

**BELFAST  
ROYAL  
ACADEMY**

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**Entering the Sixth Form  
September 2021**

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<b>Art and Design</b>	<b>__10</b>
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Welcome to the Belfast Royal Academy option advice booklet for pupils who are moving from GCSE to Advanced Level study. After a broad and balanced curriculum at KS3 and KS4, pupils are now facing some important choices to best prepare them for their future university courses and careers.

At Belfast Royal Academy we recognise the challenging and uncertain arena into which our young people will emerge when they leave school, and it is our aim to prepare our pupils to compete in this complex and competitive global market with other young people from all over the world. We seek to do this in a number of ways.

We provide for our pupils' academic needs through the following range of GCE A levels: Art and Design, Biology, Business Studies, Chemistry, Classical Civilization, Drama, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, Government and Politics, Health and Social Care, History, Home Economics, Information and Communications Technology, Latin, Mathematics, Moving Image Art, Music, Physical Education, Physics, Religious Studies, Sociology, Software Systems Development, Spanish, Technology and Design. This booklet outlines the structure and course content, skills and qualities, career paths and progression routes for each of these courses. The final availability of subjects rests with the school, taking into account numbers wishing to study a particular subject, the staffing and accommodation available, timetabling constraints and Department of Education regulations.

We also offer a range of enrichment courses and opportunities within the Sixth Form. These include: work experience, primary school experience, Word Processing and ICT, UCAS preparation and Careers Education Information Advice and Guidance. These activities allow our pupils to further develop their academic, personal and inter-personal skills, while simultaneously giving them the opportunity, with professional help, to look closely at tertiary education and the world of work.

For pupils with the required academic ability and flair, we also provide an Oxbridge programme. This includes advice on the choice of university and college, interview preparation and subject specialist classes. In recent years Academy pupils have obtained Oxbridge places in Mathematics; Physics; Chemistry; Medicine; History; Politics, Philosophy and Economics; Law; Natural Sciences and Engineering.

Finally, and most importantly, we provide a wide range of extra-curricular activities within school. We see participation in these activities as both fundamental to the ethos of the school, and essential for the full social, cultural and spiritual development of our pupils. Full details of all the activities offered are available on the school website: [www.belfastroyalacademy.com](http://www.belfastroyalacademy.com).

Pupils who have remaining questions regarding subject choices should not hesitate to ask a member of staff for further information or advice.

# Course Requirements



<u>COURSE</u>	<u>Specific Subjects required at GCSE</u>	<u>Specific Subjects required at A-LEVEL</u>	<u>Tests required by some universities</u>
<b>ACCOUNTANCY</b>	Maths B grade at English GCSE often required	Some require Maths	
<b>ACTUARIAL STUDIES</b>	Maths (A) English.	Maths Some recommend Further Maths.	
<b>ARCHITECTURE</b>	Maths Ability in Art (Portfolio essential) English Science*** subject may be required.	Some require Maths and Physics. Art is also desirable. (Sometimes a requirement).	
<b>COMPUTING AND INFORMATION TECHNOLOGY</b>	Maths	Any Computing Mathematical, Scientific or Technological subject.	
<b>DENTISTRY*</b>	English Maths Science*** A*/A/B stipulated in certain subjects.	Chemistry (A) Plus Biology or other science subject.	√
<b>EDUCATION*</b>	English Maths (+ English Lit. for Scottish Colleges) + Science*** subject.	Depends on "main" subject. Plus one or two other subjects.	CRB Enhanced level clearance and health checks required.
<b>ENGINEERING</b>	English Maths Science***.	Maths and/or Physics or another science subject or Technology and Design.	Cambridge – May use STEP as part of conditional offer.

<b>LAW</b>	English Maths	None. Candidates offering Art and Music need to check if these are accepted.	
<b>MEDICINE*</b>	English Maths Science*** A good spread of science and non-science subjects will be required at high grades.	Chemistry + Maths or Physics or Biology. Most require Chemistry and two of these three. Most require Biology to at least AS level.	v CRB clearance required.
<b>NURSING/ MIDWIFERY*</b>	English Maths Science***	Science subjects required for some courses.	Occupational Health check. CRB clearance.
<b>OCCUPATIONAL THERAPY</b>	English Science*** Maths	In general, none. A social science subject is preferred.	Occupational Health check. CRB clearance.
<b>OPTOMETRY</b>	English Maths Science*** Good Grades.	2/3 Sciences Recommended – at least 2 (sometimes 3) of AS Maths, Physics, Chemistry, Biology.	
<b>PHARMACY</b>	Science*** Maths English	Chemistry and one or two other sciences (some specify Biology).	
<b>PHYSIOTHERAPY</b>	Science*** Maths English Many universities specify A/B grades in specific subjects.	2 Sciences preferred. Some require Biology.	Occupational Health check. CRB clearance.
<b>PODIATRY</b>	Maths Science***	Ulster University requires one Science subject. Some require, others prefer, a Science subject. Biology usually required C-preferred.	HqB Tuberculosis Tetanus immunisation. CRB clearance.

<b>PRODUCT DESIGN</b>	Maths Science (Physics preferred) Art and Design (Industrial Design, Interaction Design, Service Design)	Maths and at least one other from either a science, Technology and Design or Art and Design	
<b>RADIOGRAPHY</b>	English Maths Science***	Science (1 or 2) (Biology usually required or preferred.)	Visit to or Work Experience in Hospital imaging department.
<b>SPEECH THERAPY</b>	English Maths Modern Language Science***	At least one science – Biology may be stipulated. English Language preferred by some. University of Ulster requires one from English, Maths, Modern Language or a Science.	v
<b>VETERINARY MEDICINE**</b>	English Maths (Min. Grade B) Science***	Chemistry Some also require Biology.	Health Checks.

\* **Extensive work experience required.**

\*\* **Extensive work experience required in both large and small breeds.**

\*\*\* **The particular science(s) required will vary within individual universities; it is recommended that all three sciences are studied at GCSE level.**

#### Useful Websites:-

[www.ucas.ac.uk](http://www.ucas.ac.uk) and [www.student.uk.com](http://www.student.uk.com) and [www.ucas.com](http://www.ucas.com)  
[www.unifrog.com](http://www.unifrog.com)  
[www.hotcourses.com](http://www.hotcourses.com)  
[www.ukcoursefinder.com](http://www.ukcoursefinder.com)  
[www.unionview.com](http://www.unionview.com)

(See Careers Section on the website for more useful links)



It is important to be aware of the future opportunities in the labour market. Information on a range of labour market issues including employment and unemployment, earnings, redundancies as well as information on businesses within the UK is available from the Department of Trade and Industry. <http://www.detini.gov.uk/>

Another useful source of information is the Alliance of Sector Skills. This is an organisation comprising all 25 licensed Sector Skills Councils (SSCs) in the UK. It provides links to the individual websites of the Sector Skills Councils who each provide their own research information pertinent to their particular sector. <http://www.sscalliance.org/>.

## 2020 NI Skills Barometer

The 'Skills Barometer' seeks to forecast both the supply and demand for skills over the next ten years and identify the areas where supply gaps are likely to occur.

***"Every job matters": A principle of "Every job matters" has been adopted for the Skills Barometer to reflect the contribution all jobs make to the economy. As the NI Executive endeavours to reduce levels of unemployment and economic inactivity, it is important society places a value on all employment opportunities.***

Advice for Young People: The Skills Barometer should help young people (and their parents and careers advisors) when making career decisions and may encourage more to study in an under-supplied subject area. However, young people should always study a subject which plays to their strengths and for which they have a strong interest. In some instances, students drift into a subject area in which they have no strong desire to find subsequent employment, as a consequence they are less likely to be successful both academically and professionally in that area.

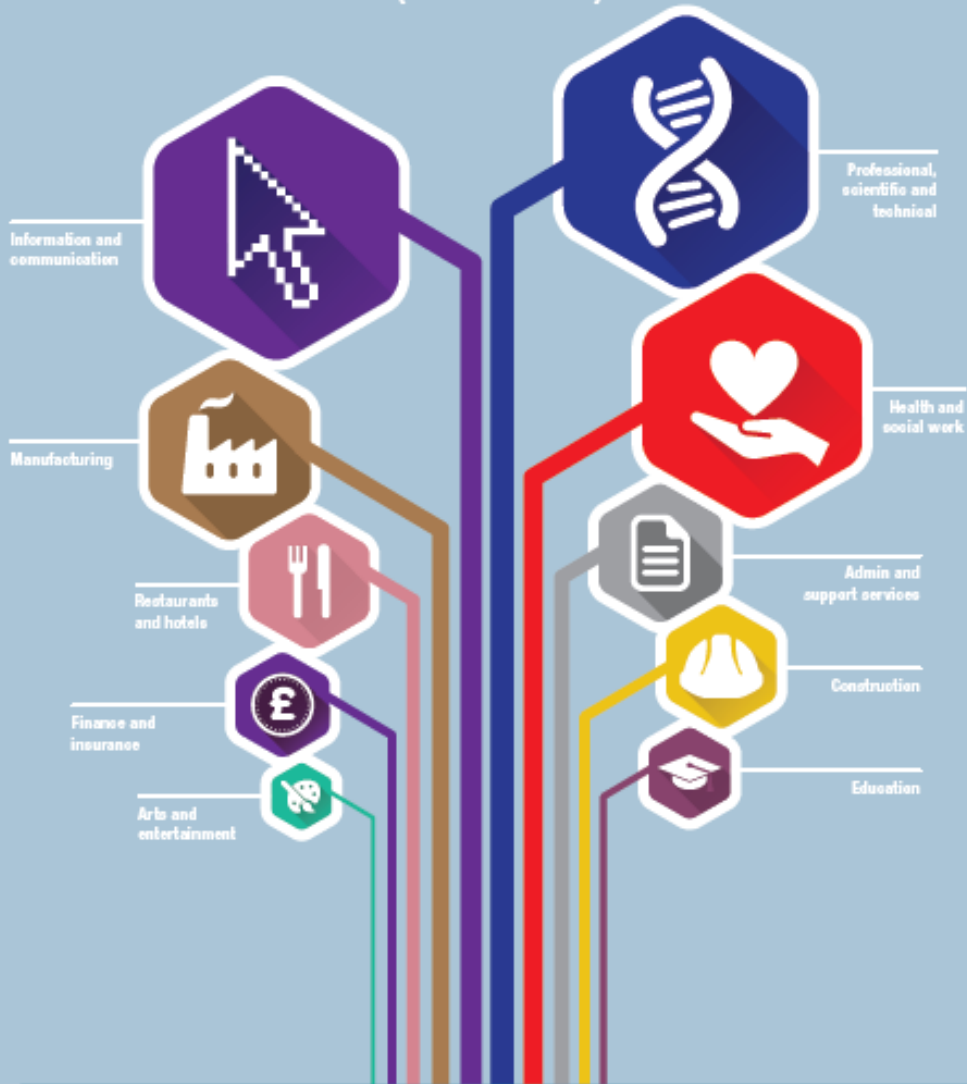
The aim is for young people to make well informed decisions based on the likely employment outcomes of different subject courses. For further information, please use the links below.

