

ACCOUNTING

What is Accounting?

Accounting has been defined as:

"The process of identifying, measuring and communicating economic information to permit informed judgements and decisions by users of the information."

Accounting is concerned with:

- recording of data,
- classifying and summarising data,
- communicating what has been learned from the data.

What does A Level Accounting Involve?

The overall content of the course may be conveniently subdivided into:

- Financial Accounting
- Accounting for Management Control

Financial Accounting involves book-keeping (recording the financial transactions of a business) and the drafting of the final accounts of different types of organisations, such as partnerships or limited companies. With companies the final accounts represent the account given to the shareholders by the directors of their running of the company during a particular year.

Accounting for Management Control is concerned with helping management to plan the costs and revenues for a period in the future, usually one year, and then comparing the actual costs with the budget. In this way management is able to identify problems at an early stage and take corrective action.

Entry Requirements

Students are required to have at least grade B passes in both GCSE English and GCSE Mathematics.

External Assessment

All four question papers will contain computational questions and questions requiring answers in continuous prose. The first two units of assessment (AS Level) will be taken in Lower Sixth. The remaining units will be taken in Upper Sixth. The units of assessment are as follows:

Unit	Level	Name	Duration	Mode of Assessment	Weighting	
					AS	A Level
1	AS	Accounting Principles	1 hour	Written Examination	40%	20%
2	AS	Accounting Applications	2 hours	Written Examination	60%	30%
3	A2	Company Accounts and Interpretation	1½ hours	Written Examination		20%
4	A2	Management Accounting	2 hours	Written Examination		30%

Internal Assessment

The level of student performance will be assessed on a regular basis, thus ensuring that any difficulties are dealt with in the early stages. Homework is an important element of A Level Accounting. It will be used to consolidate and extend work which has been covered in class. Reports to parents will be based on end of term examinations.

What is Expected of a Student?

- A student is expected to have an interest in current economic affairs.
- A student should be prepared to spend at least one hour per night at homework based on material covered in class.

Career Development

Many students who study Accounting at A Level continue with their studies at University and graduate in Accountancy, Finance and other related areas. A significant percentage of these graduates go on to study and train for membership of one of the professional bodies, e.g. the Institute of Chartered Accountants in Ireland. Alternatively, a student may use her A Level Accounting result to gain entry to a non-related Third Level Course or to enter employment after leaving school.

ART AND DESIGN

The study of Art and Design nourishes, enhances and celebrates students' creative, intellectual and artistic abilities.

CCEA's GCE Art and Design course builds on the art, craft and design experiences gained by students who followed GCSE Art and Design or other similar qualifications.

The **AS** (Advanced Subsidiary)/**A2** structure of this GCE means you can study for the **AS** Level award, completing units AS 1 and AS 2 and then decide if you wish to continue to **A2** Level where you will complete the two additional units: A2 1 and A2 2. This will lead to an award for the **full Advanced GCE**.

Q. Why study GCE Art and Design?

The course aims to help you develop a wide range of skills and develop your knowledge, understanding and application of art, craft, media and technologies in current and past societies and cultures. It will also provide you with a solid foundation in Art and Design if you wish to progress to further education or employment. If you have an interest in, enthusiasm for or simply enjoy art, craft and design then this GCE course could be right for you.

Q. What do I need to take this course?

The course is designed to promote continuity and progression from the study of Art and Design at GCSE level and other similar art and design qualifications. The AS level builds on but does not depend upon the knowledge, understanding and skills developed at GCSE level. The GCE builds upon the knowledge, understanding and skills developed at AS.

Q. What is expected of me?

This is a subject for students who have a strong creative flair and love of Art and Design. It is important that the student should work consistently throughout the course in a committed and disciplined way. Students need to work closely with the subject teacher in developing their ideas, think independently, work to a deadline and take responsibility for planning their own work pattern. Research and analysis are a major aspect of the subject and students would be expected to visit exhibitions, Museums, Art Galleries and libraries in their spare time to gain knowledge outside the classroom.

Q. What will I study and how will I be assessed?

Unit	Areas of Study	Unit	Areas of Study
<p>AS 1</p> <p>An opportunity for you to freely demonstrate and communicate artistic interests, visual curiosity, creativity and personal skills in art, craft and design.</p> <p>You choose the theme/starting point.</p> <p>You select the work which reflects your ability and personal achievement in relation to the assessment objectives for this course. This will include:</p> <ul style="list-style-type: none"> • evidence of observations from primary sources; • work in a range of media; and • a final outcome from one area of art, craft or design. <p>50% of AS 25% of GCE</p>	<p>Coursework Portfolio</p> <p><i>Available Summer only</i></p>	<p>AS 2</p> <p>50% of AS 25% of GCE</p>	<p>Externally Set Assignment</p> <p>Theme/starting point is set by CCEA.</p> <p>Paper released in February.</p> <p>You produce preparatory work; and a final response which is completed within an 8-hour supervised examination period.</p> <p><i>Available Summer only</i></p>

Unit	Areas of Study	Unit	Areas of Study
AS 1	<p>Personal Investigation (coursework) Further opportunity for you to freely demonstrate and communicate your artistic interests, visual curiosity, creativity and personal skills in art, craft and design.</p> <p>The work you choose to present in an area of art, craft and design should stem from your strengths and personal interests in this subject.</p> <p>Work should consist of:</p> <ul style="list-style-type: none"> • visual investigations; and • written investigations (including an extended essay). 	AS 2	<p>Externally Set Assignment</p> <p>Theme/starting point is set by CCEA.</p> <p>Paper released in February.</p> <p>You produce preparatory work; and a final response which is completed within a 12-hour supervised examination period.</p>
25% of GCE	<i>Available Summer only</i>	25% of GCE	<i>Available Summer only</i>

Q. What can I do with a qualification in Art and Design?

A GCE in Art and Design provides a solid foundation for further study of art, craft and design at a higher level and for degree courses in other fields. Qualifications in art and design can lead to employment in many areas such as architecture, graphic design and fashion. The course will also provide you with creative skills valued by many employers.

To view the full specification and the full range of support material available for

How can I find out more?

There are a number of ways that you can find out more about studying Art and Design.

