

***ST. COLMAN'S COLLEGE***  
***Violet Hill***  
***Newry***



***AS/A2 Subject***  
***Choices 2018***

## AS/A2 CCEA Product Design

### Examination Board CCEA

The syllabus allows students to focus on real life problem solving. Students investigate a wide range of resistant materials, woods, metals, plastics and composite materials. They study and develop skills and techniques associated with these materials with a view to designing and manufacturing fully functioning products. Students also have the opportunity to use CAD CAM software and manufacturing equipment.

*The department has a considerable bank of resources on the College VLE and is very well equipped with desktop Pc's and laptops. iPads are used extensively for resources and online submission of work.*

### (2) Assessment

Assessment in each year of the course is:

#### AS LEVEL

#### AS 1:

**Compulsory: Design and Materials**

#### **Option: Product Design**

One external written examination consisting of two papers:

#### **Paper 1: Core area of study**

Students answer seven theory questions from a common core paper.

#### **Paper 2: Specialist area of study**

Students answer two theory questions that reflect the area of technology they chose to specialise in, normally,

#### **Option C: Product Design**

Each paper is 1 hour long.

There will be a 20 minute break between papers.

Worth 50% of AS 20% of A level

Examinations every summer from 2017

#### AS 2:

#### **Coursework: Product Development – Product Re-design**

Internal assessment

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

Students complete one task, producing a practical outcome with a design folder.

Approximately 45 hours of work.

Teachers mark the task, and CCEA moderate the results.

Worth 50% of AS 20% of A level

Every Summer from 2017

## A2 LEVEL

### **A2 1:**

#### **Product Design**

External written examination 2 hours

Students answer two extended Product Design questions.

Worth 30% of A level

Examination every Summer from 2018

### **A2 2:**

#### **Coursework:**

#### **Product Design and Manufacture**

Internal assessment

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

Students complete one Project task, producing a practical outcome with a design folder (approx. 60 hours work).

Teachers mark the task, and CCEA moderate the results.

Worth 30% of A level

Every Summer from 2018

### **(3) Career Aspirations**

Students studying Product Design at advanced level are most likely to be those who enjoy problem solving and manufacturing products. The subject also appeals to those who are interested and curious about how products work. Students will need to be competent in the use of workshop tools and machinery and be aware of health and safety good practice.

Students who have studied Design and technology normally progress into related areas of study at College or University. Bsc Hons degree in Product Design and Renewable Energies are popular courses often leading to careers in the manufacturing industries and engineering. Other related careers include Architecture, Civil engineering, Surveying, Designer, Technology teaching and third level College lecturer.

A Level student at St. Colman's College have had great success in the Regional and UK finals of the National Science and Engineering Competition in Belfast and the NEC Birmingham. Colum Mc Nally (Saval) won UK Young Engineer of the year in 2015. A number of these A Level Design and Technology students have also achieved an Arkwright Engineering Scholarship which has assisted them greatly in pursuing a career in engineering. Participation in these competitions and the College affiliation to the Arkwright Trust inspires younger students to study Design and Technology and is an excellent achievement to include in a student's CV and UCAS form.

# **BTEC Subsidiary Diploma/Diploma in Construction and the Built Environment (Single & Double Award)**

**Examination Board: Edexcel**

## **Aim or Overview of Subject**

The BTEC National Certificate in Construction and the Built Environment is designed to equip learners with the practical skills, knowledge and understanding required to progress and acquire degree qualifications and professional occupations mainly in the construction industry.

**(1) Structure of the Course:** There are 12 units spread over the 2 years

### **Year 13:**

Unit 1: Health, Safety and Welfare in CBE

Unit 2: Construction and the Environment

Unit 3: Mathematics in CBE

Unit 4: Science and Materials in CBE

Unit 8: Graphical Detailing

Unit 10: Surveying in Construction

### **Year 14:**

Unit 5: Construction Technology and Design

Unit 6: Building Technology

Unit 7: Planning, Organisation and Control of Resources

Unit 13: Environmental Science in Construction

Unit 15: Building Surveying in Construction

Unit 18: ICT and CA

**(2) Assessment**

Each unit has a number of Pass, Merit and Distinction criteria that are assessed by the teacher setting tasks. All units are assessed in this portfolio way. A student will therefore have either a Pass, Merit or Distinction for each unit and will therefore score either 6, 12 or 18 points respectively.

All tasks and marking are subject to a stringent internal and external verification process.

Strict deadlines on all tasks must be met. There is a large degree of dependency on the use of ICT.

## **Career Aspirations**

The vast majority of the students completing the BTEC National Certificate in Construction progress to take up a place in 3<sup>rd</sup> level education. As the grades in this award convert to UCAS points, most university courses accept the award. It would be important for each student to check with individual universities before applying to a particular course. There are over 25 different construction related courses in UUJ alone that are relevant to successful completion of this double award. In recent years some of our students have taken up places in:

Quantity Surveying

Property Management and Investment

Construction Engineering and Management

Building Surveying

Civil Engineering

Architecture

Architecture & Management

Urban Planning

*This is by no means an exhaustive list.*



<b>AS LEVEL (Year 13)</b>		
<b>Module one</b>  <u><b>Promoting Positive Care</b></u>	This module gives you the opportunity to examine how legislation impacts upon the rights and responsibilities of service users and carers.	<b>Internal Portfolio</b>  16 <sup>2</sup> / <sub>3</sub> %
<b>Module two</b>  <u><b>Communication in Care Settings</b></u>	This module will give you the opportunity to learn and practice communication skills. You will observe communication skills in one care setting.	<b>Internal Portfolio</b>  16 <sup>2</sup> / <sub>3</sub> %
<b>Module three</b>  <u><b>Health &amp; Well-Being</b></u>	In this unit you will learn about health and well-being. You will also investigate health promotion and discover the organisations responsible for health and well being.	<b>External Exam</b>  16 <sup>2</sup> / <sub>3</sub> %
<b>A LEVEL (Year 14)</b>		
<b>Module four</b>  <u><b>Providing Services</b></u>	This module will give you the opportunity to learn about the ways in which health, social care and early years services are organised, including the roles of the various practitioners.	<b>External Exam</b>  16 <sup>2</sup> / <sub>3</sub> %
<b>Module five</b>  <u><b>Monitoring Body Systems</b></u>	In this unit you will examine the structure, function and control of two body system and carry out a practical investigation in which you monitor the physiological status of two people.	<b>Internal Portfolio</b>  16 <sup>2</sup> / <sub>3</sub> %
<b>Module six</b>  <u><b>Applied Research</b></u>	This unit gives you the opportunity to learn about the research process by carrying out your own research on a health and social care topic of your own choice.	<b>Internal Portfolio</b>  16 <sup>2</sup> / <sub>3</sub> %



# Environmental Technology (Applied)

Examination Board: CCEA

(1) **Aim or Overview of Subject** Environmental technology is an applied subject which addresses the challenge of developing and adapting our scientific knowledge to support a more sustainable world. It investigates the potential of renewable energy sources to meet our global energy needs and considers how to conserve our resources by redesigning the built environment. Environmental technology is about solving problems while striking a balance between environmental concerns and technological progress.

