



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



***AS/A2 Subject***  
***Choices Booklet 2023***

## Selecting A Levels

This booklet contains information about AS/A-level subjects from which you may choose. You will spend two years studying each of your subjects, so it is well worth taking time to find out all you can about them, before you make your choices. You should:

Research various university courses and find out the subject requirements and grades required including GCSE Grades. See 'Entry Requirements' for each university course on their online prospectus.

- read the relevant pages in this booklet,
- talk to pupils already doing the subject at AS/A-level,
- talk to your teachers,
- talk to your parents,
- talk to the Careers Teacher
- talk to the Careers Advisor from the Careers Service.

**Below are some useful sites for guidance:**

<http://www.qub.ac.uk/directorates/MRCI/admissions/UndergraduateAdmissions/UndergraduateAdmissionsPolicy/>

<https://www.qub.ac.uk/coursesStudy/Undergraduate/>

[Admissions - Student Guide \(ulster.ac.uk\)](#)

### Subjects on offer at A Level (from 2023)

Subject	Qualification	Type	Exam Board	Location
Accounting	A Level	Linear	AQA	St Colman's
Art and Design	A Level	Modular	CCEA	St Colman's
Biology	A Level	Modular	CCEA	St Colman's
Business Studies	A Level	Modular	CCEA	St Colman's
Chemistry	A Level	Modular	CCEA	St Colman's
Construction (National Extended Certificate)	BTEC equivalent to 1 A Level	Modular – a mix of externally marked assessments and coursework	Pearson	St Colman's
Construction (National Diploma)	BTEC equivalent to 2 A Levels	Modular – a mix of externally marked assessments and coursework	Pearson	St Colman's
Design and Technology	A Level	Modular	CCEA	St Colman's
Drama and Theatre	A Level	Modular	WJEC	St Colman's
English Literature	A Level	Modular	CCEA	St Colman's
Environmental Technology	A Level	Modular	CCEA	St Colman's
French	A Level	Modular	CCEA	St Colman's
Further Mathematics	A Level	Modular	CCEA	St Colman's
Geography	A Level	Modular	CCEA	St Colman's
Health and Social Care	A Level	Modular	CCEA	St Mary's
History	A Level	Modular	CCEA	St Colman's
Information Technology (National Extended certificate)	BTEC equivalent to 1 A Level	Modular – a mix of externally marked assessments and coursework	Pearson	St Colman's
Irish	A Level	Modular	CCEA	St Colman's
Mathematics	A Level	Modular	CCEA	St Colman's
Moving Image Arts	A Level	Modular	CCEA	SRC
Music	A Level	Modular	CCEA	St Colman's
Nutrition and Food Science	A Level	Modular	CCEA	St Colman's
Sports Science and the Active Leisure Industry	A Level	Modular	CCEA	Our Lady's
Physics	A Level	Modular	CCEA	St Colman's
Government and Politics	A Level	Modular	CCEA	St Colman's
Religious Studies	A Level	Modular	CCEA	St Colman's
Sociology	A Level	Modular	WJEC	St Colman's
Software Systems Development	A Level	Modular	CCEA	St Colman's
Spanish	A Level	Modular	CCEA	St Colman's
Sport Level 3 National Diploma	BTEC	Modular – a mix of externally marked assessments and coursework	Pearson	St. Colman's



# A Level Accounting - Linear

## Examination Board: AQA

### 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.

# **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 a 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.

# Biology

## Examination Board: CCEA

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.

## 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 within and gain an appreciation of how ethics and sustainability affect business decision-making and organisational culture.

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



# 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

## 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.

**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.

# **BTEC Construction**

BTEC Level 3 Extended Certificate (Single Award) and BTEC Level 3 Diploma (Double Award) in Construction and the Built Environment

## **Examination Board: Pearson**

### **Aim or Overview of Subject**

The BTEC Extended Certificate and Diploma in Construction and the Built Environment courses are designed to equip learners with the skills, knowledge and understanding required to progress and acquire degree qualifications and professional occupations in the construction industry.