These include:

- Teachers at your school or college
- Students who are already studying the subject
- www.ccea.org.uk/artanddesign
- www.artscouncil-ni.org
- www.aade.co.uk
- Careers advisor

BIOLOGY

Students of A Level Biology learn about living organisms, biological concepts and the value and responsible use of biology in society. Students get to study organisms in their home environment through fieldwork and also have opportunities to test biological concepts by carrying out experiments in the laboratory.

Through studying GCE Biology, students develop communication, IT, numeric and problem-solving skills. They learn how to work in teams, and through designing and carrying out investigations they play an active part in improving their own and others' learning.

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

- medicine (and related disciplines);
- dentistry;
- veterinary science;
- pharmacology;
- physiology;
- biomedical science and related industries;
- education;
- accountancy;
- IT;
- agriculture;
- administration ;
- management.

The specification followed is the CCEA specification which includes Northern Ireland perspectives, particularly with respect to biodiversity strategies and the human impact on ecosystems.

The specification adopts a modular structure. The modules are listed below:

AS Level

Module 1: Molecules and Cells:

Molecules ,Enzymes ,DNA Technology , Viruses, Cells , Cell Physiology
Continuity of Cells , Tissues and Organs

Module 2: Organisms and Biodiversity:

Transport and Exchange Mechanisms
Gaseous exchange,
Transport in plants and transpiration,
Circulatory systems in mammals,
The Adaptation of Organisms,
Biodiversity - The variety of life, Human impact on biodiversity

Module 3: Internal Practical Assessment

Students must carry out **two** practical tasks in which their ability to complete the following tasks is assessed:

- implement a sequence of instructions;
- record and communicate;
- interpret results;
- evaluate the design of the practical tasks

Scheme of Assessment

Unit	Exam Duration & Format	% Assessment Weightings	Availability
AS 1: Molecules and Cells	1 hour 30 minutes written examination, externally assessed	40% of AS 20% of A Level	January and Summer
AS 2: Organisms and Biodiversity	1 hour 30 minutes written examination, externally assessed	40% of AS 20% of A Level	January and Summer
AS 3: Assessment of Practical Skills in AS Biology	Internal practical assessment	20% of AS 10% of A Level	Summer only

The A2 specification builds on the knowledge, understanding and skills developed within the AS course, thus progression from AS to A'Level is dependent upon satisfactory performance in AS level. A2 students are stretched and challenged through the introduction of more testing and less structured questions than those in AS.

A2 Module 1: Physiology and Ecosystems:

Homeostasis- Homeostasis principles, The kidney and excretion
Endocrine control and osmoregulation
Immunity
Co-ordination and Control in plants and animals
Ecosystems - Populations, Communities, Ecological energetics,
Nutrient cycling, Adverse impact of human activity in the environment

A2 Module 2: Biochemistry, Genetics and Evolutionary Trends:

Respiration
Photosynthesis
DNA as the Genetic Code
Gene Technology
Genes and Patterns of Inheritance
Mechanisms of Change
Kingdom Plantae
Kingdom Animalia

Module 3: Internal Practical Assessment

Students plan and carry out an investigative practical task that tests a simple scientific hypothesis.

Students must design their own investigation and are assessed in the following skill areas:

- A Planning;
- B Implementing and Recording;
- C Analysis and Interpretation.

Students must work independently with minimal guidance.

Scheme of Assessment

Unit	Exam Duration & Format	% Assessment Weightings	Availability
A2 1: Physiology and Ecosystems	2 hour written examination, externally assessed	40% of A2 20% of A Level	January and Summer
A2 2: Biochemistry, Genetics and Evolutionary Trends	2 hour written examination, externally assessed	40% of A2 20% of A Level	Summer only
A2 3: Assessment of Investigational and Practical Skills in Biology	Internal practical assessment	20% of A2 10% of A Level	Summer only

What is expected from a biology student?

- (1) A keen interest in Biology.
- (2) Good mathematical ability - statistics are an integral part of the course.
- (3) A good knowledge and understanding of GCSE Chemistry to aid understanding of the Biochemistry component of the syllabus.
- (4) Good analytical and interpretative skills.
- (5) Full participation in class activities and discussions.
- (6) Homework and coursework assignments to be completed and submitted to meet agreed deadlines.
- (7) Constant hard work throughout the entire year and a mature motivated approach to the study of this subject.

* A communication from the School of Biology and Biochemistry at Queen's University of Belfast made a number of recommendations, which have come into effect as follows:

Biological Sciences, Environmental Biology, Marine Biology, Plant Science, Zoology, Genetics and Microbiology require Chemistry to at least a C at AS Level for Stage 1 entry.

Biochemistry and Molecular Biology require Chemistry to A Level for Stage 1 entry.

BUSINESS STUDIES

By studying CCEA GCE Business Studies students will gain a broader overview of the world of business, its functions, behaviour, and the problems and issues that face it. The AS course can be taken as a final qualification or as the first half of the A Level qualification.

Entry Requirements

The AS builds upon, but does not depend upon, the knowledge, understanding and skills developed within GCSE Business Studies. Students would benefit from having a good standard of literacy and numeracy (grade B in English and Mathematics), an interest in problem-solving and decision making exercises and applying that knowledge to the different questions/scenarios presented within the area of study.

Outline of Course

The AS and Advanced GCE are organised into 4 modules. Students are required to study two teaching and learning modules for the AS course and another two teaching and learning modules for the full Advanced GCE course.

Candidates for the AS level are required to study the following two modules.

- AS 1 The Competitive Business
- AS 2 Managing Business Resources

If students wish to obtain the full A Level qualification, they must also complete

- A2 1 Making Business Decisions
- A2 2 The Changing Business Environment

External Assessment

Assessment of the AS modules will take the form of compulsory data response questions. Additional assessment for the Advanced GCE will involve an examination based on an unseen case study with a problem-solving/decision making focus.

Internal Assessment

Internal assessment will be on a continuous basis. It will take the form of group and individual presentations, past paper questions and investigations. Student performance will be monitored to ensure that learning difficulties are dealt with at an early stage.

Homework is an important part of A Level study. Its role is to extend and consolidate work covered in class and to develop students' investigative skills. Reports to parents will be based on continuous assessment throughout the term.