(2) **Structure of the Course:**

**Year 13: The Earth's Capacity to Support Human Activity (40%)**

Unit 1: Reliance on Fossil Fuels

Unit 2: Global Action

Unit 3: Power Generation

Unit 4: Microgeneration

Unit 5: Energy from the Sun, Wind & Biomass

Unit 6: Energy Store

Unit 7: Development of Plastics in the future

**Year 14: Building and Managing a Sustainable Future (60%)**

Unit 1: Sustainability & Future Development

Unit 2: Waste Management

Unit 3: Waste to Energy Technologies

Unit 4: Risk Management

Unit 5: Hydrogen Fuel Technologies

Unit 6: Transport System Challenges

Unit 7: Energy Building Performance

Unit 8: Emerging Technologies

Unit 9: The Development of Urban & Rural Sustainable Communities

(3) **Assessment**

Students are assessed at AS and A2 through both completed assignments and terminal exams in June.

# Biology

## Examination Board: CCEA

(1) **Aim or Overview of Subject:** Students are encouraged to:

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in the subject;
- develop and draw together different areas of knowledge, skills and understanding of different aspects of the subject;
- develop competence and confidence in a number of skills, including independent learning, creative thinking, practical, mathematical and problem-solving;
- carry out practical tasks and present their findings in different formats;
- develop an appreciation and understanding of scientific methods; and
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

GCE Biology has two levels: AS and A2. There are three units in each level. Students can take the AS qualification or complete both levels to achieve the full A level qualification. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%.

At each level, students must study all three units.

### AS Level

Unit AS 1: Molecules and Cells

Unit AS 2: Organisms and Biodiversity

Unit AS 3: Practical Skills in AS Biology

### A2 Level

Unit A2 1: Physiology, Coordination and Control, and Ecosystems

Unit A2 2: Biochemistry, Genetics and Evolutionary Trends


Unit A2 3: Practical Skills in Biology

(8) **Career Aspirations:** A Level Biology provides a basis for the further study, at tertiary level of Biology and related courses. For those progressing directly into employment, an AS or A Level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and the public service in which problem-solving and practical skills are valued. The specification helps to provide an understanding of how biological developments affect the environment. The specification also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

# 'A' LEVEL MOVING IMAGES

**GCE Moving Images is a full Advanced GCE course. It is designed to enable candidates to develop their creative and critical abilities through hands-on learning in the Craft and Moving Image Arts.**

**Moving Images acts as a medium of passing on information and knowledge, accessed through:**

-  Cinema
-  Television
-  DVD
-  Internet

**There are two key moving image forms which underpin this subject:**

- Film
- Animation

**Think of choosing 'A' Level Moving Images if:**

- **You have an interest in the media world around you**
- **You would like to develop your skills and be able to produce your own film/animation**
- **You want to progress to study Moving Image Arts or a related subject at degree level**
- **You want a career in the film industry**
- **You want to study a subject or take up a career for which a Moving Image Arts qualification is useful.**

## CAREER OPTIONS

**Career options can be chosen from the following list:**

- Advertising and Public Relations**
- Media**
- Design**
- Craft related**
- Fine Art related**
- Travel and Tourism**



# French

**Examination Board: CCEA**

## **Aim or Overview of Subject**

6 modules,- 3 in AS and 3 in A2. All externally assessed.

(2) **AS Modules** (List AS modules and give a brief explanation of each module including the weighting attached to each module).

AS1 Speaking ( Presentation and Conversation ) AS 30% (A2 12 %) Time: 11 mins

AS2 Listening, Reading and Use of Language AS 40% ( A2 16% ) Time: 2 hrs

Time : 2 hours 45 mins.

AS3 Extended Writing AS 30% (A2 12%) Time: 1 hr

(3) **Assessment** (E.g. External Examination or Practical, Duration of Exam, no of questions, no of papers).

All assessment is external.

(4) **Module Availability** (For each module note opportunities for students to take this module).

(5) **A2 Modules** (List AS modules and give a brief explanation of module including the weighting attached to each).

A2 1 Speaking ( Discussion and Conversation) 18% A2. Time: 15 mins

A2 2 Listening, Reading and Use of Language 24% A2. Time: 2 hours.

A2 3 Extended Writing 18% A2. Time: 1 hr

(6) **Assessment** (E.g. External Examination/Practical, Duration of Exam, no of questions and no of papers).

All assessment is external. The Speaking will also be assessed by an external examiner.

## **(7) Coursework or Practical Requirements**

No more coursework for A level languages offered by any exam board.

(8) **Career Aspirations:** The possibilities are huge. A 2015 British Council report cited “an alarming shortage of language graduates”. The UK and Irish economy is in dire need of people with language skills.

Some possible careers: Translator, Banker, Teacher, International Law, Marketing, Buyer for Global Retail chains. Many other careers are possible in conjunction with Business, Tourism, Finance and Law.

# Physics

**Examination Board: CCEA**

## **Aim or overview of the subject**

The GCE Physics course develops further, the topics studied in GCSE such as Energy, Forces, Pressure, Sound, Light, Electricity, Magnetism Radioactivity, and the Earth in Space through more detailed study of the topics to enhance understanding and introduces you to new topics including Quantum Physics, Astronomy and Particle Physics. Practical work forms a major element of the G.C.E. course. You will develop your investigative, observation, analytical and communication skills through repeated opportunities to engage in practical work.

## **(2) AS Modules These comprise 40% of the marks available for the A Level.**

### **AS Module 1 Forces, Energy and Electricity**

Weighting 40% of AS and 16% of A Level.

Written examination. Externally assessed. (1hour 45 minutes).

### **AS Module 2 Waves, Photons and Astronomy**

Weighting 40% of AS and 16% of A Level.

Written examination. Externally assessed. (1hour 45 minutes).

### **AS Module 3 Practical Techniques and Data Analysis**

Weighting 20% of AS and 8% of A Level.

Practical and written examination. Externally assessed. (2 x 1 hour).

## **(3) A2 Modules These comprise 40% of the marks available for the A Level.**

### **A2 Module 1 Deformation of solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics.**

Weighting 40% of A2 Level and 24% of A-Level.

Written examination. Externally assessed. (2 hours)

### **A2 Module 2 Fields and their Applications**

Weighting 40% of A2 Level and 24% of A-Level.

Written examination. Externally assessed. (2 hours)

### **A2 Module 3 Practical Techniques and Data Analysis**

Weighting 20% of A2 and 12% of A Level.

Practical and written examination. Externally assessed. (2 x 1hour).

There is **no** coursework element in AS or A2 Physics.