Summary Report

<https://www.economy-ni.gov.uk/sites/default/files/publications/economy/Skills-Barometer-2019-Summary-Report.pdf>

# EMPLOYMENT PROJECTIONS

## Top 10 growth sectors (2018-2028)



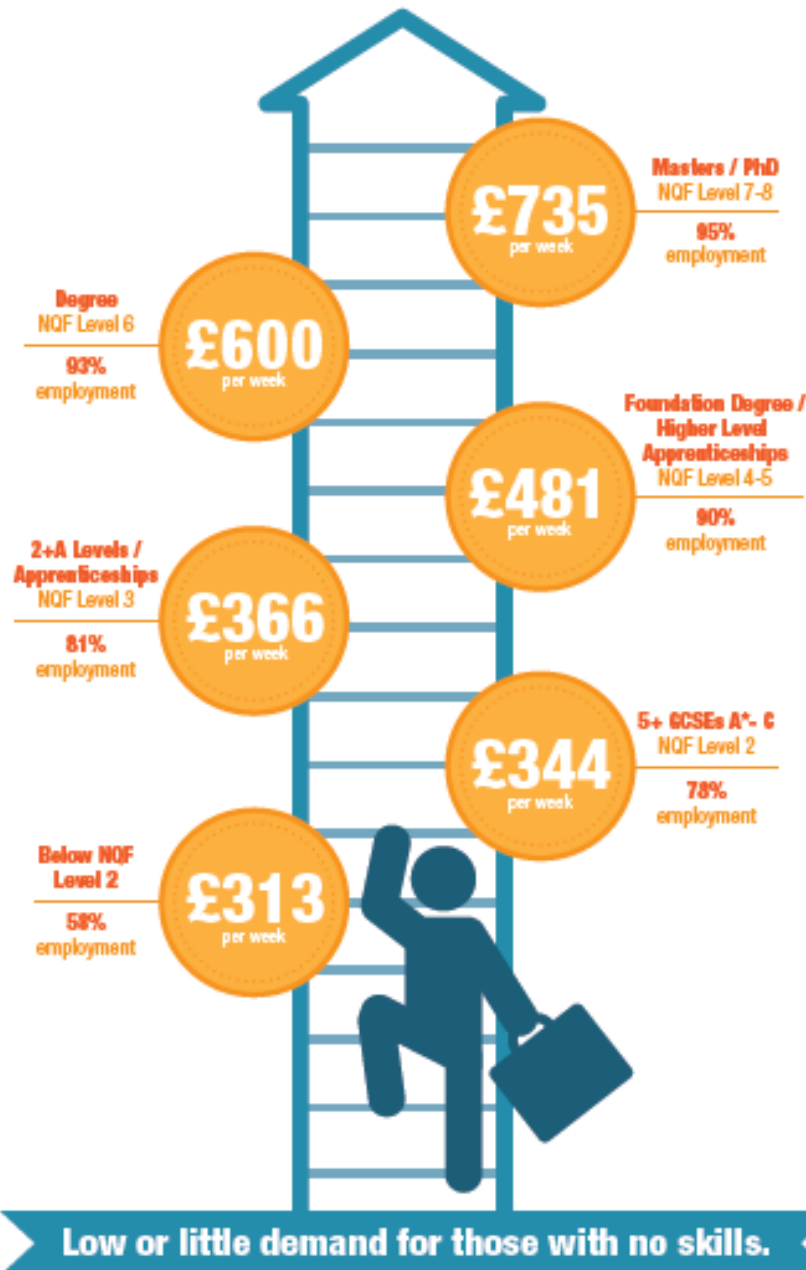
**There will be growth opportunities for all skills levels across a range of sectors - the focus will be predominantly on higher level skills.**



# IMPORTANCE OF SKILLS

The more you learn the more you earn

By continuing into further and higher level education you can greatly increase your earnings potential and employment prospects.



## Structure and brief content of course

The Art and Design department follows the CCEA Advanced Level Specification. There are four units to be assessed:

- Unit AS 1. Experimental Portfolio 50% Internally assessed and externally moderated
- Unit AS 2. Personal Response 50% Internally assessed and externally moderated
- Unit A2 1. Personal and Critical Investigation 60% Internally assessed and externally moderated
- Unit A2 2. Thematic Outcome 40% Internally assessed and externally moderated

The specification requires pupils to engage in integrating critical, practical and theoretical study. The A2 specification builds on the AS course, allowing for greater depth of study. The four units are carefully structured to provide an appropriate balance of knowledge, skills and understanding at each stage of the course. It encourages pupils to develop experience of working within relevant and real frameworks and where appropriate make links to careers in the creative industries.

The Art and Design department recommend and promote visits to galleries, museums, universities and art college open days and their exhibitions. We provide guidance on UCAS personal statements and preparation for pupils' live and E-portfolio presentations for interviews to Art Colleges and Schools of Architecture. We invite past pupils, university lectures and external agencies to talk to pupils about art and design career routes and established job positions in the world of Art and Design.

## What skills and qualities a pupil will gain by studying Art and Design?

- the ability to work independently
- creative problem-solving
- resourcefulness
- technical and expressive skills
- analytical and experimental skills
- aesthetic understanding and critical judgement
- decision making
- oral and written communication
- visual presentation, information and research skills
- self-motivation and self-management
- organisation and planning
- ICT skills, particularly creative software
- an appreciation of diversity
- critical awareness of self and external factors and the ability to be reflective
- interpersonal and social skills
- working effectively with others
- practical skills in the use of a range of 2D/3D materials, techniques/ processes, machinery and equipment

## Possible Entry/Progression routes/ Success stories

The Art and Design CEAIG notice boards provide relevant entry and progression routes for Art and Design career paths. Pupils have access to a more extensive range of Art College/University prospectuses and Art and Design Career Job

Profiles, available in ledger files in the Art and Design computer room. Pupils are encouraged to use the Art and Design computer room to search for Art and Design work experience and careers online. A Level Art and Design provides pupils with the opportunity to study a diverse range of Further and Higher Education courses that include GNVQ, ND, HND, BTEC, Art and Design Foundation courses, BA hons and BDes Degree courses. These could progress to Art and Design teaching Diplomas, MA and PHD qualifications.

**Art and Design Career Paths include:** Architect, Interior Designer, Set Designer, Display Designer/Visual Merchandiser, Colour Therapist, Costume Designer, Prop Designer, Sculptor, Fine Artist, Model Maker, Graphic Designer, Technical Illustrator, Ceramics/Pottery Maker, Photographer, Illustrator, Animator, Careers in Art Galleries/Museums, Art Therapist, Fashion Designer, Florist, Furniture Designer, Hairdresser, Product Designer, Industrial Designer, Interaction Designer, Service Designer, Landscape Designer, Golf Course Designer, Make-up Artist, Packaging Designer, Painter and Decorator, Art and Design Teacher, Careers in Advertising, Web Author/Designer, Nursery School/Early Years Teacher, Sign Writer, Traditional Crafts Worker, Special/Visual Effects Designer, Games Designer, Textile Designer, Cartoonist, TV/Film Director, Medical illustrator, Art and Design technician, Art and Design tutor/lecturers with their specialised art and design disciplines.

### **Past Pupils Success Stories**

Nicola Glass – Designer for Gucci and Kate Spade, Glenn Stewart – Director of McCadden Design (Graphic Design and Visual Communication Company N. Ireland), Kim Mawhinney – Art and Design Curator of the Ulster Museum, Katherine Tennant – Art and Design teacher, Suzanne Garuda – Owner of Garuda Design (Her past interior design commissions include interiors for the Sultan of Brunei’s Palace and the Kremlin Moscow), Francis McCrory – Fine Artist, received awards for ‘Best Emerging Artist’, the Diageo Award in 2006 and again in 2007 with the prestigious KPMG Award for Best Emerging Artist at the Royal Ulster Academy Exhibition. He had sell out shows at Belfast’s Belmont Tower, Emer Gallery and highly successful solo exhibitions at Gormley Fine Art Gallery. His work is included in a number of major private collections. Timothy Millen – Awarded 1<sup>st</sup> class MFA (Master of Fine Art), now freelance artist, photographer and designer (CD and promotional Graphic designer for the Music Group, ‘Duke Special’) Stephanie Clarke – Senior Textile Print Designer and Trend Forecaster for H&M (Hennes and Mauritz). Rebecca McClelland - lecturer/tutor at Ulster University Art College Belfast.

## Course structure and content:

Unit	Assessment	Weightings
<b>AS 1: Molecules and Cells</b>	1 hour 30 minutes written examination. <i>Students answer six to eight structured questions and an essay.</i>	37.5 % of AS 15% of A Level
<b>AS 2: Organisms and Biodiversity</b>	1 hour 30 minutes written examination. <i>Students answer six to eight structured questions and an essay.</i>	37.5% of AS 15% of A Level
<b>AS 3: Assessment of Practical Skills in AS Biology</b>	Internal practical assessment (marked by teachers and moderated by CCEA) and an external written examination (1 hour) assessing practical skills	25% of AS 10% of A Level
<b>A2 1: Physiology, Co-ordination and Control and Ecosystems</b>	2 hour written examination. <i>Students answer six to nine structured questions and an essay.</i>	24% of A Level
<b>A2 2: Biochemistry, Genetics and Evolutionary Trends</b>	2 hour written examination. <i>Students answer six to nine structured questions and an essay.</i>	24% of A Level
<b>A2 3: Assessment of Practical Skills in Biology</b>	Internal practical assessment (marked by teachers and moderated by CCEA) and an external written examination (1 hour 15 minutes) assessing practical skills	12% of A Level

## Skills and qualities you will gain from studying this subject:

If you make the choice to study this subject, you will be encouraged to develop your interest in and enthusiasm for the fantastic subject of Biology and it is our hope that you would consider further studies and perhaps a career in this field. You will learn to appreciate how science works and how society makes decisions about scientific issues as well as how Biology contributes to the success of the economy and society itself. You will develop a much deeper understanding of this subject so that you can clearly see the inter-relationship of the various topic areas within the specification.

## **What can you do with Biology?**

In the past we have had many pupils pass through the doors of Biology. Some have taken up university courses and subsequent careers directly related to Biology such as Biological Sciences, Marine Biology, Biomedical Sciences, Pharmacy, Medicine, Dentistry, Veterinary Medicine, Physiotherapy and Nursing to name but a few. Others have simply taken this subject for the enjoyment of learning about the human body and the world of living things even though it is not essential for their career progression. It is a challenging but accessible subject and if you enjoy the things of nature and are prepared to work hard, then this subject presents an exciting and interesting option as you progress from GCSE to Advanced Level.

### **Progression routes**

GCSE Biology is a prerequisite of AS level Biology and A-Level. Students wishing to study AS Biology must achieve at least an A grade in Biology. You need to be very clear about the requirements of your post A-Level course be it at university or elsewhere. Seek advice from the Careers Department, any available prospectuses (normally sent to school) and the many resources online. Do not assume you know the course requirements e.g. some universities do not require a full A-Level in Biology for Medicine!

## Course structure and content:

Unit	Areas studied	Assessment format	Duration	Weighting and marks
<b>AS1 The Competitive Business</b>	-Purpose of business activity -Ownership -Markets -Competition -Market research -Marketing mix -Market planning -Quality -Investment and productivity	Two compulsory structured data response questions (40 marks each broken down to 4,4,8,12,12,)	1 hour 30 mins	50 % of AS 20 % of A Level
<b>AS2 Managing Business Resources</b>	Organisation design Communication Motivation Leadership Investing in people Break even Budgeting Cash flow Variance analysis Final accounts Depreciation	Two compulsory structured data response questions (40 marks each broken down to 4,4,8,12,12,)	1 hour 30 mins	50 % of AS 20 % of A Level

## The strengths developed through business studies include:

- critical thinking and analytical skills, alongside familiarity with evaluative techniques
- a creative problem-solving approach and sound, logical decision-making skills
- effective and persuasive written and oral communication skills
- numeracy and the ability to research, interpret and use business and financial data and information
- self-reliance, initiative and the ability to manage time and projects
- appreciation of the causes and effects of external changes

These attributes are much sought after by employers, since they build commercial awareness and allow pupils to start contributing to the organisation quickly.

Unit	Areas studied	Assessment format	Duration	Weighting and marks
<b>A21 Making Business Decisions</b>	-Business objectives - Stakeholders -Conflict -Business strategy -Decision trees -Investment appraisal -Contingency planning -Company accounts -Ratio analysis	One compulsory structured data response question (80 marks broken down to 4,7,15,15,19,20)	2 hours	50 % of A2 30 % of A Level
<b>A22 The Changing Business Environment</b>	-Macro economy - Globalisation -Business ethics -Corporate culture -Managing change	Unseen case study with problem solving, decision making focus – one written report (80 marks)	2 hours	50 % of A2 30 % of A Level

### What are the career prospects with Business Studies?

In 2009, over 55% of Business Studies graduates were in full-time paid employment, suggesting that this broad course of study is vocationally relevant. Business studies graduates are found in almost every employment sector but around 23% typically enter employment in commercial, industrial and public sector management. Commercial roles exist in all types of industry, including:

- retail
- distribution
- hospitality and leisure
- financial institutions
- sales
- marketing
- production management

Around 20% of Business Studies graduates enter employment in business and finance professional roles. Relevant opportunities include those in:

- professional services (chartered accountancy, business consultancy, law and tax);
- finance (banking, city markets, insurance);
- major industrial and manufacturing organisations. Significant numbers of business graduates also head for the media sector and take up administrative positions.