What is expected of a Student

- A student is expected to have an interest in and enthusiasm for the subject and in current economic affairs. She will be required to watch the news, read quality newspapers and read around the subject. The excellent library facilities available should be used regularly, especially the reference material and the internet.
- A student should spend at least one hour per night writing up notes and revising material taught in class. Constant revision is recommended. This will help with the recall of important facts, principles etc.
- A student must have the ability to work hard on her own and to adopt a determined attitude to her studies.
- A student will be expected to participate in class by asking questions and joining in discussions and arguments about relevant topics.
- Written work must be submitted on time with evidence of thorough preparation. Recommended corrections should be made.

Career Progression

Business Studies can open up a wide range of opportunities for further and higher education or on to a rewarding career.

Through studying this course, students will develop their knowledge and understanding of the business world. The course will also help the student to acquire a range of skills such as: decision-making; problem solving; creating solutions to problems and issues. These are all skills which are highly sought after and that can be taken forward to any future employment.

This subject can open up career choices in a wide range of jobs, for example in the commercial field such as retail, marketing; human resources; public sector; professional services such as accountancy or law; banking, insurance and the media. Students may of course decide to use the knowledge and skills gained through studying this course to with a view to starting up their own business.

CHEMISTRY

Chemistry at AS and A Level is a challenging, practically orientated course which aims to provide a relevant body of chemical knowledge and skills for those students for whom this is a final course in chemistry and for those intending to study the subject at a higher level.

Summary of Course Content

AS Modules

- Module 1 Atomic structure, amount of substance, bonding, periodicity, introduction to organic Chemistry.
- Module 2 Energetics, kinetics, equilibria, redox reactions, Group II & VII, extraction of metals, organic Chemistry, analytical techniques.
- Module 3 Investigative & Practical skills in AS Chemistry.

A2 Modules

- Module 4 Kinetics, Equilibria & Organic Chemistry, structure determination.
- Module 5 Energetics, Redox and inorganic chemistry.
- Module 6 Investigative and practical skills in A2 Chemistry

Assessment of Investigative and Practical Skills

The Practical and investigative skills will be centre assessed through two methods;

- Investigative Skills Assignment (ISA)
- Practical Skills Assessment (PSA)

The ISA will require candidates to undertake practical work, collect and process data and use it to answer questions in a written test (ISA test).

The PSA will be based around a centre assessment throughout the course of the candidate's ability to follow and undertake certain standard practical activities across the three areas of Chemistry; Inorganic, Organic and Physical.

Scheme of External Assessment

The AS course content is assessed by two written papers plus coursework. To achieve an A level candidates are also required to take another two written papers to assess the A2 modules and related coursework.

AS Examination 1421

<u>Unit</u>	<u>Component Assessed</u>	<u>Duration</u>	<u>Weighting</u>	
			AS	A Level
1	Module 1	1¼hr	33%	16⅔%
2	Module 2	1¾ hr	46⅔%	23⅓%
3(a)	Module 3 Practical Skills Investigations		20%	10%

A2 Examination (to complete A Level) 2421

Unit	Component Assessed	Duration	Weighting
4	Module 4	1.¾ hr	20%
5	Module 5	1¾ hrs	20%
6(a)	Module 6 Practical Skills & Investigations		10%

Scheme of Internal Assessment

Internal Assessment is on a regular basis and consists of class tests, written homework, practical investigations and coursework.

Class tests will be based on AS/A Level exam type questions, structured and comprehension questions on topics covered.

Homework will involve reading around the subject to research certain topics and preparing projects, writing up experiments, and answering questions set by the teacher.

Preferred Entry Requirement to AS level

Very strong grades in GCSE Double Award Science or GCSE Chemistry **and** GCSE Mathematics.

What is expected of the student?

It is hoped that students will approach the subject with an inquiring mind and appreciate that chemistry is a far reaching subject which deals with the composition and changes of matter that constitute man and his environment.

Students are required to visualise and develop often abstract ideas in a rational, sequential manner. Students are required to develop their understanding and appreciation of the nature and importance of chemical theories and principles and improve their practical skills. They are expected to analyse and evaluate information and so they should enjoy problem solving.

Students need a good degree of mathematical competency and must be prepared to devote much time to private study during the entire course.

Throughout the course students will be expected to:

- revise their class notes and practical work on a daily basis,
- read and use text books and other information sources e.g. journals, CD ROMs, computer programmes to supplement their class notes and experimental work,
- make full use of prepared booklets and past examination papers,
- carry out practical work accurately with due regard to safety,
- keep detailed records of all experiments performed which includes interpretation of results and conclusions drawn,
- prepare plans for simple experiments,
- meet deadlines for submission of research projects and coursework assignments,
- participate fully in class activities and discussions.

CLASSICAL CIVILISATION

Classical Civilisation deals with the practical, theoretical and relevant issues of the classical world of ancient Rome and Greece. It is a study of how these people developed their social, economic and political achievements. Further and perhaps more importantly, it is an examination of what we have learnt (or not) from them i.e. Julius Caesar / Aristotle / Cicero and how we have used their ideas to progress in the twenty-first century. Classical Civilisation is an extremely fascinating, interesting and valuable subject that ensures total commitment from the potential 'classical' student.

Career Development

Classical Civilisation is an extremely valuable subject as it can be linked with the study of any other subject. The ability to research and analyse information in a succinct professional manner is an inherent skill within Classical Civilisation and is required for any profession today. Classical Civilisation prepares the student for a multitude of University Courses and Careers that include Law, Journalism, Social Studies, Civil Service, Teaching, Library Studies and any Arts course at University.

Entry Requirements

No formal entry requirements are required to study Classical Civilisation. However, it would be beneficial if students obtained grade B passes in GCSE History and English as they develop skills necessary for Classical Civilisation. These include: analysis of information, drawing succinct conclusions and the ability to express oneself in a valid, coherent, logical and concise manner.

Course Outline

AS Level - 2 Modules.

1. Greek History 'Athenian Democracy'
2. Homer 'The Odyssey'

A2 Level - 2 Modules

1. Roman History – 'Augustus'
2. Greek Cultural History – Alexander the Great

External Assessment

AS Level - 2 papers

- 1 short structured question from a choice of two.
- 1 short essay from a choice of two

A2 Level - 2 papers

- 1 short structured question from a choice of two
- 1 essay from a choice of two.