### **Course Structure**

Extended Certificate (Single Award): 4 units carried out in one year (see Year 13 units below)

Diploma (Double Award): 10 units carried out over two years (all units listed below)

### **Year 13:**

Unit 1 - Construction Principles (Written Exam - 1 hour 30 mins – Externally assessed)

Unit 2 - Construction Design (Controlled Assessment – 12 hours - Externally assessed)

Unit 4 - Construction Technology

Unit 5 - Health and Safety in Construction

### **Year 14:**

Unit 6 - Surveying in Construction

Unit 7 - Graphical Detailing in Construction

Unit 8 - Building Regulations and Control in Construction

Unit 9 - Management of a Construction Project

Unit 17 – Projects in Construction

Unit 41 – Renewable Energy for Housing

All tasks and marking are subject to a stringent internal and external verification process. BTEC courses operate with strict deadlines on all assignments. Throughout the course there is a large degree of dependency on the use of ICT. Units delivered in Year 14 are subject to change.

### **Career Aspirations**

The vast majority of the students completing BTEC Construction and the Built Environment progress to take up a place in third 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 course. In recent years some of our students have taken up places in: Quantity Surveying, Civil Engineering\*, Property Management and Investment, Architecture, Construction Engineering and Management, Architecture & Management, Building Surveying & Urban Planning.

\*For those students wishing to study Civil Engineering at third level, most universities now require you to study A Level Maths and/or Physics alongside BTEC Construction and the Built Environment.

## **Design & Technology**

### **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, composite materials and manufacturing processes. 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 Showbie (Online resources and submission portal) and is very well equipped with desktop Pc's. iPads are used extensively for accessing resources and online submission of work.

### **Assessment**

Assessment in each year of the course is:

### **AS LEVEL**

#### **AS 1:**

Compulsory: Design and Materials

Option: Product Design

One 2 hour 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 have chosen 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

#### **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 different aspects of it.

Students complete one task, producing a practical outcome product with a supporting A3 design folder (10 pages). Approximately 45 hours of work.

Teachers mark the task, and CCEA moderate the results.

Worth 50% of AS 20% of A level

## **A2 LEVEL**

A2 1:

Product Design

External written examination 2 hours

Students answer two extended Product Design questions.

Worth 30% of A level

Examination each Summer May / June

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 supporting A3 design folder (20 pages), (approx. 60 hours work).

Teachers mark the task, and CCEA moderate the results.

Worth 30% of A level

### **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 Competitions. 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.



# DRAMA AND THEATRE

Examination Board - WJEC

GCE AS and A level in Drama and Theatre offers a highly practical, challenging and engaging course of study which encourages learners to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- experience a range of opportunities to create theatre, both published text based and devised work

**AS COURSE** – Two units of study at AS-level

**Unit 1:** Theatre Workshop – Practical Assessment.

## AS (2 units)

<b>AS Unit 1: Theatre Workshop</b> Non-exam assessment: internally assessed, externally moderated 24% of qualification	<b>90 marks</b>
Learners will be assessed on <b>either</b> acting <b>or</b> design.  Learners participate in the creation, development and performance of a piece of theatre based on a <i>reinterpretation</i> of an extract from a text chosen from a list supplied by WJEC. The piece must be developed using the techniques and working methods of <b>either</b> an influential theatre practitioner <b>or</b> a recognised theatre company.  Learners must produce: <ul style="list-style-type: none"><li>• a realisation of the performance or design</li><li>• a creative log</li><li>• an evaluation.</li></ul>	
<b>AS Unit 2: Text in Theatre</b> Written examination: 1 hour 30 minutes 16% of qualification	<b>60 marks</b>
<b>Open book:</b> Clean copies (no annotation) of the complete text chosen must be taken into the examination.  A series of questions based on <b>one</b> performance text from the following list:  <i>Medea</i> , Euripides <i>The Comedy of Errors</i> , William Shakespeare <i>An Enemy of the People</i> , Henrik Ibsen <i>Ubu Roi</i> , Alfred Jarry <i>A View from the Bridge</i> , Arthur Miller <i>The Woman made of Flowers</i> , Saunders Lewis.  All texts will be available in English and Welsh.	