## Course structure and content (CCEA):

Unit	Assessment	Weightings
<b>AS 1: Basic Concepts in Physical and Inorganic Chemistry</b>	1 hour 30 minutes written examination	40% of AS 16% of A Level
<b>AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry</b>	1 hour 30 minutes written examination	40% of AS 16% of A Level
<b>AS 3: Basic Practical Chemistry</b>	Practical Booklet A consists of a variety of practical tasks and pupils carry out this assessment in the laboratory (25marks) Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations and pupils sit this examination in the examination hall (55 marks)	20% of AS 8% of A Level
<b>A2 1: Further Physical and Organic, Chemistry</b>	2 hour written examination	40% of A2 24% of A Level
<b>A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry</b>	2 hour written examination	40% of A2 24% of A Level
<b>A2 3: Further Practical Chemistry</b>	Practical Booklet A consists of a variety of practical tasks and pupils carry out this assessment in the laboratory (30marks) Practical Booklet B consists of a variety of questions testing knowledge of practical techniques, observations and calculations and pupils sit this examination in the examination hall (60 marks)	20% of A2 12% of A Level

## Skills you will gain from studying this subject

Pupils who choose to study Chemistry at this level are encouraged to develop their interest in and enthusiasm for Chemistry, including developing an interest in further study and careers in this subject. You will develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of this subject and how it relates to the other sciences and how the individual topics of this course are inter-related. You will also learn how this subject contributes to the success of the economy and society.



## **What are the career prospects with Chemistry?**

Many pupils have studied Chemistry and taken up careers such as chemical engineering, dentistry, medicine, forensic science, biochemistry, pharmacy, research scientist, food science and technology and teaching to name but a few. Others have studied this subject because of their enjoyment of the practical aspects associated with Chemistry and have been able to develop transferable skills that will benefit them in vocational training and employment.

## **Progression Routes**

It is important to be aware that, both in quantity and depth, the amount of study required to be successful in Chemistry is greatly increased compared to GCSE level. Most of the work covered in class requires immediate consolidation in private study both at school and at home. GCSE Chemistry is a prerequisite of AS level Chemistry and A-Level. Students wishing to study AS Chemistry must achieve at least an A grade in Chemistry. You need to be very clear about the requirements of your post A-Level course be it at university or elsewhere. Always seek advice from the careers department about the requirements of your post A Level course, whatever it may be.

Microsite: <http://www.rewardinglearning.org.uk/microsites/chemistry/>

## Structure and Content of Course

### Pearson BTEC Level 3 National Extended Certificate in Computing

This qualification is designed to support pupils who are interested in learning about the computing sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in the computing sector. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. It is equivalent in size to one A Level.

In L6 students will complete **two** mandatory units.

1. Principles of Computer Science
2. Fundamentals of Computer Systems

Units 1 and 2 are assessed through written examinations (58%).

In M6 students will complete **one** mandatory unit and **one** teacher-chosen unit.

7. IT Systems Security and Encryption
17. Mobile Apps Development (subject to change)

Units 7 and 17 are assessed internally (42%).

**Unit 1: Principles of Computer Science** - This unit covers the principles that underpin all areas of computer science. It will develop your computational-thinking skills and you will apply those skills to solve problems.

In this unit, you will explore the logical and structured ways that computer systems process data to develop programs, processes and systems that solve specific problems. You will examine the features of effective computer programming and apply accepted computing and programming paradigms. You will analyse, develop and evaluate algorithms and computer code, and propose and apply solutions to ensure that computer systems are fit for purpose. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

**Unit 2: Fundamentals of Computer System** - Pupils study the fundamental principles of how computer systems work, including the role of hardware and software, the way components of a system work together and how data in a system is used.

In this unit, you will explore the relationship between hardware and software as part of a computer system. You will examine the way computer components work both individually and together to store and process data, and the way in which data is transmitted and used in computer systems. You will explore the impact that computing systems have on organisations and individuals.

**Unit 7: IT Systems Security and Encryption** - Pupils study IT system security threats and the methods used to protect against them. They will undertake activities, including data encryption, to protect IT systems from security threats.

In this unit, you will investigate the many different types of security attack, the vulnerabilities that exist and techniques that can be used to defend the IT systems of organisations. Many organisations run complex IT networks and need them to be secure while providing a safe environment for their employees to work, sharing some data and keeping other data private. You will learn about the complexities of configuring and supporting these networks. You will also explore how encryption can be used to protect data. You will plan and apply suitable protection to an IT system and test it to ensure the protection is effective. You will configure an IT system's access control settings to control user access to various IT system resources, including files, folders and printers. Finally, you will review the protection that you have applied to an IT system and consider how effective it might be in defending the system from attack. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

**Unit 17: Mobile Apps Development** - Pupils will investigate mobile apps and design and develop an application intended for use on mobile devices.

In this unit, you will investigate mobile apps, how they are used, why they are created, the differences between devices and the implications of creating and using software on mobile devices. You will study the design considerations inherent

in mobile apps and general software design. You will design, develop, test and review a mobile app to fulfil a specific set of client requirements.

**Skills and Qualities a pupil will gain.** Students will acquire a wide range of practical skills using a variety of software packages as well as developing their investigative, research and report writing skills.

**What a pupil can do with Computing.** In Northern Ireland there has been considerable growth in recent years in computing-related careers such as programming, software development and games design.

**Possible Entry / Progression Routes.** For a career in computing, students generally need a degree in Computer Science, Software Engineering or similar discipline. Most universities require students to have studied Mathematics and/or science to Advanced level. A Level Computing is not essential but may be useful as preparation for a degree in computing.

**However, it is important that pupils check if the University or College of their choice accepts the course as part of their entry requirements.**

## Previously ICT

### Structure and Content of Course \*

**AS Unit 1 Approaches to Systems Development** (50% of AS; 20% of A Level) – In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage. The content of this unit underpins the learning that will take place in each of the three subsequent units. This unit is assessed through a 1 hour 30 minute written examination that includes both short and extended questions.

**AS Unit 2 Fundamentals of Digital Technology** (50% of AS; 20% of A Level) – In this unit, students develop knowledge and understanding of the fundamentals of any system, such as data representation, computer architecture, software and the user interface. Along with Unit AS 1, the content of this unit will provide a foundation for progression to A2. This unit is assessed through a 1 hour 30 minute written examination that includes both short and extended questions.

**A2 Unit 1 Information Systems** (40% of A Level) – In this unit, students develop knowledge and understanding of information systems. It acts as an extension to Unit AS 2: Fundamentals of Digital Technology, for students progressing from AS level. This unit is assessed through a 2 hour 30 minute written examination that includes both short and extended questions.

**A2 Unit 2 Application Development** (20% of A Level) – In this unit, students have the opportunity to become involved in a real-world situation detailed in a case study. Pupils apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client. CCEA provide a new case study each year. Students apply their practical skills to produce a solution and associated detailed documentation for the client. They can adopt a range of approaches, but should be guided in selecting an approach suitable to their particular knowledge and skills. **This piece of coursework involves the writing of a substantial amount of documentation.**

**Skills and Qualities a pupil will gain** As 20% of the Assessment is carried out through a series of coursework tasks, students will acquire a wide range of practical skills with a number of the main software packages. They will also learn how Software Systems are designed, built and tested in the real world and how to write good documentation to accompany the programs.

**What a pupil can do with ICT** Most jobs nowadays require a basic level of ICT skills and familiarity with the main software packages. In Northern Ireland there has been considerable growth in recent years in specific ICT related careers such as Web Designers, Programmers, Graphic Designers, Network Managers, Games Designers and Call Centre Workers.

### Possible Entry / Progression Routes

To work as an ICT Professional, students would generally need a degree in Computer Science, Software Engineering or some similar discipline. Most Universities require students to have studied Mathematics and sometimes a science to Advanced level. A Level ICT is not essential but is very useful as a preparation for a degree in computing.

# Drama and Theatre



Drama and Theatre at A Level is an academic subject with non-examination assessment constituting 60% of the mark and one written examination making up 40%.

*This is a two-year linear course with no AS exam at the end of the Lower Sixth year.*

## A Level Drama and Theatre:

UNIT	WHAT'S ASSESSED?	HOW IT'S ASSESSED	KEY INFORMATION
<b>Component 1: Drama and Theatre</b>	<p>Knowledge and understanding of drama and theatre.</p> <p>Study of two set plays: <i>The Servant of Two Masters</i> by Carlo Goldoni and <i>The Glass Menagerie</i> by Tennessee Williams.</p> <p>Analysis and evaluation of the work of live theatre makers.</p>	<p>Written examination: 3 hours</p> <p>Open book</p> <p>80 marks</p> <p>40 % of A-level</p>	<p>Section A: one question (from a choice) on one of the set plays from List A (25 marks).</p> <p>Section B: one three-part question on a given extract from one of the set plays from List B (30 marks).</p> <p>Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks).</p>
<b>Component 2: Creating Original Drama (practical)</b>	<p>Process of creating devised drama.</p> <p>Performance of devised drama (students may contribute as performer, designer or director).</p> <p>Devised piece must be influenced by the work and methodologies of one prescribed practitioner.</p>	<p>Working notebook (40 marks)</p> <p>Devised performance (20 marks)</p> <p>60 marks in total</p> <p>30 % of A-level</p>	<p>This component is marked by teachers and moderated by AQA.</p>
<b>Component 3: Making theatre (practical)</b>	<p>Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play.</p> <p>Methodology of a prescribed practitioner must be applied to Extract 3.</p> <p>Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director).</p> <p>Reflective report analysing and evaluating theatrical interpretation of all three extracts.</p>	<p>Performance of Extract 3 (40 marks)</p> <p>Reflective report (20 marks)</p> <p>60 marks in total</p> <p>30 % of A-level</p>	<p>This component is marked by AQA.</p>

**Skills and Qualities:** Students of AQA drama and theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. Students will refine their collaborative skills, their analytical thinking and their approach to research. They will grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making. Whatever the future holds, students of A-level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

**Progression routes:** The content of the GCE specification follows through from that of the GCSE Drama specification, enabling a smooth transition from one to the other. At the same time, it must be emphasised that GCSE is not a requirement for students wishing to take the GCE course. However, for candidates who have not studied GCSE Drama experience in extra-curricular Drama, either inside or outside school, is a pre-requisite.

**Career opportunities include:** Arts Council; Broadcasting; Festival organising; Law; Journalism; Politics; a variety of jobs in the Creative Arts Industries (film, television and theatre) including: Actor; Camera operator; Costume designer; Director; Front of House; Lighting technician; Make-up artist; Producer; Researcher; Script writer; Set designer; Sound engineer; and Stage Manager.

#### **AQA microsite**

A Level: <http://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

The severe economic downturn of 2008 continues to influence the world economy and, coupled with the decision of the UK to leave the European Union, makes this a fascinating time to be studying Economics. You will have the opportunity to learn about and discuss many topical issues, such as unemployment, changes in incomes, the value of the pound, the problems of debt at a country level and the possible policy responses.

## **Course Structure and content:**

### **AS1 Markets and Market Failure**

Every day you make choices about the goods and services you could buy. If you decide to buy an extra can of Coke, for example, you may not be able to afford a chocolate bar. Society faces a similar choice: the wants of its members are unlimited, but the resources available to satisfy those wants are limited. This module examines how prices are used to signal to producers what they should produce and how sometimes this provides poor outcomes.

### **AS2 Managing the National Economy**

At present many countries are experiencing falling or static living standards and high unemployment. In this section of the course you will examine why this is the case and look at the different policy responses e.g. changes to interest rates and taxation, which may be adopted to tackle the problems.

### **A2 1 Business Economics**

In some industries, such as farming, there are many small firms while in others, such as water supply in Northern Ireland, there is only one. In this module you will consider why this is so and why, in some industries, the government would wish to encourage competition. You will also examine the impact of various influences on firms, such as globalisation (connections between economies at a global level), the environment and the internet.

### **A2 2 Managing the Economy in a Global World**

Why is trade between countries a good idea? Should a government be concerned when imports exceed exports? What are the implications of the fall in value of the pound? What are the advantages of membership of the European Union? Why does the vast majority of the world's population face a daily struggle for survival? How can societies escape from poverty in a way that is sustainable for the environment? You will examine these and other questions in this module.

## **Assessment**

All modules are assessed by examination. At AS level each paper is 1 hour 30 minutes long and consists of 3 sections: Section A contains a number of short-answer questions; Section B contains one data response question broken down into a number of parts; and Section C contains one open-response essay-type question, selected from a choice of two. At A2 level the structure is similar but each paper is two hours long.

## **Skills and qualities a pupil will develop by studying Economics**

Study of Economics will help you develop advanced skills of analysis, evaluation and communication and their application to current economic issues. You will also benefit from the acquisition of knowledge that is useful in a wide range of business careers.

## **Progression routes**

While GCSE Economics is a useful basis for anyone wishing to study the subject at Advanced level, the course may be studied by pupils with no prior knowledge of the subject. In recent years pupils with and without GCSE Economics have achieved high grades. Pupils who have studied the subject before should have at least a grade B in GCSE Economics. For

those who have not studied Economics at GCSE level, a Grade B in Mathematics and a Grade B in English, or another subject which tests writing skills, is required. Pupils should also have an interest in the economic, political and social problems of society.