## **(4) Career Aspirations**

The study of GCE A-Level Physics provides you with a firm foundation for the further study of physics, and related subjects at university, such as applied mathematics, astronomy, astrophysics, medical physics, engineering (including aeronautical, civil, electrical, electronic and mechanical), geophysics and materials science. Many students who study GCE A-Level Physics subsequently study Medical Physics, Optometry, Medicine and Veterinary Science. There are increasing opportunities to pursue careers in the Energy Industry and Information Technology. The analytical, problem solving and communication skills developed through study of Physics are highly valued in the world of work and relevant to careers across the financial sector, commerce and public service.

# History

## Examination Board: CCEA

1. The aim of studying History at this level is to gain a further and deeper understanding of the world around you and the events and people who helped form our world. The study of History trains you to select relevant information, assess the validity of an argument, think and write logically, make informed judgments about controversial issues and present a well-ordered case backed by supporting evidence thereby equipping you for a wide variety of careers. The skill most developed by History is that of critical analysis and the ability to express ideas, knowledge and interpretations clearly and coherently.



2. **AS Modules** – (1) Germany 1918-45. This paper is assessed through external examination and accounts for



50% of the marks allocated to the subject at AS level. Paper AS1 is taken in Spring of AS year and is available again in summer. (2) Russia: 1903-41. This paper carries the other 50% of the marks and is taken in the summer examinations.

3. **A2 Modules** – (1) Nationalism and Unionism 1800-1900. This is the synoptic module which requires students to take a broad thematic look at a century of history. Again the paper will be taken in the available in Summer

Partition of Ireland 1900-1925. This is the paper and again is externally examined. In Summer term and like the first is worth

4. **Coursework** – There is no coursework History AS or A2 level.



Spring and also. (2) The A2 documents The paper is taken 50% . requirement at

5. **Career Aspirations** - It is certainly an ideal grounding for law, involving, as both do, the deployment of argument based on evidence. In the fields of management, law, administration, accountancy, journalism and marketing, this is a highly valued asset. Many employers regard A level History as an excellent training in the marshalling of arguments and in decision-making. As a well respected academic discipline, History is considered a worthwhile A level subject for entry to almost all degree courses. The AS level History course will furthermore provide those applying for predominantly scientific courses with academic breadth.

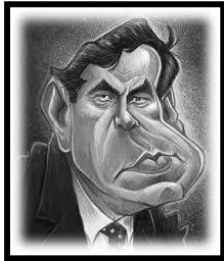
# Government & Politics

## Examination Board: CCEA

1. Studying Government and Politics at AS and A2 level will encourage students to develop knowledge and understanding of the workings of the political system first of all at a regional level. A secondary course gives a deeper knowledge and understanding of the British political system and of the European Union. It also encourages students to become actively involved as citizens and enables them to develop critical thinking among other essential academic skills.



2. AS Modules – (1) *The Government and Politics of Northern Ireland*. This course is externally examined and comprises of one examination of one and a quarter hour. This paper is worth 40% of the AS and 20% of the A level. (2) *The British Political Process*. This paper is externally examined in one single 1 hour 45-minute paper. It comprises 60% of the AS and 30% of the A level.



### 3. A2 *Comparative*

*US/UK*. Again externally examined in a two hours fifteen minutes. The value of 60% of A2 and 30% of A level. (2) This is again externally examined in a minute paper.



Modules – (1)  
**Government:**  
single paper of  
the paper is  
**Political Ideas.**  
one hour thirty-

4. Coursework – There is no coursework as part either of the AS or the A2 Government and Politics course.
5. **Career Aspirations** – Study of Government & Politics helps prepare young people for careers in many areas including Law, Business, Finance, Government Services and of course Politics itself.

# Spanish

## Examination Board: CCEA

### Aim or Overview of Subject

This specification aims to encourage students to:

- develop an enthusiasm for and an understanding of the Spanish language and culture in a variety of contexts and genres;
- develop knowledge and understanding of societal, political and cultural issues in Spanish-speaking countries or communities;
- draw together different areas of linguistic competence, skills and understanding;
- develop higher order thinking skills, for example independent learning and analytical and evaluative thinking;
- carry out research and present their findings through multimedia presentations;
- develop advanced study skills that help them prepare for third level education;
- provide extended responses and evidence of quality of written communication;
- engage critically with intellectually stimulating films, texts and other materials;
- demonstrate that they understand and can use Spanish at a high level to discuss and reflect on aspects of society, politics and culture.

### AS Modules

- Relationships;
- Culture and Lifestyle.

### Assessment – AS - 40% of A level

- Unit AS 1: Speaking (30% of AS level & 12% of A level) - 11 mins;
  - Unit AS 2: Section A – Listening, Section B – Reading and Section C – Use of Language (40% of AS level & 16% of A level) – 2 hours;
  - Unit AS 3: Extended Writing (30% of AS level & 12% of A level) – 1 hour;
- All assessment is external. The Speaking will also be assessed by an external examiner.

### A2 Modules

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

### Assessment – A2 60% of A level

- Unit A2 1: Speaking (18% of A level) - 15 mins
  - Unit A2 2: Section A – Listening; Section B – Reading (24% of A level) - 2 hours 45 mins
  - Unit A2 3: Extended Writing (18% of A level) - 1 hour
- All assessment is external. The Speaking will also be assessed by an external examiner.

### Coursework or Practical Requirements

Coursework for A level languages is no longer offered by any exam board.

### Career Aspirations

Translator, Teacher, International Law, Marketing, Buyer for Global Retail chains.  
Many other careers are possible in conjunction with Business, Finance and Law.

# English Literature

**Examination Board: CCEA**

## **Aim or Overview of Subject**

Reading is a lifelong pleasure and the skills developed through engaging with a wide and challenging range of texts provide students with a solid basis for future studies. Students acquire skills that are valued in Further and higher education, as well as in the work place. These include advanced study skills, independent research and higher order thinking skills. English literature students will explore and respond to a range of poetry 1900-present, developing their ability to analyse poetic methods.

## **AS Modules**

The GCE English Literature specification is made up of two parts: AS and A2. Students may take the AS as a final qualification without progression to A2. However, to gain the full GCE, students need to complete both the AS units and the A2 units.

There are two AS units:

- AS 1: The Study of Poetry 1900–Present and Drama 1900–Present
- AS 2: The Study of Prose Pre 1900

## **Assessment**

- AS 1: The Study of Poetry 1900–Present and Drama 1900–Present.  
External written examination: 2 hours.
- AS 2: The Study of Prose Pre 1900.  
External written examination: 1 hour.

## **A2 Modules**

- A2 1: Shakespearean Genres
- A2 2: The Study of Poetry Pre 1900 and Unseen Poetry
- A2 3: Internal Assessment

## **Assessment**

- A2 1: Shakespearean Genres  
External written examination: 1 hour 30 minutes.
- A2 2: The Study of Poetry Pre 1900 and Unseen Poetry  
External written examination: 2 hours.

## **Coursework or Practical Requirements**

- A2 3: Internal Assessment: Students complete a 2500-word essay.

## **Career Aspirations**

English Literature at A Level is useful in preparing for a number of careers including: Journalism, Written & Spoken Media, Library Work, Marketing, Teaching, PR, Advertising and Editing.

