.org.uk\)](#)

WJEC Physical Education – not available

[Physics Student Guide.pdf \(ccea.org.uk\)](#)

[Religious Studies Student Guide.pdf \(ccea.org.uk\)](#)

WJEC Sociology – not available

[Spanish Student Guide.pdf \(ccea.org.uk\)](#)

[Technology and Design Student Guide.pdf \(ccea.org.uk\)](#)

AS COURSES OFFERED



AS/A-LEVEL ART AND DESIGN

Students wishing to progress to AS-Level Art and Design must have the minimum of a grade B at GCSE level.

OUTLINE OF THE COURSE

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.

AS units are assessed at a standard appropriate for students who have completed the first part of the full course. The full Advanced GCE award is based on students' marks from the AS (40%) and the A2 (60%).

WHY CHOSE GCE ART AND DESIGN?

The creative industries are a fast growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries. The study of Art and Design creates a pathway to a future career in the creative industries.

The specification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art, craft and design disciplines. It prepares students for further study in Art and Design or in a related field.

The study of Art and Design has an inherent capacity to develop key transferable skills and qualities which are sought after by employers. These include creativity, problem solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification.

THE COURSE AT A GLANCE

The following table summarises the structure of the AS and A-Level courses and shows the weighting given to the 2 units at AS and the 2 units at A-Level.

Unit	Assessment	Weightings and Marks	Available
AS 1 - Experimental Portfolio	Students develop, explore and record ideas based on stimulus paper set by	50% of AS. 20% A-Level.	Summer only
AS 2 - Personal Response	Students present a personal outcome based on experimental portfolio.	50% of AS. 20% A-Level.	Summer only

A2 1 - Personal and Critical Investigation	Written Investigation: 1000 – 3000 words. Practical investigation based on stimulus paper set by CCEA in August. Written and practical works informs each other and are integrated.	60% of A2. 36% of A-Level. 12% Written. 24% Practical.	Summer only
A2 2 Thematic Outcome	Students develop and present a final outcome in response to stimulus paper set by CCEA at the start of the year.	40% of A2. 24% of the overall award.	Summer only

The marking of the assessment units for both AS and A-Level is based on four assessment objectives. All practical units are marked by the class teacher and moderated by CCEA. The written investigation for A2 1 is externally assessed by CCEA.

SCHOOL ASSESSMENT

Unit AS 1 – Experimental Portfolio

Students base their portfolio on a theme that CCEA issues in a stimulus paper at the beginning of the AS course. The experimental portfolio must be completed between September and February of Year 13. Weekly targets and deadlines must be met.

Unit AS 2 – Personal Response

In this unit students refine their experiments and respond to the theme that CCEA issued in the stimulus paper at the beginning of the AS course. It includes developmental work and a final outcome.

The course is extremely demanding and requires many hours of dedicated study and a high level of commitment.

Unit A2 1: Personal and Critical Investigation

This unit includes both practical and written investigations and includes contextual research. Students demonstrate understanding through integrated practical and written forms. As for Unit AS 1, students are not required to produce a completed outcome. A theme is issued at the beginning of the A2 course by CCEA. Building on the skills and interests developed at AS level, students develop a personal investigation based loosely the theme. They respond to the theme through their own contextual and practical research.

Unit A2 2: Thematic Outcome

Students develop a personal solution based on their work in Unit 1. A Statement of Intent is written to mark the beginning of Unit A2 2. This outlines how students plan to develop their work and explain how their outcome links to the knowledge, skills and ideas they generated during Unit A2 1. A final outcome is produced to conclude this project.

CAREER IMPLICATIONS

The AS-Level would add an interesting creative aspect to the subject profile of any student, providing a balance with any combination of subjects from the Sciences or Arts. This may help those interested in journalism, architecture, landscape, advertising, marketing, engineering and product design.

The full A-Level in Art and Design is a necessary entrance requirement to any Art College, where areas of study include fashion and textile design, ceramics, graphic design, furniture, product and interior design, weaving and embroidery, photography, fine art painting and sculpture.

Other areas requiring an art background are film studies, animation, stage design, window display, glass ware, stained glass, the design of knitwear and exhibition design.

FURTHER INFORMATION

Students may seek further details from the Art and Design Department teaching staff, all of whom have extensive experience in teaching GCE:

- Mrs F Murray in 3Ar1 (Head of Department)
- Mrs P McCarthy in 3Ar2
- Ms A Fitzgerald in 3Ar4
- Ms L Brady in in 3Ar2



AS/A-LEVEL BIOLOGY

Biology is a fascinating subject that allows us to make a difference to tomorrow's world by helping us understand the world we live in today. 21st century biologists are involved in researching and understanding some of the most controversial advances in human knowledge including the cloning of embryos, designer babies and genetically modified food. Knowledge of biological processes has implications for a wider range of fundamentally important areas, including health, food production, conservation and increasingly technology.

ENTRY REQUIREMENTS

A-Level Biology is an extremely demanding course in terms of content and it is therefore essential that students have a strong GCSE base. Given the increasing emphasis on Biochemistry within the A-Level course, we have found that a good knowledge of GCSE Chemistry is particularly important for anyone considering studying Biology at AS level.

We recommend that students wishing to study A-Level Biology should have at least 70% in their Unit 2 Biology module from either GCSE Biology or the Biology component of Double Award Science. This standard is generally achieved by candidates with a Grade B in GCSE Biology or Grade BB in Double Award Science.

The mark indicating this standard will be available with results in August.

AIMS

A-Level Biology aims to encourage students to;

- Develop a knowledge and understanding of Biological concepts, and the skills needed for the use of these in a range of domestic, industrial and environmental contexts;
- Be aware of advances in scientific and technological development including those related to the environment, personal health and quality of life;
- Develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem-solving;
- Carry out practical tasks and present their findings in different formats;
- Develop an appreciation and understanding of scientific methods; and
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

KEY FEATURES

The following are important features of this specification.

- It includes six assessment units. All six are externally assessed. Two of these include an element of internal assessment.
- Key practical tasks and the mathematical skills required are clearly identified.
- Assessment at A2 includes more question types, more demanding evaluative tasks, extended writing, and synoptic assessment that encourages students to develop their understanding of the subject as a whole.

OUTLINE OF COURSE

We study CCEA GCE Biology, a course which combines biological theory with the development of practical skills such as using a microscope, handling apparatus and fieldwork.

EXAMINATION BOARD ASSESSMENT

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

Students must complete three written examinations at AS-Level and a further three exams at A2 Level.

The table below provides more information on the nature of assessment.

Unit	Exam Duration & Format	% Assessment Weightings
AS 1: Molecules and Cells Molecules, Enzymes, Viruses, Cells, Tissues and Organs, Cell Physiology and Continuity of Cells	1 hour 30 minutes written examination	37.5% of AS 15% of A-Level
AS 2: Organisms and Biodiversity Transport and Exchange in Plants and Mammals, Adaptations of Organisms, and Biodiversity with an emphasis on local context.	1 hour 30 minutes written examination	37.5% of AS 15% of A-Level
AS 3: Practical skills in Biology This unit includes a series of required practical assessments and a written examination assessing practical skills.	1 hour written examination and internal practical assessment	25% of AS 10% of A-Level
A2 1: Physiology and Ecosystems Homeostasis, Immunity, Coordination and Control in Plants and Animals, and Ecosystems	2 hour 15 minutes written examination	24% of A-Level
A2 2: Biochemistry, Genetics and Evolutionary trends. Respiration, Photosynthesis, DNA as the Genetic Code, Gene Technology, Genes and Patterns of Inheritance, Mechanisms of Change and Classification.	2 hour 15 minutes written examination	24% of A-Level
A2 3: Assessment of Practical skills This unit includes a series of required practical assessments and a written examination assessing practical skills.	1 hour 15 minutes written examination and internal practical assessment	12% of A-Level

Assessment of Practical Skills in AS and A2 Biology

These units include a series of required **practical assessments to be completed in school** together with an external written examination assessing practical skills. At AS-Level students are expected to complete at least **seven** practical tasks and provide evidence of completing these tasks in their lab-book. Samples of lab-books will be requested by CCEA as part of the moderation process. At A2 level students will complete at least **five** practical tasks in the external written examination students must be able to describe and demonstrate the practical skills developed during the course. At A2 level, the written examination also assesses skills used writing a short bibliography detailing source references.

Given the requirement to provide evidence to CCEA of completion of practical tasks, student attendance will therefore be crucial to optimise performance in this subject at AS and A2 level.

SCHOOL ASSESSMENT

This policy of continuous assessment involves homework, research tasks, end of topic tests and the submission of practical reports. The outcome of all assessments together with formal module results is used in predicting UCAS grades.

WHAT IS EXPECTED OF A STUDENT?

Homework.

This is given in a number of forms. Written homework based on past paper questions are given at least once a week. Students may also be expected to carry out additional research to extend their class work and produce presentations on various topics throughout the year. Increasingly students will be asked to submit work electronically. This will give them the opportunity to develop a range of transferable skills for their future, be that in further education or the world of work.

Home study.

It is expected that each student will keep 'up-to-date' by revising for about 1½ hours each day. Students are encouraged to supplement all class work with background reading, using the College and public libraries as sources of information. The Biology One Drive folders are well developed and provides students with easy access to a range of additional resources to support their learning including past papers. Many television programmes and newspaper articles will provide useful biological information as does the internet.

Practical Work.

Normally at least one 2 period practical would be performed weekly and as already emphasised, these experiments will form an integral part of the assessment process.

Field Trips –

Students may be required to attend an environmental field study.

CAREER IMPLICATIONS

Many students with a GCE Biology qualification go on to undertake further study and have successful careers in a range of industries including:

- Medicine and Related Disciplines
- Dentistry;
- Veterinary Science;
- Pharmacology;
- Physiology;
- Biomedical Science and Related Industries;
- Forensic Science;
- Education;
- Research;
- Accountancy;
- IT;
- Agriculture;
- Administration; And
- Management.

Through studying GCE Biology, students will develop confidence and competence in a number of skills. These include the ability to understand complex processes and analyse data presented in a variety of formats and critically evaluate the validity of experimental data.

A-Level Biology utilises a range of mathematical skills and students must also be able to communicate their knowledge effectively. The ability to work with others forms an essential part of practical work in Biology and the use of ICT to keep abreast of current developments is encouraged.

The skills acquired through the study of this subject are valued in further and higher education, as well as in the work place, making Biology relevant and useful to a wide range of careers.

SUMMARY

The study of Biology at A-Level and beyond can be the way to a satisfying and worthwhile job, but even if you do not follow a career in a biological or related subject, Biology gives you a lifelong interest in the world around you.

It will give you an understanding of how biological concepts have been used in industry, business and medicine to contribute to our quality of life. You can also learn about the potentially harmful and controversial ways biological concepts can be used to make our lives more convenient.

Biology is so much a part of daily life that extended knowledge can only enhance your understanding and appreciation of the world around you.

FURTHER INFORMATION

For more information, please feel free to talk to any of the Biology staff;

Miss L. McCluskey (Head of Department)

Mr N. Boyle

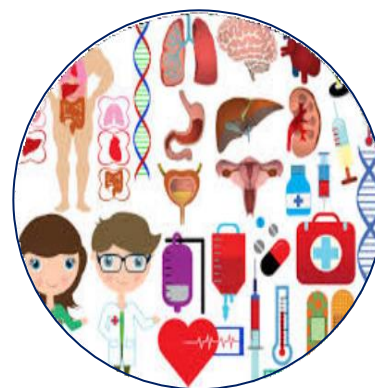
Mr J. Davey

Mrs F. Knight

Mrs U. Maguire

Miss R. Laverty

or visit <http://www.ccea.org.uk/specifications>, to obtain a Students Guide for the A- level Biology course.



AS/A-LEVEL BUSINESS STUDIES

ENTRY REQUIREMENTS

Students who have studied GCSE Business Studies will be required to achieve at least a Grade B in order to progress onto this A-Level. However, if further places are still available, then students who did not study the subject for GCSE may still be eligible if they have achieved a Grade B in both GCSE Mathematics **and** GCSE English Language.

All students wishing to study A-Level Business Studies should have an interest in current business affairs. A high level of literacy, communication and numeracy skills are essential by the student as extended writing and report writing is a big feature of this course.



COURSE OUTLINE

We follow the CCEA specification. This is a two year course which contains four units:

- Two to be studied and examined for the AS qualification in June
- Two further units to be studied, if desired, for the A2 examination the following year.

The course covers the main topic areas and activities of business:

AS	Module 1:	Introduction to Business
AS	Module 2:	Growing the Business
A2	Module 1:	Strategic Decision Making
A2	Module 2:	The Competitive Business Environment

EXAMINATION BOARD ASSESSMENT

AS-Level Examination

AS Module 1:	Introduction to Business Examination: 1 hour, 30 minutes Two compulsory structured questions (data responses) 50% of AS 20% of A-Level
AS Module 2:	Growing the Business Examination: 1 hour, 30 minutes Two compulsory structured questions (data responses) 50% of AS 20% of A-Level

A2 Examination

A2 Module 1: Strategic Decision Making
Examination: 2 hours
One compulsory structured data response question of five parts.
30% of A-Level

A2 Module 2: The Competitive Business Environment
Examination: 2 hours
Unseen case study with problem solving /decision making focus. Six compulsory structured data responses
30% of A-Level

SCHOOL ASSESSMENT

Throughout the course the progress of students will be closely monitored. This policy of continual assessment involves regular homework assignments and class tests. Self-assessment and peer assessment will also be a common feature alongside group work, case studies, data response, essay writing and report writing.

WHAT IS EXPECTED OF A BUSINESS STUDIES STUDENT?

At A-Level the tasks will vary but will usually involve some reading, essay/ report writing, decision making and problem solving. Students should be prepared to read the business sections of quality newspapers and relevant magazines such as "The Business Review" (provided in school), and to listen and watch appropriate radio and television programmes. Examiners like to see up-to-date examples in support of business theory.

The course is mainly examined via case studies and data response questions and so students must be prepared to explore topics and develop skills of selection, application, analysis and evaluation.

CAREER IMPLICATIONS

There are a number of reasons why a student should choose this subject as one of their main A-Level choices or as their optional AS choice:

- It introduces students to a broad range of career options e.g. Accountancy, Banking and Finance, Actuarial Sciences, Estate Management, Law, Marketing, Human Resource Management, Operations Management, Administrative Careers and so on.
- It lays the foundation for further study of Business Studies or Economics or related subjects at Third Level Education
- It is worthwhile course for all students in terms of their general education and life-long learning.

It introduces students to the main aspects of business activity. As students may hope one day to be self-employed, it is beneficial in terms of giving them a detailed insight into how and why businesses exist.

- It is a subject which combines well either Arts or Science subjects and one which broadens students' options considerably. For example:
 - Combined with A-Level Biology and Chemistry it is useful for Higher Education courses in Agriculture, Environmental Sciences and Agricultural Sciences
 - Combined with A-Level Mathematics and Physics it is useful for entry into most branches of engineering
 - Combined with a modern language, e.g. French, it would be useful for a career with firms involved in export markets in Europe or those that use European suppliers

FURTHER INFORMATION

Please contact any of the following Business Studies Department members who will be pleased to give you further information:

Mrs S McColgan, Head of Department (3Bs3)
Mrs F Cassidy
Mrs K Branagan

Students choosing this subject for the first time must speak to Mrs McColgan

AS/A-LEVEL CHEMISTRY

CCEA AS GCE in Chemistry for examination at the end of Year 13

CCEA A2 GCE in Chemistry for examination at the end of Year 14

ENTRY REQUIREMENTS

Students will need at least a grade B in GCSE Chemistry or AA in GCSE Double Award Science (with a minimum score of 80% in the Unit 2 Higher Tier Chemistry component). The mark indicating this standard will be available with results in August. Students should look at the raw exam paper scores as a percentage mark, as this will provide an indication of future success at A-Level.

Evidence shows that students who enter this subject without these requirements struggle to complete the course. AS/A2 Chemistry is a conceptually difficult and intellectually challenging course. You need to be aware of this when making your choices. The standard required to achieve top grades in this examination is exceptionally high. Mathematical competence is a prerequisite. Studying AS/A2 Mathematics helps to complement the skills required in Chemistry. It is very helpful if you have achieved a high standard in GCSE Further Mathematics. As a minimum you should have a grade A in GCSE Mathematics, obtained from the Higher M4/M8 papers.

OUTLINE OF COURSE

AS LEVEL

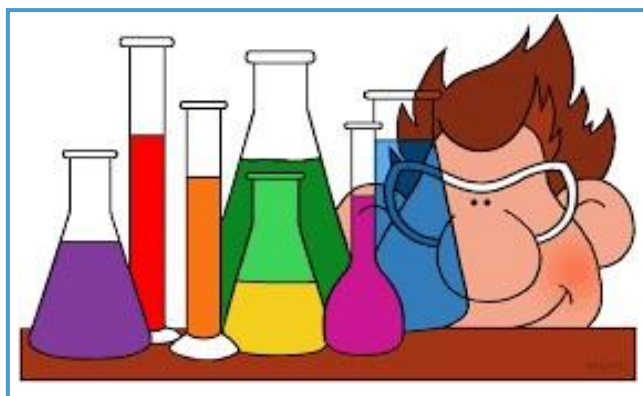
This is the first part of the A-Level course. It consists of three modules:

- AS 1: Basic Concepts in Physical and Inorganic Chemistry
- AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry
- AS 3: Basic Practical Chemistry

A2 LEVEL

The full A-Level qualification is made up of the three AS modules plus the following three modules:

- A2 1: Further Physical and Organic Chemistry
- A2 2: Analytical, Transition metals, Electrochemistry and Organic Nitrogen Chemistry
- A2 3: Further Practical Chemistry



Exam Board Assessment	Assessment Type	Time	% Weighting	Exam availability
AS 1	External written test	1 hr 30 min	40% of AS 16% of A-Level	Summer
AS 2	External written test	1 hr 30 min	40% of AS 16% of A-Level	Summer
AS 3	Practical exam	Part A: 1 hr 15 min Part B: 1 hr 15 min	20% of AS 8% of A-Level	Summer
A2 1	External written test	2 hr	40% of A2 24% of A-Level	Summer
A2 2	External written test	2 hr	40% of A2 24% of A-Level	Summer
A2 3	Practical exam	Part A: 1 hr 15 min Part B: 1 hr 15 min	20% of A2 12% of A-Level	Summer

SCHOOL ASSESSMENT

Our College policy of continuous assessment involves frequent class tests, homework and submission of practical reports. Your progress is monitored closely throughout the course.