## Unit 2 – Written Exam Set text – A View from the Bridge

### A Level (the above plus a further 2 units)

#### A2 Unit 3: Text in Action

Non-exam assessment: externally assessed by a visiting examiner  
36% of qualification 120 marks

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of **two** pieces of theatre based on a stimulus supplied by WJEC:

- a devised piece using the techniques and working methods of **either** an influential theatre practitioner **or** a recognised theatre company (a different practitioner or company to that chosen for Unit 1)
- an extract from a text in a different style chosen by the learner.

Learners must realise their performance live for the visiting examiner.  
Learners choosing design must also give a non-assessed **5-10 minute** presentation of their design to the examiner.  
Learners must produce a process and evaluation report within **one** week of completion of the practical work.

#### A2 Unit 4: Text in Performance

Written examination: 2 hours 30 minutes  
24% of qualification 95 marks

**Open book:** Clean copies (no annotation) of the **two** complete texts chosen must be taken into the examination.

**Two** questions, based on **two different** texts from the following list:

*A Day in the Death of Joe Egg*, Peter Nichols

*Sweeney Todd*, Stephen Sondheim

*The Absence of War*, David Hare

*\*Mametz*, Owen Sheers

*\*The Radicalisation of Bradley Manning*, Tim Price

*One Moonlit Night*, Caradog Prichard, adapted by Bara Caws.

*\*These texts contain language and content of an adult nature.*

*All texts will be available in English and Welsh.*

## A2 Course

Unit 3 – Two practical exams - (1) Devised Theatre (2) Text based performance

Unit 4 Written Exam

Set Texts: (1) Sweeney Todd (2) The Radicalisation of Bradley Manning

English

# 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.



## **Environmental Technology (Applied)**

### **Examination Board: CCEA**

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.

### **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

### **Assessment**

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



# French

## Examination Board: CCEA

### Aim or Overview of Subject:

- develop an enthusiasm for and an understanding of the French language and culture in a variety of contexts and genres;
- develop knowledge and understanding of societal, political and cultural issues in French-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 French at a high level to discuss and reflect on aspects of society, politics and culture.

### Modules:

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

#### 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 (1) Young People in Society; (2) 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.

## **French**

**Career Aspirations:** The possibilities are huge. A 2021 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.

## AS/A2 Further Mathematics (ccea)

### Subject Aims

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to

further study

- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly;

Content	Assessment & content	Weight	Availability
AS 1: Pure Maths	<b>External written examination - 1 hr 30 mins</b> <b>Students answer all questions</b>  Further algebra & functions, complex numbers, matrices & vectors.	50% of AS   20% of A2	Summer from 2019
AS 2: Applied Maths	<b>External written examination - 1 hr 30 mins</b> <b>Students answer all questions from their chosen sections.</b>  Hooke's Law, work and energy, power, circular motion, sampling, probability, statistical distributions and bivariate distributions.	50% of AS   20% of A2	Summer from 2019
A2 1: Pure Maths	<b>External written examination - 2 hrs 15 mins</b> <b>Students answer all questions</b>  Proof, further algebra and functions, complex numbers, further calculus, polar coordinates, hyperbolic functions, differential equations.	30% of A2	Summer from 2019
A2 2: Applied Maths	<b>External written examination - 2 hrs 15 mins</b> <b>Students answer all questions from their chosen sections.</b>	30% of A2	Summer from 2019

	Simple harmonic motion, damped oscillations, centre of mass, frameworks further circular motion, linear combinations of independent variables, sampling and estimation, the t-distribution, $\chi^2$ tests.		
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### **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.

# GEOGRAPHY

## Examination Board: CCEA

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 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).