# Sociology

**Examination Board: WJEC**

## **What is Sociology?**

Sociology is the study of society and of people and their behaviour. Sociologists examine a wide range of topics and have created theories to explain the different workings of society. A Level Sociology is an evidence-based subject which teaches students how to back up their opinions and theories by facts in society. Sociology encourages students to be more aware of the world around them, develop skills of critical thinking, and challenge the taken-for-granted.

**AS Modules (Units 1 & 2 = 40%)**

### **Unit 1 – Acquiring Culture (15%)**

**Section A: *Social Construction of Culture* (15 marks)**

Students examine topics such as nature vs. nurture and socialisation.

**Section B: *Families and Households* (45 marks)**

Students study diverse family forms and the role of the family in society today.

**Assessment:** External Examination (1.5 hours)

**Module Availability:** May

### **Unit 2 – Understanding Society and Methods of Sociological Enquiry (25%)**

**Section A: *Methods of Sociological Enquiry* (35 marks)**

Students assess the usefulness of a range of methods and study contemporary examples of research.

**Section B: *Education* (55 marks)**

Students look at the influence of material and cultural factors on differential achievement.

**Assessment:** External Examination (2 hours) **Module Availability:** May

**A2 Modules (Units 3 & 4 = 60%)**

### **Unit 3 – Power and Control (25%)**

**Crime and Deviance (75 marks)**

Students examine the different causes of crime and look at differential patterns of victimisation and offending.

**Assessment:** External Examination (2 hours)

**Module Availability:** June

### **Unit 4 – Social Inequality and Applied Methods of Sociological Enquiry (35%)**

**Section A: *Applied Methods of Sociological Enquiry* (40 marks)**

Students design their own sociological research.

**Section B: *Social Inequality* (60 marks)**

Students examine the theme of social differentiation and stratification.

**Assessment:** External Examination (2.25 hours) **Module Availability:** June

**Coursework Requirement:** There is **no** coursework requirement.

### **Career Aspirations:**

Sociology complements other essay-based subjects such as English, Politics and Religion but students have also been known to combine with non-humanities subjects such as Science and Mathematics. Sociology can open up a vast range of opportunities for Further and Higher Education. A Level Sociology provides students with valuable skills such as communication skills, analytical skills and interpersonal skills that can be used in a range of subjects and disciplines. Past students of Sociology have taken up careers in a number of areas, for example, Law, Social Work, Teaching, Journalism, and Civil Service.

# CHEMISTRY

## Examination Board: CCEA

The study of chemistry at AS Level enables students to

- develop their interest in and enthusiasm for Chemistry, 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; and
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

## AS Modules

### AS 1: Basic Concepts in Physical and Inorganic Chemistry

This module contains units on atomic structure and bonding as well as the shapes adopted by molecules and ions and the intermolecular forces existing between them.

### AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

Organic chemistry forms a major part of this unit with work on the chemistry of alkanes, alkenes, haloalkanes and alcohols.

### AS 3: Internal Assessment

Section A consists of two practical tasks each worth 25 and 29 marks respectively. Section B has a planning exercise worth 20 marks and a number of other questions.

## Assessment

### AS1/A2 Written Paper (1.5 hours):

This paper consists of ten multiple choice questions and a number of structured questions worth 35% of the marks for AS and 17.5% of the marks for the A level.

### AS2 Written Paper (1.5 hours):

. The paper is available in June and is worth 35% of the marks for AS and 17.5% of the marks for the A level.

### AS3 Practical Examination (2.5 hours)

This paper consists of two practical activities. The paper is available in June and is worth 30% of the marks for AS and 15% of the marks for the A level.

## **Coursework or Practical Requirements**

No coursework. Practical Examination in AS and in A2 as noted above.

## **Career Aspirations**

Many of our students study chemistry because it is essential for careers in Medicine, Dentistry, Pharmacy, Biochemistry, Biomedical sciences, Agricultural sciences etc. Some study chemistry to pursue careers in Research in the Pharmaceutical Industry or Teaching. In recent years many of our students have gone into courses, which require a high degree of numeracy, such as actuarial sciences and accountancy. Some have pursued careers in Law and Politics.



# Accounting

**Examination Board: AQA (Linear)**

## **Aim/Overview of Subject:**

A-level Accounting helps students to understand the responsibilities of the accountant and the impacts of their recommendations on the business and the wider environment. Students will gain core knowledge of financial accounting as well as cost and management accounting. This two-unit specification requires students to build their knowledge and understanding of:

- Key concepts
- Principles and techniques that they can apply to real-life scenarios
- Developing the ability to solve problems logically
- Analyse data methodically
- Make reasoned choices and
- Communicate effectively.

It is not necessary for students to have studied Accounting before commencing work on this specification and no prior knowledge of accounting is necessary.

***This qualification is linear – students will sit all their exams at the end of the course. Before the qualification can be awarded, students must undertake both the assessments.***

## **Unit 1 – Financial Accounting**

## **Unit 2 – Accounting for Analysis and Decision-Making**

**Assessment** – 100% Exam Based. This specification has no Coursework/Controlled Assessment.

There are two equally-weighted units, each assessed externally by a written paper. Each paper is 50% of A Level and is a 3 hour written examination. There are three compulsory sections in each paper totalling 120 marks:

- Section A has 10 multiple choice questions and several short answer questions (30 marks)
- Section B has two structured questions each worth 20 marks (40 marks)
- Section C has two extended answer questions each worth 25 marks (50 marks)

**Career Aspirations** - This course has obvious links with the world of work and should prove beneficial for those considering careers in a wide range of professions including: Accountancy, Actuary, Economics, Finance, Retail and Financial Management, Insurance, Investment and Banking. You may of course decide to use the knowledge and skills gained through studying this course to start up your own business.

# BUSINESS STUDIES

## Examination Board: CCEA

Business Studies gives students an invaluable insight into how organisations meet the discerning needs of stakeholders in a constantly changing environment. Students discover how businesses operate and engage in the decision-making and risk-taking processes at all levels in the organisation. Students develop a greater awareness of the ethical dilemmas and responsibilities that organisations and individuals face as they conduct their business. They also have the opportunity to develop valuable transferable skills that will help them to access further education courses or become a valued employee.

### **Business Studies has four assessment units: two at AS level and two at A2 level.**

The AS units introduce students to the world of business. Students develop an understanding of the importance of quality and gain an appreciation of growing a business through marketing activities and e-business. They also learn about the importance of financial information and its use in decision-making.

Students who continue to A2 explore business planning and risk management when developing business strategies and develop an appreciation of the role of accounting and financial information in making strategic business decisions. They gain an understanding of the macroeconomic and global framework that organisations operate in. They develop an appreciation of how ethics and sustainability affect business decision-making and organisational culture.