Internal Assessment

Internal Assessment will be examined on a continuous basis. After each topic an assessment will be given to monitor the students' progress. Homework is a vital element of Classical Civilisation as it consolidates and extends the material covered in class. Assessment takes the form of past examination papers, timed essays, short question and answer tests, debates and class quizzes. Parental reports will be based on end of term examinations and the aforementioned assessments.

Requirements of a Classical Civilisation Student

1. To have an interest and enthusiasm for Classical Civilisation.
2. Revision of notes to ensure the material covered is fully understood.
3. A focused attitude to A Level work.
4. To contribute regularly to class debates and discussions.
5. All homework must be completed and on time.
6. All coursework must be completed on time.

ENGLISH LITERATURE

Entrance Requirements

Students wishing to opt for English Literature at A Level must have achieved a grade B or upwards in **both** English and English Literature at GCSE.

What the Course Entails

Reasons for studying English Literature at A Level may vary tremendously. Some sixth form students may choose it because they have always loved the subject and wish to go on and study it at Higher Education level. Others choose it because the university course they wish to pursue requires it as an entrance qualification. Others choose it simply because they achieved good results at GCSE.

Whatever your individual circumstances, one of the great strengths of English is that it encourages and requires the development of individuality through studies that are stimulating, challenging and enjoyable. The "enjoyment" factor should not be dismissed lightly, as those who enjoy their studies tend to be most motivated and the ones who achieve the best results.

English is rather different from other subjects in that it does not consist of a body of knowledge that you can "learn" in the conventional sense. Instead you need to develop your own ideas and responses to the texts you study and to base these responses firmly on evidence you have gathered from your reading of these. The development of these informed, independent opinions and judgements will underpin everything that you do in your study of literature at A Level.

The most successful students are those whose reading takes them beyond the texts that they must study. Such students read widely around the texts and the subject, building up knowledge and understanding of literature that is not restricted to prescribed texts. This background reading is the key element in developing an appreciation of the written word, and is often the difference between those who achieve high grades and those who do not.

So the work you do will require you to:

- Analyse texts
- Explore and express your views on them
- Work independently
- Take a major responsibility for your learning
- Develop informed, personal responses to the material you study.

Outline of Course

The course followed is that set down by the CCEA English Literature Specification, which adopts a modular structure.

Candidates are required to study (i) two modules for the Advanced Subsidiary (AS) course, in the Lower Sixth year and (ii) two additional modules for the full Advanced (A2) GCE qualification, in the Upper Sixth Year.

AS 1 The Study of Drama.

One Shakespeare text and two plays written by one twentieth century dramatist. (Internal assessment of two written assignments).

AS 2 The Study of Poetry Written after 1800 and The Study of Prose 1800-1945.

One set of paired poetry texts and one novel. (Externally set and marked).

(ii) A2 Modules

A2 1 The Study of Poetry 1300-1800 and Drama.

One poetry text and one set of paired drama texts. (Externally set and marked).

A2 2 The Study of Prose – theme based.

Close analysis of an extract from one post 1900 novel on a given theme.
Comparison of two novels on that same theme. (Externally set and marked).

Section A in AS 2 and A2 2 is an ‘open book’ examination, whereby candidates will bring their set texts into the examination. Section B in AS 2, A2 1 and A2 2 is a ‘closed book’ examination whereby students will not be allowed to bring their set texts into the examination. In Section A of A2 1 an extract or poem will be provided. Components (except AS 1 and A2 2) are available for sitting on two occasions each year.

Assessment

Formative assessment will take the shape of written assignments which will be set regularly. It is expected that students should submit these punctually.

Students are encouraged to become involved in self-assessment and engage in ongoing dialogue with teachers, in an effort to develop their understanding, appreciation and gain appropriate skills.

And what can you do with a degree in English?

An Arts degree does not lead to one particular field, as a degree in Chemistry or Engineering might. A degree in English demonstrates to a potential employer that you possess a range of intellectual and interpersonal skills: the interpretation of material, the capacity to explain it logically on paper or orally, the ability to exercise initiative without constant supervision, to work under pressure and to deadlines. These are skills that many employers seek. A degree in English does not mean that you can only teach English, or become a journalist, or join the highly competitive world of the media. Graduates have done all of these things; but others, however, have gone on to careers in social work, advertising and marketing, banking and finance, the law, the civil service and the criminal justice system.

FRENCH

At A Level French the programme takes account of and builds upon the knowledge and understanding, concepts and skills gained through the study of French at GCSE.

The AS and full A Level examination assess the four skill areas of listening, speaking, reading and writing while placing very significant emphasis on the use of the target language as the means of assessment. The core skills being assessed at all times are the pupil's ability to understand and respond to the target language, accurate use of grammar and knowledge and understanding of French society.

AS

The standard assessed at AS level is equivalent to six years of French i.e. mid-way between GCSE and A Level.

AS is made up of two modules:

1. Assessment Unit AS/1.
This is an oral examination consisting of the following:
 - A) A presentation on a topic.
 - B) General conversation.

2. Assessment Unit AS/2.
This is an examination of three parts which assesses information handling in:
 - A) Listening.
 - B) Reading and translation into English
 - C) Writing – an essay response to a stimulus text.

AS in French can be a stand alone course or taken as a foundation for the full A Level.

A Level

The full A Level in French is the combination of the result gained in AS added to the grade gained at A2. The standard assessed is equivalent to seven years study of French. The full A Level comprises three extra modules to those already covered at AS.

1. Assessment Unit A2/1
This is an oral examination consisting of the following:
 - A) Discussion based on a societal theme.
 - B) General conversation.

2. Assessment Unit A2/2
This is an examination of three parts which assesses information handling:
 - A) Listening.
 - B) Reading and translation into French
 - C) Writing – one essay response based on a literary text.

To be successful at AS and A Level French you must be enthusiastic about the subject and be prepared to study beyond what is set by your teacher as homework. The minimum grade for entry is a B at GCSE but you should generally have been achieving grade A most of the time in senior school. Those pupils taking a full A Level should think seriously of spending 2/3 weeks in France.