WHAT IS EXPECTED OF A STUDENT?

As with any examination, your success will be linked to the quality of teaching & learning and your own commitment and dedication to study. You will be given high quality notes for all topics and you will experience a variety of teaching approaches. Your attitude and commitment to personal study over the two-year period is vital for your success.

Please note: Attendance in class is essential if you are going to succeed in this subject. The material is conceptually difficult and experience shows that students **need to be present in class** to understand these concepts.

CAREER IMPLICATIONS

Chemistry is **essential** if you wish to study medicine, veterinary, dentistry, pharmacy and some engineering courses. Choosing Chemistry as a degree can provide career opportunities that are both stimulating and rewarding. Graduate jobs related to chemistry include: Analytical chemist, biomedical scientist, colour technologist, research scientist, materials engineer, quality assurance officer, forensic scientist, patent agent, scientific journalist, toxicologist, teacher or lecturer. Chemists are frequently employed in management, commerce, environment and industry.

FURTHER INFORMATION

Any of the Chemistry teachers will be glad to talk to you or answer any questions you may have. They are:

Ms McManus (Head of Faculty)
Mr Begley
Mrs Cooley
Mr Hamill

Mr McAuley
Mr McGaughey
Mrs Walker

AS/A-LEVEL COMPUTER SCIENCE

Computer Science is a rigorous scientific discipline which couples computational thinking with a broader understanding of hardware. The course focus involves progressing from the procedural programming learned at GCSE to the object-oriented and event-driven programming paradigms.

By the end of A-Level Computer Science, students are at a point where they can analyse a problem and then design and build a suitable software solution using a combination of object-oriented programming, event-driven programming, database development and user interface design skills. This forms the basis for the project undertaken in Year 14 in which students can choose their own project focus.

We follow the WJEC A-Level Computer Science specification.

OUTLINE OF THE COURSE

The course is divided into five units: two units at AS-Level (worth 40% of the overall A-Level) and two units at A2 (worth 60% of the overall A-Level). Students will develop significant programming skills across both years of the course.

- **Unit 1** (AS Level) is externally assessed by a **written examination** in Year 13. It covers a range of topics including hardware, software, programming, logic and mathematical approaches used in Computer Science.
- **Unit 2** (AS Level) is externally assessed by an **on-screen examination** in Year 13. Students will be presented with incomplete code and will have to insert appropriate values to make the program run. They will also have to present a design to a database and answer some theory questions drawn from the same topics assessed in AS Unit 1.
- **Unit 3** (A-Level) is externally assessed by a **written examination** in Year 14. It revisits approximately half of the theory topics taught at AS Level. It adds new areas of study within the existing topics and places a higher level of demand on students by giving more challenging mathematical and logical operations to carry out.
- **Unit 4** (A-Level) is externally assessed by a **written examination** in Year 14. It revisits the other half of the AS-Level topics not covered in Unit 3.
- **Unit 5** (A-Level) is a Non-Exam Assessment (NEA). It provides students with an opportunity to design and program a solution to a given problem using their **programming** skills. The students implement a solution to a problem that deploys object-oriented programming techniques, an event-driven GUI and a bespoke database system for permanent storage and retrieval of data between runs of the program. An accompanying **written report** provides the majority of the marks, but the development of the system brings together the students' full set of programming capabilities at A-Level. It is a demanding but highly satisfying task to complete.

ENTRY REQUIREMENTS

(1) Students must obtain grade 6 or above in GCSE Computer Science

AND

(2) Students must obtain grade A or above in GCSE Mathematics

(1) Students who wish to pursue A-Level Computer Science with a lower GCSE grade are welcome to discuss their admission with the Head of Computer Science before the end of June 2024.

(2) Programming is a logical and mathematical discipline and this course is therefore suited to students who have a very good mathematical background. It is recommended that students have obtained an A in Mathematics if they did not study Further Mathematics. Students not meeting this requirement ought to speak to the Head of Computer Science before selecting the subject as having studied Further Mathematics can be taken into account.

Students who have studied OCR GCSE Computer Science benefit from the freedom to switch to CCEA A-Level Digital Technology if they do not feel that the WJEC A-Level Computer Science specification fits their interests, aptitudes and career progression needs.

MODULES

Unit	Name	Assessment	Weightings
1	Fundamentals of CS	AS: Written Exam	62.5% of AS-Level 25% of A-Level
2	Practical Programming to Solve Problems	AS: On-Screen Exam	37.5% of AS-Level 15% of A-Level
3	Programming and System Development	A2: Written Exam	20% of A-Level
4	Computer Architecture, Data, Communication and Applications	A2: Written Exam	20% of A-Level
5	Programmed Solution to a Problem	A2: NEA (Non-Exam Assessment)	20% of A-Level

SCHOOL ASSESSMENT

A scheme of continuous assessment is applied. This includes regular class tests, homework, practical work and research. The students will sit an internal mock examination in both Years 13 and 14. The practical assessments will give students the opportunity to develop a range of programming skills and both years of the course will assess their grasp of these skills.

WHAT IS EXPECTED OF A STUDENT?

Students will study Computer Science for nine periods per week. The programming aspects of the course require constant practice and the students will be expected to become familiar with object-oriented programming. The use of SQL will mostly be taught at A-Level. It is recommended that a student spends a minimum of four hours per week doing personal study to fulfil the requirements at this level, although it

is anticipated that all students will need to invest very different time allocations as they come to terms with new programming concepts.

CAREER IMPLICATIONS

This course is an excellent preparation for those students intending to pursue Computer Science or any related discipline at degree level, or for anyone considering a career in the field of Computing. The increased use of computers in all aspects of industry means that careers in this field encompass a wide variety of jobs. Jobs include programming, software engineering, web design, systems analysis, data processing, engineering, network management and teaching.

FURTHER INFORMATION

If any student requires more detailed information on any aspect of the Computer Science course, they may contact Miss Sullivan in 3IT1.

AS/A-LEVEL DIGITAL TECHNOLOGY

The study of A-Level Digital Technology gives a broad overview of contemporary technologies such as cloud computing, databases, operating systems and networks. A database development project using Microsoft Access in Year 14 gives a practical experience of the process of system development. Students learn project management, time management and data management skills, simultaneously learning to give consideration to user interface design and suitable data processing to meet well-defined needs.

The fundamentals of programming are touched upon and some advanced concepts are introduced, but this course does not demand extensive programming skills and no practical assessment of programming will take place.

ENTRY REQUIREMENTS

Students must obtain grade B or above in GCSE Digital Technology.

Students who studied GCSE Computer Science instead of GCSE Digital Technology require a grade 5 in GCSE Computer Science.



OUTLINE OF THE COURSE

At AS-Level there are 2 units and both are assessed by external written examinations, each of which is worth half of the overall AS grade. The result obtained at AS-Level contributes 40% to the overall A-Level grade.

In AS Unit 1 there will be an introduction to programming which those coming in from GCSE Computer Science will be broadly familiar with already, but this will be part of a broader topic on software development processes and everything will be taught from first principles. This unit requires students to develop knowledge and understanding of the various approaches to the development of software systems including analysis, design, development and testing. It prepares students for the coursework unit in Year 14.

The topics in AS Unit 2 will include data and information, validation, storage, application software and Internet technology.

At A2 Level there is one unit assessed externally by an examination and one unit assessed by coursework. The A2 examination alone contributes 40% to the overall A-Level grade and the A2 coursework contributes the remaining 20% to the A-Level grade.

The A2 examination is based on developing knowledge and understanding of information systems. This includes the study of networks, databases, contemporary technologies such as artificial intelligence and cloud computing, and the applications of digital technologies in the workplace and society.

In the A2 coursework unit, students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client. This takes the form of designing and building a database with a suitably user-friendly front end. Students will be expected to showcase their learning from the AS and A2 units in their coursework.

ASSESSMENT

The examination board is CCEA. The AS course can be studied as a standalone AS qualification or as the first part of the full A-Level course.

MODULES

Module	Level	Name	Mode of Assessment	Duration	AS	A Level
AS 1	AS	Approaches to System Development	External Written Examination	1½ hours	50%	20%
AS 2	AS	Fundamentals of Digital Technology	External Written Examination	1½ hours	50%	20%
A2 1	A2	Information Systems	External Written Examination	2½ hours		40%
A2 2	A2	Application Development	Internal Assessment of a project			20%

SCHOOL ASSESSMENT

A scheme of continuous assessment is applied in line with whole-school data tracking processes. This includes regular homework, class tests, practical tasks and some wider research. Practical work will give students the opportunity to develop a range of digital skills but the majority of teaching at AS-Level will be driven by examination preparation whilst the more practical dimension commences at A2 with the development of a substantial Microsoft Access database and an accompanying written report.

WHAT IS EXPECTED OF A STUDENT

Students will have nine periods per week on their timetable and are welcome to make use of computer suites during free periods.

Extensive reading beyond the taught content is essential. Students will be expected to keep up to date with present technological trends by reading computer magazines and using relevant websites. It is recommended that a student spends a minimum of four hours per week doing personal study to fulfil the requirements at this level.

CAREER IMPLICATIONS

This course will prepare students for a wide range of courses in Higher Education as well as employment in the computer industry. The increased use of computers in all aspects of industry means that careers in this field encompass a wide variety of jobs. Some of these are: Web design, games development, programming, data processing/mining, engineering, network management, software engineering, systems analysis and training/teaching.

FURTHER INFORMATION

If any student requires more information on any aspect of the A-Level Digital Technology course, they may contact Miss Sullivan (Head of Department), Mr McGrath, or Mrs Madden in the Computing Department.

AS/A-LEVEL DRAMA AND THEATRE STUDIES

ENTRY REQUIREMENTS

The course is suitable for students with an interest in plays and performing. Students who do well on this course are those that think creatively, can explain their point of view and have the confidence to speak in front of others. Most will have studied Drama at GCSE, some will have a background in performance already, and some will simply feel they will benefit from the course. All will have a passion for creating, designing and performing dramatic work.

WJEC EXAMINATION BOARD ASSESSMENT

<p>Unit 1 Theatre Workshop Non-exam assessment: internally assessed.</p> <p>Learner can be assessed in either acting or design. Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a list supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognized theatre company. Learners must produce:</p> <ul style="list-style-type: none">• A realization of the performance or design• A creative log• An evaluation	<p>90 marks / 24% of qualification Internally assessed coursework.</p>
<p>Unit 2 Text in Theatre Written examination: 1 hour 30 minutes</p> <p>Open Book: clean copies (no annotation) of the complete text chosen must be taken into the examination A series of questions based on the performance potential of Medea, by Euripides.</p>	<p>60 marks/ 16% of qualification.</p>

A2 units

<p>A2 Unit 3: Text in Action Non-exam assessment: Externally assessed by visiting examiner. Learners will be assessed on either acting or design. Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the board:</p> <ul style="list-style-type: none"> • A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognized theatre company (a different practitioner or company to that chosen for Unit 1) • An extract from a text in a different style, chosen by the learner. <p>Learners must realise their performance for the visiting examiner. Learners must produce a process and evaluation report within one week of completing the practical work.</p>	<p>120 marks / 36% of qualification</p>
<p>A2 Unit 4: Text in Performance Written Examination: 2 hours 30 minutes. Open Book: clean copies (no annotation) of the two complete texts chosen must be taken into the examination.</p> <p>Two questions based on two different texts from the following list:</p> <p>A Day in the Death of Joe Egg, Peter Nicholls Sweeney Todd, Steven Sondheim The Absence of War, David hare Mametz, Owen Sheers The Radicalisation of Bradley Manning, Tim Price</p>	<p>95 marks / 24% of qualification</p>

WHAT IS EXPECTED OF A STUDENT?

Students undertaking this course are expected to work both independently and within small groups to structure and shape dramatic work. As a creative subject, students need to have creative and imaginative ideas, personal discipline and a commitment to group dynamics. Students are expected to be able to anticipate and resolve interpersonal issues, and to never give up!

Students are expected to have reached a high standard of literacy and proficiency in essay writing and note taking.

CAREER IMPLICATIONS

Drama is an essential subject for careers that involve public speaking, presentation, leading teams and managing short to long term projects. Students who have gone on to successful careers in Law, Medicine, finance, management and leadership will testify how their study of Drama enabled them to communicate across a range of different professional settings. A-Level Drama is a vital step for a career in the Performing Arts, and the many related industries.

Anna Hughes, Head Girl 2003 - 2004

Anna is one of the many Drama students who went on to study Law at university. She obtained a first class honours degree from St Catherine's College, Cambridge and is now a practising barrister in the Inner Temple, London.

'Day to day in my job as a barrister I undertake a variety of different cases, but the skills I employ are always the same. I have to empathise with people, understand things from a different point of view, present my case in a clear, persuasive and believable manner and I have to appear calm at all times. All those skills were developed and honed throughout my A-Level Drama course. I think it would be fair to say that, of all the subjects I studied at school, Drama was the one that best equipped me for life at the Bar.'

FURTHER INFORMATION

Please contact: Miss Sinead Jackson
(Head of Department)



AS/A-LEVEL ECONOMICS

ENTRY REQUIREMENTS

Economics demands a rational, problem solving approach. Students need to be numerate and comfortable with the use of diagrams. They also have to be able to write on economic issues. To these ends a Grade B in GCSE Mathematics and Grade B in GCSE English Language are normally required. An interest in current economic and political affairs, and a rational and inquiring mind, would also be useful.

OUTLINE OF COURSE.

An A-Level in Economics will not only equip the student for many careers but will also allow for a critical understanding of the current issues, problems and institutions that affect their everyday life. It will enable students to participate effectively in society as a citizen, producer and consumer. After studying the A-Level students will be able to answer questions such as

- What are the economic arguments for the UK leaving the EU?
- Should government introduce a living wage?
- Will Africa always be poor?
- Should students pay £9000 in fees?
- Can the Euro survive?
- Why is there a cost of living crisis?



AS MODULES

MODULE 1. Markets and Market Failure. This module examines the basic economic problem of scarcity of resources and the need to make choices. The role of the market mechanism in deciding prices is also covered. This module also looks at what happens when markets fail to work. Areas covered include the minimum wage, tuition fees, pollution and house prices. Government policies to deal with these issues are analysed.

MODULE 2. Managing the National Economy. This covers economic problems in the areas of inflation, unemployment, trade and economic growth. The role and limitations of government policy is covered with reference to the period from 1979 to the present day with a heavy emphasis on contemporary issues

A2 MODULES

MODULE 1. Business Economics This module looks at how businesses grow and compete and how this affects consumers, producers and governments. Various theories of business behaviour and their real world application are studied. This module also looks at government regulation of business.

MODULE 2. Managing the Economy in a Global World. As can be seen from the credit crunch, international economic events have a major impact on our everyday lives. This module looks at the area of international economics covering topics as diverse as globalisation, the European Union, exchange rates, the financial markets and global poverty and economic development.

EXAMINATION BOARD ASSESSMENT

The table below summarises the assessment arrangements.

MODULE	NATURE OF ASSESSMENT	ASSESSMENT WEIGHTING
AS 1: Markets and Market Failure	1 ½ hour examination paper comprising short questions, data response and open response question.	50% of AS 20% of A-Level
AS 2: Managing the National Economy	1 ½ hour examination paper comprising short questions, data response and open response question.	50% of AS 20% of A-Level
A2 1 Business Economics	2 hour examination paper comprising short questions, data response and open response question.	30% of A-Level
A2 2 Managing the Economy in a Global World	2 hour examination paper comprising short questions, data response and open response question.	30% of A-Level

SCHOOL ASSESSMENT

Students will be assessed in a variety of ways. Along with traditional written homework based on essay and data response questions there will be investigation of current news stories and the use of Internet resources to gather information. Students will be regularly questioned on their understanding of current economic events.

WHAT IS EXPECTED OF A STUDENT?

A-Level Economics students will be expected to work hard to develop the skills required of an economist as well as knowledge of economic theory. Students will be expected to develop skills of analysis and evaluation. As Economics is a subject which impinges on many major news stories students will be expected to keep abreast of current affairs through reading of newspapers, magazines and watching appropriate television programmes.

CAREER IMPLICATIONS

Students of economics learn a range of skills including

- Collecting and analysing information
- Development of logical problem solving methods
- Development of evaluative skills
- Development of written communication skills
- Use of ICT

Employers both in the field of business and beyond value these skills. Knowledge of Economics is an extremely valuable, and indeed key, subject, for anyone considering a career in accountancy or the financial services industry. Past students of Economics include Warren Buffett, Arnold Schwarzenegger, Ed Miliband, Melinda Gates and Elon Musk.

Though there is some overlap, Economics is a separate subject from Business Studies and students considering applying for Business or Management courses at university would be well advised to study both subjects at A-Level. Economics is also extremely useful for university courses in law, politics, journalism, social sciences and of course economics itself. At A-Level it blends well with most other subjects and given its rational and scientific approach it would be an excellent choice to students studying for Mathematics and Science A-Levels who seek a contrasting AS subject.

FURTHER INFORMATION

For further information, contact Mr S Hughes.