Content	Assessment	Weightings
<b>AS 1: Introduction to Business</b>	External written examination 1 hour 30 mins	50% of AS 20% of A level
<b>AS 2: Growing the Business</b>	External written examination	50% of AS 20% of A level
<b>A2 1: Strategic Decision Making</b>	External written examination 2hours	30% of A level
<b>A2 2: The Competitive Business Environment</b>	External written examination 2hours	30% of A level

**Career Aspirations:** Business Studies offers an excellent foundation for a career in Marketing, Finance, Accountancy, Management, Human Resource Management or Self-Employment

# **BTEC Level 3 Subsidiary Diploma & Diploma in Sport (Single Award & Double Award)**

**Examination Board: Edexcel**

BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas. The course offered is practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working in a variety of sports related environments. It will give you a good feel for what it will be like to be at work as well as developing your communication, number, IT, time management and teamwork skills. There are no formal exams.

This course is studied over two years and is equivalent to one or two A-level(s). It is a stepping stone to sports courses at University including sports studies, sports coaching and other fields. You will study seven units of work over the course of two years for the single award and for the double award a further five units covering a wide range of topics such as anatomy and physiology, training and fitness, sports development, sports nutrition, psychology, risk assessment and fitness testing.

This course is ideally suited to those with a genuine interest in sport and related activities but also have the ability to succeed on this academic course.

## **Year 1 Units**

**Unit 1** - Principles of Anatomy and Physiology in Sport (single/double)

**Unit 2** - The Physiology of Fitness (single/double)

**Unit 3** - Assessing Risk in Sport (single/double)

**Unit 5** - Sports Coaching (single/double)

**Unit 6** - Sports Development (single/double)

**Unit 7** - Fitness Testing for Sport and Exercise (single/double)

**Unit 14** - Exercise, Health and Lifestyle (single/double)

## **Year 2 Units**

**Unit 4** - Fitness Training and Programming (double only)

**Unit 8** - Practical Team Sports (double only)

**Unit 11** - Sports Nutrition (double only)

**Unit 17** - Psychology for Sports Performance (double only)

**Unit 23** - Organising Sports Events (double only)

**Unit 25** - Sport as a Business (double only)

# Music

## Examination Board: CCEA

The AS and A2 specifications are not just for students who are considering specialising in music at university or music college and neither are they solely aimed at those with a classical training. Of course the CCEA qualification provides applicants for these institutions in Northern Ireland and further afield with the necessary knowledge and skills, but an A level in music is a valuable asset regardless of the career path which may eventually be followed. For someone who has talent as a performer, who enjoys composing their own music, who is interested in music technology or who simply enjoys music of any description, GCE Music offers a way to develop their potential and to ultimately achieve a worthwhile qualification.

### What will you study:

Unit	Areas of Study	How will you be assessed?	Weighting
AS 1	Solo performance	A solo performance at a level equivalent to at least Grade 4 standard of 5-7 minutes duration and a viva voce assessed by a Visiting Examiner	32.5% of AS 13% of A level
AS 2	Composition or composition with music technology	An internally assessed composition task or composition task with music technology of 1½ - 2½ minutes' duration accompanied by a written commentary of no more than 1000 words	32.5% of AS 13% of A level
AS 3	-Music for Orchestra 1700-1900 - Sacred Vocal Music (anthems) - Secular Vocal Music (musicals)	A 1 hour test of aural perception and a 2 hour written examination	35% of AS 14% of A level
A2 1	Solo performance	A solo performance at a level equivalent to at least Grade 5 standard of 8-10 minutes duration and a viva voce assessed by a Visiting Examiner	19.5% of A level
A2 2	Composition or composition with music technology	An internally assessed composition task or composition task with music technology of 2-3 minutes' duration accompanied by a written commentary of no more than 1200 words	19.5% of A level
A2 3	- Music for Orchestra in the Twentieth Century - Sacred Vocal Music (mass/requiem mass) - Secular Vocal Music 1600 to the present day	A 1¼ hour test of aural perception and a 2 hour written examination	21% of A level

### **What can I do with a qualification in music?**

A wide variety of job opportunities are available in music or associated areas for suitably qualified and motivated people.

- The most obvious careers are those which are directly involved with creating and performing music such as instrumentalists, singers, accompanists, conductors, composers and arrangers.
- There are various types of music teaching jobs in the primary and secondary sectors with more specialised work in third level institutions such as universities and colleges.
- Instrumental and vocal tuition (whether classical, traditional, jazz or popular) may be carried on privately or on a peripatetic basis.
- For those with a background in music technology there is the possibility of employment in the recording industry as a composer, producer or sound engineer.
- Instrument making and repair are sometimes overlooked and yet provide a lucrative income because of the specialised nature of the work.
- There are numerous jobs associated with music such as arts management, music publishing, musicology and music journalism.
- Music is also a rewarding leisure activity for those who take part in choirs, bands and amateur ensembles or simply enjoying attending concerts or listening to music.
- Music therapy is an allied health profession and one of the expressive therapies, consisting of a process in which a music therapist uses music and all of its facets – physical, emotional, mental, social, aesthetic and spiritual - to help clients improve their physical and mental health.

# GEOGRAPHY

**Examination Board: CCEA**

**Aim or Overview of Subject**

AS/A2 Geography requires students to study issues in physical and human geography. It also contributes to environmental and sustainable development education by requiring students to develop an understanding of processes and issues in the human environment.

**AS Modules - AS 1: Physical Geography**

External examination paper

1 hour 15 minutes 40% of AS 16 % of A Level.)

**Topics : Rivers, Ecosystems, Atmospheric Processes**

**AS 2: Human Geography**

External examination paper

1 hour 15 minutes 40% of AS 16 % of A Level.

**Topics : Population, Settlement, Rural and Urban Environments, Development**

**AS 3: Fieldwork Skills and Techniques in Geography**

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. 20% of AS and 8% of A Level.

**A2 Modules**

The full Advanced GCE comprises the AS and the second part of the Advanced GCE course referred to as A2.

**A2 1: Physical Geography, Landforms and Management.**

External examination paper 1 hours 30minutes - 24% of A Level.

**Topics : Coasts, Volcanoes and Earthquakes.**

**A2 2: Processes and Issues in Human Geography.**

External examination paper 1 hour 30 minutes - 24% of A Level.

**Topics : Cultural Geography, Ethnic Diversity.**

**A2 3:** External written examination. 1 hour 30 mins. This is a compulsory decision-making exercise in the form of a case study – 12% of A Level.

**Decision Making Coursework and Practical Requirements**

There is a short report of 100 words maximum on the fieldwork location.

There is a day spent out of school grounds doing physical fieldwork which is currently in the Mourne and a day doing human fieldwork which is currently done in Newcastle.

Fieldwork is examined within the examinations.

**Career Aspirations**

Geography graduates have one of the highest rates of graduate employment and studying geography can provide you with good skills and a firm base for life-long learning.

**Many employers value the 'all-round' abilities of Geography graduates.**

➤A career directly related to their Geography course

A first degree in Geography is an entry point to many careers.

For example: town and transport planning, chartered surveying, land and water management, environmental consultancy, development, tourism, conservation, demography, housing and social welfare.

➤Further full-time study or training to develop a career in research (Masters or PhD) or teaching (PGCE), or to advance qualifications for entry into more specialised professions (Masters or PhD).