The specification sets out a series of context and topics for learning. The content of the examination papers will take account of these contexts which are as follows.

AS:

Relationships	family life, gender roles, young people and their problems
Health and Lifestyle	well being, leisure, travel
Young People in Society	popular culture, media, education, career planning.

A2:

Local and Global Citizenship	equality, multicultural society, democracy and conflict
Environmental Awareness	Conservation, energy, climate change, collective and personal responsibility.

GEOGRAPHY

Outline of the Course

Geography at AS and A level builds upon the knowledge, skills and understanding acquired during the GCSE course. The course aims to:

- develop and apply their understanding of geographical concepts and processes to understand and interpret our changing world;
- develop their awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global;
- develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives;
- improve as critical and reflective learners aware of the importance of attitudes and values, including their own;
- become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom; and
- be inspired by the world around them, gain enjoyment and satisfaction from their geographical studies and understand their relevance.

Switch on your television, listen to the radio or pick up a newspaper and the environment seems to be top of everyone's agenda. Sustainability is the buzz word of the 21st century. The study of Geography helps students have a clearer understanding of these important world issues. Geography involves a synthesis of facts, figures, ideas and perspectives to help us understand and protect the world we live in. By studying Geography, students learn about important contemporary issues like global warming, desertification, deforestation, loss of biodiversity, groundwater pollution and flooding.

What is expected of a student?

AS and A level work is distinguished by the amount and quality of work that you do that is not set by the teacher. Work done in class is the MINIMUM necessary. Wider reading of newspapers and magazines such as the 'Geographical Magazine' and the 'Geography Review' is required as well as reading of prescribed texts. You should watch useful documentary and news programmes on television.

You are expected to be able to organize your work independently and efficiently – to plan your study and keep your files and notes readable and in logical order.

Much work in sixth form involves talking and discussion. You should be prepared to contribute in class.

A Level Geography – The Next Step?

The GCE Geography course provides young people with opportunities to develop research, decision-making, analytical thinking and ICT skills that make them attractive to employers. Many geography students go on to have successful and interesting careers as urban planners, cartographers, GIS specialists, climatologists, environment managers, weather forecasters, researchers, teachers, demographers, environmental managers and/or hazardous-waste planners.

Advanced Subsidiary (AS) and Advanced Level Geography

Candidates are required to study two AS modules in their first year of study. They then may study two A2 modules for the full A level.

Key features

There are four assessment units each with 25-50 percent weighting:

AS 1: Physical Geography (Rivers, Ecosystems & Atmosphere) with fieldwork skills;

AS 2: Human Geography (Population, Rural Environments & Development) with skills and techniques;

A2 1: to include two sections:

(i) Human Geography: three options – students need to study two from:

- Impact of Population Change;
- Issues in Ethnic Diversity; and
- Planning for Sustainable Settlements; and

(ii) Global Issues: the study of global debates and their context – students need to study one from:

- The Global Warming Debate;
- The Nuclear Debate;
- The GM Crops Debate; and
- The Ecotourism Debate;

A2 2: to include two sections:

(i) Physical Geography: three options – students need to study two from:

- Fluvial and Coastal Environments;
- Nature and Sustainability of Tropical Ecosystems; and
- The Dynamic Earth; and

(ii) Decision-Making.

Summary of Examination Information

The following table summarises some of the key information concerning the assessment arrangements for the GCE Geography examination.

Unit	Assessment Format	Duration	Weightings	Availability
AS 1: Physical Geography (including fieldwork skills)	External examination paper (to include an assessment of fieldwork)	1 hour 30 minutes	50% of AS 25% of A Level	January and Summer
AS 2: Human Geography (including skills and techniques)	External examination paper (to include an assessment of skills and techniques)	1 hour 30 minutes	50% of AS 25% of A Level	January and Summer
A2 1: Human Geography and Global Issues	External examination paper	1 hour 30 minutes	25% of A Level	January and Summer
A2 2: Physical Geography and Decision-Making	External examination paper (to include a decision-making exercise)	2 hours 30 minutes	25% of A Level	Summer only

HISTORY

Entrance requirements for History:

Normally a grade B in GCSE History is required. In exceptional circumstances a grade C may be considered if

- Accompanied by the GCSE teacher's recommendation
- Approved by the Head of Department.

Proficiency in English Language is very important, as is an interest in reading and a willingness to work hard.

Independent study and taking responsibility for one's own learning are both essential attributes of the History student.

Students will find that the skills they have learned and the knowledge they have acquired in their GCSE History will form a solid foundation for further studies at AS and Advanced GCE.

Why Choose History?

The History course offers an excellent preparation for further study of history at degree level.

It enables students to develop skills which are transferable and highly valued by employers.

By the end of the course the student will have learned

- How to evaluate and analyse different types of information
- How to weigh up evidence, judge its reliability, detect bias
- How to communicate complex ideas effectively – to develop a clear, logical, structured and balanced argument, to reach an informed decision.

Therefore the AS/Advanced History course provides an excellent foundation for a number of popular careers such as teaching, journalism, research, law and business. It is also useful for conservation work, environmental work, town planning, tourism, advertising and management at all levels.

History directly complements several other A Level courses, in particular English, Politics, Classical Civilisation and Religion. For students specialising in the sciences, History could also be considered at AS the potential scientist also needs to analyse and to evaluate – some of the skills developed in the History course.

The process of historical research, discussion and communication lends itself naturally to the development of the following nationally recognised Key Skills at Level 3:

- Communication
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving

Unit 1: Historical Themes in *Breadth*

Option D: A World Divided: Communism and Democracy in the 20th Century

Students are required to study *two* topics:

D5: Pursuing Life and Liberty: Equality in the USA, 1945-68

and

D6: Ideology, Conflict and Retreat: the USA in Asia, 1950-73

Unit 2: British History *Depth Studies*

Option C: Conflict and Change in 19th and 20th Century Britain

Students are required to study *one* topic:

C2: Britain, c1860-1930: The Changing Position of Women and the Suffrage Question

Unit 3: Issues of *challenge* and *conflict* within societies and systems and the *impact* of those challenges and conflicts in the period studied.