## **Applied Health & Social Care**



<b>AS LEVEL (Year 13) in conjunction with St Mary's High School, Newry</b>		
Module one  Promoting Positive Care	This module gives you the opportunity to examine how legislation impacts upon the rights and responsibilities of service users and carers.	Internal Portfolio  16 2/3%
Module two  Communication in Care Settings	This module will give you the opportunity to learn and practice communication skills. You will observe communication skills in one care setting.	Internal Portfolio  16 2/3%
Module three  Health & Well-Being	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.	External Exam  16 2/3%
<b>A LEVEL (Year 14)</b>		
Module four  Providing Services	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.	External Exam  16 2/3%
Module five  Monitoring Body Systems	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.	Internal Portfolio  16 2/3%
Module six  Applied Research	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.	Internal Portfolio  16 2/3%

# History

**Examination Board: CCEA**



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.



**AS Modules** – (1) AS1 – Historical Investigations and Interpretations: Germany 1918-45. This paper is assessed through external examination and accounts for 50% of the marks allocated to the subject at AS level. (2) AS2 – Historical Conflict and Change: Russia: 1914-41. Both AS1 and AS2 are taken at the end of students' S3 Year. The AS component combined make up 40% of the A-Level grade.

**A2 Modules** – (1) A21- Change Over Time: Ireland Under the Union 1800-1900. This is the synoptic module which requires students to take a broad thematic look at a century of history. This paper is worth 40% of the A2 grade. (2) A22- Historical Investigations and Interpretations: The Partition of Ireland 1900-1925. This is the A2 documents paper and again is externally examined and is valued at 60% of the A2 grade. Both A21 and A22 are taken in the summer of the students' S4 year

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

**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.

## Information Technology (National Extended Certificate)

Single Award – Equivalent to One A Level

**Please note – This subject can be taken without having a GCSE in Digital Skills or IT**

**Examination Board: Edexcel**

The qualification is designed to be studied over two years and carries UCAS tariff points. It meets entry requirements for progression to degree courses such as IT and related areas including digital technology solutions, IT management for business, computer networks security or business computing and entrepreneurship. Additionally, students may offer this BTEC qualification for a wide variety of other university courses. Please note BTEC Information Technology contains an external assessment/examination.

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)
1 Information Technology Systems	120		M
2 Creating Systems to Manage Information	90	M	M
3 Using Social Media in Business	90	M	M
4 Programming	90		
5 Data Modelling	60		O
6 Website Development	60		O

M= Core Unit

O= Optional



## A Level 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 teaghlaigh/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/Resposibilities/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 14th Time)

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

# A Level 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	External written examination - 1 hr 45 mins  Students answer all questions  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	External written examination - 1 hr 15 mins  Students answer all questions  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	External written examination - 2 hrs 30 mins  Students answer all questions  Algebra, functions, co-ordinate geometry, sequences & series, trig, differentiation, integration and numerical methods.	36% of A2	Summer from 2019
A2 2: Applied Maths	External written examination - 1 hr 30 mins  Students answer all questions  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.

## **'A' LEVEL MOVING IMAGES**

**In conjunction with Southern Regional College, Newry**

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

### **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**

# 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?

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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.

# **Nutrition and Food Science**

## **AS 1: Principles of Nutrition**

In this unit, students study macronutrients and micronutrients and other dietary constituents. They also study nutritional requirements and current dietary recommendations for each life stage.

External written examination 1 hour 30 minutes

Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.

50% of AS 20% of A2

## **AS 2: Diet, Lifestyle and Health**

In this unit, students investigate current research on diet, lifestyle and health.

External written examination 1 hour 30 minutes

Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.

50% of AS 20% of A2

## **A2 1: Either Option A or Option B**

Option A: Food Security and Sustainability

In this unit students examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.

Or Option B: Food Safety and Quality (Option to be covered in this centre)

In this unit, students explore securing a safe food supply from the primary producer to the consumer.