AS/A-LEVEL ENGLISH LITERATURE

ENTRY REQUIREMENTS

If you enjoy reading and discussing literature, you will enjoy this course. You will gain a detailed understanding of a broad range of poetry, prose and drama, while developing different critical approaches which can be used in reading and analysis. It is therefore essential that you are prepared to read independently. The entry requirements are at least a grade B in both GCSE English Language and English Literature.

OUTLINE OF COURSE

We follow CCEA English Literature and the course is as follows:

- Two AS exams – 40% of A-Level
- Two A2 exams – 40% of A-Level
- One coursework unit – 20% of A-Level

The course involves study of the three main literary genres: prose fiction, poetry and drama. In the past, at AS level, students have studied:

- Poetry by Robert Frost and Seamus Heaney;
- *The Crucible* by Arthur Miller or *A Streetcar Named Desire* by Tennessee Williams; and,
- *Silas Marner* by George Eliot or *Wuthering Heights* by Emily Brontë.

At this level, students will also learn how writers respond to key contexts such as national and global politics, gender, race and class.

At A2 level, students will study the following:

- Poetry by either Emily Dickinson or John Donne;
- Shakespeare's *King Lear* or *Othello*;
- Two prose novels (at least one of which is a twenty-first century novel).

At this level, students explore key aspects of Shakespearean tragedy. They also have the opportunity to work independently on a coursework assignment, but with guidance from their teacher. The completed coursework is 2,500 words, excluding bibliography and quotations.

Unlike any other subject, English Literature incorporates aspects of history, philosophy, the history of art, drama, psychology, sociology and politics – all done through an imaginative lens that allows students to view humanity in times past, whilst better understanding today's world. The coursework element allows for independent study, wider reading and a sense of personal achievement. If you enjoy reading a wide range of literature and analysing associated ideas and issues, then this will be an ideal course for you.

EXAMINATION BOARD ASSESSMENT

Unit AS 1: The Study of Poetry and Drama (External written examination, 2hrs, 60% of AS, 24% of A-Level)

Section A: The Study of Poetry 1900- Present (open book)

Section B: The Study of Drama 1900- Present (closed book)

Unit AS 2: The Study of Prose Pre 1900 (External written examination, 1hr, 40% of AS, 16% of A-Level)

One question on one novel (closed book)

Unit A2 1: Shakespearean Genres (External written examination, 1hr 30mins, 20% of A-Level)

One question on a single play from a chosen Shakespearean genre – tragedy, comedy, problem plays or last plays (closed book)

Unit A2 2: The Study of Poetry Pre 1900 and Unseen Poetry (External written examination, 2hrs, 20% of A-Level)

Section A: The Study of Poetry Pre 1900 (closed book)

Section B: Unseen Poetry

Unit A2 3: Prose

2500-word essay on two novels one of which must be a twenty first century novel (Internal assessment)

SCHOOL ASSESSMENT

School assessment will occur on a continuous basis: your progress will be monitored and assessed through your file work, homework and contributions to classroom discussion. Homework essays will be assessed using AS/A-Level grades and criteria, and some essays will be set under timed conditions in the classroom. It is essential that teacher feedback is used by students to establish targets for improvement, with self-evaluation operating as an integral part of assessment procedures.

WHAT IS EXPECTED OF A STUDENT?

First and foremost, you must be prepared to read the set texts and meet essay deadlines. If you wish to attain the top grade in this subject, you are expected to read more widely around the set texts by exploring other works written by the author, poet or dramatist and by researching the specified contexts to the set texts. The transition from AS to A2 necessitates a little summer reading, with some personal ideas for the coursework component arrived at prior to first teaching in September.

It is expected that students of A-Level English Literature will be able to engage in independent work. At least eight hours of study will be needed weekly, involving, for example, silent reading, preparing and making notes on parts of the text in preparation for the next class, reviewing work covered in that day's class, learning quotations, studying relevant critics etc. The emphasis on independent work is further evidenced in the A2 coursework element.

It is expected that you will enjoy the challenges brought by the study of English Literature and that you will become increasingly more articulate and confident in written and oral forms of communication. All students of A-Level English Literature are encouraged to attend the theatre and the public library, you should watch any recommended films and television programmes, and you should listen to recommended podcasts.

CAREER IMPLICATIONS

The study of this subject at AS or A-Level will provide students with an opportunity to access a broad range of courses in Further and Higher Education. There are many careers open to students of English Literature. On a general level, it is widely regarded as culturally enriching, and since the course encourages students to develop and articulate their own ideas, English Literature students often perform well in interviews. If you wish to undertake post-graduate work in any discipline, then the essay-writing skills developed through the study of English Literature will prove invaluable. Employers are increasingly looking for students who have selected a STEAM combination of subjects; therefore, English can enhance the student

experience and career outcomes of those aiming for careers in computer science, medicine, engineering, architecture and pharmacy.

More specifically, the skills and disciplines involved in the study of English Literature make it directly relevant to a number of careers: the close study of how writers use language enables students to follow careers in journalism, law, broadcasting, advertising, marketing and management; the emphasis in the study of literature on people, their relationships and problems, has led other students into careers in the social services, politics, teaching, personnel work; others have followed careers in speech therapy, the theatre, libraries and publishing.

Graduates made the following comments about how their experience of A-Level English Literature has benefitted their further study at university:

“In Law, close reading and analysis of language are hugely important, as is constructing and presenting a clear, reasoned, and persuasive argument. These are all skills I developed throughout my English Literature studies at OLSPCK. Unlike other subjects, English challenged me to think for myself, analytically and creatively, and to defend my thoughts and arguments, acknowledging other points of view. This is something that is not only important as a Law student, but as a student in any discipline, and I think that of all my subjects, English Literature has best equipped me for third-level study.”

Emilie Dorrian, Law at St Catharine's College, Cambridge

“Although I went on to study languages at University, English was definitely my most useful A-Level. I cannot overstate the impact it had on my skills, and the advantage that it gave me over other students when I arrived in Cambridge. Some of this was knowledge; studying English had already given me a strong awareness of literary conventions, styles and ideas. What was far more helpful, however, was my ability to develop an argument properly. It is a skill that few people have, and English allowed me to go into university with confidence in my ability to write essays, to argue my point and to express myself clearly. Along with all of the skills that have been so useful to me since, the texts that we studied were fantastic and the class was so enjoyable. I could not recommend English more as an A-Level subject!”

Daire Toal, Modern Languages, St Catharine's College, Cambridge

“Looking back, I am really glad I chose to do A-Level English Literature. I particularly enjoyed the coursework as it gave me the chance to think and work independently and taught me the practical skills for writing a more advanced essay, for example, how to cite sources and produce a bibliography. Since starting university, I have found this very useful as my English coursework has given me a good experience for university essay writing. I loved how you could decide the novels and essay question for the coursework so you could take it in whatever direction interested you. The guidance and support throughout were also really helpful for writing my essay. If I was back in Year 12 choosing my A-Levels, I would definitely choose English Literature again!”

Catherine O'Hare, History and Political Science at Trinity College Dublin

“The great thing about studying A-Level English Literature is that, while you will obtain a great amount of literary knowledge, you will come out the other side with so much more. The course entails aspects of history, philosophy and even art; you will also gain an understanding of cultural and intellectual movements throughout history. Literature is an amazingly flexible subject and I would not hesitate to recommend it to anybody choosing their A-Levels.”

Jude Neill, Philosophy, Politics and Economics Q.U.B.



In 2023, the English Department was among the top performing departments in the College.

FURTHER INFORMATION

	Entries	A*	A	B	C	A* - C
No. Number of Grades	20	7	9	4	0	20
% Grades (separate) 2022		35	45	20	0	100
% Grades (cumulative*)		35	80	100	100	100
% NI Grammar Average*		16.4	47.1	78	96.1	96.1

Please contact: Dr. Carlin (Head of Department) or your Year 12 English teacher.

AS/A2 LEVEL FRENCH

ENTRY REQUIREMENTS

The specification builds on the knowledge, understanding and skills developed in GCSE French. It is assumed that students will have achieved at least a Grade B in GCSE French before taking this course, however, we recommend that students have an A grade in GCSE French.

A Modern Language at AS/A2 Level is likely to attract a variety of students. For some it will be a complementary course of study to their principal subjects, which may be another language and/or Arts subject(s). Students who are taking Science at AS/A2 Level may follow a language course as a contrastive element to their main course of study. Others may simply wish to continue their study of the language for recreational or vocational purposes.

The course will allow students to develop their language skills, and their knowledge and understanding of societal, cultural and political issues in French-speaking countries or communities. Students will have opportunities to engage in independent research into these aspects of the French-speaking country or community that are of personal interest and may use multimedia to present their findings.

Key features:

There are six assessment units in the Specification, three at AS-Level and three at A2 Level:

- AS 1: Speaking
- AS 2: Section A – Listening, Section B – Reading, Section C – Use of Language
- AS 3: Extended Writing
- A2 1: Speaking
- A2 2: Section A – Listening, Section B – Reading
- A2 3: Extended Writing

AS Contexts for Learning:

- Relationships
- Culture and Lifestyle

A2 Contexts for Learning:

- Young People in Society
- Our Place in a Changing World



CCEA Specification at a Glance

The table below summarises the structures of the AS and A2 Level courses:

Unit	Assessment Format	Duration	Marks and Weightings
AS 1 Speaking	Q1: Presentation based on a AS-Level theme related to an aspect of a French-speaking country or community.	3 minutes	30% of AS Level
	Q2: Conversation	8 minutes Total time: 11 minutes	12% of A2 Level
AS 2 Listening (A)	Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk Recording 1: Students answer in French Recording 2: Students answer in English	40 minutes	40% of AS level 16% of A2 Level
Reading (B)	AS 2: Section B – Reading Q1: Students answer one set of questions in French based on one passage Q2: Students translate a passage from French into English.	50 minutes	
Use of Language (C)	AS 2 Section C – Use of Language Q1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into French	30 minutes Total time 2 hours	
AS 3: Extended Writing	AS 3: Extended Writing Students write one essay in French in response to a set film (<i>Manon des Sources</i>) or literary text (<i>L'Etranger</i>).	1 hour	30% of AS level 12% of A-Level AS: 40% of A-Level
A2 1 Speaking	Q1: Students summarise and discuss one individual research project based on either: <ul style="list-style-type: none"> • A cultural aspect of a French-speaking country or community; • A historical period from the 20th century of a French-speaking country or community • A region of a French-speaking country or community 	6 minutes	18% of A-Level

	Q2: Conversation	9 minutes	
		Total time: 15 minutes	
A2 2 Listening (A)	Section A – Listening Students answer two questions based on two discrete passages recorded on disk Recording 1: students answer in French Recording 2: students answer in English	45 minutes	24% of A-Level
Reading (B)	Section B – Reading Students answer two sets of questions and complete a summary exercise and one translation exercise Q1: students complete a gap-filling exercise in French Q2: students answer a set of questions in French based on one passage. Q3: students read a passage in French and summarise it in English. Q4: students translate a passage from English into French.	2 hours	
		Total time: 2 hours 45 minutes	
A2 3	Section C – Extended Writing Students write one essay in French in response to a set literary text. (Thérèse Desqueyroux)	1 hour	18% of A-Level A2: 60% of A-Level

SCHOOL ASSESSMENT

Internal assessment will be on a continuous basis and this will reflect the components of the AS and A2 Examinations.

WHAT IS EXPECTED OF A STUDENT

In addition to work completed in class, students must be prepared to consolidate and extend their learning, developing their ability to work independently. They should be prepared to read extensively outside the course and to supplement what has been discussed in class with their own notes. Students have access to an excellent library with a wide selection of text books, contemporary newspapers and magazines. Year 13 and 14 students are expected to attend the weekly conversation classes with the foreign language assistant, as these classes are invaluable in promoting both oral proficiency and providing societal, cultural and political insights into the target-language country.

CAREER IMPLCATIONS

Employment opportunities and occupational mobility

In today's world, speaking one language is not enough. Students who speak several languages increase their chances of finding employment, whether at home or abroad. It provides both professional and personal opportunities. French, along with English, is the only language spoken on all five continents. It is spoken by more than 220 million people in the world. French is the second most widely learned language after English.

French is the language of international relations

French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Proficiency in French is essential for anyone considering a career in any international organisation.

It promotes the development of knowledge and skills

Through learning French, students develop their written and verbal communication skills both in the target language and in the mother tongue, as well as their presentation, interpersonal and problem-solving skills. Students also develop higher order thinking skills, such as analysis, synthesis and evaluation. French is, after all, the language of great philosophers (Descartes, Sartre, Derrida) and scientists (Pierre and Marie Curie, Pasteur).

France is often considered the language of culture

It opens up the worlds of fashion, gastronomy, literature, science and architecture.

Students of French are suited to careers in the following areas:

- Teaching foreign languages or English as a foreign language (TEFL)
- Translating (including video games)
- Interpreting
- Subtitling
- The Finance Industry
- Law
- Sales and Marketing
- The Transport, Tourism and Leisure Industries
- The Public Sector
- International Organisations such as the EU or the UN

FURTHER INFORMATION

Contact Dr. M Beirne, Head of French.

AS/A-LEVEL GEOGRAPHY

ENTRY REQUIREMENTS

A grade C or higher is required at GCSE. Please remember that a Grade A at GCSE level does not guarantee a good grade at A-Level. Instead your motivation, determination and enthusiasm for Geography together with hard work will give you a good result at A-Level.

WHY CHOOSE AS GEOGRAPHY?

Geography is a **flexible** subject about the real world outside the classroom. It integrates many other subject areas such as Biology, Sociology, Economics, History, English, Maths, Physics, Politics, Chemistry and Information Technology. Geography has been identified as a “facilitating subject” or an “open doors” subject. These are the preferred subjects that the Russell Group of universities have identified as opening up a wide range of options for university study. It is a subject, which can be studied at university (as a science, art or economics degree) or in conjunction with a multitude of other subjects.

Geography is a "**living**" subject happening everywhere, and a successful medium for investigating the past, present and future. Geography can lead to a wide and varied number of careers or to broaden your understanding of the world, its environments and its peoples.

Switch on your television, listen to the radio or pick up a newspaper and the environment seems to be top of everyone’s agenda. We are bombarded with facts and figures relating to the need for energy conservation and climate change. For instance, did you know that:

- each person in Northern Ireland uses an average of 145 litres of water per day;
- every household in the UK generates around six tonnes of carbon dioxide every year; and
- UK households are wasting approximately £979 million worth of energy per year by leaving gadgets and appliances unnecessarily on standby.

Sustainability is the buzz word of the 21st century. The study of geography helps students have a clearer understanding of this important world issue. Geography is the study of the earth’s landscapes, peoples, places and environments – both its physical features and its political and cultural characteristics. Geographers work to examine and solve issues like those above by looking at:

- patterns on the earth and the processes that created them;
- how places differ from one another;
- the impact of people on the environment;
- the sources and impact of pollution; and
- strategies for environmental protection and restoration.

Geography involves a synthesis of facts, figures, ideas and perspectives to help us understand and protect the world we live in. By studying geography, students learn about important contemporary issues like global warming, desertification, deforestation, loss of biodiversity, overpopulation, urban slums, pollution and flooding.

OUTLINE OF COURSE

We follow the **CCEA Geography GCE specification**. The course is divided into six units: three units at AS-Level and three units at A2.

Unit AS 1: Physical Geography

This unit is concerned with physical processes and systems and human interaction with them. Students investigate fluvial environments, local and global ecosystems, and the processes that shape weather and climate. They study physical processes and environments at a range of scales and in a range of places. They have opportunities to use a range of technologies including GIS to enhance knowledge and understanding. Assessment for this unit is a written examination that includes both short and extended questions.

Unit AS 2: Human Geography

This unit has three themes covering key aspects of human geography. Students investigate how different human systems and relationships across our world change over space and through time. Students explore a range of places, at a variety of scales. Students can use a range of technologies to aid their understanding of the most recent developments in human geography, including GIS. Assessment for this unit is a written examination that includes both short and extended questions.

Unit AS 3: Fieldwork Skills and Techniques in Geography

In this unit students become actively involved in first-hand collecting of geographical data through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies. There are opportunities for students to use a range of technologies, including GIS. Assessment for this unit is a written examination that includes both short and resource-based questions. Students must provide and submit a Fieldwork Booklet based on their primary data from their fieldwork.

Unit A2 1: Physical Processes, Landforms and Management

In this unit students choose two options from the four available. Assessment for this unit is a written examination with four parts. Each part has two structured questions.

Option A: Plate Tectonics: Theory and Outcomes

This option enables students to develop an understanding of the dynamic nature of crustal movement and related events. Students increase their knowledge of the processes of tectonic activity and appreciate the potential beneficial and detrimental outcomes of natural hazards. This unit also provides an opportunity for students to evaluate the effectiveness of management strategies in preparing and responding to selected tectonic hazards.

Option B: Tropical Ecosystems: Nature and Sustainability

In this option, students develop their understanding of the physical systems and processes operating in tropical environments. Students enhance their awareness of the distinctiveness of places created by the interaction of natural factors and human activity. They investigate the threat posed by human activity in modifying tropical ecosystems through attempts to develop their resources along with the need to find sustainable management strategies in these fragile environments.

Option C: Dynamic Coastal Environments

This option enables students to gain a deeper understanding of coastal systems and processes by developing their understanding of the nature and potential threat of dynamic adjustments to coastal environments over time. Students investigate the changing role and nature of management in coastal environments and evaluate the effectiveness of management strategies. Finally, students consider the need for sensitivity and sustainability of human activity in coastal environments.

Option D: Climate Change: Past and Present

In this option, students develop their understanding of the natural processes of global climate change. They also explore how earlier climates affect current socio-economic development. Students consider the need for, and desirability of, sustainable solutions to the consequences of modern development. Students recognise an anthropological role in present global climate change and appreciate the need for developing sustainable planning policies at a global scale.