Option D: The Challenge of Fascism:

Students are required to study *one* topic:

D1: From Kaiser to Fuhrer: Germany, 1900-45

Unit 4: Address key aspects of a chosen theme over a period of at least *100 years* to develop understanding of *process of change* over a long period of time.

CW16: Ireland and the Union, 1815-1922

HOME ECONOMICS

Entry Requirements

Students are expected to have a B grade or above at GCSE level in Home Economics. It is essential that the written paper at GCSE has been 65% or above.

A good standard of English Language will be necessary because of the coursework and essay writing components of the subject. A good understanding of the sciences, particularly Chemistry and Biology would be beneficial.

Specification at a glance

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

Unit	Assessment Format	Duration	Weightings and Marks	Availability
AS Nutrition for Optimal Health	External assessment (compulsory)	1 hour 30 minutes examination	50% of AS 25% of Advanced Level	January and Summer
AS 2 Priority Health Issues	External assessment (compulsory)	1 hour 30 minutes examination	50% of AS 25% of Advanced Level	January and Summer
A2 1 Consumer Issues	External assessment (compulsory)	2 hour examination	25% of Advanced Level	Summer only
A2 2 Research-Based assignment	Internal assessment Students undertake a compulsory 4000 word research –based assignment. This is assessed by the teacher and externally moderated.		25% of Advanced Level	January and Summer

Subject Content

Unit AS 1

Nutrition for optimal health

Topics to be covered;

- Macronutrients
- Micronutrients
- N.S.P.
- Water
- Nutritional considerations across the life span.

Unit AS 2

Priority Health Issues

Topics to be covered;

- Diet and health.
- Mental Health
- Sexual Health

Unit A2 1

Consumer Issues

Topics to be covered;

- Food safety issues for the consumer.
- Ethical issues for the consumer.
- Financial management issues for the consumer.
- Consumer information.
- Consumer protection redress.

Unit A2 2

Research – based assignment.

This unit requires the submission of a report on research based activity which should not exceed 4000 words. The chosen research area should come from AS 1, AS 2 or A2 1 areas of the specification.

ADVANCED GCE IN APPLIED ICT

ICT is offered as a one-year GCE Applied AS Level or a two-year GCE Applied A Level enabling students to develop a broad understanding of information and communication technology principles.

The aims of these specifications in Applied ICT are to encourage candidates to:

- develop a broad range of ICT skills and knowledge of the uses of ICT;
- develop knowledge and understanding of the components, functions and applications of information systems within a range of organisations;
- develop an understanding of the main principles of solving problems using ICT and develop the skills necessary to apply this understanding.

In addition, the aims of the Advanced GCE specification in Applied ICT are to encourage candidates to:

- apply their knowledge and understanding of ICT and use skills (e.g. planning, research, evaluation, problem solving) in vocational contexts;
- develop an understanding of the impact of information systems on organisations' personnel, policies and practices;
- develop project management skills and an understanding of the need to work with others.

There are 6 units to be completed – 3 units at AS Level (Lower 6) and 3 units at A2 Level (Upper 6)

Unit 1: Using ICT to Communicate

Students are required to produce 6 original documents for different purposes showing a range of writing and presentational styles. In doing so, they will study ways in which organisations present and gather information and why organisations use standard layouts for documents. The students develop good practice in the use of ICT. This unit will be assessed through a portfolio of work.

Unit 2: How Organisations Use ICT

Students produce a case study on how organisations collect, disseminate and use information, how they manage the flow of information between sections or departments and the way they use ICT to access and exchange information.

The unit will be assessed through an external examination.

Unit 3: ICT Solutions for Individuals and Society

Students study the impact of the availability of electronic information on individuals and society and produce a presentation of the results of the investigation, including the use of a spreadsheet to analyse numeric data. This unit will be internally assessed on a portfolio of work.

In order to obtain an A Level, students will study three further units in Upper 6:

Unit 9: Working to a Brief

Students are assigned a brief chosen from a list set by OCR and have to prepare a report into current working practice, coming up with an improved solution while analysing their own performance in implementing this solution. This unit will be assessed externally on a portfolio of work.

Unit 12: Publishing

This unit will be assessed through your portfolio work only.

Students must produce a document, such as a magazine, of at least **ten** pages to a professional standard combining different types of information presented to a client for approval. They must provide evidence of the drafting and production of the final document and, in doing so, show that they can create and capture images, as well as import material from other packages and select and further develop images to meet the style and content of the final copy, as negotiated with the client. Students must also evaluate both the layout and content of the final copy and their own performance.

Unit 14: Developing and Creating Websites

Students are required to evaluate commercial websites and produce a website of their own for a specific purpose, providing evidence of sound planning prior to the design of the website and thorough evaluation afterwards.

IRISH

The A Level Irish programme takes account of and builds upon the knowledge, understanding, concepts and skills gained through the study of Irish at GCSE.

The AS and A2 examinations assess the four skill areas of listening, speaking, reading and writing while placing very significant emphasis on the use of the target language as the means of assessment. The core skill being assessed at all times is the pupil's ability to communicate in Irish.

The revised GCE Irish specification aims to enable students to:

- develop their interest in and understanding of the language;
- communicate with speakers of Irish; and
- acquire knowledge and skills that will help them progress to further study and/or employment.

Language learning can open up a world of opportunities to students. The revised GCE specification will help students avail of these opportunities and take their place in a multilingual, global society.

The programme of studies is divided in two. The Advanced Subsidiary GCSE (AS) examination will be taken by the students in Year 13 and the Advanced GCE (A2) examination will be taken in Year 14.

The content of the examination papers will take account of the following topics:

AS LEVEL

Relationships
Health and Lifestyle
Young People in Society

A2 LEVEL

Local and Global Citizenship
Environmental Awareness

AS LEVEL

Unit	Assessment	Duration	Weightings and Marks
AS 1 Speaking	Q1: Presentation Q2: Conversation	Total time: approx 13 minutes	Total marks: 70 AS: 35% A2: 17.5%
AS 2	Q1: Listening Q2: Reading Q3: Writing	30 mins 1 hour 15 minutes 1 hour Total time: 2hrs 45 mins	Total marks: 130 AS: 65% A2: 32.5%

A2 LEVEL

Unit	Assessment	Duration	Weightings and Marks
A2 1 Speaking	Q1: Discussion based on societal theme Q2: Conversation	Total time: approx 15 minutes	Total marks: 70 A2: 17.5%
AS 2	Q1: Listening Q2: Reading Q3: Writing (Literature/Society)	35 mins 1 hour 25 minutes 1 hour Total time: 3 hours	Total marks: 130 A2: 32.5%

Entry Requirements

Students wishing to take Irish at AS/A2 should have a sound linguistic basis as evidence by GCSE performance and an enthusiasm for developing their Irish language skills.