# Religious Studies

**Examination Board: CCEA**

## **What is Religious Studies?**

The study of religion makes a particular contribution to candidates understanding of spiritual, moral and cultural issues by encouraging them to reflect upon their own attitudes, and those of others, to the topics under consideration. It provides candidates with the opportunity to learn about, discuss, evaluate and learn from religious beliefs, practices and values. It allows opportunities for candidates to engage with challenging questions about the meaning and purpose of life, peoples place in society and the world around them.

## **AS Modules (Units 1 & 2= 40%)**

### **Unit AS 1 -An Introduction to the Gospel of Luke**

In this unit, students explore the content of the Gospel of Luke, starting with an understanding of how and why the Gospel was written. Students learn about the religious and political situation in Palestine at the time of Jesus, referring to the beliefs and practices of relevant religious groups. Students learn about key events in the ministry of Jesus, focusing on the Infancy Narrative and early ministry. This unit introduces students to the Kingdom of God in Luke's Gospel through a study of selected miracles and parables. Students learn about miracles of healing and raising to life, which is contrary to the laws of nature. During their study of the parables, students focus on the theme of mercy, forgiveness and the Kingdom of God. They study the themes of discipleship and Salvation History within the context of contemporary scholarship. Students also explore the relationship between the Gospel of Luke and other aspects of human experience.

**Assessment:** External Examination (1 hour 20 mins)

### **Unit AS 7 - Religious Ethics: Foundations, Principles and Practice**

In this unit students explore the themes and principles that are foundational to religious ethics. These include: the role of Christian scripture in informing Christian ethics, the deontological approach of natural moral law and the teleological approaches of utilitarianism and situation ethics. Students learn about the origin and development of each ethical theory, focusing on the contribution of key writers and ethicists. They then apply these ethical approaches to key issues in medical ethics, such as human infertility, surrogacy and embryo research.

Students explore the relationship between science, technology and Christian ethics. This allows them to consider possible implications for society, marriage and the family. In their study of life and death issues, students focus on the moral debates surrounding abortion and the ethics of assisted suicide and euthanasia.

Students also explore the relationship between ethics and other aspects of human experience. **Assessment:** External Examination (1hour 20mins written paper)

## **A2 Modules (Units A2 1 & A2 7=60%)**

### **Unit A2 1: Themes in the Synoptic Gospels**

This unit builds on the study of Luke's Gospel completed at AS level. At the start of the unit, students discuss the Synoptic Problem. The focus of study then widens to include the Gospels of Matthew and Mark. The person of Jesus in the Synoptic Gospels is a key area of study. Students focus on the ethical teaching of Jesus presenting a challenge to the attitudes of his day. Students critically compare and examine the Passion and Resurrection Narratives against a background of contemporary scholarship.

In the final theme on religious texts, authority and interpretation, students examine issues surrounding the authority of religious texts, such as the differing approaches of fundamentalism and liberalism. The role of leadership and the continuing debate within faith communities is an important issue relating to religious texts. Students initially study this theme in relation to the Synoptic Gospels. It then provides a perspective from which students can consider the content of at least one other unit of study.

### **Unit A2 7: Global Ethics**

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

Students learn about global rights, including the historical development of Christian and secular perspectives on human rights. These focus on sexual identity and gender-related issues. Students examine the nature and purpose of justice and punishment and the problems presented by contemporary warfare as global ethical issues.

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

**Assessment:** For each unit in A2 there is an External Examination (2 hour written paper). Candidates must answer **3** questions- two questions from a choice of three questions from Section A and a compulsory question in section B in each paper.

**Coursework Requirement:** There is currently **no** coursework requirement in this subject. All four modules are worth 100% of the total course.

### **Careers Aspirations:**

Religious Studies can open up a wide range of opportunities for Further and Higher Education. It combines well with other Humanities subjects and provides students with a range of transferable skills. Students of Religious Studies can take up a career in a wide variety of areas, for example, Teaching, Journalism, Law, Social Work, Politician and Civil Service.



# Irish

## Aidhmeanna

- Suim a chothú sa Ghaeilge agus díogras a fhorbairt don teanga
- Tuigse a fhorbairt ar éagsúlacht chomhthéacsanna sa Ghaeilge
- Bheith ábalta cumarsáid a dhéanamh go héifeachtach sa Ghaeilge
- Eolas a chothú ar an tsochaí ina labhraítear an teanga sa lá atá inniu ann agus ar oidhreacht an phobail dár de í
- Scileanna praiticiúla agus tuigse leathan a fhorbairt ar mhaithe le húsáid rialta agus staidéar ag leibhéal níos airde.
- Bheith ábalta áit a ghlacadh i sochaí ilteangach agus labhairt le Gaeilgeoirí eile

## Aims

- To develop an interest in and enthusiasm for learning Irish
- Develop an understanding of the language in a variety of contexts
- Communicate effectively in the language
- Develop an awareness of the society and heritage of the community where Irish is spoken
- Acquire a wider knowledge and practical skills for regular use and further study
- Take their place in a multilingual society and communicate with speakers of Irish

## An Cúrsa

- AS 1 Cur i láthair agus Comhrá (13 Bomaite) AS 35% /A2 17.5%
- AS 2 Scrúdú Éisteachta (30 Bomaite) Léamhthuiscint (Uair agus 15 Bomaite) Scríobh (Uair) AS 65% / A2 32.5%
- A2 1 Plé ar théama sochaíoch agus Comhrá (15 bomaite ) A2 17.5%
- A2 2 Scrúdú Éisteachta (30 Bomaite) Léamhthuiscint (Uair agus 25 Bomaite) Litríocht ( Uair) A2 32.5%

## The Course

- AS 1 Presentation and Conversation (13 minutes) AS 35%/A217.5%
- AS 2 Listening Exam (30 Minutes) Comprehension (1 Hour and 15 Minutes) Writing (1 Hour) AS 65% / A2 32.5%
- A2 1 Discussion based on societal theme and conversation (15 Minutes) A2 17.5%
- A2 2 Listening Exam (30 Minutes) Comprehension (1 Hour and 25 Minutes) Literature (1 Hour) A2 32.5%

## Toipicí le forbairt

Gaoil – Teaghlach/Ról an teaghlaiigh/daoine óga/fadhbanna  
Sláinte agus Stíl Maireachtála – Aclaíocht/Suimeanna/Freagracht/Taisteal  
An t-Aos óg sa tsochaí – Na Meáin/Cultúr/Féiniúlacht/Brú/Oideachas  
Saoránacht – Ionannas/Bochtaineacht/Imirce/Ciníochas/Claontacht/Coimhlint  
Timpeallacht – Caomhnú/Truailliú/Athrí aeráide/Freagrachtaí/Ról Rialtais

## Topics to develop

Realationships – Family/Role of Family/Young People/Problems  
Health and Lifestyle – Fitness/Interests/Responsibility/travel  
Young People in Society – The Media/Culture/Identity/Pressure/Conflict  
Citizenship – Equality/Povert/Immigration/Racism/Prejudice/Conflict  
Environment – Consevation/Pollution/Climate Change/Responsibilities/Role of government

## Imeachtaí Breise/Comórtais

An Ghaeltacht, Feiseanna, Abair, tráth na gceist, aoichainteoirí agus Sciath Mhic Giolla Bhríde (Buaiteoirí 2011 don 14ú uair)

Extra Curricular / Competitions / The Gaeltacht, Feiseanna, Public Speaking, quizzes, guest speakers and The Ashbourne Shield (Winners 2008 for the 14<sup>th</sup> Time)

**Tuileadh Eolais / Further Information** ag [www.ccea.org.uk](http://www.ccea.org.uk) nó labhair le do mhúinteoir Gaeilge.