Economics can be studied at degree level and forms a major element of most courses in finance, management, business studies and accountancy. In recent years about two thirds of pupils who have studied the subject have chosen to study it or a related subject, at university level. Even for those who choose to study an unrelated subject at university level, the skills of analysis, evaluation and communication gained through the study of economics are invaluable.

### **Career Prospects**

A number of surveys place Economics graduates at, or near the top of, the list of graduate earnings. In 2016, for example, the Institute for Fiscal Studies published a report based on data for 260,000 graduates ten years after completing their first degrees. It found that after medicine, those who studied economics were likely to be earning the highest salaries. Specific employment opportunities for economists exist within banks, the civil service, stock-broking and management consultancy firms. Of course, not everyone who studies economics at degree level will wish to become a professional economist. Employers value economics graduates' understanding of decision-making, their research and analytical skills, and their experience of viewing problems in their national and international context. Economics graduates may be found in accountancy, manufacturing, transport, communications, banking, insurance, investment and retailing industries, as well as in government agencies, consulting and charitable organisations.



At A-Level and AS Level the English Department follows the AQA Specification.

***The AS Level does not contribute as a percentage towards the A Level. However, the skills taught at AS are needed for A Level.***

*AQA AS Level English Language:*

AQA AS Level English Language follows two external examinations only:

Paper 1: Language and the Individual

What's assessed:

Textual variations and representations

Methods of language analysis are integrated into the activities.

Assessed

Written exam: 1 hour 30 minutes

70 marks

50% of AS

Questions:

Textual variations and representations

Two texts, linked by topic or theme.

A question requiring analysis of one text (25 marks)

A question requiring analysis of a second text (25 marks)

A question requiring comparison of the two texts (20 marks).

Paper 2: Language Varieties

What's assessed:

Language diversity

Writing skills

Methods of language analysis are integrated into the activities

Assessed

Written exam: 1 hour 30 minutes

70 marks

50% of AS

Questions:

Section A – Language diversity

A discursive essay on language diversity, with a choice of two questions (30 marks)

Section B – Language discourses

A directed writing task on attitudes to language (40 marks)

*AQA A Level English Language:*

AQA A Level English Language follows two external examinations and one Non- Exam Assessment:

Paper 1: Language, the individual and society

What's assessed:

Textual variations and representations

Children's language development (0 – 11 years)

Methods of language analysis are integrated into the activities

Assessed

Written exam: 2 hours 30 minutes

100 marks

40% of A-level

Questions

Section A – Textual variations and representations

Two texts (one contemporary and one older text) linked by topic or theme.

A question requiring analysis of one text (25 marks)

A question requiring analysis of a second text (25 marks)

A question requiring comparison of the two texts (20 marks)

Section B – Children's language development

A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)

Paper 2: Language diversity and change

What's assessed:

Language diversity and change

Language discourses

Writing skills

Methods of language analysis are integrated into the activities

Assessed

Written exam: 2 hours 30 minutes

100 marks

40% of A-level

Questions

Section A – Diversity and change

One question from a choice of two either: an evaluative essay on language diversity (30marks)

or: an evaluative essay on language change (30 marks)

Section B – Language discourses

Two texts about a topic linked to the study of diversity and change.

A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)

A directed writing task linked to the same topic and the ideas in the texts (30 marks)

Non-Examination Assessment: Language in Action

What's assessed:

Language investigation

Original writing

Methods of language analysis are integrated into the activities

Assessed

Word count: 3,500

100 marks

20% of A-level

Assessed by teachers moderated by AQA

Tasks

Students produce:

A language investigation (2,000 words excluding data)

A piece of original writing and commentary (1,500 words total)

Pupils are encouraged to work independently and many skills are developed throughout the two years.

**Opportunities for discussion and activities relating to careers arise through the study of fiction, drama, ICT and media texts at this level.**

Career Paths include: Journalism, Advertising, Creative Writing, Broadcasting, Marketing, The Legal Profession, TV/Theatre directing, Bookseller, Proofreading, Public Relations, Library Work, Interpreting, Advisory Work, Publishing, Technical Writing, Office Administration, Translating, Editorial Work, Secretarial Work, Teaching, Marketing, Literary Agent, Archivist, Indexer.

The Department CEAIG notice board provides up-to date and relevant CEAIG information for pupils, outlining both traditional academic and alternative pathways to careers.

Since the introduction of English Language at Advanced Level a number of students have gone on to study Linguistics at tertiary level.

## English Literature Specification at a Glance

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

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

Pupils are encouraged to work independently and many skills are developed throughout the two years.

**Opportunities for discussion and activities relating to careers arise through the study of fiction, drama, ICT and media texts at this level.**

Career Paths include: Journalism, Advertising, Creative Writing, Broadcasting, Marketing, The Legal Profession, TV/Theatre directing, Bookseller, Proofreading, Public Relations, Library Work, Interpreting, Advisory Work, Publishing, Technical Writing, Office Administration, Translating, Editorial Work, Secretarial Work, Teaching, Marketing, Literary Agent, Archivist, Indexer.

The Department CEAIG notice board provides up-to date and relevant CEAIG information for pupils, outlining both traditional academic and alternative pathways to careers.

Those who have gone on to study English Literature at University level have been very successful. Former pupils have won Journalism awards, including “Newcomer of the Year” and “Scoop of the Year”. Others have gone on to have successful careers in teaching and television.

## Structure and content of the course

Pupils study the A-Level CCEA French Course, with AS in Lower Sixth and A2 in Middle Sixth.

The AS Course covers a range of topics within the two contexts of Relationships, and Culture and Lifestyle, as well as the study of a film or piece of literature. The course has a strong grammatical emphasis, requiring pupils to learn advanced French grammar under the headings of nouns, articles, adjectives, adverbs, pronouns, prepositions, verbs and tenses. Pupils develop their skills in speaking, reading, listening, writing and translation from French to English.

At A2 pupils study a range of topics within the two contexts of Young People in Society and Our Place in a Changing World, as well as the study of a literary text. They are required to learn all the grammar and structures for AS, as well as relative, possessive, demonstrative and interrogative pronouns, dependent infinitives, future perfect tense, conditional perfect tense, the passive voice and the subjunctive mood. Pupils develop their skills in speaking, reading, listening, writing and translation from English to French.

## The skills and qualities a pupil will develop by studying French

Pupils who study French primarily develop the skill of communicating in another language, as well as knowledge of the life and culture of another country.

Amongst the general skills they develop, which will interest employers, are those of good written and verbal communication, research and analytical skills, and cultural awareness. In addition they will develop the skills of improving their own learning and performance, working with others and using ICT.

## Careers open to pupils who study French

The most obvious careers for those who study French are teaching, translating and interpreting.

Other careers in which languages would be useful include law, finance and business, where companies and institutions often operate internationally; the civil service and in particular the diplomatic service; careers with the European Commission; journalism and the broadcast media; transport and tourism, including work in hotel management, with airlines or cruise ships, or with travel agencies. Languages also open doors in computing and engineering. In addition, work would be possible in any occupation in France or a French-speaking country.

## Entry routes for these careers

To teach or follow a career in translation or as an interpreter, a degree in French, followed by a postgraduate qualification, would be necessary. Those wishing to enter the law might be able to take a degree in Law and French. Financial institutions and businesses will recruit language graduates to work with overseas clients. It may be possible to take a degree in French and Business or an aspect of Business. Otherwise a postgraduate qualification in an aspect of finance or in sales and marketing might be useful, though financial institutions and businesses often provide their own training. The civil service recruits from amongst graduates by competitive examination and interview, as does the European Commission. Those wishing to enter journalism or the broadcast media would require a degree in the language and a postgraduate qualification or training in journalism. Careers in transport and tourism would be available to those with a language to A level or degree level, who then take a vocational diploma or degree.

**What a pupil can do with Geography?** You can combine Geography with a range of other subjects. Most universities regard Geography as a Science subject. The table below shows how some areas of employment and further study can be related to groups of subjects.

Biology + Chemistry	+ <b>GEOGRAPHY</b> =	Medicine, Environmental Health, Recreational and Institutional Management
English, Languages, History	+ <b>GEOGRAPHY</b> =	Law, Library Archivist, Publishing, Journalism, Teaching, Social Work
Mathematics, Physics, Chemistry	+ <b>GEOGRAPHY</b> =	Environmental Science, Geology, Meteorology, Geophysics, Surveying, Oceanography, Teaching, Hydrology
Mathematics, Business Studies, Economics	+ <b>GEOGRAPHY</b> =	Banking, Town and Country Planning, Insurance, Teaching, Housing, Travel and Tourism, Journalism
Mathematics, Art	+ <b>GEOGRAPHY</b> =	Architecture, Cartography, Surveying, Teaching, Graphic Design
Economics, Politics, Sociology	+ <b>GEOGRAPHY</b> =	Social Work, Retail Management, Personnel Management

Geography now has its own profession with the development of **Geographical Information Systems** or GIS. This is a rapidly developing area of employment with specific courses at most universities. Both Queen's University, Belfast and the University of Ulster offer graduate and post-graduate programmes with excellent employment opportunities.

**What skills and qualities a pupil will gain by studying Geography?** Geographers look at issues from a wide perspective and develop a range of skills which are attractive to a very broad range of future employers. Skills you develop include:

- analysing and problem-solving,
- decision-making,
- critically interpreting data and text,
- developing a reasoned argument,
- numerical skills - interpreting and presenting relevant numerical information,
- team-working and planning skills,
- presenting oral and written arguments and information,
- Communication and technology skills (ICT) - including word processing, databases, internet communications, information retrieval and online searches.

**Structure and brief content of the course** At AS level the course begins with ecosystems, fluvial and atmospheric processes. The second module is based on rural and urban environments, population and development. The third module is a skills based paper. There is no controlled assessment or project element to the course. Pupils sit modules based on these topics in the summer term of the L6 year.

Content	Assessment	Weightings
<b>AS 1: Physical Geography</b>	External written examination 1 hour 15 minutes Section A: Students answer 3 short, structured questions, one on each theme. Section B: There are 3 questions requiring extended writing, one on each theme. Students answer any 2 questions.	40% of AS 16% of A level
<b>AS 2: Human Geography</b>	External written examination 1 hour 15 minutes Section A: Students answer 3 short, structured questions, one on each theme. Section B: There are 3 questions requiring extended writing, one on each theme. Students answer any 2 questions.	40% of AS 16% of A level
<b>AS 3: Fieldwork Skills and Techniques in Geography</b>	External written examination 1 hour Students must bring a table of data and a summary statement to the examination covering the aims and context for their fieldwork. There are 2 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.	20% of AS 8% of A level

### Progression

Students are selected for Villiers Park reading courses at Foxton near Cambridge, where they can further expand on their geographical knowledge. The vast majority of AS pupils continue to A2 level with many studying Geography at university.

More information can be obtained at these sites: <https://www.geography.org.uk/> and <https://www.rgs.org/geography/choose-geography/careers/use-geography/>



## Structure and content of the course

**Pre-requisites:** grade A\* or A at GCSE and 70% plus at Higher level in the Form 5 Winter Examinations. Pupils should also have achieved a good grade in English and preferably in English Literature as there is a component of Literature at A2 level.

**Desirable qualities:** Enthusiasm for and proven ability in the subject. Sound skills in the written language. Confidence in oral examinations and a willingness and ability to engage in spontaneous conversation in a small group with a native speaker.

The capacity to analyse and respond to social and literary themes. An interest in current affairs and the countries in which the target language is spoken. Willingness to undertake private research and study, and to further consolidate grammar and vocabulary at home.

Pupils study the A-Level CCEA German Course, with AS in Lower Sixth and A2 in Middle Sixth.

The AS Course covers a range of topics within the two contexts of *Relationships* and *Culture and Lifestyle*. The course has a strong grammatical emphasis, requiring pupils to learn advanced German grammar under the headings of nouns, articles, adjectives, adverbs, quantifiers and intensifiers, verbs, indirect speech, inversion after speech, prepositions, conjunctions, number, quantity and time. Pupils develop their skills in speaking, reading, listening, writing and translation from German to English.

At A2 pupils study a range of topics within the two contexts of *Young People and Society* and *Our Place in a Changing World*. They are required to learn all the grammar and structures for AS, as well as relative, possessive, demonstrative and interrogative pronouns, dependent infinitives, future perfect tense, conditional perfect tense, the passive voice and the subjunctive mood. Pupils develop their skills in speaking, reading, listening, writing and translation from English to German. In addition, they study a film (at AS Level) and a play (at A2 Level) in German.