MATHEMATICS

Mathematics at AS and A level is a course worth studying in its own right. It is challenging and interesting. It builds on work you have met at GCSE, but also involves new ideas that some of the greatest minds of the millennium have produced. It will enhance your understanding of other subjects such as Science, Economics or Geography and is a sought after qualification for the workplace and for courses in Higher Education.

Mathematics is an entirely self-sufficient discipline and students with a mainly Arts combination can look forward to being just as successful as those who are studying Science-based subjects. The courses focus on two main processes:- problem solving and modelling.

A Level

Students are expected to have a good grade (A*, A or B) in GCSE Mathematics and a pass grade in Additional Mathematics.

A Level students take six modules, four Pure Mathematics modules (C1, C2, C3 and C4) and two further modules Mechanics (M1) and Statistics (S1).

AS Level

Students without Additional Mathematics are expected to have an A* in GCSE Mathematics. AS Level students take three modules, two Pure Mathematics modules (C1 and C2) and one Mechanics module (M1).

Pure Mathematics (C1, C2, C3 and C4)

When studying Pure Mathematics you will extend your knowledge of such topics as algebra, trigonometry and calculus. The AS and A level courses provide a more rigorous treatment of the fundamental concepts and introduce a wider selection of applications than have been encountered earlier. If you enjoyed the challenge of problem solving at GCSE using such techniques, then you should find the prospect of this course very appealing.

Mechanics (M1)

In the Mechanics modules you will learn how to describe mathematically the motion of objects and how they respond to forces acting upon them. You will learn the technique of mathematical modelling; that is of using the basic principles of mechanics to obtain solutions to real-life problems.

Many of the ideas you will meet in the course form an almost essential introduction to such important fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

Statistics (S1)

In Statistics you will learn how to analyse and summarise data in order to arrive at conclusions about it. You will extend the range of probability problems using new mathematical techniques.

Many of the ideas you will meet in this course have applications in a wide area of other fields - from assessing what your car insurance is going to cost to how likely the earth is to be hit by a comet in the next few years.

Examination

These are held in January and June and each module is examined by a 1½ hour paper. Students must complete two modules at the final sitting. There is no coursework requirement.

MUSIC

The following requirements are essential:

1. Competence at Grade V standard on one instrument.
2. Grade V standard in the Theory of Music
3. An interest in, and flair for composition.
4. Competence in aural perception
5. Good analytical skills, research skills and essay-writing technique.
6. A general interest in the History of Music, a motivation for reading around the set topics and a willingness to listen two different styles of music.
7. The participation in Music Department ensembles including orchestra, choir and chamber ensembles.

The following requirements are desirable:

1. Grade A in GCSE Music
2. Competence on a second instrument (including voice).
3. The ability to play piano would be an advantage, although not essential.

The structures of the AS and A Level courses are summarised in the table below:

Unit	Assessment	Weighting	Availability
As 1: Making & Appraising Music 1	Students should select on to the following options: Opt. A: core solo or ensemble performance + composition task Opt B: core solo or ensemble performance + multi-tracking task Opt C: core solo or ensemble performance + sequenced arrangement task Opt D: core composition task + solo or ensemble performance <i>Note: Performances also include a viva voce. Composition and music technology tasks also include a commentary.</i>	64% of AS 32 % of AL	Summer only
AS 2: Responding to Music 1	Test of aural perception lasting 1 hour Written examination lasting 75 minutes	36% of AS 18% of AL	January and Summer
A2 1: Making & Appraising Music 2	Students should select of the following options: Opt A: core solo or ensemble performance + composition task Opt B: core solo or ensemble performance + sequenced arrangement task Opt D: core composition task + solo/ensemble performance <i>Note: Performances also include a viva voce. Composition and music technology tasks also include</i>	30% of AL:	Summer only

	<i>a commentary.</i>		
A2 2: Responding to Music 2	Test of aural perception lasting 1 hour Written examination lasting 90 minutes	20% of AL	January and Summer

NOTE:

The written paper will test the student's knowledge of a compulsory area of study (including

PHYSICS

The A Level Physics course is divided into six modules as follows:

MODULE 1: Foundation physics, mechanics and electricity.

MODULE 2: Waves and nuclear physics.

MODULE 3: Experimental physics.

MODULE 4: Further physics, mechanics, energy, electricity and quantum phenomena.

MODULE 5: Electric, gravitational and magnetic fields. Synoptic material will also be tested on this paper.

MODULE 6: Further experimental physics.

Modules 1, 2 and 3 exams will be taken during the lower sixth year and may be repeated again in necessary to obtain a better mark. These comprise an AS award. Modules 4, 5 and 6 will be taken in the upper sixth year. All six modules will comprise a full A Level (A2) course.

A Level pupils will study many topics first encountered at GCSE but in greater depth and with greater mathematical content. Pupils are therefore encouraged to take A Level Mathematics as one of their choices or to have studied Additional Mathematics at GCSE. A grade B at Double Award Science is the minimum requirement for entry to A Level physics.

The study of physics at A level opens the door to many careers - Engineering, medicine, architecture, computing and others. While being highly desirable for some of these it is essential for others eg; engineering. The financial world also recognises the value of a physics qualification as the mental disciplines required for this subject are similar to those needed to navigate around the world of corporate finance.

At Our Lady's we realise that the labels of elitist and difficult which are often applied to A level Physics may be rather discouraging to some, but all pupils who decide to take this subject can be assured of our continuous support and backup throughout their course.

The study of physics has both a theoretical and practical side and we ensure that all pupils are given the opportunity to achieve their maximum potential in both.

POLITICS

Why study Politics?