External written examination 2 hours 30 minutes

Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B. 30% of A2

## **A2 2: Research Project**

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

### **Internal assessment**

Students complete a 4000-word Research-Based Project. 30% of A2

# **Pearson BTEC Level 3 National Diploma in Sport**

## **Qualification and unit content**

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

### **Assessment**

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### **Externally-assessed units**

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to the Pearson website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Sport suite are

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

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

### **Internally-assessed units**

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.



Grading decisions are based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.

### Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications there are formally identified units which contain a synoptic assessment task. Synoptic assessment take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units.

### Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade.

Title	Size and structure	Summary purpose
Pearson BTEC Level 3 National Diploma in Sport	Equivalent in size to two A Levels. 9 units in total, 3 have an exam element to them which is externally assessed.	This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with other A Levels at the College. This qualification is aimed at learners looking to progress to higher education in this sector.

Unit	Year 1	Unit	Year 2
1	Anatomy and Physiology	7	Practical Sports Performance
2	Fitness Training and Programming for Health, Sport and Wellbeing	8	Coaching for Performance
3	Professional Development in the Sports Industry	10	Sports Event Organisation
4	Sports Leadership	22	Investigating Business in the Sport and Active Leisure Industry
		23	Skill Acquisition

### External assessment

This is a summary of the type and availability of external assessment, which is of units making up 45% of the total qualification course.

Unit	Type	Availability
<b>Unit 1:</b> <b>Anatomy and Physiology</b>	<ul style="list-style-type: none"><li>• Written examination set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 80 marks.</li></ul>	Jan and May/June First assessment May/June
<b>Unit 2:</b> <b>Fitness Training and Programming for Health, Sport and Well-being</b>	<ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation.</li><li>• In Part B, the supervised assessment period is 2.5 hours as timetabled by Pearson.</li><li>• Written submission.</li></ul>	Jan and May/June First assessment May/June
<b>Unit 22:</b> <b>Investigating Business in the Sport and Active Leisure Industry</b>	<ul style="list-style-type: none"><li>• A task set and marked by Pearson and completed under supervised conditions.</li><li>• In Part A, learners will be given information two weeks before the supervised assessment period in order to carry out research.</li><li>• In Part B, the supervised assessment period is three hours as timetabled by Pearson.</li><li>• Written submission.</li></ul>	Jan and May/June First assessment January

### Internal Mandatory units

All other units in the sector are internally assessed and subject to external standards verification. This means that assignments are set and assessed that provide the final summative assessment of each unit. While there is no prior attainment as an entry requirement for this subject, students who have studied GCSE PE and/or GCSE Biology would be at an advantage particularly with an external exam on Anatomy and Physiology now compulsory.

# **SPORTS SCIENCE AND THE ACTIVE LEISURE INDUSTRY**

## **(Our Lady's Grammar School)**

CCEA has introduced a new, applied A-Level to their list of qualifications and it follows on closely from CCEA's GCSE in Physical Education. It is a prerequisite that you have studied GCSE PE or equivalent and obtained B grade or above.

The new A-Level 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.

### **Why study Sports Science and the Active Leisure Industry?**

This specification will encourage you to:

Develop an interest in sports science and the active leisure industry specifications Sport and Recreation and Health and Fitness;

Acquire knowledge and understanding of sports science and the active leisure industry through practical and theoretical contexts;

Undertake practical activities which allow you to apply your knowledge, understanding and skills when exploring the subject;

Develop skills that enable you to make an effective contribution, including research, evaluation and problem solving skills in a work- related context;

Develop knowledge about the importance of technology to sport and physical activity in the industry;

Develop skills to help to prepare for third level education and/or employment in the industry;

and

Demonstrate your understanding and application of key concepts through assessments.

### **What will I study?**

There are two units at AS and a further two units at A2:

AS 1: Internal Assessment Fitness and Training for Sport

### **Areas of Study**

This unit will provide you with an understanding of the components of fitness, training methods, fitness testing and first aid. You will plan, perform and evaluate a sport specific fitness programme.