# Physical Education



**Examination Board: CCEA** This new GCE in Sports Science and the Active Leisure Industry is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.

It combines elements of sports science/physical education and leisure studies and is designed to equip students with the knowledge and the range of skills required to work in the sports and active leisure industries. The specification provides a sound basis for progression to further study and a range of interesting careers. It has been designed to help students:

- **develop** subject knowledge, understanding and skills in relation to a work context within the active leisure industry;
- **prepare** for continued development in further/higher education;
- **acquire knowledge** about the importance of technology to sport and physical activity in the active leisure industry;
- **participate** in research, evaluation and problem-solving skills in a work-related context;
- **understand** the reasoning behind different levels of fitness; and
- **plan, organise and evaluate** an active leisure event

<b>AS 1:</b> Fitness and Training for Sport	<ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Training methods</li> <li>• Fitness testing</li> <li>• Planning fitness programmes and leading exercise sessions</li> <li>• Safety and risk assessment</li> <li>• First aid</li> </ul>	<b>Internal assessment</b> Portfolio showing written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions, and risk assessment	60% of AS  30% of A Level
<b>AS 2:</b> The Active Leisure Industry: Health, Fitness and Lifestyle	<ul style="list-style-type: none"> <li>• The active leisure industry</li> <li>• Lifestyle and health</li> <li>• Nutrition for health and exercise</li> <li>• Components of fitness</li> <li>• The need for safety in the active leisure industry</li> <li>• Barriers to participation</li> <li>• Health of the nation and comparisons made to other European countries</li> </ul>	<b>External assessment</b> 2 hour examination paper Short and extended questions Stimulus response questions based on Health, Fitness and Lifestyle All questions are compulsory	40% of AS 20% of A level
<b>A2 1:</b> Event Management in Active Leisure Industry	<ul style="list-style-type: none"> <li>• Introduction to the key components of the leisure industry</li> <li>• Choice of active leisure event linked to key components of leisure sport</li> <li>• Feasibility of the event</li> <li>• Teamwork</li> <li>• The event</li> <li>• Evaluating the event</li> </ul>	<b>Internal assessment</b> Portfolio showing written evidence of planning for an active leisure event and evaluation of outcome	30% of A Level
<b>A2 2:</b> The Application of Science to Sports Performance	<ul style="list-style-type: none"> <li>• Respiratory system</li> <li>• Cardiovascular system</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Effects of exercise</li> <li>• Ethics in sports performance</li> <li>• Skill acquisition</li> <li>• Understanding learning and performance</li> </ul>	<b>External assessment</b> 2 hour examination paper Short and extended answer questions Stimulus response questions based on anatomy and physiology, skill acquisition, principles of learning and performance	20% of A Level

**Career Aspirations** – Teaching, Radiography, Physiotherapy, Sports Coaching, Sports Psychology, Personal Trainer, Leisure Centre Manager, Sports Therapist. etc

## **ART & DESIGN**

### **Examination Board: CCEA**

AS/A2 builds on skills & experience of GCSE Art & Design.

It enables students to pursue their individual interests in their coursework e.g. Music, architecture, animation, graphic design.

Students have the opportunity to work in a wide range of areas including drawing, painting, graphic design, ICT, 3d design & sculpture. The course presents students with broad, creative experiences.

### **AS Modules**

#### **AS 1 Experimental Portfolio –50%**

The portfolio enables students to develop, explore & record ideas in an very individual way. There is no final outcome required in this unit.

#### **Module 2 AS 2 Personal Response - 50%**

Students present a personal outcome in response to a theme. Students work on this module from 1st February for at least 8 weeks.

### **A2 Modules**

#### **Module 3 A2 1 Personal and Critical Investigation – 60%**

The personal and critical investigation consists of written and practical work. The written element consists of 1000 -3000 words is incorporated into the personal investigation.

There is no final outcome required in this unit.

#### **Module 4 A2 2 Thematic Outcome - 40%**

Students present a personal outcome in response to a theme. Students work on this module from 1st February for at least 8 weeks.

### **Career Aspirations**

A level Art & Design opens many exciting career possibilities in areas such as architecture, web design, graphic design, interior design, product design, multimedia- such as animation, game design/ computer graphics. A wide range of exciting career paths are available for those interested in Game design.

It is also a good choice for those who wish to pursue their interest /talent in Art & Design & obtain a good grade in AS/A2.

# Mathematics

## Examination Board CCEA

The broad aim of the course is to allow students to develop their understanding of mathematics and its processes in a way that promotes confidence and enjoyment. The range of mathematical skills and techniques is extended, thus developing greater progression and coherence of different areas of mathematics.

Content	Assessment & content	Weight	Availability
AS 1: Pure Maths	<b>External written examination - 1 hr 45 mins</b> <b>Students answer all questions</b>  Algebra, functions, co-ordinate geometry, sequences & series, trig, exponentials, logs, differentiation, integration and vectors.	60% of AS  24% of A2	Summer from 2019
AS 2: Applied Maths	<b>External written examination - 1 hr 15 mins</b> <b>Students answer all questions</b>  Kinematics, forces and Newton's Laws, sampling, data representation & interpretation, probability and statistical distributions.	40% of AS  16% of A2	Summer from 2019
A2 1: Pure Maths	<b>External written examination - 2 hrs 30 mins</b> <b>Students answer all questions</b>  Algebra, functions, co-ordinate geometry, sequences & series, trig, differentiation, integration and numerical methods.	36% of A2	Summer from 2019
A2 2: Applied Maths	<b>External written examination - 1 hr 30 mins</b> <b>Students answer all questions</b>  Kinematics, moments, impulse and momentum, probability, statistical distributions and hypothesis testing.	24% of A2	Summer from 2019

## Coursework or Practical Requirements

There is neither coursework nor a practical aspect to this course of study.

## Career Aspirations

Increasingly, employers are looking for graduates with strong skills in reasoning and problem solving - just the skills that are developed in a mathematics course.

## Careers include:

Statistical and mathematical consultants, Computer games designers, Medical statisticians, Engineers, Meteorologists, Actuaries.

# Software Systems Development



## Examination Board: CCEA

Recent media and government communications have highlighted the importance of developing skills that are required to work within the IT industry.