### Unit AS 1: Speaking

This unit has **two** elements:

- a prepared presentation based on an AS level theme and related to an aspect of a German-speaking country or community; and
- a general conversation relating to the AS level themes.

#### Assessment

Q1: Presentation	3 minutes	AO4: 30 marks
Q2: Conversation	8 minutes	AO1: 25 marks
		AO3: 20 marks

Total time: 11 minutes

Total marks: 75

AS: 30%

A Level: 12%

The Speaking test will be carried out by an external examiner and recorded for the purposes of monitoring and scrutiny.

### Unit AS 2: Listening, Reading and Use of Language

This unit has **three** sections.

#### Assessment

**Section A:** Listening 40 minutes AO1: 25 marks

There is a 15 minute break after Section A to allow for considerations such as moving to other accommodation before Sections B and C begin.

**Section B:** Reading AO2: 40 marks  
and

**Section C:** Use of Language 1 hour and 20 minutes AO3: 35 marks

Candidates are advised to spend 50 minutes on Section B and 30 minutes on Section C.

Total time: 2 hours

Total marks: 100

AS: 40%

A Level: 16%

### Unit AS 3: Extended Writing

This is a written essay response in German based on the study of **one** set work. Each work has two open-ended question options. Students answer **one** question.

#### Assessment

One essay response 1 hour AO2: 35 marks

AO4: 20 marks

AO3: 20 marks

Time: 1 hour

Total marks: 75

AS: 30%

A Level: 12%

### Unit A2 1: Speaking

This unit has **two** elements:

- an introduction (1 minute) and discussion (5 minutes) based on an individual research project; and
- a general conversation (9 minutes) focusing on the A level themes at a level appropriate for A2.

#### Assessment

Q1: Introduction and Discussion 6 minutes AO4: 30 marks

AO3: 10 marks

Q2: Conversation 9 minutes AO1: 25 marks

AO3: 10 marks

Total time: 15 minutes

Total marks: 75

A Level: 18%

The Speaking test will be carried out by an external examiner and recorded for the purposes of monitoring and scrutiny.

### Unit A2 2: Listening and Reading

This unit has **two** sections.

#### Assessment

**Section A:** Listening 45 minutes

Q1: QA in German		AO1: 10 marks
Q2: QA in English		AO1: 15 marks
There is a 15 minute break after Section A to allow for considerations such as moving to other accommodation before Section B begins.		
<b>Section B: Reading</b>	2 hours	
Q1: gap-filling exercise in German		AO2: 10 marks
Q2: reading comprehension (QA in German)		AO2: 15 marks
Q3: summary in English		AO2: 15 marks
Q4: translation from English into German		AO3: 35 marks
Total time:	2 hours 45 minutes	
Total marks:	100	
A2 2 Paper Sections A and B:	24% of A level	
<b>Unit A2 3: Extended Writing</b>		
This is a written essay response in German based on the study of <b>one</b> set literary text. Each literary text has two open-ended question options. Students answer <b>one</b> question.		
<b>Assessment</b>		
One essay response	1 hour	AO2: 35 marks AO4: 20 marks AO3: 20 marks
Time:	1 hour	
Total marks:	75	
A level:	18%	

### The skills and qualities a pupil will develop by studying German

Pupils who study German primarily develop the skill of communicating in another language, as well as knowledge of the life and culture of another country.

Amongst the general skills they develop, which will interest employers, are those of good written and verbal communication, research and analytical skills, and cultural awareness. In addition, they will develop the skills of improving their own learning and performance, working with others and using ICT.

### Careers open to pupils who study German

The most obvious careers for those who study German are teaching, translating and interpreting.

Other careers in which languages would be useful include law, finance and business, where companies and institutions often operate internationally; the civil service and in particular the diplomatic service; careers with the European Commission; journalism and the broadcast media; transport and tourism, including work in hotel management, with airlines or cruise ships, or with travel agencies.

Languages also open doors in computing and engineering. In addition, work would be possible in any occupation in Germany.

### Entry routes for these careers

To teach or follow a career in translation or as an interpreter a degree in German, followed by a postgraduate qualification, would be necessary.

Those wishing to enter the law might be able to take a degree in Law and German. Financial institutions and businesses will recruit language graduates to work with overseas clients. It may be possible to take a degree in German and Business or an aspect of Business. Otherwise a postgraduate qualification in an aspect of finance or in sales and marketing might be useful, though financial institutions and businesses often provide their own training.

The civil service recruits from amongst graduates by competitive examination and interview, as does the European Commission. Those wishing to enter journalism or the broadcast media would require a degree in the language and a postgraduate qualification or training in journalism.

Careers in transport and tourism would be available to those with a language to A level or degree level, who then take a vocational diploma or degree.

Pupils who are contemplating taking only 3 AS levels should consider their choices carefully, as these language courses are demanding and would then have to be kept on to A2. A language combined with a science or maths is a very strong, useful combination when it comes to University choices and application.

CCEA German Microsite: <http://ccea.org.uk/german/>

## Why study Politics?

You probably won't have studied Government and Politics in school before so it is a new option to you in deciding your A Level subjects. Studying Politics is a great way to develop your understanding of the decisions that affect our daily lives. In learning about politics, you will gain knowledge of what shapes our world and better understand the choices available to political leaders and the limits to what they want to do. If you like history and keeping up to date with the news and current affairs, you should think about choosing Politics.

## What can you do with Politics?

Many of the pupils studying A Level Politics follow a career in Law. The content of the British Political Process module of the AS course is often a major component in first year Law degrees in UK universities; the need to have evidence to back up any statement or claim made in any piece of written work is an essential element of A Level Government & Politics and is also a principle in most undergraduate courses, especially Law.

A number of students use the subject as useful subject knowledge for degree courses in Journalism, Social Policy, Business and Human Resource Management, Public Relations and Communication Studies at university, where the process of political decision-making is an important element of undergraduate study.

Four of our recent students have used their Politics A Level in different ways:

- Anna studied History at university, completed her Masters in Law and is now working for an immigration law firm in London.
- Faye studied History at university, did her Masters in Politics while completing an internship at the BBC and now works in media.
- Alan did a History and Politics degree, a Masters in History and is completing his PGCE to become a secondary school teacher.
- Niamh studied Politics and International Relations and completed her Masters in International Journalism and now works in journalism.

## What skills will you develop from studying Politics?

By studying Politics, you tend to be up to speed with current affairs and interested in leadership and the ways in which ideas and principles are put into action – attitudes that can be useful in the workplace. Politics students are typically enthusiastic about their subject, opinionated and hardworking, and used to arguing a case and presenting their views. You'll develop a wealth of skills: analytical, attention to detail, communication, critical thinking, independence, leadership, negotiation, objective thinking, problem solving, research and gathering information, teamwork and time management to name a few.

## What grades are required to study Politics?

You should have studied English and English Literature at GCSE and hold at least a B in each subject because of the reading and writing involved in Politics. It is also helpful if you have studied GCSE History but not essential.

## Course Outline

UNIT	ASSESSMENT	WEIGHTINGS
<b>AS 1: The Government &amp; Politics of Northern Ireland</b>	1 hour 15 minutes written examination	40% of AS 16% of A Level
<b>AS 2: The British Political Process</b>	1 hour 45 minutes written examination	60% of AS 24% of A Level
<b>A2 1: Comparative Government: UK and USA</b>	2 hour 15 minutes written examination	35% of A Level
<b>A2 2: Political Ideas</b>	1 hour 30 minutes written examination	25% of A Level

## Course content

### AS 1 The Government & Politics of Northern Ireland

This unit is about Northern Ireland's:

- Assembly and Executive
- political parties

The focus of this unit is on how Northern Ireland has been governed through the Northern Ireland Assembly and Executive. It looks at the policies and strategies of the main Northern Ireland political parties and the differences between them. This includes looking at how and why support for the parties has changed in recent years.

### AS 2 The British Political Process

This unit is about the operation of the British Parliament and the Executive. The key themes are:

- the extent to which the government dominates parliament
- the extent to which the Prime Minister dominates the cabinet
- the political impact of pressure groups

You will study these three parts of the British political system, but you also how they are connected and affect one another.

### A2 1 Comparative Government: USA and UK

In this unit, you will study:

- The executive of the USA (the President)
- The legislature of the USA (Congress)
- A comparison of the government of the UK and USA

The USA system of government is very different to the UK system. The main aims of the unit are to understand the powers of Congress and the President and what limits that power. We also look at the similarities and differences between the two political systems and discuss which works more effectively.

By the end of the unit, you should be able to address the key issues:

- How dominant is the executive over the legislature in the UK and USA?
- Is the UK Prime Minister and cabinet more effective than the US presidency?
- Does the Prime Minister have more control over the government of the UK than the President has over the government of the United States?

## **A2 2 Political Ideas**

This unit looks at three political ideas:

- Liberalism
- Conservatism
- Socialism

The three ideologies covered by this unit are not necessarily aligned with particular political parties. However, the ideas contained in these ideologies have influenced parties and governments over the years. Each of the ideologies is studied by looking at a key text that puts forward the ideas that are central to the ideology.

At the end of this unit you should not only understand these writers' ideas but also be able to appreciate how they explain the world today. You will draw upon the knowledge and understanding of politics that you gained from the study of NI politics, UK politics and US politics.

## Course content and structure:

This specification aims to encourage students to:

- develop their interest in health, social care and early years;
  - draw together different areas of knowledge, skills and understanding;
  - develop higher order thinking skills, creative thinking and problem-solving, where appropriate;
  - apply their skills to work-related scenarios;
  - work with others in groups;
  - carry out research and present their findings in different formats;
  - develop advanced study skills that help them prepare for third level education;
  - develop knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years;
  - develop skills, aptitudes and values for employment in the health, social care and early years sectors;
  - provide extended responses and evidence of quality of written communication;
- and
- demonstrate through internal and external assessments that they understand and can apply key concepts.

The health, social care and early years' sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This qualification gives students the opportunity to study a diverse range of subjects, including communication, physiology, social policy and psychology.

**Students who take Health and Social Care as an A Level will be required to complete an additional work placement over the school year (L6 only).**

Unit Content	Assessment	Weighting
<b>AS Unit 1: Promoting Quality Care</b>	Internal Assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and we moderate the results.	25% of AS 10% of A2
<b>AS Unit 2: Communication in Health, Social Care and Early Years Settings</b>	Internal Assessment Students produce a written report based on practice in a health, social care or early years setting that they have experienced. Teachers mark the tasks and we moderate the results.	25% of AS 10% of A2
<b>AS Unit 3: Health and Well –Being</b>	2 hour written examination	50% of AS 20% of A2
<b>A2 Unit 3: Providing Services</b>	External written examination based on pre-release material Students answer three compulsory questions.	30% of A2



<b>A2 Unit 2: Body Systems and Physiological Disorders</b>	Internal assessment  Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder. Teachers mark the tasks and we moderate the results.	15% of A2
<b>A2 Unit 5: Supporting the Family</b>	Internal assessment  Students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a disorder. Teachers mark the tasks and we moderate the results.	15% of A2

### **Skills and qualities you will gain from studying this subject:**

Health and Social Care offers students the opportunity to develop skills, knowledge and understanding that provide a broad educational basis that will advantage them when entering into employment or higher education within the health and social care sector. The specifications examine the structures which exist within Northern Ireland in the health and social care sectors and explore issues which have regional, national, European and global dimensions.

### **What can you do with Health and Social Care?**

Health and Social care is an excellent prerequisite for health-based courses like Nursing, Midwifery, Physiotherapy, Occupational Therapy, Health Promotion etc. It would also offer a good basis for teaching early years, primary and post-primary as well as all types of Social Work and Youth Work.

<b>Lower Sixth Subject Knowledge and Examination Overview</b>	
September – January	Pupils study Germany (1919-1945).
December	Pupils sit an internal examination on Germany (1919-1945).
February – May	Pupils study Russia (1914-1941).
May/June	Pupils sit a public examination on the two modules studied in Lower Sixth.

## **Why study History at Advanced Subsidiary (AS) Level?**

By studying AS History, pupils are able to build upon their knowledge and understanding of past events and the impact on those events on our world today. This in turn gives pupils a better understanding of the consequences of past actions on civilisations and a greater empathy for people of different cultures today.

History is much more than reading about past events. Studying AS Level History helps pupils develop and deploy a range of important skills such as researching and evaluating information, independent thought, weighing up the evidence that they've collected and putting a case together to support their conclusions.

## **What can I do with a post-16 qualification in History?**

History can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. By studying AS Level History, pupils have the opportunity to develop skills that are transferable and are highly sought after by employers.