Unit A2 2: Processes and Issues in Human Geography

In this unit students choose two options from the four available. Assessment for this unit is a written examination with four parts. Each part corresponds to one of the four options listed below. Each part has two structured questions.

Option A: Cultural Geography

In this option, students appreciate that cultural geography has become a significant element of human geography. The study of cultural geography helps students to understand that significant spatial and social differences in culture exist, in spite of globalisation. Students also examine the significance of social constructions on nature and the landscape. This unit also gives students an awareness of the complex nature of migration as well as its social, economic and political impacts at a range of scales. Students develop an appreciation of the cultural transformations that the development of cyberspace has brought about.

Option B: Planning for Sustainable Settlements

This option enables students to understand that sustainability relates to both the environment and society by exploring the rationale underpinning sustainability. Students consider the impact of urban settlements, urban systems and transport on the environment. They also consider the role of people in the planning and design of settlements in an attempt to try to make them more efficient and sustainable.

Option C: Ethnic Diversity

This option enables students to understand how to define ethnicity. They investigate the processes that create and maintain ethnic diversity and evaluate the social, economic and spatial outcomes of this diversity. Students enhance their understanding of the causes, the nature of and possible responses to conflict.

Option D: Tourism

This option enables students to develop their understanding of the changing nature and characteristics of tourism and to appreciate the role of tourism in the global economy. They have an opportunity to understand the challenges that may arise because of tourism development in a region or country and the role of management policies to address these issues. Students also consider the issues associated with ecotourism and its regulation.

Unit A2 3: Decision Making in Geography

This unit enables students to develop decision-making skills in a real world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations. Assessment for this unit is a written examination based on a range of resource material. The examination takes the form of a report using the headings and sub-headings provided.

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

To be awarded an A*, candidates need to achieve a grade A on their full A-Level qualification and at least 90% of the maximum uniform marks available for the A2 units.

Students must study two units at AS-Level and two units at A2 Level. A summary of the units can be viewed below.

AS1: Physical Geography	<ul style="list-style-type: none"> 1 (a) Processes that shape fluvial environments 1 (b) Human interaction in fluvial environments 2 (a) Global biomes 2 (b) Small scale ecosystems 3 (a) The processes that shape our weather and climate 3 (b) Weather in the British Isles 3 (c) Global weather issues
AS2: Human Geography	<ul style="list-style-type: none"> 1 (a) Population data 1 (b) Population change 1 (c) Population and resources 2 (a) Settlement change 2 (b) Planning in rural environments 2 (c) Urban challenges 3 (a) Measuring development 3 (b) Reducing the development gap 3 (c) Emerging markets
Unit AS 3: Fieldwork Skills and Techniques in Geography	<ul style="list-style-type: none"> Fieldwork skills and techniques Topic for investigation The hand written Fieldwork Booklet

A2: 1 Physical Processes, Landforms and Management	<ul style="list-style-type: none"> Option A: Plate Tectonics: <ul style="list-style-type: none"> 1. Plate tectonics: margins and landforms 2. Volcanic activity and its management 3. Seismic activity and its management Option B: Tropical Ecosystems: Nature and Sustainability <ul style="list-style-type: none"> 1. Locations and climates of major tropical biomes 2. Management and sustainability within arid/semi-arid tropical ecosystems 3. Management and sustainability in the tropical forest environment Option C: Dynamic Coastal Environments <ul style="list-style-type: none"> 1. Coastal processes and features 2. Regional coastlines 3. Coastal management and sustainability Option D: Climate Change: Past and Present <ul style="list-style-type: none"> 1. Natural climate change processes 2. Lowland glacial landscapes 3. Current global climate change: anthropological causes and impacts 4. Managing global climate change
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<p>Unit A2 2: Processes and Issues in Human Geography</p>	<p>Option A: Cultural Geography 1. Cultural geography 2. Migration 3. The geographies of cyberspace</p> <p>Option B: Planning for Sustainable Settlements 1. Sustainable development 2. Urban planning and design in relation to sustainability 3. Traffic and transport</p> <p>Option C: Ethnic Diversity 1. The definition of ethnicity 2. The processes that create and maintain ethnic diversity 3. Ethnic conflict</p> <p>Option D: Tourism 1. The changing nature of tourism 2. Challenges and management of mass tourism 3. Ecotourism: opportunities, challenges and regulation</p>
<p>Unit A2 3: Decision Making in Geography</p>	<p>Decision making in Geography Case study students are presented with a variety of resources and are asked to take on a particular role</p>

EXAMINATION BOARD ASSESSMENT

There is no coursework requirement for AS or A2 GCE Geography

Students must sit three exams at AS and a further three at A-Level. Some exam questions test students on more than one assessment objective.

AS 1: Physical Geography

Time 1hr 15mins

Section A: Students answer three short structured questions, one on each theme. Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.

AS 2: Human Geography

Time 1hr 15mins

Section A: Students answer three short structured questions, one on each theme. Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.

AS 3: Fieldwork Skills and Techniques in Geography

Time 1 hr

Students must bring a completed Fieldwork Booklet based on their primary data from their fieldwork. There are two compulsory, structured questions. For Question 1 students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it. For Question 2 students respond to quantitative and qualitative data from secondary sources.

A2 1: Physical Processes, Landforms and Management

Time 1hr 30 mins

The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of the two chosen options.

A2 2: Processes and Issues in Human Geography

Time 1hr 30mins

The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.

A2 3: Decision Making in Geography

Time 1hr 30mins

This is a compulsory decision-making exercise in the form of a case study.

SCHOOL ASSESSMENT

You will be formally assessed on four occasions during the two years in Upper School Geography: in October and January of the Lower Sixth Year and in October and January of the Upper Sixth year. Through the course you will be regularly assessed in essay work, class tutorial and in geographical debates.

SHOULD I CHOOSE GEOGRAPHY?

Geography has much to offer and is best studied with students who have a **genuine interest** in issues associated with their environments, human activity and how human and natural systems inter-relate. The new AS-Level standard is more detailed, more rigorous and more complex than GCSE level and we are aware that it can take time to make the transition but you must be **prepared** for assignments to be set regularly (including research and AS-Level exam questions). These will familiarise you with the type and level of work expected for you to meet the requirements of the course in terms of quality and quantity.

Support is a key component of the way we approach Geography at both AS and A2 level, in terms of general assistance throughout the course and specifically with supervision of exam preparation. The course will regularly use both your literacy and numeracy skills and "good" grades in GCSE Maths and English are important considerations. It is also obviously beneficial to have achieved a good grade at GCSE level Geography.

Opportunities for further international travel to gain first hand geographical experiences are available to yr 11-14 Geography students with studies in the past focusing on Travel, Leisure & Tourism, and Tectonics. International excursions included China, Finland, Iceland and Tenerife.

WHAT IS EXPECTED OF AN A-LEVEL STUDENT?

Reading is vital to success at A-Level. It must be regular, intensive and as wide as possible. Much of your time, even in class, will be spent reading from textbooks, magazines, and prepared handouts. Good quality newspapers and geographical magazines will keep you up to date with world affairs and environmental issues. Furthermore, you are encouraged to watch and learn from television documentaries and television news reports.

The **Geographical Association of Northern Ireland** organise a series of lectures by eminent geographers in the autumn term at Queens University Belfast. You are encouraged to attend to enhance your geographical knowledge and understanding.

It is impossible to cover the Geography A-Level course in class time and thus homework is imperative. It may take the form of note preparation, reading or essay work, but whatever it is you should be prepared to do not less than six hours of homework every week on geography alone. Weekends should not be considered sacrosanct from work and neither should holidays. Some, at least, of this free time should be spent on study. Free periods in school should not be included in homework time.

Enthusiasm, initiative, and high standards of neatness, care and accuracy will guarantee success at this level. A reasonable standard of written expression is essential and a willingness to co-operate in sharing the departments' resources and in participating in class discussions/tutorials will enable you to benefit

from and enjoy an advanced course in Geography.

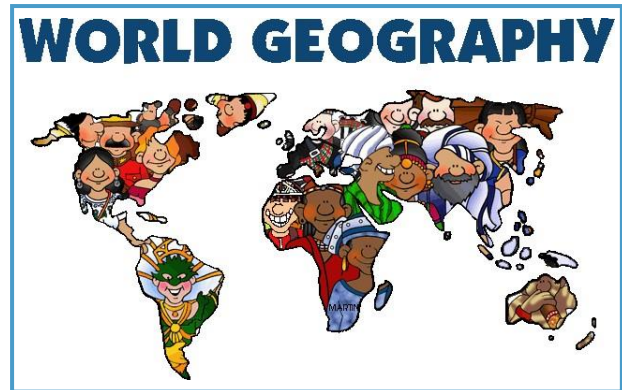
CAREER IMPLICATIONS

Geography 'overlaps' many disciplines. This overlap is the source of the subject's flexibility and integration, giving the student the opportunity to move into a wide variety of careers. Some careers like teaching, planning, surveying and cartography will use Geography directly. But there are many careers open to geographers, more by virtue of the type of trained mind geographers have than by their knowledge of Geography. Employers are showing increasing interest in people who have a broad general education.

FURTHER INFORMATION

It is hoped that these notes will give you an indication of the 'AS and A2' commitment which you will undertake if you choose Geography.

The syllabus is very interesting and exciting in parts as new developments throughout the world are constantly changing the 'face' of our planet. A good geographer has an insatiable curiosity, a liking for accuracy and a desire not only to observe our surroundings but also to know how our world has come about and how it is constantly changing.



You should ask your Geography teacher for further information and/or advice.

AS/A-LEVEL GERMAN

ENTRY REQUIREMENTS

It is assumed that students will have achieved at least a Grade B GCSE in German before taking this course. A Modern Language at AS/A-Level is likely to attract a variety of students. For some it will be a complementary course of study to their principal subjects, which may be another language and/or Arts subject.

Students who are taking Science at AS/A-Level may follow a language course as a contrastive element to their main course of study. Others may simply wish to continue their study of the language for recreational or vocational purposes.

All students choosing the language will need to feel confident in the four language skills of Listening, Speaking, Reading and Writing. They must also have an interest in and some knowledge and understanding of the culture and way of life of the target-language country.

OUTLINE OF THE COURSE

The course will help the student to develop his/her general study skills but above all, he/she will learn to communicate at a much higher level in German. Students will also learn much more about a wide range of aspects of the society in which the language is spoken. Key features are:

- Six assessment units over the full 2-year course incorporating speaking, listening, reading and writing skills.
- The AS course units (40%) as a final qualification or plus the A2 units (60%) for a full GCE A-Level qualification.
- Assessment of speaking by an external visiting examiner.
- Stimulus material for listening exams on individual CD.
- Teaching is based around four broad contexts for learning: Relationships, Culture and Lifestyle at AS; Young People in Society, Our Place in a Changing World at A2.
- Study of a film or literary text at AS and a literary text at A2.

EXAMINATION BOARD ASSESSMENT (CCEA)

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

Content	Assessment	Weightings
AS 1: Speaking	<p>Question 1: Presentation based on an AS-Level theme related to an aspect of a German-speaking country or community. (3 mins)</p> <p>Question 2: Conversation (8 mins)</p> <p>Total time: 11 mins</p>	<p>30% of AS-</p> <p>Level 12% of A-</p> <p>Level</p>
AS 2: Listening [A]; Reading [B]; and Use of Language [C]	<p>Section A – Listening</p> <p>Students answer two sets of questions based on two discreet passages recorded on disk. Recording 1: students answer in German. Recording 2: students answer in English. (40 mins)</p> <p>Section B – Reading</p> <p>Question 1: students answer one set of questions in German based on one passage. Question 2: students translate a passage from German into English.</p> <p>Section C – Use of Language</p> <p>Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into German. (30 mins)</p> <p>Total time: 2 hours</p>	<p>40% of AS-</p> <p>Level 16% of A-</p> <p>Level</p>
AS 3: Extended writing	<p>Students write one essay in German in response to a set film or a literary text.</p> <p>Total time: 1 hour</p>	<p>30% of AS-</p> <p>Level 12% of A-</p> <p>Level</p> <p>AS: 40% of A-Level</p>

<p>A2 1: Speaking</p>	<p>Question 1: students introduce and discuss one individual research project based on either:</p> <ul style="list-style-type: none"> • A cultural aspect of a German-speaking country or community; • A historical period from the twentieth century of a German-speaking country or community; or • A region of a German-speaking country <p>(6 mins)</p> <p>Question 2: Conversation</p> <p>(9 mins)</p> <p>Total time: 15 mins</p>	<p>18% of A-Level</p>
<p>A2 2: Listening [A]; and Reading [B]</p>	<p>Section A – Listening</p> <p>Students answer two sets of questions based on two discreet passages recorded on disk.</p> <p>Recording 1: students answer in German. Recording 2: students answer in English. (45 mins)</p> <p>Section B – Reading</p> <p>Students answer two sets of questions and complete one summary exercise and one translation exercise.</p> <p>Question 1: students complete a gap-filling exercise in German. Question 2: students answer a set of questions in German based on one passage. Question 3: students read a passage in German and summarise it in English. Question 4: students translate a passage from English into German. (2 hours)</p> <p>Total time: 2 hours 45 mins</p>	<p>24% of A-Level</p>
<p>A2 3: Extended writing</p>	<p>Students write one essay in German in response to a literary text.</p> <p>Total time: 1 hour</p>	<p>18% of A-Level</p> <p>A2: 60% of A-Level</p>

SCHOOL ASSESSMENT

Internal assessment will be on a continuous basis and this will reflect the components of the AS and A2 examinations. Mock examinations are held in December for Year 14 and January for Year 13.

WHAT IS EXPECTED OF A STUDENT

Aside from the work involved in class, students must be prepared to reinforce and extend this at home and develop the idea of independent study. They should be prepared to read extensively outside the course and to supplement what has been discussed in class with their own notes.

CAREER IMPLICATIONS

We live in an interconnected world where international and cross-cultural working relationships are commonplace and a key aspect of the global workplace.

- German is the mother tongue of around 100 million people worldwide and the most frequently spoken native language in Europe.
- It is the second most commonly used scientific language.
- Germany is one of the world's leading exporting countries.
- Companies increasingly need employees with technical or professional skills plus another language.
- Germany is one of the world's leading contributors to research and development.
- German is a useful language for anyone wanting a career in business, science or hospitality.
- Employers and universities highly value Modern Languages graduates due to their highly developed communication and presentation skills, the fact that they have spent time in other countries and hence their broad cultural awareness.

FURTHER INFORMATION

More information can be obtained from Ms Mezza.



AS/A-LEVEL GOVERNMENT AND POLITICS

ENTRY REQUIREMENTS

Students of AS Government and Politics in Our Lady and St Patrick's College should have been awarded a Grade B or above in GCSE English Language. If the course is oversubscribed, students will be selected using the criterion of highest combined GCSE English Language and English Literature grades. This is particularly important as one of the assessment objectives tested at AS and A2 is the quality of candidates' written communication (QWC). The three assessment objectives are outlined in greater depth in the CCEA specification.

OUTLINE OF COURSE

We follow the Northern Ireland CCEA specification for Government and Politics. The course is divided into four modules. At the end of Year 13 students sit external examinations for their two AS modules. They are as follows:

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

Students proceeding to A2 Level will sit examinations in two further modules:

1. Comparative Study – The United Kingdom & the USA
2. Political Power

EXAMINATION BOARD ASSESSMENT

AS Modules:	Assessment Weighting:	Nature of Assessment:
Module 1 – The Government & Politics of N Ireland	16 % of A-Level (40 % of A/S)	Examination: 1 hour 15 minutes. Candidates must answer four questions, making reference to source material provided.
Module 2 – The British Political Process	24 % of A-Level (60 % of A/S)	Examination: 1 hour 45 minutes comprising both short-answer and longer discursive questions.
A2 Modules:		
Module 1 – Comparative Government: The United Kingdom and the USA	35 % of A-Level	Examination: 2 hours 15 minutes. Candidates answer four questions in Section A, making reference to source material. Section B comprises two questions, one where they must 'identify and explain' and a longer discursive, analytical question.
Module 2 – Political Power	25 % of A-Level	Exam paper: 1 hour 30 mins. Candidates answer five questions, three of which are based on source material provided.

SCHOOL ASSESSMENT

Before an assessment is given, students are made aware of their learning objectives and criteria for success. The assessment objectives outlined in the specification provide an indication of the skills and abilities which the AS and A2 modules are designed to assess, together with the knowledge and understanding outlined in the subject content. Candidates' answers are marked according to descriptors found in CCEA mark schemes.

These mark schemes indicate which level of attainment an answer belongs to across the range of assessment objectives. A variety of formal and informal assessments are used in the teaching of Government and Politics, such as essay work, concise short-answer questions, summaries, analysis of source material, class discussion and debate, student presentations to the class and end-of-unit class tests.

WHAT IS EXPECTED OF A STUDENT?

Politics is a literary and discursive subject. Getting actively involved in classroom discussion will help you build your skills and confidence. Asking relevant questions proves you are attentive and interested and will lead to clarification of any points which confuse you. Don't be a passive learner! Assiduous and organised note making is also essential to enable you to produce well developed essays. These must be submitted before set deadlines. You should be prepared to contribute to class discussion. Politics is lively, interesting and very topical. It involves building up knowledge of current affairs and keeping up to date with contemporary political developments world-wide. Part of the appeal of studying Politics is that it is such a contemporary subject. That is why textbooks, while important, are not enough. Examiners are always looking for relevant examples in students' work.



The best way to ensure that you keep up to date with events that will be relevant for your studies is to read quality newspapers either in print or on-line on a regular basis. Quality newspapers are generally what were formerly known as the broadsheets, i.e. not the tabloids. There are also some excellent magazines which are very useful for keeping politics students up to date with contemporary developments, such as 'Politics Review' which is available in the school library. If you read regularly, it undoubtedly improves your writing style and vocabulary. Another obvious source of information for the diligent politics student is watching the evening news. Other programmes which come highly recommended are: Newsnight, Question Time, The View, Sunday with Laura Kuenssberg, The Sunday Politics, and Panorama. Guidance is given on the content of essays and students are encouraged to develop a literate, analytical and succinct style, as great emphasis is placed on these qualities by examiners of the subject.