This new qualification is designed to allow students to develop the appropriate knowledge, understanding and skills. It includes the essential skills of programming and user testing which are required to work in the fast growing IT sector within Northern Ireland.

The ability to write computer programs in languages that are used widely in the industry is one of the most valuable skills to have in the world today. Knowing languages such as Java and C# allows you to programme and develop applications on a range of platforms such as desktops and mobiles.

This new GCE in *Software Systems Development* is a qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability. It aims to develop software skills which will prepare students for work in today’s software industry, as well as to enhance students’ understanding of systems approaches. The specification provides a sound basis for progression to further study and a range of interesting careers. It has been designed to help students:

- develop subject knowledge, understanding and skills that will prepare them for work in today’s software industry;
- demonstrate their understanding and application of key concepts through challenging internal and external assessments;
- apply their skills to relevant work-related scenarios; and
- research, develop and present their findings in a variety of formats.

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

Content	Assessment	Weighting
<b>AS 1: Introduction to Object Oriented Development</b>	<i>External written examination 2 hours</i>	50% of AS
	Short and extended questions, stimulus response and data response questions based on the principles of <b>object oriented development</b>	20% of A Level
<b>AS 2: Event Driven Programming</b>	<b>Internal assessment</b>	50% of AS
	Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application	20% of A Level
<b>A2 1: Systems Approaches and Database Concepts</b>	<i>External written examination 2 hours</i>	30% of A Level
	Short and extended questions relating to current systems approaches and database concepts These questions are based on a pre-release case study, published in June for the following year’s assessment	
<b>A2 2: Implementing Solutions</b>	<b>Internal assessment</b> Portfolio showing evidence of the analysis, design and implementation of a software solution of a specified problem in a pre-release case study and task, published in June for the following year’s assessment	30% of A Level

For more detail on the specification and resources visit the [CCEA Software](#) microsite

## DIGITAL TECHNOLOGY

**Examination Board: CCEA**



This specification aims to encourage students to:

- develop a genuine interest in digital technology;
- gain an understanding of the system development process;
- gain an awareness of a range of technologies and an appreciation of the potential impact these may have on individuals, organisations and society;
- participate in developing an application while adhering to the system development process;
- develop an understanding of the consequences of using digital technology on individuals, organisations and society, and of social, legal, ethical and other considerations of using digital technology;
- apply their skills to relevant work-related scenarios;
- carry out research and development, and present their findings in different formats;
- develop advanced study skills that help them prepare for third level education;
- demonstrate that they understand and can apply key concepts through challenging internal and external assessments.

It gives students opportunities to progress to career paths leading to professional IT management and the responsible use of IT within industry.

It offers advanced study of modern technology-based systems.

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

Content	Assessment	Weightings
AS 1: Approaches to Systems Development	<b>External written examination</b> 1 hour 30 mins Students answer short and extended questions based on Approaches to Systems Development.	50% of AS  20% of A level
AS 2: Fundamentals of Digital Technology	<b>External written examination</b> 1 hour 30 mins Students answer short and extended questions based on the Fundamentals of Digital Technology.	50% of AS  20% of A level
A2 1: Information Systems	<b>External written examination</b> 2 hours 30 mins Students answer short and extended questions based on Information Systems.	40% of A level
A2 2: Application Development (Case Study)	<b>Internal assessment</b> Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user.	20% of A level

For more detail on the specification visit the [CCEA Digital Technology](#) microsite

**St. Colman’s College Subject Choice for AS/A2 LEVEL 2018/2019**

Name: ..... Current Class: S2.....

**AS LEVELS**

Accounting  
Art & Design  
Biology  
Business Studies  
Chemistry  
Digital Technology  
Design & Technology  
English Literature  
French  
Geography  
Government & Politics  
History  
Food and Nutrition (Provisional)  
Irish  
Mathematics  
**Award\***  
Further Mathematics  
Music

Physics  
Religious Studies  
Sociology  
Spanish  
Software Systems Development  
Sport Studies  
Performing Arts

**Applied GCE (A Level)**

Environmental Technology  
Moving Image Arts (Provisional)  
Health & Social Care (Provisional)

**VOCATIONAL QUALIFICATIONS**

BTEC National Cert. in Construction (**Double Award\***)  
  
BTEC National Sports Science (**Double Award\***)  
(\***Double Award** counts as **2 subjects**)

Using the spaces below, please select 4 subjects for AS level\BTEC in **order of preference**.

- (1) .....
- (2) .....
- (3) .....
- (4) .....

I will not be returning to St. Colman’s College to study AS / A2 levels ( \_\_\_\_\_ )

**Choices are subject to the following conditions:**

- Acceptance to follow A-level studies is in accordance with the Sixth Form Admissions Criteria (overleaf).
- A subject will only be offered if the numbers are sufficient to form a class.
- There may be a limit to the number of classes offered for any specific subject.
- If demand exceeds the number of places available, then GCSE performance, application and aptitude will be used as a discriminator.
- The minimum requirement for students studying a subject at AS/A2 level is a grade ‘B’ in that subject at GCSE. ‘AA’ grades are expected in Double Award Science to study a Science subject at A-Level.

- Having not studied Further Maths, a student must obtain an A / A\* Grade at GCSE Mathematics to study A-Level Mathematics.
- If studying GCSE Further Maths, a student must obtain at least a B grade in order to study A – Level Mathematics.
- A grade B in Mathematics is required to study Accounting.
- Having not studied GCSE Computer Science, a student must meet the entry requirements for A-level Mathematics in order to study Software Systems Development at AS Level.

Please return completed form to your Form Teacher by **Monday 19<sup>th</sup> February** at latest.

Signed: ..... Student

Signed: ..... Parent/Guardian

Date: .....

### **ADMISSIONS POLICY FOR SIXTH FORM**

The following criteria will be applied to applicants who wish to study AS/A2 in St Colman’s College.

As a Catholic Grammar School, St Colman’s College aims to ensure that every individual pupil will realise his full potential in spiritual, moral, social and academic terms. While it is assumed that students who enrol in St Colman’s in Y8 – Y12 will remain to study A Levels, entry into Sixth Form for existing St Colman’s students is conditional on:

- A good academic record of 7+ A\* - C at GCSE including English and Mathematics.
- A good behaviour and attendance record.
- A very good level of performance in the subjects or curriculum areas that he wishes to study in Sixth Form, normally a B grade or better.
- Attending a meeting on results day with a member of the SLT to confirm subject choices.

These conditions reflect that which would have been expected from a St Colman’s student throughout his education at the College. If a student’s achievements do not meet the conditions listed above but he wishes to apply to return to the College to study A Levels, he will have to attend an interview with the Principal and/or Vice-Principal for his individual case to be considered.

Progression from AS studies to A2 studies is also conditional on a satisfactory level of achievement, normally 3+ C grades or equivalent, application, behaviour and attendance at AS Level.

**\*PLEASE NOTE\***

**GCSE results will be available at the College from 9.00am on Thursday 23rd August 2018.**

**A-Level subject choice meetings will take place from 9.00am on that day with members of the Senior Leadership Team.**