Pupils wishing to continue their study of History at tertiary level will need to complete the full Advanced Level course comprising the two units at AS together with the two at A2.

Pupils will have the opportunity to develop their skills and increase their self-confidence through researching, organising information and having a questioning approach to the evidence before reaching balanced conclusions based on the evidence and writing in a clear and coherent way. These are skills which are highly desired by employers and will help students to succeed in further education, in their chosen careers as well as in everyday life.

Many History students go on to have interesting and challenging careers, for example in the media, politics, library or information work, writing or editorial work, teaching, lecturing, business or the civil service. Some pupils go on follow a more specialist career as an archaeologist, a researcher, solicitor, barrister, museum curator or genealogist.

## **How can I find out more about studying AS History or studying History at university?**

- Speak to the History teachers in school or to L6 pupils who are already studying History
- We use the CCEA exam board - visit their History microsite: [www.ccea.org.uk/history](http://www.ccea.org.uk/history)
- Visit the website of The Historical Association - [www.history.org.uk](http://www.history.org.uk)
- Visit the UCAS [www.ucas.com](http://www.ucas.com) or CAO [www.cao.ie](http://www.cao.ie) websites for details on the entry requirements for undergraduate History courses

An excellent choice of subject in today's world when universities are looking for anything that will make a candidate stand out from the crowd. Latin is an outstanding subject to study for its own sake. It is the language of Western Civilisation. It goes without saying that it is the language of science; the language of law, government, logic and theology; the best preparation for learning any other language; a truly transforming subject.

It is also a university subject that is second to none in its breadth: by choosing to study Latin you have the opportunity to study the language, literature, history and philosophy of an entire civilisation in the original language.

## Course structure and content:

### AS LATIN

AS	Assessment	Weightings
<b>Language (01)</b> <b>Externally assessed</b> <b>written paper 80</b> <b>marks 1 hour 30</b> <b>minutes</b>	The Language question paper has two sections. In Section A, candidates will translate a passage of unseen prose into English. This is worth 55 marks. In Section B, candidates will either translate five English sentences into Latin or answer comprehension questions based on a passage of unseen prose. This is worth 25 marks	50%
<b>Literature (02)</b> <b>Externally assessed</b> <b>written paper 80</b> <b>marks 2 hours</b>	Candidates study in detail one prose set text and one verse set text. Candidates are also required to have read a small amount of literature in translation so that they understand the context of the set texts.  The Literature question paper has two sections. Candidates answer one question from Section A based on the prose set text and one question from Section B based on the verse set text.	50%

AS Level in Latin provides progression to A Level Latin. A Level examinations build on the content studied for the two AS Level components, meaning that this qualification is co-teachable with OCR's A Level Latin specification. At the same time, this AS Level in Latin also offers a worthwhile course of study for learners who do not wish to progress further in the subject. The key skills required and developed by the specification provide opportunities for progression directly into employment.

### A2 LATIN

A2	Assessment	Weightings
<b>Unseen Translation (01)</b> <b>Externally assessed written paper</b> <b>100 marks</b> <b>1 hour 45 minutes</b>	The Unseen Translation question paper has two sections. Candidates answer both sections. In Section A, candidates will translate a passage of unseen prose into English. This is worth 50 marks. In Section B, candidates will translate a passage of unseen verse into English. This is worth 45 marks. They will also have to scan two lines of verse, worth 5 marks	33%

<b>Prose Composition or Comprehension (02)</b> <b>Externally assessed written paper</b> <b>50 marks</b> <b>1 hour 15 minutes</b>	The Prose Composition or Comprehension question paper has two sections. Candidates answer either Section A or Section B. In Section A, candidates will complete a short translation, answer comprehension questions and grammar questions. In Section B, candidates will translate a passage of English, of at least 100 words, into the ancient language.	17%
<b>Prose Literature (03)</b> <b>Externally assessed written paper</b>  <b>75 marks</b>  <b>2 hours</b>	Candidates study two prose set texts. Candidates will study one in their AS year and one in their A2 year. Candidates also study additional literature in translation so that they understand the context of the set texts. The Prose literature paper will include comprehension questions, set text translation and an essay question.	25%
<b>Literature (02)</b> <b>Externally assessed written paper</b> <b>75 marks</b> <b>2 hours</b>	Candidates study two verse set texts. Candidates will study one in their AS year and one in their A2 year. Candidates also study additional literature in translation so that they understand the context of the set texts. The Verse literature papers will include comprehension questions, set text translation and an essay question.	25%

### Diverse Career Paths

The study of Latin gives the student an underlining confidence in all subjects. The qualities of Latin can be defined as logic, order, discipline and structure. Latin requires and teaches attention to detail, accuracy, patience, precision, and thorough, hard work. It is the most effective tool that we have for training the minds of the young. Latin is widely recognised by employers as an intellectually demanding subject chosen by students with clear academic potential, a passion for their discipline, and an appetite for hard work. There is also a level of independence implicit in the decision to study Latin. Students who have studied Latin progress to careers in diverse fields ranging from law, banking, and the civil service, medicine and the sciences, publishing, journalism and heritage, the creative arts, teaching and the charitable sector.

The study of Latin enhances the ability to analyse critically; it gives an understanding of cultural identity and difference, it increases flexibility and confidence in mastering new disciplines as can be seen from the long list of famous people who have studied Classics including politicians, writers, broadcasters, computer scientists, scientists and pop singers. The school's founder, Dr James Crombie, following the school motto: *Per Vias Sapientiae*- 'along the paths of wisdom', put Classics at the top of his subject list.

# Life and Health Science (Single Award)



## Course structure and content:

### AS level

Content	Assessment	Single Award Weightings
<b>Unit AS 1: Experimental Techniques</b>	Internal Assessment Core Unit	33.34% of AS 13.34% of A level
<b>Unit AS 2: Human Body Systems</b>	External written examination Core Unit 1 hour 30 minutes	33.33% of AS 13.33% of A level
<b>Unit AS 3: Aspects of Physical Chemistry in Industrial Processes</b>	External written examination Core unit 1 hour 30 minutes	33.33% of AS 13.33% of A level

### A2 Level

All students must complete:

- Unit A2 1: Scientific Method, Investigation, Analysis and Evaluation; and
- Unit A2 2: Organic Chemistry.

The **Single Award** qualification also includes any **one** of these three optional units

- Unit A2 3: Medical Physics;
- Unit A2 4: Sound and Light; and/or
- Unit A2 5: Genetics, Stem Cell Research and Cloning.

### Students taking this course will be encouraged to:

- develop their interest in and enthusiasm for science, including developing an interest in further study and careers in research science;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence 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; and
- develop advanced study skills that help them prepare for higher education.

### What can you do with Health and Life Science and what are my potential progression routes?

This new applied qualification responds to the needs of the growing life and health sciences sector in Northern Ireland, which generates sales worth about £800 million a year and growing. It was developed as a result of the findings of the

2015 Northern Ireland MATRIX report into life and health sciences, which identified the need to support and develop the future workforce with the full range of scientific skills and knowledge necessary for the sector to continue to thrive.

Life and health science related industries make up over 25% of Northern Ireland's total economic output. They include a diverse range of businesses and employment opportunities, from pharmaceutical and chemical to the National Health Service. Students will benefit from being immersed in an exciting range of specialised scientific units, such as Medicine, Drugs and Clinical Trials and Enabling Technology, which reflect and complement the opportunities this sector provides.

## Structure/Content

### *A-level*

The A-level course is divided into two parts: Pure (60%) and Applied (40%).

Pure Mathematics is the study of some of the fundamental areas of modern Mathematics including Calculus and Trigonometry.

Applied Mathematics is the study of either Statistics or Mechanics. Mechanics is the application of Newtonian ideas to problems involving forces and movement. Statistics is based on the application of probability distributions to real life problems.

There are school examinations in accordance with the school policy.

Students will sit the CCEA public examinations, consisting of 2 modules (Pure and Applied), in the summer of each year. AS1 and AS2 in L6. A21 and A22 in M6.

AS-level in L6 is 40% of the final A-level mark. A2 in M6 is 60% of the final A-level mark. Students can retake each paper once.

### *Double Mathematics*

Students who have shown the appropriate aptitude in their Form 5 GCSE Mathematics and GCSE Further Mathematics examinations may study the A-level course, consisting of 4 modules, in L6 and then may progress on to study an extra A-level in Further Mathematics in M6. A-level Further Mathematics is also split in to Pure and Applied Modules in the same ratio and pattern.

### **Skills**

Mathematics allows a student to develop logical reasoning and analytical skills. Skills in each of the above topic areas are also developed. Independent learning is encouraged alongside the skill of working with others.

### **Future careers**

Mathematics is an important subject for many fields of work some of which are: Science, Engineering, Finance, Accountancy, Statistics and Medicine.

### **Progression**

Students can progress to study a university degree in Mathematics or related subject.

**Pupils will study this A-Level at St Malachy's College through the North Belfast Area Learning Community.**

## **Rationale:**

Moving image has been one of the most important languages of the 20th and 21st centuries and arguably constitutes the primary symbolic form of contemporary world cultures, whether delivered through film, television, video, computer software or networks. These contemporary AS and A2 qualifications seek to encourage both practical and critical skills in students and enable them to develop their creative and imaginative powers and the practical skills for exploring, communicating and expressing ideas, feelings and meanings through moving image construction. St Malachy's College was one of the first seven colleges/ schools in the UK to pilot the new AS qualification from its inception. St. Malachy's students have been to the fore in the expressive and creative use of the medium of digital video and have won major accolades and critical acclaim in film festivals and events over the past number of years. Most recently, in 2013, students from St Malachy's came first overall in Moving Image Arts, both at GCSE and A Level as well as being placed first and second in CCEA's Showcase for A Level and third for GCSE.

**AS Course Structure and Assessment:** There are two units of study for AS Moving Image Arts. One unit is assessed through coursework, which is set and marked internally. The other unit takes the form on-line examination that is externally set and externally marked.

## **AS Unit 1 - Creative Production (Foundation Portfolio)**

AS1 Coursework is internally set and internally marked by your teacher (with external moderation). It accounts for 70% of marks at AS.

In this unit, through a series of practical exercises, students will be introduced to the underpinning concepts of moving image production. Students must submit for assessment a portfolio of practical and written materials.

Using digital video, in this unit, students will have the opportunity to express their creative intentions and demonstrate the skills that they have developed by producing a finished moving image production of 3-5 minutes duration, along with a 1 minute experiment, accompanied by all necessary preproduction and post-production support materials. Students will also be expected to demonstrate their skills of critical evaluation of their work in an accompanying report that also contains relevant contextual references. Students may produce narrative pieces in live action or animation.

## **AS Unit 2 - Critical Response**

AS2 is assessed through the now established, but relatively unique methodology of on-line examination using a computer. It accounts for 30% of the total marks at AS.

In this unit students will develop an understanding of the conceptual framework for reading and understanding moving image products, and will demonstrate that knowledge through the examination. Students will come to an understanding of the key concepts of moving image product study.

In the examination, students will be presented with previously unseen moving image products and will be expected to answer questions in terms of key concepts of film language in relation to both live action and animation movies.



**A2 Course Structure and Assessment:** The structure of the A2 course will be similar to the AS, with students producing one unit of practical coursework that will be set and marked by their teacher (with external moderation). They will also take an on-line examination, which will be externally set and externally marked. Students will have opportunities to continue using new technologies enabling further creative experimentation, building upon the knowledge and creative competence that they have developed at AS level.

**A2 Unit 1 - Creative Production and Research (Advanced Portfolio)**

A2 1 Coursework is internally set and internally marked by your teacher (with external moderation). It accounts for 70% of marks in the second year of the course (35% overall). In this unit students will undertake an in depth exploration of their ideas, in a personal and individual way, presenting written research as well as two experimental videos and one complete production of approximately 5-7 minutes in length, with all necessary preproduction and supporting material, accompanied by an evaluation.

**A2 Unit 2 - Critical Response and Specialisation**

A2 2 is similar to the second unit as AS. It is assessed through the new methodology of on-line examination using a computer. However the examination will require students to undertake detailed research on specific live action and animation pieces. The unit accounts for 30% of the marks in the second year of the course (15% overall).

**Entry Requirements:**

There are no prerequisites in terms of previous study of specific GCSEs. However visual literacy, creativity and skills in relation to artistic and aesthetic appreciation would be advantageous. Moving Image Arts is primarily a creative, practical course ideally suited to students with imagination and ideas. Appreciation and understanding of Music and Art and Design would be an advantage. Moving Image Arts is primarily a practical course for those who want to make films. St Malachy's College will take up to seven L6 pupils to study Moving Image Art at AS each year. These pupils will have the option of taking the subject through to A2. In the event that the course is oversubscribed, priority may be given to pupils with the highest GCSE points score. In the event of a tie, places will be allocated by random ballot.