CAREER IMPLICATIONS

Politics complements other subjects in the sixth form curriculum such as History, Sociology, R.E., English, Geography, Business Studies and Economics, and is particularly useful for preparing those students considering careers in law, journalism, teaching, the media, the civil service, research and local and central government. However, the skills and interests that students develop through their study of Politics are attractive to a range of employers and university admissions tutors across a number of disciplines.

Students of A-Level Politics become well informed on the factors which influence "the decision makers", and about what is going on in the world around them. Politics students are given the opportunity to think critically, argue coherently, weigh up evidence, debate, analyse documents, develop excellent communication skills and understand the news and other political programmes. Studying Politics will help you to improve your aptitude in these areas.

FURTHER INFORMATION

For further information, contact Mrs O'Hare

AS/A-LEVEL HISTORY

ENTRY REQUIREMENTS

GCSE grade A*/A. The minimum requirement to study A-Level is typically a grade B, although we highly recommend a grade A and above.

OUTLINE OF COURSE

The examining board for A-Level History is CCEA. The latest version of the specification can be viewed and downloaded for the CCEA website at www.ccea.org.uk. The Specification builds on the broad objectives of the revised NI Curriculum. It provides students with opportunities to explore key political, economic and social events which have helped shape today's institutions, governments and societies. It also contributes to an understanding of spiritual, moral and cultural issues by providing students with opportunities to explore values, attitudes, perceptions and ideologies which have shaped human behaviour, endeavour and achievement in the past.

The specification contributes to environmental education by providing opportunities to study how men and women in the past have interacted with their environments and how the environment has contributed to and shaped historical events. The specification prepares students for a range of careers both related to the historical context and the wider employment context. It will allow students to develop skills which are transferable and highly valued by employers.

The subject content is divided into four teaching and learning units, each of which contributes to an overall broad, coherent course of study. **AS is worth 40% and A2 60%.**

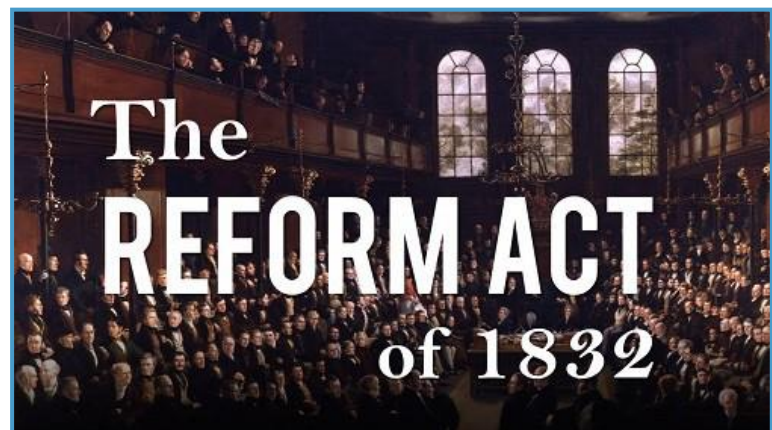
AS1 Historical Investigations and Interpretations: Option 3 Britain in the Age of Reform 1830-1880

AS2 Conflict and Change in Europe: Option 3 Challenge and Crisis in Ireland 1823 -1867

A21 Change over Time: Option 4 The American Presidency 1901-2000

A22 Historical Investigations: Option 4 Partition of Ireland 1905 -1923

The subject content of each option requires students to study: significant individuals, societies, events, developments and issues within a broad historical context and the developments affecting different groups within the societies studied and a range of historical perspectives, for example cultural, economic, political, religious, scientific or social.



EXAMINATION BOARD ASSESSMENT

There will be four external examination papers based on each unit. Both AS papers last 1 hour 30 minutes and are worth 20% of the A-Level. A2 Unit 1 last one hour and is worth 20% of the A-Level while A2 Unit 2 lasts two hours and thirty minutes and is worth 40% of the A-Level. The AS course provides an opportunity to broaden students' education as well as a foundation for the full A-Level qualification. A2 students will build on their learning at AS by drawing on and evaluating a greater depth and range of increasingly more sophisticated content and evidence to demonstrate a more complex understanding of historical concepts. A21 also provides 'stretch and challenge' as students will be required to demonstrate knowledge, understanding and historical skills over a period of around one hundred years and draw on their knowledge and skills required in previous units of study at AS. A22 additionally provides 'stretch and challenge' as it will assess student's historical understanding and drawing together of all historical skills developed at AS.

ASSESSMENT

Students will be regularly assessed through completion of past paper questions for homework, class tests, essay work, source - based questions, oral discussions and contributions. In the first term there will normally be two reported assessments and in addition all written work will be used to make an evaluation of progress. In the second term there will also be formal assessments accompanied by on-going examination preparation on technique and timing.

WHAT IS EXPECTED OF A STUDENT?

It is vital that aspiring students should enjoy reading History, possess a fluent and coherent written style, be willing to compose a set of notes and put forward a point of view whilst at the same time accepting that others may have a valid alternative. There is a lot of reading required and students need to quickly develop their ability to do their own research using the wide range of resources available. From past experiences it has been shown that students must be able to take responsibility for organising their study time and display a greater degree of maturity. Students are encouraged to air their views in class and hold up their interpretation for examination and discussion with class colleagues. Dedication and serious application to work by students is an essential requirement.

CAREER IMPLICATIONS

History offers the possibility of many career opportunities. It is recognised as a suitable university and college qualification for any course, depending upon what it is combined with. Even students who are considering scientific or medical careers frequently opt for history at A-Level. History as a fourth subject can add breadth and depth to applications and demonstrate to selectors, skills that are not developed in other subjects. Obviously, it is recommended to study History if you wish to read it at University. However, it has been our experience in the College that our A-Level students pursue a vast range of courses.

History is a popular choice at A-Level in the College. The skills of interpretation and analysis, which are central to History, will develop written and oral skills. Students who possess these skills are highly valued in occupations where interpersonal and communicative abilities are held at a premium.

Our 2022 Leavers have gone on to read a range of diverse subjects at University including:

Accounting, Anthropology; Biological Sciences; Business; Computational Social Science; Drama; Egyptology and Ancient History, English; Geography, Law; Medicine; Primary Education with History; Politics; PPE; Software Engineering;

In the last five years History A-Level students have also gone on to:

Higher Level Apprenticeships with the Deloitte Bright Start Programme, PWC and Danske Bank.

Degrees in Actuarial and Financial Studies; Accounting; Art and Design; Business; Chemical Engineering; Computer Forensics and Security; Criminology and Social Policy; Diagnostic Radiography and Imaging; Environmental Planning & Development; Finance; Football Coaching and Management; French; Government; International Relations and Economics/Conflict Studies Law; Mathematics; Medicine; Nursing; Politics; Philosophy; PPE; Physiotherapy; Software Engineering; Screen Production; Spanish and International Relations; Sport and Exercise Science and Teaching.

A-Level History students currently attend:

The Queen's University of Belfast; The University of Ulster; St Mary's University College; Trinity College Dublin; UCD; Galway and Limerick.

The University of Oxford; Cambridge; Durham; King's College, London; Manchester; Bristol; Keele; Durham; Leeds; Liverpool; Loughborough and Newcastle.

Dundee; Edinburgh; Glasgow; St Andrew's and Strathclyde.

Swansea University.

Internationally, Elé Donegan of the class of 2021 is in Yale, USA and Shannon Melbourne of the class of 2022 in the University of Queensland.

A number of our History past pupils have also stood for election for local government.

FURTHER INFORMATION

The History Department is one of the top performing Departments in the College.

	Entries	A*	A	B	C	A* - C
Number of Grades	30	7	17	6	0	30
% Grades (separate) 2022	30	23.3	56.7	20.0	0	100
% Grades (cumulative*)	30	23.3	80.0	100	100	100
% NI Grammar Average*	1319	14.2	47.4	79.9	94.1	94.1

For more details on AS History ask your Year 12 History teacher.

Between 2016-2021 History students have also gone on to:

The Deloitte Bright Start Programme; Chemical Engineering; Football Coaching and Management; International Politics and Conflict Studies; Actuarial and Financial Studies; Environmental Planning & Development; Nursing; Computer Forensics and Security; Art and Design and French.

A-Level History students currently attend:

QUB; UUJ; Oxford; Cambridge, King's College, London ; Trinity College Dublin; UCD; Galway; Limerick; Edinburgh; Glasgow; Dundee; Strathclyde; Manchester; Bristol; Keele; Durham; Leeds; Loughborough...to name a few.

A number of our History past pupils have also stood for election for local government.

FURTHER INFORMATION

The History Department is one of the top performing Departments in the College.

	Entries	A*	A	B	C	A*- C	D	E	U
Number of Grades (separate) 2022	29	12	13	4	0	29	0	0	0
% Grades (separate) 2022	29	41.4	44.8	13.8	0	100	0	0	0
% Grades (cumulative*) 2022	29	41.4	86.2	100	100	100	0	0	0
% NI Grammar Average* 2022	1408	17.5	54.3	86.4	98.3	98.3	99.6	99.9	100

For more details on AS History ask your Year 12 History teacher.

AS/A-LEVEL IRISH

ENTRY REQUIREMENTS

Prospective students of Irish should have achieved Grades B to A* at GCSE level.

Any student wishing to undertake A-Level study of Irish with lesser qualifications would have to have proven a strong commitment to the language and have a history of hard work in the subject to be accepted into the class.

One of the main advantages of four-subject capacity at A-Level is the opportunity for pupils formerly restricted in their choice of subjects to the Sciences, for example, to broaden their profile.

OUTLINE OF COURSE

In addition to the GCSE skill areas of Writing, Listening, Reading and Speaking, the AS and A2 Level student must study the literature and culture of the Irish language- speaking community. A new specification was introduced for first teaching in September 2016 and some new elements have been included- at AS level, for example, there is a Use of Language section where understanding and use of grammar is very important and a film may now be studied at AS level.

Translation into both Irish and English are also new disciplines which the students must master over the two years of the A-Level course.

The student has a considerable gap in knowledge, examination technique and individual research to bridge in order to succeed at this level, as will be evident from the exam assessment summary below. Students will attend a minimum of eight periods per week plus an additional period of conversation.

EXAMINATION BOARD ASSESSMENT (CCEA)

Here is a summary of the structure of the new AS and A-Level courses: 40% = AS 60% = A2 Total qualification = 100%.

AS 1:

Speaking Q1: Presentation based on an AS-Level theme related to an aspect of a community where the Irish language is spoken. (3 minutes) Q2: Conversation. (8 minutes) Total time: 11 minutes 30% of AS-Level 12% of A-Level.

AS 2:

Listening, Reading and Translation Use of Language. Section A – Listening Candidates answer two questions based on two audio passages recorded on disk. (40 minutes) Section B – Reading and Translation Q1: Candidates answer one set of questions based on one text. Q2: Translation from Irish into English. Section C – Use of Language Q1, 2, 3 and 4: a series of short grammatical and lexical exercises. Q5: Translation of short sentences from English into Irish. 40% of AS-Level 16% of A-Level. (1 hour 5 minutes). Total time: 1 hour 45 minutes

AS3:

Extended Writing Extended Writing Candidates will write one essay response in Irish based on a film or a literary text. The response should be at least 250 words long. Total time: 1 hour. 30% of AS level, 12% of A-Level.

A2 1:

Speaking: Q1: Summary and discussion of an individual research project based on an A-Level theme related to an aspect of a community where the Irish language is spoken. (6minutes) Q2: Conversation. (9 minutes)
Total time: 15 minutes, 18% of A-Level.

A2 2:

Listening, Reading and Prose, Translation

Section A – Listening Candidates answer two questions based on two audio passages recorded on disk. Q1: Questions and answers in Irish. Q2: Questions and answers in English. (40 minutes) Section B – Reading and Prose Translation, 24% of A-Level.

Candidates answer two questions based on two texts and a summary exercise. Q1: gap-filling exercise Q2: one set of questions based on one text Q3: summary in Irish with the response in English Q4: Prose Translation from English into Irish, (1 hour 20 minutes), Total time: 2 hours.

A2 3

Extended Writing Section C – Extended Writing Candidates will write one essay response in Irish based on a literary text. The response must be at least 300 words long. Total time: 1 hour, 18% of A-Level.

SCHOOL ASSESSMENT

Pupils will sit regular class assessments and major school examinations at Christmas/ January in both the AS and A2 years. Pupils may repeat the AS examination in the summer of A2 only. The school tests and Christmas examinations will mirror the model of the summative assessments as far as possible.

WHAT IS EXPECTED OF A STUDENT?

The greater depth of knowledge and interest required of the A-Level student places a much heavier onus on the pupil to be responsible for his/her learning. The implications of this are varied: extensive reading of literature, magazines, newspapers and use of the Irish language media (TG4, RnaG) etc. is highly recommended. Attendance at conversation classes and any other opportunity to use the language, in or outside class, should be gratefully accepted. Gaeltacht visits are particularly encouraged.

CAREER IMPLICATIONS

An A-Level in Irish has the same value to universities and colleges of Higher Education as any other subject. As a proof of communicative skills to add to their profile of qualifications, Irish is an accessible and relevant resource for working life. In the context of an expanding curriculum, languages are particularly prized and held in high esteem by the universities. There is an increasing demand in the world of work not only for excellent communication skills but specifically for Irish specialists. Irish is currently enjoying a boom in Media circles and in teaching at all levels. The notion that Irish is not a practical tool at career level is based on outdated misconceptions and a cursory glance at any Irish newspaper will confirm its vibrant relevance in today's Ireland, North and South.

FURTHER INFORMATION

Students of Irish will have opportunities to strengthen their appreciation of the language and culture through participation in cultural events such as competitions and quizzes and attendance at plays. For further information, please contact Mr Kane (Head of Department).

AS/A-LEVEL MATHEMATICS

AIMS OF THIS COURSE

The specification aims to encourage students to:

- extend their range of mathematical skills and techniques;
- use their mathematical knowledge to make logical and reasoned decisions in solving problems;
- reason logically and recognise incorrect reasoning;
- construct mathematical proofs;
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy;
- represent situations mathematically;
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions;

WHAT CAN I DO WITH A QUALIFICATION IN MATHEMATICS?

Just about everything!

People with Mathematics degrees and other qualifications can go into: accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction, astrophysics and many other careers.

WHAT ARE MY AS/A-LEVEL OPTIONS IN MATHEMATICS?

For a GCE Mathematics qualification, there are two pathways:

1. study AS Mathematics in Year 13 and receive an AS cash in grade; or
2. study AS Mathematics in Year 13 and A2 Mathematics in Year 14 and receive a full A-Level grade.

Students with a strong mathematical flair and especially those considering **Mathematics, Engineering** or **Computer Science** at tertiary level may elect to study GCE Further Mathematics in addition to GCE Mathematics. The pathway, to be determined by the College subject to timetable constraints, will be one of the following:

1. study AS & A2 Mathematics in Year 13 and study AS & A2 Further Mathematics in Year 14 (1 A-Level awarded at the end of each year); **OR**
2. study AS Mathematics and AS Further Mathematics in Year 13 and study A2 Mathematics and A2 Further Mathematics in Year 14 (2 A-Levels awarded at the end of Year 14).

**The viability of an option is dependent on the number of students who select it.
If the number is too small, the option will not be timetabled.**

WHAT DO WE STUDY?

The College follows the CCEA examination board in AS/A-Level Mathematics, revised specification. The course is divided into four units.

Unit AS 1: PURE MATHEMATICS	Algebra, Coordinate Geometry/Circles, Binomial Expansion, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Vectors
Unit AS 2: SECTION A MECHANICS	Kinematics, Forces and Newton's Laws
Unit AS 2: SECTION B STATISTICS	Sampling, Data Presentation, Probability, Binomial Distribution
Unit A2 1: PURE MATHEMATICS	Functions, Sequences & Series, Trigonometry, Parametric Equations, Differentiation, Integration, Numerical Methods
Unit A2 2: SECTION A MECHANICS	Variable Acceleration, Projectile Motion, Moments, Impulse & Momentum
Unit A2 2: SECTION B STATISTICS	Probability, Normal Distribution, Hypothesis Testing

HOW WILL AS/A-LEVEL MATHEMATICS BE ASSESSED?

There is no coursework or controlled assessment attached to this AS/A-Level.

CONTENT	ASSESSMENT	WEIGHTINGS
AS 1: PURE MATHEMATICS	External written examination 1 hour 45 mins 6-10 questions, 100 raw marks	60% of AS 24% of A-Level
AS 2: APPLIED MATHEMATICS	External written examination 1 hour 15 mins 5-10 questions, 70 raw marks 50% Mechanics, 50% Statistics	40% of AS 16% of A-Level
A2 1: PURE MATHEMATICS	External written examination 2 hours 30 mins 7-12 questions, 150 raw marks	36% of A-Level
A2 2: APPLIED MATHEMATICS	External written examination 1 hour 30 mins 6-10 questions, 100 raw marks 50% Mechanics, 50% Statistics	24% of A-Level

WHAT GRADES ARE AVAILABLE?

AS qualifications are awarded on a five grade scale from A to E, with A being the highest. A-Level qualifications are awarded on a six grade scale from A* to E, with A* being the highest.

To be awarded an A*, candidates need to achieve a grade A on their full A-Level qualification and at least 90 percent of the maximum uniform marks available for the A2 units. If candidates fail to attain a grade E, their results are reported as unclassified (U).

SKILLS REQUIRED

The CCEA specification has a strong emphasis on problem solving, often requiring students to choose an appropriate method.

WHAT IS A PROBLEM-SOLVING QUESTION?