You will learn about:

Components of fitness

Training methods

- Fitness testing
- Planning fitness programmes and leading exercise sessions
- Safety and risk assessment
- First Aid

## **AS 2: The Active Leisure Industry - Health, Fitness and Lifestyle Areas of Study**

This unit will develop your knowledge and understanding of an active lifestyle. It introduces you to key concepts including health, fitness and lifestyle and explores the relationships between these concepts. You will learn about:

- The Active Leisure Industry
- Lifestyle and Health
- Nutrition for Health and Exercise
- Enhancing Fitness
- The need for Safety in the Active Leisure Industry
- Barriers to participation
- Health of the Nation and Comparisons made to other European Countries

### **A2 1: Internal Assessment - Event Management in the Active Leisure Industry**

#### **Areas of Study**

This unit introduces you to the Leisure Industry, which is one of the fastest growing industries in the UK and Europe. It helps you prepare for employment in the active leisure industry by giving you the opportunity to develop the essential workplace business skills.

You will learn about:

- Introduction to the key components of the Leisure Industry
- Choice of Active Leisure Event linked to key components of Leisure 'Sport'
- Feasibility of the Event
- Teamwork
- The Event
- Evaluating the Event

### **A2 2: The application of Science to Sports Performance Areas of Study**

This unit concentrates on the examination of the structure of the respiratory, circulatory, muscular and skeletal systems and how they function during and after exercise and at rest. You will develop a knowledge and understanding of the short-term responses and long-term adaptations of exercise associated with each system. You will learn about:

- Respiratory system
- Cardiovascular system
- Skeletal system
- Muscular system
- Effects of exercise both short and long term
- Ethics in sports performance
- Skill acquisition
- Stages of learning and performance at each stage

### How will I be assessed?

Content	Assessment	Weightings	Availability
<b>AS 1:</b> <b>Fitness and Training for Sport</b>	Internal assessment Portfolio showing written evidence of training methods, fitness assessment and planning, leading and evaluating exercise sessions, and risk assessment	60% of AS 24% of A Level	Every Summer
<b>AS 2:</b> <b>The Active Leisure Industry: Health, Fitness and Lifestyle</b>	External written examination <b>2 hours</b> This includes short and extended questions and stimulus response questions based on health, fitness and lifestyle. All questions are compulsory.	40% of AS 16% of A Level	Every Summer
<b>A2 1:</b> <b>Event Management in the Active Leisure Industry</b>	Internal assessment Portfolio showing written evidence of planning for an active leisure event and evaluation of outcome	36% of A Level	Every Summer
<b>A2 2:</b> <b>The Application of Science to Sports Performance</b>	External written examination 2 hours This includes short and extended answer questions and stimulus response questions based on anatomy and physiology, skill acquisition, principles of learning and performance.  Synoptic paper All questions are compulsory.	24% of A Level	Every Summer

# 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.

**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 60% 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.**

## 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.

## **Government & Politics**

### **Examination Board: CCEA**

Studying Government and Politics at AS and A2 level will encourages 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.

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.

A2 Modules – (1) Comparative Government: US/UK. Again externally examined in a single paper of two hours fifteen minutes. The value of the paper is 60% of A2 and 30% of A level. (2) Political Ideas. This is again externally examined in a one hour thirty-minute paper.

**Coursework – There is no coursework as part either of the AS or the A2 Government and Politics course.**

**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.

# 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.

# 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 several areas, for example, Law, Social Work, Teaching, Journalism, and Civil Service.



## 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 to 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
AS 1: Introduction to Object Oriented Development	External written examination 2 hours  Short and extended questions, stimulus response and data response questions based on the principles of object oriented development	50% of AS  20% of A Level
AS 2: Event Driven Programming	Internal assessment  Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application	50% of AS  20% of A Level
A2 1: Systems Approaches and Database Concepts	External written examination 2 hours  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	30% of A Level
A2 2: Implementing Solutions	Internal assessment  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

# 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** (1) Young People in Society; (2) 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 for A level language 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.