**Relevance to Career Development:**

For those who are contemplating undertaking study and future employment in Film Making, Animation, Visual Communication, Design Communication, Multimedia Design, Advertising, Lens Based Media, Model Making or Fine Art study involving Moving Image Production this qualification offers an excellent opportunity for practical experimentation and creative exploration.

GCE AS/ A2 Moving Image Arts may be studied in conjunction with AS/ A2 Art and Design to extend, broaden and deepen the student's knowledge of the visual arts and form a firm foundation for progression towards a career in the visual arts or design disciplines.

For those who are interested in progressing towards a career other than in the visual arts, AS/ A2 Moving Image Arts may be studied as an enjoyable creative and expressive course to enable the development of cultural, critical and aesthetic understanding of film, video and other moving image products.

In addition, it develops in students many transferable skills in relation to creative thought, lateral thinking, imagination, problem solving and team working that prove valuable to those who may choose a career not directly involving Moving Image.

## AIMS

- to develop compositional and practical/performance skills to an advanced level;
- to provide a detailed knowledge of particular aspects of the history of Music and to engage in and extend their appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development;
- to foster the highest standards of personal musicianship and to develop the student's ability to communicate, both orally and in writing;
- develop particular strengths and interests, encouraging lifelong learning and providing access to music related and other careers;

## AS

<b>Unit 1</b>	Solo Performance	5-7 minutes	32.5% of AS (13% of A2)
<b>Unit 2</b>	Composition Task	1 ½ - 2 ½ minutes	32.5% of AS (13% of A2)
<b>Unit 3</b>	Aural (1 hour exam) Written (2 hour exam)	Music for Orchestra 1700-1900 Sacred Vocal Music - anthems Secular Vocal Music - musicals	35% of AS (14% of A2)

## A2

<b>Unit 1</b>	Solo Performance	8-10 minutes	19.5% of A Level
<b>Unit 2</b>	Composition Task	2 – 3 minutes	19.5% of A Level
<b>Unit 3</b>	Aural (1 ¼ hour exam) Written (2 hour exam)	Music for Orchestra in 20 <sup>th</sup> Century Sacred Vocal Music – mass/requiem mass Secular Vocal Music – text and music	21% of A Level

There are regular homeworks; some students are able to produce the required work in relatively short times, but others find some aspects (for example, composition) more time consuming. Students should also remember that they are expected to give adequate time to personal practice on their instrument(s).

## **SPECIAL POINTS**

Students considering A level Music must show clear evidence of a strong natural aptitude for the subject and are required to participate fully in choirs and instrumental groups. It is essential that they are all members of the Senior Choir as we choose pieces for the choir to complement aspects of the course. They should have attained at least grade 5 standard in their chosen instrument/voice as well as ABRSM Grade 5 theory. A significant part of the course is theory based and one paper is entirely score based.



## Previously Home Economics

Advanced Level Nutrition and Food Science involves four modules;

**AS1 Nutrition for Optimal Health** – external examination in May/June of LVI. This module involves the study of macro and micro nutrients and other dietary constituents. The nutritional requirements and current dietary recommendations across the lifespan are also studied. Topics include, proteins, fats, carbohydrates, vitamins, minerals, water, nutrition through life and nutrient requirements.

50% of AS

20% of A2

**AS 2 Diet, Lifestyle and Health** – external examination in May/June of LVI. This module involves the student investigating current research on diet, lifestyle and health. Topics include, overweight and obesity, cardiovascular disease, cancer, Type 2 diabetes, alcohol and physical activity

50% of AS

20% of A2

**A2:** pupils will study two modules at A2 **either** A2 1 option A **or** A2 1 option B and A2 2

**A2 1 Option A: Food Security and Sustainability** – external examination in May/June of MVI. In this unit students examine consumer behaviour when making food purchasing decisions and consider the implications of consumer food choice, topics include food security, food poverty, food sustainability and food waste. 30% of A'Level

**A2 1 Option B: Food Safety and Quality** – In this unit students explore securing a safe food supply from the primary producer to the consumer. Topics include, food safety, safety through the food chain, microbiological contamination, chemical contamination, additives, allergens and control and legislation. 30% of A'Level

**A2 2 Research Based assignment** – internally marked, externally moderated May/June of MVI. This unit requires the submission of a 4,000 word report. The research area should come from AS 1, AS 2, or A2 1. 30% of A'Level

Practical classes will be included as appropriate. Pupils are encouraged to work independently, and many skills are developed throughout the two years.

Career Paths include: Environmental Health Officer, Dietician, Nutritionist, Food Writer/Photographer, Food Scientist, Home Economist, Teacher, Nurse, Social Worker, Trading Standards Officer, Health Promotion Officer, Sports Coach. A number of these careers are investigated during the A-level course

## Structure and content of the course

### BTEC Level 3 Extended Certificate in Sport

This is the equivalent in size to 1 A level. It is ideal if you are interested in covering the fundamentals of the sports sector alongside other fields of study, with a view to progressing to one of a wide range of higher education courses. There are three mandatory units

- Anatomy and physiology
- Fitness training and programming for health, sport and well-being
- Professional development in the sports industry

The optional unit studied

- Application of fitness testing

### Aims and Objectives

The BTEC qualifications in this specification are level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Assignments are practical tasks set in work-related scenarios that can be tailored to local industry needs for your learners.

Learners demonstrate how they apply knowledge and skills to complete a practical project over a period of time, working individually or in groups.

Tasks are practical work-related scenarios completed in realistic, time-based situations. They are completed in controlled conditions and some tasks have pre released information. Learners demonstrate how to apply learning to common workplace or HE scenarios. Tasks provide evidence of a consistent standard of assessment for all BTEC learners.

For written exams, learners draw on essential information to create written answers to practical questions in exam conditions. Learners demonstrate they can apply appropriate knowledge to a work-related challenge in timed conditions.

### The skills and qualities a pupil will develop by studying physical education

Pupils who study Physical Education develop a wide range of skills. These include research, leadership and written and practical skills. Pupils learn the skills of independent learning and the need to work with others. There is also a considerable amount ICT in all project work.

### Careers open to pupils who study Physical Education

After 30 years of proven success, more and more employers and Higher Education institutions across the globe are choosing BTEC-qualified candidates for their practical knowledge and employability skills.

There are a huge number of careers open to those that study Physical Education: broadcasting, watersports instructor, community sports coach, competition manager, dance instructor, disability sports development manager, events manager, extreme sports instructor, fitness professional, football coach, groundsman / greenkeeper, gym instructor, health promotion officer, journalist, marketing, nutritionist, performance analyst, PE teacher, photographer, physiotherapist, referee, school sports co-ordinator, sports massage therapist, strength and conditioning coach, travel and tourism manager, women' s sports development manager. The many skills acquired throughout the BTEC Course enable pupils to work successfully as a team which is essential for many career opportunities.

### **Entry routes for these careers**

There are many and varied routes into these careers. Many of our students study Sports Studies. Those that wish to become Physical Education teachers would also complete a Post Graduate Certificate in Education. There are a large number of students that now study sports management- and tourism-related degrees, a growing sector of our economy. There are also students who use the skills they have acquired through the course to study non-sport related degrees such as journalism.

**It should be noted that pupils should check if the University or College of their choice accepts the course as part of their entry requirements.**

The Physics specification 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 the sciences contribute to the success of the economy and society;
- 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.

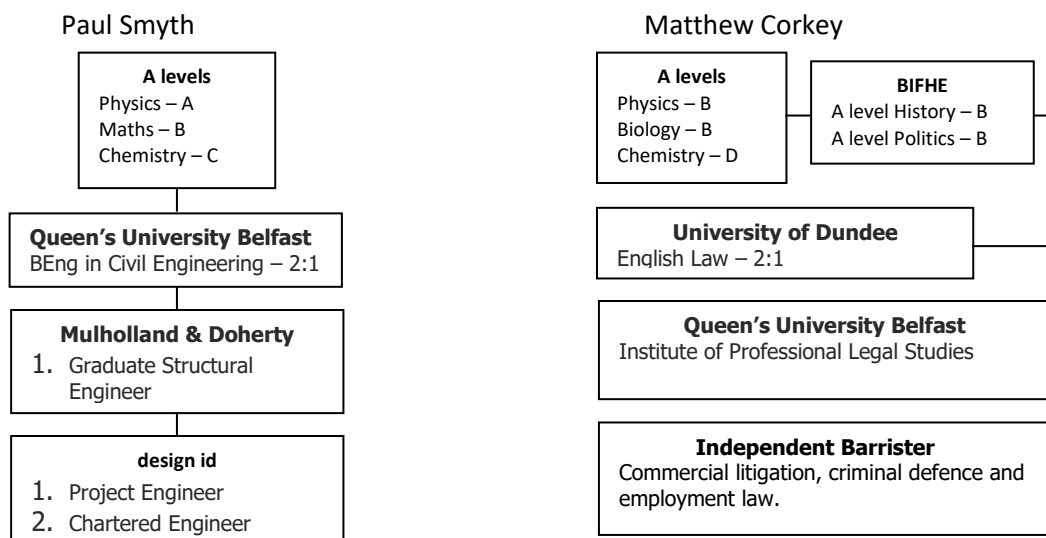
The A-level course builds on the knowledge, understanding, skills and personal capabilities developed within GCSE Physics, including:

- |                   |                   |
|-------------------|-------------------|
| • Problem solving | • Teamwork        |
| • Reasoning       | • Resilience      |
| • Numeracy        | • Self-management |
| • Communication   | • Decision making |
| • Creativity      |                   |

These skills are of great benefit in the following professions:

- |                         |                         |                       |
|-------------------------|-------------------------|-----------------------|
| • Physicist             | • Electrician           | • Mining engineer     |
| • Aeronautical engineer | • Flight engineer       | • Motor mechanic      |
| • Architect             | • Forensic scientist    | • Nuclear scientist   |
| • Astronomer            | • Geophysicist          | • Radiographer        |
| • Astrophysicist        | • Laboratory technician | • Structural engineer |
| • Automobile engineer   | • Land Surveyor         | • Solicitor           |
| • Building surveyor     | • Materials scientist   | • Optometrist         |
| • Civil engineer        | • Medical physicist     | • Recording engineer  |
| • Electrical engineer   | • Meteorologist         |                       |

Physics at the Academy is very popular. Our leavers go on to pursue careers in many different fields. Paul Smyth and Matthew Corkey are two such pupils:



AS 4: Origins of the Early Church	1 hour 20 minutes written examination	50% of AS 25% of A Level	Summer
AS 6: Religious Ethics: Foundations, Principles and Practice	1 hour 20 minutes written examination	50% of AS 25% of A Level	Summer
A2 4: Themes and development of the Early Church	2 hour written examination	25% of A Level	Summer
A2 6: Ethics and Society	2 hour written examination	25% of A level	Summer

## Course Content

An essential part of both AS and A2 Religious Studies is to consider how the course content relates to **Other Areas of Human Experience**. This means reading widely and keeping up to date with current affairs. At A2 an important aspect is the **Synoptic** element of the course; this means drawing links between both areas of study. The Synoptic theme on the Old Testament paper is **Moral Living** and on the Ethics paper the theme is **Suffering**. Pupils in Middle Sixth will have the opportunity to participate in a study tour to Rome, an exciting way of enhancing their understanding of the AS 4 and A2 6 modules.

## Development of Essential Skills

Pupils will have opportunities to develop knowledge and understanding of both areas of study, discuss and evaluate religious beliefs, practices and values, develop an understanding of spiritual, moral and cultural issues, adopt an enquiring, critical and reflective approach to Religious Studies and reflect on and develop their own values, opinions and attitudes.

Pupils will also have opportunities to develop important transferable skills. They will: research and manage information, think critically and flexibly, solve problems and make informed decisions, demonstrate creativity and initiative, work effectively with others, demonstrate self-management, evaluate their own performance and communicate effectively in oral, visual, written and ICT formats.

## Progression

Pupils wishing to study AS or A-level Religious Studies should have achieved the minimum of *either* a Grade B in GCSE Religious Studies *or* a Grade B in a literary subject such as English or History.

## Diverse Career Paths

In 2014, CCEA reported that Religious Studies with 2,373 entries was the 4<sup>th</sup> most popular subject studied at A level. Pupils who study A-level Religious Studies progress to Careers in a wide variety of fields.