- A. Tasks have little or no scaffolding: there is little guidance given to the candidate beyond a start point and a finish point. Questions do not explicitly state the mathematical process(es) required for the solution.
- B. Tasks provide for multiple representations, such as the use of a sketch or a diagram as well as calculations.
- C. The information is not given in mathematical form or in mathematical language; or there is a need for the results to be interpreted or methods evaluated, for example, in a real-world context.
- D. Tasks have a variety of techniques that could be used.
- E. The solution requires understanding of the processes involved rather than just application of the techniques.
- F. The task requires two or more mathematical processes or may require different parts of mathematics to be brought together to reach a solution.

Report of the A-Level Mathematics Working Group, Ofqual, Dec 2015

IMPORTANT INFORMATION IF CONSIDERING AS/A-LEVEL MATHEMATICS

When you receive your GCSE Mathematics or GCSE Further Mathematics results in August, it is essential that students and parents consider the **raw exam paper scores**, i.e. your score out of the 100 marks available on each paper.

The raw scores provide a better indication of potential success at A-Level Mathematics than the grade alone.

AS-Level Mathematics requires:

- a minimum grade A in GCSE Mathematics from Assessment Units M4 and M8

OR

- a minimum grade B in GCSE Further Mathematics, if studied

AS-Level Further Mathematics requires:

- a grade A* in GCSE Mathematics

AND

- a grade A* in GCSE Further Mathematics.

FURTHER INFORMATION

If any student who requires further information on AS/A-Level Mathematics they should speak to their Mathematics teacher.

AS/A-LEVEL FURTHER MATHEMATICS

WHY STUDY FURTHER MATHEMATICS?

- Most STEM degree courses require A-Level Mathematics
- **ENGINEERING, FINANCE, ECONOMICS, COMPUTING** and others prefer students to have studied A-Level Further Mathematics.
- The theory in AS/A-Level Further Mathematics helps ensure a successful progression to university.
- Mathematics Qualifications are highly valued because they develop:
 - Logical thinking
 - Problem solving skills
 - Resilience
 - Strategic thinking
 - Creativity
- AS/A-Level Further Mathematics makes your university application stand out.

WHAT DO WE STUDY?

The College follows the CCEA examination board in AS/A-Level Further Mathematics, revised specification. The course is divided into four units:

Unit AS 1: PURE MATHEMATICS	Further Algebra & Functions, Complex Numbers, Matrices, Vectors
Unit AS 2: APPLIED MATHEMATICS	Mechanics and/or Statistics
Unit A2 1: PURE MATHEMATICS	Proof, Further Algebra & Functions, Complex Numbers, Further Calculus, Polar Co-ordinates, Hyperbolic Functions, Differential Equations
Unit A2 2: APPLIED MATHEMATICS	Mechanics and/or Statistics

HOW WILL AS/A-LEVEL FURTHER MATHEMATICS BE ASSESSED?

There is no coursework or controlled assessment attached to this AS/A-Level.

CONTENT	ASSESSMENT	WEIGHTINGS
AS 1: PURE MATHEMATICS	External written examination 1 hour 30 mins 6-10 questions, 100 raw marks	50% of AS 20% of A-Level
AS 2: APPLIED MATHEMATICS	External written examination 1 hour 30 mins 5-10 questions, 100 raw marks	50% of AS 20% of A-Level
A2 1: PURE MATHEMATICS	External written examination 2 hours 15 mins 7-12 questions, 150 raw marks	50% of A2 30% of A-Level
A2 2: APPLIED MATHEMATICS	External written examination 2 hours 15 mins 7-12 questions, 150 raw marks	50% of A2 30% of A-Level

WHAT GRADES ARE AVAILABLE?

AS qualifications are awarded on a five grade scale from A to E, with A being the highest. A-Level qualifications are awarded on a six grade scale from A* to E, with A* being the highest. To be awarded an A*, candidates need to achieve a grade A on their full A-Level qualification and at least 90 percent of the maximum uniform marks available for the A2 units. If candidates fail to attain a grade E, their results are reported as unclassified (U).

IMPORTANT INFORMATION

AS-Level Further Mathematics requires students to have:

- achieved a grade A* in GCSE Mathematics

AND

- achieved a grade A* in GCSE Further Mathematics

FURTHER INFORMATION

If any student who requires further information on AS/A-Level Further Mathematics they should speak to their Mathematics teacher.

AS/A-LEVEL MOVING IMAGE ARTS

ENTRY REQUIREMENTS

A minimum of grade B in GCSE English Language and a minimum of grade B in one or more of GCSE Art & Design, Drama, Digital Technology, Music, Technology or English Literature. The course uses new digital technologies and the creative learning possibilities they offer. Students need to have basic keyboard and word processing skills to complete the online examinations. The course develops critical and creative abilities in all of the key creative areas of film production, including writing, directing, editing, producing and production design. Students need to be prepared to work independently to complete a detailed and informed portfolio. The class size will be restricted to 15. If the course is oversubscribed, students will be ranked and selected according to their GCSE grade averages (where A* = 5, A = 4, B = 3, C* = 2, C = 1).



COURSE OUTLINE

We follow the CCEA specification. This is a two year-course which contains four units:

- Two to be studied and examined for the AS qualification in June.
- Two further units to be studied, if desired, for the A-Level qualification the following June.

The course covers the following main areas:

AS Module 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio

In this unit, you will study three areas of film style:

- Classical Hollywood Style;
- Formalism; and
- Realism.

You will learn the creative and technical skills of moving image production including how camera, lighting, mise-en-scene, sound (including music) and editing are used to create emotion, mood and audience response. You will use your study to inform and inspire your own creative practice.

AS Module 2: Critical Response

In this unit you will study the following styles and movements to prepare for your online examination:

- Classical Hollywood Style and Alfred Hitchcock;
- Formalism in Early European Cinema including German Expressionism and Soviet Montage; and
- American Expressionism and Film Noir. You will also learn about the Hollywood Studio System and realist techniques used in Hollywood cinema.

A2 Module 1: Creative Production and Research: Advanced Portfolio

In this unit you will refine your technical filmmaking skills further, conducting independent research into a film practitioner of your own choice. There will also be further emphasis on screenwriting and the development of your ideas into a complete and original narrative film. You will experiment with the techniques and conventions you have studied to inform your own creative ideas.

A2 Module 2: Advanced Critical Response

In this unit you will study the following styles of Realism in World Cinema to prepare for your online examination:

- Italian Neo-Realism;
- French New Wave and Cinéma Vérité; and
- Poetic Realism. You will also study ways in which filmmakers have tried to experiment with narrative and will learn about writing director's notes in response to unseen script material.

EXAMINATION BOARD ASSESSMENT

AS-Level Examination

AS Module 1: 60% of AS and 24% of A-Level

You will produce a Foundation Portfolio exploring the Classical Hollywood Style, Realism and/or Formalism, including:

- a statement of intention (including a synopsis and an evaluation);
- pre-production materials; and
- one 3–4 minute narrative film sequence (or 1½–2 minute sequence if animated) produced in response to stimulus provided by CCEA. The portfolio will be marked by teachers and moderated by CCEA.

AS Module 2: 40% of AS and 16% of A-Level

You will sit an Online Examination (1 hour 30 minutes) requiring shorter recall and longer analytical answers in response to unseen film clips taken from the set study areas. The exam will be set and marked by CCEA.

A2 Module 1: 36% of A-Level

You will produce an Advanced Portfolio exploring your own original creative idea and researching the techniques of a chosen film practitioner, including: • an illustrated essay (including a synopsis and an evaluation); • pre-production materials; and • one complete 4–7 minute narrative film (or 2–3½ minute film if animated). The portfolio will be marked by teachers and moderated by CCEA.

A2 Module 2: 24% of A-Level

You will sit an Online Examination (2 hours 15 minutes) requiring analytical answers in response to unseen film clips taken from the set study areas. You will also draft director's notes in response to an unseen script stimulus. The exam will be set and marked by CCEA.

SCHOOL ASSESSMENT

Throughout the course the progress of students will be closely monitored. This policy of continual assessment involves regular homework assignments. Self-assessment and peer assessment will also be a common feature alongside group work and essay writing.

WHAT IS EXPECTED OF A MOVING IMAGE ARTS STUDENT?

Moving Image Arts is a course of study and practice in filmmaking where you will develop creativity, knowledge and skills in the production of your own film portfolios. You will study a wide range of films and practitioners to inform your own ideas and will acquire skills in screenwriting, directing, camera work, lighting, production design, editing and sound, creating detailed, illustrated evidence of your research, planning and design work. In an online examination you will analyse a range of previously unseen film clips, demonstrating knowledge and understanding of different film styles, movements and industry contexts.

CAREER IMPLICATIONS

Moving Image Arts is a challenging and rewarding course, offering solid progression into further and higher education and the creative industries. The moving image is a key driver of the creative industries and plays a significant role in today's culture, shaping how we communicate and learn about the world around us. Film, television and the internet inform, entertain and educate us and this course will empower you to use the moving image as a tool to express yourself and your ideas in new and creative ways. The Moving Image Arts course helps you to develop a range of skills for employment, including working from your own initiative, planning and managing schedules, equipment and human resources, providing leadership and creative direction and demonstrating innovative problem-solving abilities and strategic thinking.

FURTHER INFORMATION

Please contact any of the following teachers who will be pleased to give you further information:

Dr A Carlin

Miss D O'Hagan

AS/A-LEVEL MUSIC

ENTRY REQUIREMENTS

Preferable qualifications for entry to the AS/A2 music course are:

- At least a grade B in GCSE Music but a grade A or A* is preferable.
- **AS** – ABRSM Grade 6 in Voice or Instrument by April of the examination year.
- **A2** – ABRSM Grade 7/8 in voice or instrument by April of the examination year.
- Grade 5 ABRSM or Trinity Theory.
- Membership of a College Group (Orchestra/Choir/Ensemble)
- A lively interest in music as a hobby and a willingness to listen and read copiously outside the course.

EXAMINATION BOARD ASSESSMENT

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

Content	Assessment	Weightings
AS 1: Performing	Externally assessed by visiting examiner <ul style="list-style-type: none">• Solo performance• Viva voce	32.5% of AS 13% of A level
AS 2: Composing	Internally assessed, externally moderated <ul style="list-style-type: none">• A: Composition Task or B: Composition with Technology Task• Written commentary	32.5% of AS 13% of A level
AS 3: Responding to Music	Two external written examinations <ul style="list-style-type: none">• Test of aural perception 1 hour• Written examination 2 hours	35% of AS 14% of A level
A2 1: Performing	Externally assessed by visiting examiner <ul style="list-style-type: none">• Solo performance• Viva voce	19.5% of A level
A2 2: Composing	Internally assessed, externally moderated <ul style="list-style-type: none">• A: Composition Task or B: Composition with Technology Task• Written commentary	19.5% of A level
A2 3: Responding to Music	Two external written examinations <ul style="list-style-type: none">• Test of aural perception 1 hour 15 mins• Written examination 2 hours	21% of A level

SCHOOL ASSESSMENT

School assessment will take the form of regular essays, composing and performing assignments and aural tests. These will be progressive, leading towards the final examinations in June. Ongoing assessments will be an important factor in helping you to decide which assessment unit (performing, composing, music technology etc.) to concentrate on. Most of the work for the practical components will be done with your individual music tutor. Some class time will be devoted to issues such as ensemble playing/singing.

WHAT IS EXPECTED OF A STUDENT?

Many of the A-Level skills will have been introduced at GCSE but it is only fair to point out that some aspects of the course can only be developed by the candidate immersing himself/herself in the subject and pursuing it for many hours as a hobby. Familiarity with musical styles and knowledge of performance practice can only be achieved by regular listening to music and attendance at live concerts. It is this which makes the advanced study of music such a consuming but rewarding discipline.

CAREER IMPLICATIONS

A-Level Music is an obvious choice for anyone wishing to do a degree, diploma or teaching course in music. Most degree courses will require a grade B pass at A-Level. These courses can lead to qualifications in the teaching of music in school, peripatetic instrumental teaching, advanced instrumental coaching and research work in the musicological field.

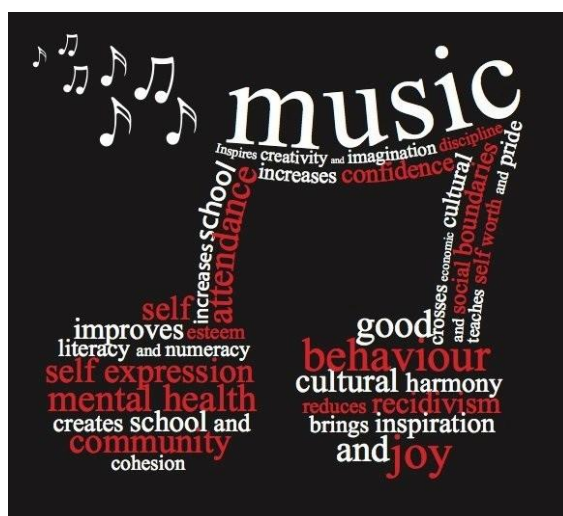
An A-Level pass in music will also be useful for anyone contemplating a career in the Arts administration, recording engineering or the music retail trade. It is worth noting that a large proportion of primary teaching posts now require musical ability since music is a compulsory subject in the National Curriculum.

In addition, A-Level Music is a stimulating and enriching companion to other subjects - either languages where comparable aural skills are required, or Mathematics/Physics where study can be made of electronics in music, acoustics, science of sound etc. However almost any combination of A-Level subjects can include music as an enriching and broadening complement.

FURTHER INFORMATION

The main aim of the AS course is to broaden the experience of the student. With 3 choices to make for Year 13 it will make sense for you with a GCSE Music pass or grade 5 performing standard to choose AS Music. It is an interesting and enjoyable subject and has the merit of combining well with almost any other subject - Mathematics and Science, Languages or Humanities. If you enjoy composing or performing the AS allows you to achieve nearly half your marks on this one activity. You will, whatever your musical tastes, find this course can be tailored to your needs.

Come and talk to one of the Music teachers at any time. We will be very happy to answer any questions you might have.



AS/A-LEVEL NUTRITION AND FOOD SCIENCE

ENTRY REQUIREMENTS

Food and Nutrition GCSE Grade B is preferred along with a B grade in either Biology, Chemistry or Double Award Science. A genuine interest in current social and consumer issues and an enthusiasm for learning will help you in this course.

3 Good Reasons to Choose this Course:

1. It includes topics such as food supply and food poverty
2. It focusses on the inter-relationship between diet, lifestyle and health
3. It develops skills needed by the growing food and food-related global industries

Every day, food choices affect our health. Good nutrition is an important part of leading a healthy lifestyle. It can help to reduce the risk of chronic illness and promote overall health. Issues such as food security and sustainability are significant concerns. We are also more conscious of the quality of our food quality and how it is produced.

There are many career opportunities in this field of work as scientific knowledge and research develops. This subject can open up a range of possibilities in the world of work, both at home and worldwide, with opportunities for further and higher education.

This specification gives students opportunities to develop knowledge and understanding of:

- nutrition and food science;
- how to manage resources to meet an identified human need in a diverse and changing society;
- the rapid technological changes and the growth of scientific knowledge and understanding;
- issues affecting our food supply and how these impact on the environment;
- the ethical implications of food production; and
- carrying out research.

OUTLINE OF THE COURSE

Examining Body – CCEA.

This specification adopts a modular structure and candidates are required to study two teaching and learning modules for the AS course and a further one module for the full Advanced GCE course and a Research Based Assignment. All modules are compulsory.

Unit Areas of Study Unit Areas of Study

AS 1: Principles of Nutrition

In this unit, students study macronutrients and micronutrients and other dietary constituents. They also study nutritional requirements and current dietary recommendations for each life stage. The assessment for this unit is a written examination that includes both short answer and extended writing questions.

AS 2: Diet Lifestyle and Health

In this unit, students investigate current research on diet, lifestyle and health. Assessment is a written examination that includes both short answer and extended writing questions.

A2 1: Option A - Food Security and Sustainability

In this unit students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice. Assessment for this unit is a written examination that includes both structured and extended writing questions.

OR

Option B – Food Safety and Quality

In this unit, students explore securing a safe food supply from the primary producer to the consumer. The assessment for this unit is a written examination that includes both structured and extended writing questions.

(Option B is the module currently studied by A2 students)

A2 2: Research based Assignment

In this unit, students submit a report on a research project of their own choice. The report should not exceed 4000 words. Students must take their research area from AS 1, AS 2 or A2 1. The project gives students opportunities to demonstrate appropriate knowledge, understanding and skills demanded by the process.

EXAMINATION BOARD ASSESSMENT

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

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

SCHOOL ASSESSMENT

Students are assessed during and at the end of each topic. These assessments will take the form of class tests, homework and prepared and unseen questions.

WHAT IS EXPECTED OF A STUDENT?

An A-Level Student should show a keen interest in the subject and be prepared to spend time researching and reading around the subject areas. Self-discipline and dedication are the keys to success.

CAREER IMPLICATIONS

Nutrition and Food Science provides a basis for those seeking employment in a wide range of careers such as industry, commerce and in the health sector. It is a recognised and accepted qualification for entry to third level education. Former students have obtained position in the following areas:

BUSINESS & INDUSTRY

Food/Catering, New Product Development, Research & Development.
Consumer Liaison, Food Technology, Management, Quality Assurance.

CARING SERVICES

Caring Profession (Doctor, Nurse, Therapist), Dietetics, Environmental Health, Health Promotion, Housing, Pharmacy, Social Services, Social Work.