The Department CEIAG noticeboard illustrates the diversity of Career Paths followed by pupils who studied A-level Religious Studies e.g. Law, Teaching, Business, Medicine, Dentistry, Pharmacy, Social Work, Nursing, Health and Social Care.

## Structure and brief content of course

At A Level Sociology there are four modules, two of which are studied at AS, two at A2

At AS Level we study two modules: “Education with Sociological Methods and Research” and “Families and Households.”

### Education:

- The role and purpose of education, including vocational education and training in contemporary society
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools, with particular reference to teacher/pupil relations, pupil subcultures, hidden curriculum and the organisation of teaching and learning
- Significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of teaching
- The application of sociological research methods to the study of education.

### Sociological Methods:

- Quantitative and Qualitative methods of research; their strengths and limitations, research design
- Sources of data, including questionnaires, interviews, participant and non-participant observations, experiments, documents and official statistics; the strengths and weaknesses of these sources
- The distinction between primary and secondary data and between quantitative and qualitative data
- The relationship between Positivism, Interpretivism and sociological methods; the nature of ‘social facts’
- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method and the conduct of research.

### Family and Households:

- Relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- Changing patterns of marriage, cohabitation, separation, divorce; child bearing and the life-course; diversity of contemporary family and household structures
- Nature and extent of changes within the family with reference to gender roles, domestic labour and power relationships
- Nature of childhood; changes in the status of children in the family and society
- Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates and family size.

At A2 Level we study two modules “Crime and Deviance” and “Social Inequality and Applied Methods of Sociological Enquiry”.

### Crime and Deviance:

- Patterns of social distribution of crime and deviance related to social class, gender, ethnicity and age in England and Wales.
- Measuring crime: crime statistics and the impact of contemporary social policies on crime rates in England and Wales.
- Definitions of crime and deviance as social constructs including the role of the media.



- The influence of theories and explanations on social policy.
- Theories and explanations of crime and deviance: functionalism, Marxist, neo-Marxist, interactionist, right and left realism, postmodernist, feminist, sub-cultural.

### **Social Inequality and Applied Methods of Sociological Enquiry:**

- Social differentiation
- Power and stratification
- Application of knowledge and understanding of methods of sociological enquiry
- Pupils will be required to use their knowledge and understanding of research methods to demonstrate their higher order skills of designing, analysing, justifying, and evaluating their own research proposal.

### **Skills and Qualities**

#### **Sociological skills are assessed through your ability to write extended answers and detailed essays.**

- A Level Sociology looks at issues which are part of everyday life and considers our experiences of these from an objective point of view. Thus, when we study education or the family we can relate our own life experiences to the structure and systematic overview as presented by different sociological writers.
- An integral part of the study of this subject is thus based on EVIDENCE; no written piece of work at A-Level is considered complete until it is accompanied by case studies to show the research that has been done in the area. LEARNING of this evidence is thus essential.
- It is also not sufficient to simply learn the information; a sociologist has to be able to use the information and apply it to different contexts and scenarios and to be able to evaluate it, i.e. to make a judgement as to how useful or how typical the example might be.
- These skills tie in with the assessment requirements:

#### **AO1 requires: FACTUAL knowledge, learning facts and information**

This includes knowledge and understanding of the theories, methods, concepts and various forms of evidence outlined in the specification and the links between them.

#### **AO2 requires: ANALYTICAL ability**

Pupils must demonstrate skills of application of sociological knowledge. Pupils must demonstrate that they can choose appropriate evidence to back up their ideas and apply them to contemporary society.

#### **AO3 requires: EVALUATION skills**

This assesses pupil's ability to make judgements on the concepts and studies learned. Pupils must learn to identify the strengths and weaknesses of an argument and consider whether it is useful or not for understanding the contemporary world.

### **Careers/ Progression**

- Many pupils who study A-Level Sociology go on to study it at university, either as a single Honours or in combination with other subjects as a joint Honours degree. Sociology with Criminology is a popular combination, based as it is on the study of Crime and Deviance which is a module of M6 work.
- Nursing and Teaching are other careers where A-Level Sociology students can make good use of the knowledge and skills they have acquired; Business and Human Resource Management courses also have elements of Sociology that A-level Sociology students find interesting. A number of former pupils have used their A-Level Sociology in other degrees such as Journalism, Social Policy and Medicine.

- The study of research theories and methodology (which forms an integral part of both the Lower 6<sup>th</sup> and Middle 6<sup>th</sup> course) is really essential for any undergraduate student who will have to produce a dissertation as part of their final degree. All in all, a really good reason to study Sociology!

This course is divided into four units: two units at AS level and two units at A2.

Students will develop significant programming skills in the language of their choice – the focus programming language will be C# in preparation for third level education. In the final A2 unit, students will build a Relational Database Management Systems (RDMS) application through an object oriented environment. This course is aimed at those pupils who are interesting in programming and technical computing as a future career.

Our GCE Software Systems Development specification is made up of two parts: AS and A2. Students can choose to take the AS as a stand-alone qualification if they wish. To get the full GCE, students must complete both AS and A2. There are two units for each part.

**AS 1: Introduction to Object Oriented Development (25% of A level – External Examination)** - In Unit AS 1 students adopt an object oriented approach to problem solving. They develop their object oriented skills while learning to appreciate the benefits of developing applications in this type of environment. This unit is externally assessed through a two hour examination paper.

**AS 2: Event Driven Programming (25% of A level – Internal Assessment)** - In Unit AS 2 students learn to implement and develop object oriented technologies in an event driven environment. Students are able to state requirements and design, implement, test and evaluate their application. This unit is internally assessed.

**A2 1: Systems Approaches and Database Concepts (25% of A level – External Examination)** - In Unit A2 1 students develop their understanding of the reasons for systems development. They are introduced to important database concepts that enable them to understand relational database systems implemented through Structured Query Language (SQL). This unit is externally assessed through a two hour examination paper with a pre-release case study.

**A2 2: Implementing Solutions (25% of A level – Internal Assessment)** - In Unit A2 2 students design and implement a solution to a given problem using the knowledge and skills they have acquired in the preceding units. The unit allows them to experience the elements of the systems development process. Students build their solutions using a relational database management system through an event driven programming environment. This unit is internally assessed with a pre-release case study.

## Possible Entry / Progression Routes

To work as an ICT Professional, students would generally need a degree in Computer Science, Software Engineering or some similar discipline.

Most Universities require students to have studied Mathematics and sometimes a science to Advanced level. Universities are lowering entry requirements when pupils study this course for entry to Computer Science and other computing related programmes of study.

## Structure and content of the course

Pupils study the A-Level CCEA Spanish Course, with AS in Lower Sixth and A2 in Middle Sixth.

The AS Course covers a range of topics within the three contexts of Relationships, Health and Lifestyle and Young People in Society. The course has a strong grammatical emphasis, requiring pupils to learn advanced Spanish grammar under the headings of nouns, articles, adjectives, adverbs, quantifiers and intensifiers, verbs, indirect speech, inversion after speech, prepositions, conjunctions, number, quantity and time. Pupils develop their skills in speaking, reading, listening, writing and translation from Spanish to English.

At A2 pupils study a range of topics within the two contexts of Local and Global Citizenship and Environmental Awareness. They are required to learn all the grammar and structures for AS, as well as relative, possessive, demonstrative and interrogative pronouns, dependent infinitives, future perfect tense, conditional perfect tense, the passive voice and the subjunctive mood. Pupils develop their skills in speaking, reading, listening, writing and translation from English to Spanish. In addition they study a film and a novel in Spanish.

## The skills and qualities a pupil will develop by studying Spanish

Pupils who study Spanish primarily develop the skill of communicating in another language, as well as knowledge of the life and culture of another country.

Amongst the general skills they develop, which will interest employers, are those of good written and verbal communication, research and analytical skills, and cultural awareness. In addition they will develop the skills of improving their own learning and performance, working with others and using ICT.

## Careers open to pupils who study Spanish

The most obvious careers for those who study Spanish are teaching, translating and interpreting.

Other careers in which languages would be useful include law, finance and business, where companies and institutions often operate internationally; the civil service and in particular the diplomatic service; careers with the European Commission; journalism and the broadcast media; transport and tourism, including work in hotel management, with airlines or cruise ships, or with travel agencies.

Languages also open doors in computing and engineering. In addition work would be possible in any occupation in Spain or a Spanish-speaking country.

## Entry routes for these careers

To teach or follow a career in translation or as an interpreter a degree in Spanish, followed by a postgraduate qualification, would be necessary.

Those wishing to enter the law might be able to take a degree in Law and Spanish. Financial institutions and businesses will recruit language graduates to work with overseas clients. It may be possible to take a degree in Spanish and Business or an aspect of Business. Otherwise a postgraduate qualification in an aspect of finance or in sales and marketing might be useful, though financial institutions and businesses often provide their own training. The civil service recruits from amongst graduates by competitive examination and interview, as does the European Commission. Those wishing to enter journalism or the broadcast media would require a degree in the language and a postgraduate qualification or training in journalism.

Careers in transport and tourism would be available to those with a language to A level or degree level, who then take a vocational diploma or degree.

## Structure and brief content of the course:

Pupils will study the Electronic and Microelectronic System specialised area. Previous experience of Electronic and Microelectronic Systems at GCSE Level is required to study at A-Level.

Unit	Areas of Study
<b>AS 1: Design and Materials and Systems and Control or Product Design</b>	In this unit you will: <ul style="list-style-type: none"> <li>• Study a common core of design and materials; and</li> <li>• Study a specialised area of either Electronic and Microelectronic Systems, or Mechanical and Pneumatic Systems, or Product Design.</li> </ul>
<b>AS 2: Internal Assessment – Product Development</b>	In this unit you will: <ul style="list-style-type: none"> <li>• Apply knowledge and skills covered in UNIT as 1; and</li> <li>• Carry out a product development exercise on an existing product or an aspect of it involving the production of a design folder and a developed product outcome.</li> </ul>
<b>A2 1: Systems and Control or Product Development</b>	In this unit you will: <ul style="list-style-type: none"> <li>• Study in greater detail than at AS level a specialised area either Electronic and Microelectronic Systems, or Mechanical and Pneumatic Systems, or Product Design.</li> </ul>
<b>A2 2: Internal Assessment – Product – System Design and Manufacture</b>	In this unit you will: <ul style="list-style-type: none"> <li>• Apply knowledge and skills covered in all units but your work must reflect the specialist area of study chosen in Unit A2 1; and</li> <li>• Carry out a design and make exercise involving the production of a design folder and a product outcome.</li> </ul>

Unit	Assessment Description	Weighting
<b>AS 1: Design and Materials and Systems Control or Product Design</b>	External written examinations Paper 1: Core area of study Paper 2: Specialist area of study Each paper is 1 hour long. There will be a 20 minute break between papers.	50% of AS 20% of A level
<b>AS 2: Product Development</b>	Internal assessment You will produce a design folder and practical outcome Externally moderated	50% of As 20% of A level
<b>A2 1: Systems and Control or Product Development</b>	External written examination You will answer two questions on your specialist area of study. The paper is 2 hours long.	30% of A level
<b>A2 2: Product-System Design and Manufacture</b>	Internal Assessment You will produce a design folder and a practical outcome. Externally moderated	30% of A level

## What skills and qualities will a pupil gain by studying this subject?

Pupils following this course must be able to work independently in the written and practical aspects of their coursework.

A very wide range of **transferable skills** is developed e.g.:

- practical skills involving the safe use of a range of tools, machines and equipment;
- researching and managing information effectively to investigate design issues;
- solving problems and making informed decisions;
- demonstrating creativity and initiative when developing ideas;
- working effectively with others;
- demonstrating self-management by working systematically, evaluating and improving own performance;
- demonstrating self-discipline by persisting with tasks;
- communicating effectively in graphic, written and ICT formats.

### **What can a pupil do with Technology and Design?**

Technology and Design is a **STEM** subject and so provides good support for a wide range of careers, particularly those involving Science, Technology, Engineering and Mathematics, indeed any occupation in which technology plays a part. The transferable skills are an asset to those pursuing careers in engineering, medical and technical areas. Anyone studying Technology and Design will develop sophisticated, transferable ICT skills through the use of a very wide range of software, facilitating careers in any area involving ICT. The creative aspects of the course will assist those considering a career in areas such as Product Design.

### **Progression routes**

Studying Technology and Design at A-Level provides an opportunity to study a surprisingly diverse range of Further and Higher Education courses. In the past few years, these courses have included: Aerospace; Civil, Electronic, Mechanical and Manufacturing Engineering; Biomedical Science; Interior and Environmental Design; Conservation Biology; Medicine; Architecture; Product Design; Computing and Information Technology.