COMMUNICATION

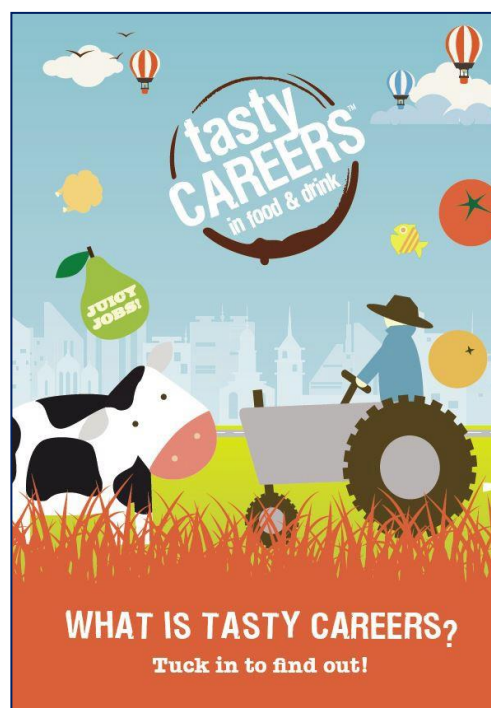
Consumer Marketing, Market Research, Journalism, Public Relations, Publishing.

CONSUMER AFFAIRS

Advice Centre, Citizen Advice Bureau, Consumer Education, Consumer Council, Consumer Protection, Financial Service, Trading Standards Officer.

EDUCATION

Adult Education Centres, Higher Education, Research, Teaching.



FURTHER INFORMATION

For further information, please contact

Mrs Morgan (Head of Department)

Mrs Gallagher

Miss Caughey

AS/A-LEVEL PHYSICAL EDUCATION

ENTRY REQUIREMENTS

Prospective students should:

- 1) Have achieved at least a grade B in GCSE Physical Education; or have a good GCSE profile;
- 2) Be interested in sport as a social phenomenon and be prepared to read about it;
- 3) Have above-average ability in one or more sports and have demonstrated a disciplined approach to the subject at Key Stages 3 & 4;
- 4) Possess an above-average level of fitness.
- 5) Membership of an outside sports club is desirable.

Candidates would normally be expected to have successfully completed a GCSE in Physical Education, but this would not exclude candidates who had not done so if places are available. However, it should be remembered that the A-Level specification has been designed to provide progression by building on the knowledge, understanding and skills set out in the GCSE Physical Education specification.

A-Level Physical Education (WJEC syllabus) combines theory and practice and involves 9 x 30 minute classes per week. Classes will be co-educational. There is a substantial theoretical component to this course, a great deal more than is required for GCSE PE, and at a higher level. Students attracted to this subject because of its practical nature need to be aware of this aspect of the work. The main focus is the performer and performance and the multi-disciplinary character of the course should ensure that most students find at least part of the syllabus of interest. Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance

- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- Understand the role of technology in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

SUBJECT CONTENT

The WJEC AS and A-Level in Physical Education provide a coherent combination of four areas of study:

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

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

Quantitative

AS Unit 1 - Exploring Physical Education. Written examination: 1¼ hours, 24% of A-Level qualification (60% of AS qualification), 72 marks, to assess all AS subject content.

AS Unit 2, Improving Personal Performance in Physical Education. Non-exam assessment, 16% of A-Level qualification (40% of AS qualification) ,48 marks. To assess:

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

Practical Performance as a Player/Performer

Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

A-Level Unit 3 - Evaluating Physical Education. Written examination: 2 hours, 36% of qualification, 90 marks.

To assess all A-Level subject content

A-Level Unit 4 - Refining personal performance in physical education. Non-exam assessment, 24% of qualification, 60 marks. To assess:

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

Practical Performance as Player/Performer

Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions

Investigative Research

The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

SCHOOL ASSESSMENT

Progress will be closely monitored and assessed through regular class tests on topics and units of work. Practical work will be assessed regularly. Students will sit a modified mock examination on both the AS and A2 specifications.

WHAT IS EXPECTED OF A STUDENT?

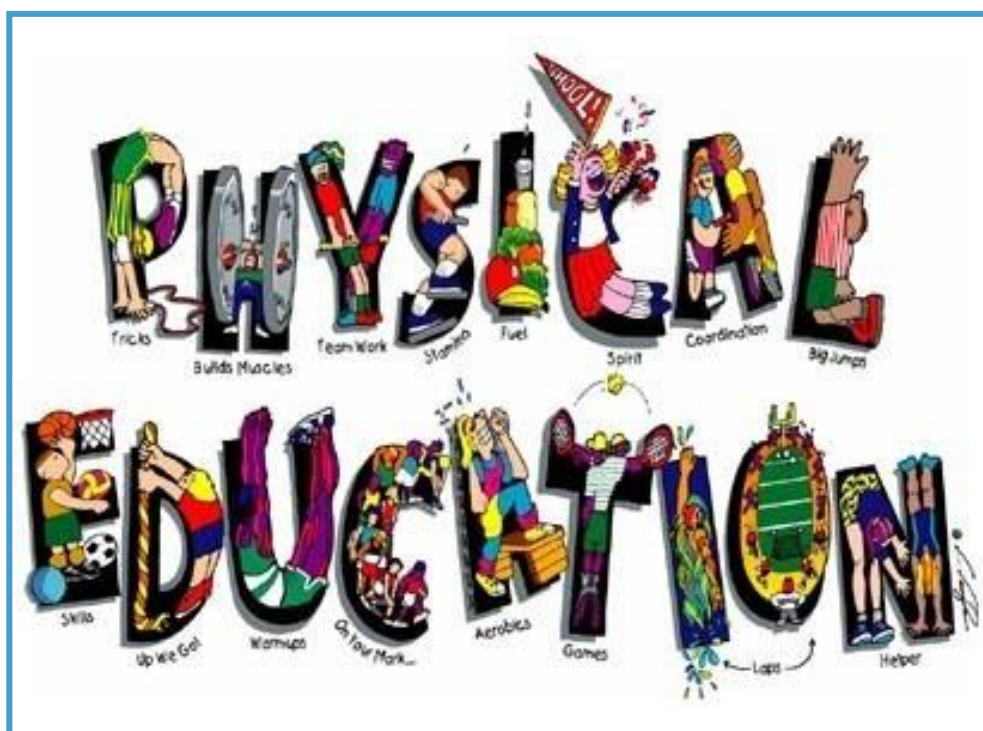
Homework will involve reading and preparation for theory classes. Students may also need to do some practical work (including fitness work) outside of time-tabled classes. This will require a high level of commitment and self-discipline.

CAREER IMPLICATIONS

A-Level Physical Education provides an academically challenging and vocationally relevant course for those who are considering careers related to sport and leisure in business, industry, community services, public administration and education. It also provides a good base for those seeking to eventually become qualified physical education teachers and for others hoping to embark on careers in leisure management, sports administration, and health and fitness consultancy and community recreation.

ADDITIONAL INFORMATION

If you require any more information about this, please speak to Ms McGourty or Mr McGaharan or visit the WJEC website.



AS/A-LEVEL PHYSICS

Physics seeks to deepen our understanding about the smallest detail of the world around us. Physicists are at the forefront of innovation and research, in the pursuit of solutions to some of the biggest questions facing the science and technology sectors today.

ENTRY REQUIREMENTS

AS Physics is a difficult and challenging course. The Physics department welcomes enthusiastic, dedicated and able students. Students often enjoy working beyond the confines of the course specification. There is a big step up from Physics at GCSE to AS/A2 level Physics.

Physics requires grades AA in Double Award Science (including a grade A in the Unit 2 Physics component) or a grade B in GCSE Physics. Students should look at the raw exam paper scores as a percentage mark, as this will provide an indication of future success at A-Level. Students will also be required to have an aptitude for Mathematics, evidenced by a grade A in GCSE Mathematics obtained from the **M4/M8 Assessment Units** OR grade **B** in GCSE Further Mathematics, if this course has been studied.

Those students studying Mathematics at AS-Level find it a great help to their proficiency skills required for Physics. Mathematics at A-Level is often a requirement for studying Physics and Engineering at third level.

AIMS

A-Level Physics aims to encourage students to:

- Develop their interest in and enthusiasm for Physics, including developing an interest in further study and careers in the subject;
- Appreciate how society makes decisions about scientific issues and how science contributes to the success of the economy and society;
- Develop confidence in a range of practical, mathematical and problem solving skills;
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other;
- Develop advanced study skills that help them to prepare for third level education;

OUTLINE OF COURSE

Physics at AS and A2 level follows the CCEA ReVision specification 2016. The course is broken down into units and three units are covered in each year. The Physics specification is delivered in nine periods per week. Students can take the AS course as a final qualification or as 40% of the full A-Level qualification. Students who wish to obtain the full A-Level qualification must also complete the final 60% of the course, referred to as A2. The A2 specification builds on the knowledge, understanding and skills developed in the AS course.

Unit	Exam Duration & Format	% Assessment Weightings
AS 1: Forces, Energy and Electricity	1 hour 45 minutes written examination with some extended writing questions.	40% of AS 16% of A-Level
AS 2: Waves, Photons and Astronomy	1 hour 45 minutes written examination with some extended writing questions	40% of AS 16% of A-Level
AS 3: Practical Techniques and Data Analysis	2 (1 hour) components - externally assessed practical skills and a separate paper based on the analysis of experimental results.	20% of AS 8% of A-Level
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	2 hours written examination with some extended writing questions and elements of synoptic assessment.	24% of A-Level
A2 2: Fields, Capacitors and Particle Physics	2 hours written examination with some extended writing questions and elements of synoptic assessment.	24 % of A-Level
A2 3: Practical Techniques and Data Analysis	2 (1 hour) components - externally assessed practical skills and a separate paper based on the analysis of experimental results.	12% of A-Level

Physics is a practical subject and there are many opportunities to enhance practical skills. Independent practical work will take place at both AS and A2 level.

EXAMINATION BOARD ASSESSMENT

The dates, time allocation and weightings of the units are listed above. It is possible to re-sit individual AS and A2 assessment units once, and count the better result for each unit towards the AS or A-Level qualification.

SCHOOL ASSESSMENT

Progress is monitored throughout the course. Classwork, homework, practical reports, recall (open and extended questioning) and internal assessments are regularly set. These internal assessments vary from class tests to end of unit mock tests. Students may also be asked to present information to other students in class and be assessed on this. The outcome of all assessments together with formal module results is useful in predicting UCAS grades.

WHAT IS EXPECTED OF A STUDENT?

Success is linked to the quality of teaching and learning and the individual student's commitment and dedication to study. Students experience a variety of teaching approaches, designed to cater for all types of learners. Students are expected to use reference books both in the Physics department and the College Library. Students are encouraged to read using many media available in the College and at home. Students have access to computers within the department and ICT is used as an effective tool for research and presentation. Students are free to spend any free time in the department completing practical work. Any students who wish to carry out an investigation and enter for a competition will receive support and encouragement.

HOMEWORK

This is given in a number of forms; research, learning facts and learning diagrams for experimental details, written questions including data analysis and past paper questions and corrections of answers and assessments. Students are expected to spend time producing quality answers at this level. Students also need to set time each day for study at home.

CAREER IMPLICATIONS

The study of Physics develops skills of logical thinking, the qualities of application, intelligence and understanding required to succeed in Physics at A-Level are of benefit in any career choice. Physics is a relevant subject if students wish to continue studies in Engineering, Medicine, Industrial Research and Development, I.T., Scientific Research and Analysis, Laboratory Investigator and Technology Analyst. Other opportunities include Business and Finance, Management, Teaching and Further Study - MSc or PhD.

FURTHER INFORMATION

Any queries about AS/A2 Physics should be directed to:

Dr N Browne (Head of Physics)
Mrs P Bolger
Ms K Mulgrew
Ms C Race
Mrs M Magee

or visit : www.ccea.org.uk/specifications to obtain a Students Guide for the A- level Physics course.



AS/A-LEVEL RELIGIOUS STUDIES

ENTRY REQUIREMENTS

Students should have achieved at least a grade B in GCSE Religious Studies. The acceptance of students who achieve a grade C in GCSE Religious Studies will depend on the quality of their overall GCSE profile. A grade B in GCSE English is preferable.

AIMS

The AS/A-Level Religious Studies programme offers students the opportunity to:

- develop their interest in and enthusiasm for a rigorous study of religion
- treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion
- use an enquiring, critical and empathetic approach to the study of religion
- develop higher order thinking skills, for example, independent learning, creative thinking and problem solving
- develop the ability to make responsible judgments on significant textual, theological, philosophical and moral issues.

OUTLINE OF COURSE

Students will follow the A-Level Religious Studies specification as offered by CCEA (N.I.). The specification adopts a modular structure with students completing two assessment units for the AS award and a further two for the A-Level award. The areas of study on offer for the 2024-26 cohort are:

- The Celtic Church in Ireland in the Fifth, Sixth and Seventh Centuries (AS level) / Themes in the Celtic Church, Reformation and Post-Reformation (A2 level)
- Foundations of Ethics with Special Reference to Issues in Medical Ethics (AS level) / Global Ethics (A2 level)

The study of Religious Studies at A-Level offers students the opportunity to build upon and further explore themes studied at GCSE. The approach to the study of scripture is quite different from GCSE in terms of content and methodology. The Ethics course covers a range of ethical theories before thoroughly exploring their application in medical and legal spheres.

Each area of study will be delivered by a specialist teacher. The courses on offer in any academic year are dependent on the teaching personnel available.

EXAMINATION BOARD ASSESSMENT

At AS level, students are required to complete two assessment units. At A2 level, students are required to complete a further two assessment units, part of which will be synoptic assessment designed to explore connections between the differing strands of the students learning.

The AS-Level can be taken as a stand-alone course or as a foundation for the full A-Level. The AS award will account for 40% of the full A-Level award.

The specification also provides opportunities for students to develop advanced study skills, to provide extended written responses and evidence of quality of written communication that will help them prepare for third level education and the world of work.

SCHOOL ASSESSMENT

Assessment will be ongoing and will comprise of, for example,

1. Investigative work - here the student will be asked to carry out independent research on core areas of the course.
2. Scrutiny of the student's file to review its contents, arrangement and presentation
3. A combination of class essays and home essays
4. Class examinations
5. Presentations
6. Formal internal examinations

WHAT IS EXPECTED OF A STUDENT?

The importance of personal initiative and industry cannot be emphasized enough. Students are expected to display the appropriate level of commitment for this level of study and to assume responsibility for their own progress. They are expected to engage in independent learning.

CAREER IMPLICATIONS

Since assessment of the course is skills-based, this subject develops the students' ability to examine important issues with an open mind, to weigh up arguments, to be able to sustain a critical line of argument and reach a reasoned conclusion. Students are also required to relate elements of their course of study to their broader context and to other aspects of human experience. Such skills as these, and the attitudes they promote, are of course relevant to the many jobs which require an understanding of others and the ability to relate to people of different backgrounds.

Religious Studies is currently one of the fastest growing A-Level choices across the UK. This is mainly driven by the demand within third-level education institutions and employers for young people who can think critically, communicate effectively, reason cogently, and do so in an inclusive and empathetic manner.

Students who have studied Religious Studies at this level in the College have gone on to a wide variety of careers including Law, Teaching, Nursing, the Police, Social Work, Banking and Finance, Accountancy, Psychology, Journalism (inc. TV and Radio), Medicine, Pharmacy and Dentistry.

With a strong element of ethics in each component, the appeal of Religious Studies at this level has now been broadened and should interest a wider range of students especially those with a scientific background. For the modern discerning employer who is not only interested in your specialism but also the breadth of your learning and your ability to think intelligently across a range of subject areas appraising current social, moral and ethical issues, A-Level Religious Studies in combination with your other subjects may say something about you which could make a difference.

FURTHER INFORMATION

The Religious Studies team is comprised of highly committed teachers, who will work with you and for you to help you realize and fulfill your potential.

For more information and advice ask your class teacher or contact Mr. J McCloskey in Room 3RE1.



AS/A-LEVEL SOCIOLOGY

Performance within Sociology 2023

100% A*-C

2023	Entries	A*	A	B	C	A*-C
Number of Grades (separate)	42	16	9	16	1	42
% Grades (separate)		38%	21.4%	38%	2.3%	100%
% Grades (cumulative*)			59.4%	97.4%	99.7%	100%

ENTRY REQUIREMENTS

Students of AS Sociology must achieve a minimum Grade B in GCSE English Language. It is important to note, that due to the high demand in this subject, enhanced criteria may apply. For instance, if the course is oversubscribed, the students will be selected using the criterion of highest combined GCSE English Language and English Literature grades.

Sociology involves the systematic study of society. You will learn in Sociology to:

- Understand contemporary social processes. For instance, in relation to class, ethnicity and gender
- Attribute reason as to why individuals commit crime
- Appreciate the complexity of sociological research
- Reflect on your own experiences of the world around you
- Develop an awareness of cultural diversity

What Skills will you learn?

1. Developing Sociological Knowledge
2. Critical and Analytical Skills
3. Evaluative Skills

The course is also designed to assist in developing a range of essential skills that will prove invaluable in today's working environment. For instance, you will be taught to interpret, apply and evaluate various sociological perspectives and make informed and responsible judgements based on this knowledge and understanding.

WJEC Specification

The WJEC (Welsh Joint Education Committee) specification is studied and it is a modular course, with exams in May/June each year. It consists of Four Units:

Units 1 & 2 are studied at AS (Year 13)

Units 3 & 4 are studied at A2 (Year 14)

Examination Board Assessment

The WJEC (Welsh Joint Education Committee) specification is studied. It consists of four modules:

WJEC AS-Level (Two units are studied in Year 13)

AS Unit 1:

Acquiring Culture

- 1 hour 15 minutes written exam
- 60 marks
- 15% of A-Level qualification

AS Unit 2:

Understanding Society and Methods of sociological Enquiry

- 2 Hour written exam

- 90 marks
- 25% of A-Level qualification

WJEC A2 Level (Two Units are studied in Year 14)

A2 Unit 3:

Power and Control

- 2 Hour written exam
- 70 marks
- 25% of A-Level qualification

A2 Unit 4:

Social Inequality and Applied Methods of Sociological Enquiry

- 2 hours 15 minutes written exam
- 100 marks
- 35% of AS-Level qualification

Further Information

http://www.wjec.co.uk/qualifications/sociology/r-sociology-gce-as-a/wjec-gce-sociology-spec-from-2015.pdf?language_id+=1

How to Succeed in Sociology

1. Independent Study: Note Taking, Extra Reading and Research.
2. Essay Practice: This is half the battle in Sociology. You must learn to write a structured essay that includes: Knowledge, Analysis and Evaluation.
3. File Organisation

Career Opportunities

Sociology is helpful for a career in:

- Law
- Youth and community work
- Public Relations
- Journalism
- Prison, probation services
- Occupational Therapy
- Social work
- Teaching
- Health and Social Welfare
- Childcare
- Criminology
- Community Development



FURTHER INFORMATION

Further information regarding WJEC A-Level Sociology can be accessed through the web link below:

http://www.wjec.co.uk/qualifications/sociology/r-sociology-gce-as-a/wjec-gce-sociology-spec-from-2015.pdf?language_id=1

If you have any questions, please contact Ms M Kirkpatrick (Head of Department) in Room 3So.

AS/A-LEVEL SPANISH

ENTRY REQUIREMENTS

The Spanish Department assumes that students will have achieved at least a Grade B GCSE in the language before taking this course, however, an A* or A is recommended. A Modern Language at AS/A-Level is likely to attract a variety of students. For some it will be a complementary course of study to their principal subjects, which may be another language and/or Arts subject.

Students who are taking Science at AS/A-Level may follow a language course as a contrastive element to their course of study. Others may simply wish to continue their study of the language for recreational or vocational purposes.

All students choosing the language will need to feel confident in the four language skills of Listening, Speaking, Reading and Writing. They must also have an interest in and some knowledge and understanding of the culture and way of life of the target-language country.

OUTLINE OF THE COURSE

The Spanish course will help the student to develop his/her general study skills, but above all he/she will learn to communicate at a much higher level. Students will also learn much more about a wide range of aspects of Hispanic societies.

READING: The student will be able to read, understand and extract information from written passages in the target language that are taken from authentic sources, such as magazines and newspapers, reports or books.

LISTENING: The student will be able to listen to, and understand contemporary spoken language and answer questions on what has been heard. The passages for listening will be taken from a range of sources such as news reports on the radio or TV, weather forecasts, announcements, interviews and discussions.

SPEAKING and WRITING: The student will learn to produce longer pieces of writing and to hold conversations and discussions in the target language. He/she will learn appropriate grammar, words and phrases that will help to:

- present information in the target-language
- provide opinions
- organise your arguments
- analyse your ideas

EXAMINATION BOARD ASSESSMENT

The CCEA specification is followed. AS-Level is short for Advanced Subsidiary. This is the first half of the A-Level course. It is a stepping-stone to the full A-Level qualification. The AS-Level can be taken on its own, if the teacher and student agree that this is best.

Students can also decide at the end of the AS course whether to continue to take the full A-Level qualification. The AS consists of three Units of Assessment which will be taken at the end of Year 13, and there will be a further three modules for the full A-Level course.

EXAMINATION BOARD ASSESSMENT (CCEA)

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

Unit	Assessment Format	Duration	Weightings and Marks	Availability
AS 1 Speaking	Q1: Presentation (3 mins) Q2: Conversation (11 mins)	Total time: 14 minutes	AS 30%, A2 12%	Summer
AS 2 Listening Reading Translation	Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Questions 1: Students answer in Spanish. Questions 2: Students answer in English.			Summer
	Section B – Reading Question 1: Two reading comprehension questions based on one text. Questions will vary from year to year and will be a mixture of objective type tasks and questions and answers in the target language. Q2: Translation into English.			
	Section C – Use of Language Q1, 2, 3 & 4: students complete a series of short grammatical and lexical exercises. Q5: students translate short sentences from English to Spanish.	Total time: 2 hours	AS: 40%, A2: 16%	
AS3 Extended Writing	Students write one essay in Spanish in response to a set film or literary text.	Total time: 1 hour	AS: 30% A2: 12%	
Unit	Assessment Format	Duration	Weightings and Marks	Availability
A2 1 Speaking	Q1: Students introduce and discuss one individual research project based on either: <ul style="list-style-type: none"> • A cultural aspect of a Spanish-speaking country or community • A historical period from 20th century of a Spanish-speaking country or community 	Total time: 15 minutes	18% A-Level	Summer only

	<ul style="list-style-type: none"> A region of a Spanish-speaking community or country (6 minutes) Q2: Conversation (9 mins)			
A2 2 Listening(A) Reading (B)	Section A – Listening Students answer two questions based on two passages recorded on individual student CDs. Recording 1: Students answer in Spanish Recording 2: Students answer in English Section B: Reading Students answer two sets of questions and complete one summary exercise and one translation exercise. Question 1: students complete a gap-filling exercise Question 2: students answer a set of questions in Spanish based on one passage. Question 3: students read a passage in Spanish and summarise it in English. Question 4: students translate a passage from English to Spanish.	Total Time: 2 hours 45 minutes	24% A-Level	Summer only
A23 – Extended Writing	Section C – Writing Q1: Students answer one essay response based on a literary text. The response must be 300–350 words long.	1 hour	18% A-Level	Summer only

SCHOOL ASSESSMENT

Internal assessment will be on a continuous basis and will reflect the components of the AS and A2 examination. Your progress will also be monitored and assessed through homework and contributions to classroom discussion.

WHAT IS EXPECTED OF A STUDENT?

Aside from work covered in class, A-Level students must take the initiative when the opportunity arises to enhance their knowledge of Spanish language and Society. The library is an excellent resource and includes videos, Spanish Newspapers, magazines and lists of useful websites. Students should avail of this wherever possible. There will also be one class per week spent with Guada, the Spanish assistant who will work with students individually to help them develop fluency in preparation for the oral exam.

CAREER IMPLICATIONS

All over the world but in particular in Europe since Spain joined the EC there is an increasing demand for personnel skilled in languages and there are a number of reasons why Spanish will be of particular significance:

1. Spanish is an official language of the European Union.
1. Trade and general relations between the UK and Spain are increasing now that Spain is a full member of the EU.
2. Spanish is growing in importance at international level as one of the major languages used in international organisations and world congresses.
3. Spanish is the national language of 21 countries, each with valuable contributions to make in the fields of commerce, industry and culture.
4. World trade with the developing Latin American Countries is steadily increasing in importance.

However, studying Spanish does not limit you to a career in languages. Many successful students have pursued careers in law and economics, banking, business administration, medicine, etc.

FURTHER INFORMATION

Please contact Mrs Caughey (Head of Department) in 1LG3 or your Year 12 Spanish teacher.



AS/A-LEVEL TECHNOLOGY AND DESIGN

ENTRY REQUIREMENTS

Students wishing to study Technology and Design AS or A-Level should have an A or B grade in a STEM related subject. It is desirable to have studied GCSE Technology and Design however it is not a requirement. Pupils should have a good understanding of science and be competent in Mathematics.

In modern society, we are constantly using consumer goods and our demand for these is satisfied by new products as they come onto the market at a rapid pace. This course appeals to students interested in any engineering discipline, in products in general or product design and development. In the course students will study technology and design in a range of different contexts and scenarios, ranging from the home to community and business through to the world of industry.

Students should have an enquiring mind, an interest in designing, modelling, making and evaluating products or systems, an interest in the processes and products of design and technological activity, a desire to solve problems and a sense of how the modern world deals with changing trends and demands.

OUTLINE OF COURSE

The specification offers students opportunities to acquire and demonstrate knowledge and understanding of the world of designing and making and to demonstrate their own technological capabilities through the design and making of quality outcomes whether conceived as products or systems within products. Students will be made aware of the responsibilities that designers and technologists have to mankind through an understanding of the potentials and hazards inherent in technological advance, change and decision making.

This specification aims to encourage students to:

- make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often need to be analysed and defined;
- develop a lifelong interest in technology and design;
- develop and sustain their creativity and innovative practice;
- develop higher order thinking skills, for example creative thinking and problem-solving, where appropriate;
- recognise and overcome challenges and constraints when working towards making high quality products;
- draw on a range of skills and knowledge from other subject areas;
- carry out research and present their findings in different formats;
- develop a critical understanding, from a contemporary perspective, of the influence of design and technology;
- draw on their knowledge, understanding and skills in making processes and apply these to a range of technological and design activities;
- develop an understanding of contemporary technology and design practices; and
- use digital technologies and information handling skills to enhance their technological and design capability.

EXAMINATION BOARD ASSESSMENT (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 percent) and the A2 (60 percent).

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

Content	Assessment	Weightings	Availability
AS 1: Compulsory: Design and Materials: Option: Systems and Control or Product Design	One external written examination consisting of two papers: <ul style="list-style-type: none"> • Paper 1: Core area of study Students answer seven questions from a common core paper. • Paper 2: Specialist area of study Students answer two questions that reflect the area of technology they chose to specialise in from the three options available. Option A: Electronic and Microelectronic Control Systems Option B: Mechanical and Pneumatic Control Systems Option C: Product Design Each paper is 1-hour long. There will be a 20-minute break between papers.	50% of AS 20% of A-Level	Every Summer
AS 2: Coursework: Product Development	Internal assessment Students complete one task, producing a practical outcome with a design folder. Teachers mark the task, and CCEA moderate the results.	50% of AS 20% of A-Level	Every Summer

A2 1: Systems and Control or Product Design	External written examination 2 hours Students answer two questions from either Section A, Section B or Section C.	30% of A-Level	Every Summer
A2 2: Coursework: Product – System, Design and Manufacture	Internal assessment Students complete one task, producing a practical outcome with a design folder. Teachers mark the task, and CCEA moderate the results.	30% of A-Level	Every Summer

Unit AS 1: Compulsory: Design and Materials: Option: Systems and Control or Product Design

This unit focuses on design and materials, including materials and their processing and an area of optional study, either:

- **Option A:** Electronic and Microelectronic Control Systems;
 - **Option B:** Mechanical and Pneumatic Control Systems; or
- Option C:** Product Design.

Unit AS 2: Coursework - Product Development

The emphasis in this unit is on the analysis and development of an existing product with a view to redesigning either the product or an aspect of it.

Students will produce a three dimensional model or prototype, which represents the practical outcome of the product analysis and development. Students should understand that the design process is **non-linear** and creativity should be evident throughout the process.

Students should submit a portfolio with the practical component. The portfolio should include written and graphical information produced on not more than 10 A3 sheets.

This unit draws on the knowledge and skills covered in Unit AS 1 and should represent approximately 45 hours of work. It will be internally assessed and externally moderated.

Unit A2 1: Systems and Control or Product Design

The unit focuses on an in-depth study of Systems and Control or Product Design. Students must study either:

- **Option A:** Electronic and Microelectronic Control Systems;
- **Option B:** Mechanical and Pneumatic Control Systems; or
- **Option C:** Product Design.

Unit A2 2: Coursework - Product – System Design and Manufacture

In this unit, students develop and showcase a wide range of technical, design and making skills and capabilities in response to a client-focused, real world need.

Students design and make a product that includes a technological system or a range of product design features. They must identify an appropriate problem or need and ensure it provides sufficient scope to meet the assessment criteria.

Students should understand that the design process is **non-linear** and creativity should be evident throughout the process.

The final outcome must have an energy source to make it function and include a control system comprising input, process and output **or** incorporate a range of product design features.

Students should submit a portfolio with the practical component. The portfolio should include written and graphical information produced on not more than 20 A3 sheets.

This unit draws on the knowledge and skills covered in all units but must reflect the option chosen in Unit A2 1. It represents approximately 60 hours of work. Teachers assess this unit and CCEA moderate it.

Reporting and Grading

CCEA award AS qualifications on a five grade scale from A to E, with A being the highest.

CCEA award A-Level qualifications on a six grade scale from A* to E, with A* being the highest. To determine candidates' grades, we add the uniform marks obtained in individual assessment units.

To be awarded an A*, candidates need to achieve a grade A on their full A-Level qualification and at least 90% of the maximum uniform marks available for the A2 units. If candidates fail to attain a grade E, CCEA report their results as unclassified (U).

Students will also have opportunities to continue to develop the following skills shown below.

Cross-Curricular Skills Thinking Skills and Personal Capabilities

- Communication: Problem Solving
- Talking and Listening
- Working with Others
- Reading
- Self-Management
- Writing
- Using Mathematics
- Using ICT

SCHOOL ASSESSMENT

The College Policy of continuous assessment is applied. This includes homework assignments, class tests, research, practical work and College examinations. These will either be knowledge based or aspects of coursework. The practical element of the course will give students hands-on experience enabling them to display a wide variety of skills. Students will be expected to prepare work for coursework throughout the one or two year course in their own time.

WHAT IS EXPECTED OF A STUDENT?

Students will be expected to demonstrate initiative and commitment and a keen interest in the design and manufacture of products or systems within products.

Technology is based on applied science and has a demanding intellectual, creative, philosophical and human content. It puts emphasis on the student's ability to do independent research and manage the processes involved in the design and manufacture of suitable products. These include the generation of the necessary written and graphic material for manufacture, maintenance and use. The subject requires the use of specialist machinery and IT resources. This involves the acquisition of practical skills and knowledge and a high level of competence will be expected in manufacturing, written and graphical work.

The subject is very demanding by nature and requires a high level of organisational skills, time management skills, initiative and motivation particularly in coursework, which contributes greatly to the overall assessment. Students will be expected to work outside school hours on their coursework and take part in industrial visits.

CAREER IMPLICATIONS

Technology and Design is now accepted by most Universities as an alternative to A-Level Physics. It is particularly useful for those students wishing to pursue careers in disciplines such as Engineering and Industrial/Product Design. It also offers students the opportunity to build up a portfolio of work, which can be presented at interview as evidence of practical experience.

Technology plays a very important part in all our lives. Clearly any prospective employer or Third Level college will regard it as a bonus if you can indicate that you have studied in this field. It is also most likely that the practical experience gained by you will provide the necessary confidence in using to the fullest advantage those aspects of technology that you must come across in both your future educational studies and in your future career.

FURTHER INFORMATION

If you require more detailed information or advice you should approach your Technology Teacher or any member of the Technology Department.

Mr P McGlade, Mr H Austin, and Mrs E Wilson will be happy to answer any queries that students or parents may have.



THE STUDENT MENTOR PROGRAMME

WHAT IS THE STUDENT MENTOR PROGRAMME?

The Student Mentor Programme is about Year 13 students discovering their talents and gifts and sharing them with the Year 8 students. It is about working together to help Year 8 students discover their own strengths.

As the Programme develops Student Mentors will:

- recognise their own gifts and talents
- learn useful skills e.g. communication, teamwork,
- have the opportunity to develop these skills
- have a support system
- make a valuable contribution to the life of the school



HOW DOES THE STUDENT MENTOR PROGRAMME WORK?

Year 13 students in groups of four are assigned to a particular Year 8 class. For the duration of the Programme they will meet with that class once a week to explore various themes e.g. social media, drinking, drugs, bullying, prejudice, friendship, school, the environment, talents, relationships, etc. It is envisaged that music, art, drama, poetry, story, etc, will be used as means for exploring the chosen theme.

Mentors will work with their class towards an end of year presentation for parents.

WHAT SUPPORT IS GIVEN?

Two training days will be organised for new Student Mentors before their first classroom visit. For the duration of the Programme Student Mentors will meet once each week with one of the Programme's Coordinators (Mrs Gallagher) to prepare for the next class and examine how this might effectively be presented.

This is also an opportunity to evaluate the previous lessons and discuss any problems the Student Mentors might have encountered. Written evaluations of each class are provided by the mentors to the coordinators.

HOW ARE STUDENT MENTORS SELECTED?

- Candidates must be free from classroom/curriculum commitment at the required times
- They must be prepared to commit themselves to the programme for one class per week.

- They must apply in writing to the Student Mentor Programme Committee. (Application forms will be supplied). They must have written parental permission.

WHAT ARE THE BENEFITS OF THE STUDENT MENTOR PROGRAMME?

It is envisaged that the Student Mentor Programme would be of benefit primarily to the sixth form students who take part in it and that in the exercise of this considerable responsibility they would grow in confidence and self-esteem.

The programme enables Year 13 students to recognise their own talents and provides them with the opportunity to develop and use these for the benefit of Year 8 students.

It provides them with valuable experience in lesson-planning and classroom management. They will learn how to work with others as part of a team and will develop a variety of essential communication and social skills. These skills will be of immense value in interview and public-speaking situations.

In addition, participation in the Student Mentor Programme will be an impressive contribution to a student's curriculum vitae.

FURTHER INFORMATION

Contact Mrs M Gallagher

MANDARIN LANGUAGE AND CULTURE COURSE FOR BEGINNERS

- An understanding of Mandarin language and culture is becoming increasingly important in the world of business, and this is reflected in the uptake of Mandarin courses in our local universities.
- The lessons are free and will be taught by a Chinese teacher who has been seconded from a Chinese university.
- Students will learn basic communication skills in Mandarin and will also have the opportunity to gain a greater awareness of Chinese culture.

The course is open to all Year 13 and 14 students, and lessons will take place on one day per week in the College during students' study periods or after school. As with any course offered by the College, students will be accepted on the understanding that they will attend all lessons.

UNIVERSITY ENTRANCE REQUIREMENTS

All university entry requirements for 2024 can be found on the following website:

- www.ucas.com
- www.cao.ie

Specific entry requirements for Queens University Belfast and the Ulster University can be found on the following websites:

- www.qub.ac.uk
- www.ulster.ac.uk

Additional information and guidance on selecting universities can be found on the following websites:

- www.theuniguide.co.uk
- www.whatuni.com
- www.thecompleteuniversityguide.co.uk
- www.timeshighereducation.com