Politics is a literary and discursive subject. It is lively and interesting and topical, and involves a detailed knowledge of current affairs and keeping up to date with contemporary political developments worldwide. Students of A level Politics are well informed about how important decisions which affect their lives are made and about what is going on in the world.

Every student who chooses to study Government and Politics is invited to become a member of The Politics Society. The Society meets regularly at lunch time and its aim is to promote interest in Politics and current affairs, and indeed active citizenship throughout the school. Guest speakers from the world of politics and public life are frequently invited to address the society on topical issues relevant to the students' A level study.

If you are good at arguing, writing essays, weighing up evidence, debating, analysing documents and enjoy watching the news, then Politics would make an excellent A level choice. Studying Politics will help you to improve your aptitude in these areas. It complements other subjects such as History, English, Geography and Sociology and is particularly useful for those considering careers in law, journalism, teaching, research, the media, the civil service or local and central government.

Entry Requirements

Students are expected to have at least a grade C in English GCSE. It is also an advantage, although not essential, to have studied History to GCSE level.

Course Content and Examination arrangements

Here in Our Lady's we follow the Northern Ireland CCEA Specification for Politics. This course is divided into four modules. During the AS year (Lower Sixth) students sit external examinations for their two AS modules:

These are as follows:

- 1) The Government and Politics of Northern Ireland – Exam 1 hour 15 mins. One source question and three longer discursive questions.
- 2) The British Political Process – Exam 1 hour 45 mins, comprising both short answer and longer discursive questions.

Students proceeding to A2 level will sit examinations in a further two modules in Upper Sixth:

- 1) Comparative Government – Exam 2 hours 15 mins, with one source and five questions in each option.
- 2) Political Power and Political Ideas – Exam 1 hour 30 mins, with one source and three questions in each option.

There is no coursework component.

RELIGIOUS STUDIES

Studying GCE Religious Studies will help you to develop your understanding of religious beliefs, practices and values. From this, you will be encouraged to reflect upon your own attitudes, and those of others, to the topics under consideration. The AS course can be taken as a final qualification or as the first half of the full A Level qualification. If you wish to obtain a full A Level qualification, you must complete the second half of the course referred to as A2.

Q. Why study Religious Studies?

If you are interested in learning more about religious traditions, religious beliefs, philosophical or ethical approaches to religion, then this course will give you the opportunity to achieve this. Religious Studies enables to engage with challenging questions concerning the meaning and purpose of life.

Q. What do I need to be able to take this course?

You will enjoy this course if you have an interest in different cultures and beliefs and have an enquiring mind. You will be posed with questions which will give you the opportunity to debate and explore different viewpoints. As the course requires extended writing, it is recommended that you have sufficient levels of literacy.

Q. What will I study?

There are eight units at AS from which you will study two. If you decide to continue on to A2, you will again study different aspects of those two units. Both options allows you to explore various areas of study in religion and to relate this to the wider world. This Religious Studies course can also encourage you to reflect on and develop your own values, opinions and attitudes through what you have learned.

You will study the key concepts within your chosen area of study, for example, religious beliefs, teachings, doctrines, principles, ideas and theories and how these are expressed in a range of texts, writings and/or practice.

You will also consider the contribution of significant people, traditions or movements relating to the area studied. As part of the course you will become familiar with religious language and terminology, develop your knowledge and understanding of major issues and questions which arise from the chosen area of study, and the relationship between your area of study and other aspects of human experience.

Q. How will I be assessed?

There are a total of four units in this course, two at AS and two at A2. The breakdown of the units is detailed in the table below.

Unit	Title	Weightings, Duration and Format
AS 1	An Introduction to the Gospel of Luke	Weightings: 50% of AS 25% of A Level Duration and Format: Two 1 hour 20 minutes externally assessed written papers
AS 6	Religious Ethics: Foundations, Principles and Practice	

Unit	Title	Weightings, Duration and Format
A2 1	The Theology of the Gospel of Luke	Weightings: 25% of A Level Duration and Format: Two 2 hour externally assessed written papers
A2 6	Ethics and Society	

Relevance to Career Development

Religious Studies can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. It combines well with all other humanities and provides a candidate with a range of transferable skills. These include the skills of collecting, synthesising and interpreting information from a range of sources and effectively communicating their findings. Through studying Religious Studies, you will learn how to critically evaluate different topics and issues, developing your skills in considering evidence and arguing a case based on the evidence. If you wish to continue with your study of Religious Studies at degree level, you will need to complete the full A Level course comprising the two units at AS together with the two at A2. For those who hope to have a career within the educational system, it should be noted that Religious is one of the most important subjects on the curriculum. Students of Religious Studies can go on to have careers, for example in teaching, medicine, public service, advice work, counselling, journalism, ministry, social work, charity organisations, youth work and community work.

SOCIOLOGY

What is Sociology?

Quite simply, Sociology entails the scientific study of human society. It is a subject which looks at how people lead their lives and how they communicate with one another. It investigates social areas such as Education, The Family, Power and Politics, Crime and Deviance, Beliefs in Society, The Media and Methodology.

Why study Sociology?

Sociology is interesting! Why? Because it is relevant to our everyday lives. We can identify already with some of the areas under investigations such as The Family, Education and Beliefs in Society. Politics, Crime and Deviance and Poverty are areas we constantly encounter in the media. Methodology introduces research methods – something which is of paramount importance at third level education.

How beneficial is Sociology?

Sociology is an academic discipline. You can obtain an AS level or a full A Level. The subject is particularly beneficial for those students who are thinking in terms of a career in Social Work. It is also relevant to Teaching, Journalism, Law and Management.

Sociology also has academic links with subjects such as Politics, Religion, English and History.

What do I need to be successful?

It is desirable that students have a B grade or above in English at GCSE level. A good standard of English language will be necessary because of the essay writing components of the subject.

You will need to be interested in the subject. Sociology, because it is relatively new to the curriculum, it is not easy. You might, perhaps, also think that Sociology is common sense dressed up to sound academic but IT IS NOT!

You must be prepared to read and keep up to date with current issues.

Lastly, you should not come to Sociology with a closed mind. There are no right or wrong answers. Other people's viewpoints are explored. There is, therefore, an emphasis on being discursive.

SPECIFICATION AT A GLANCE

Unit	Assessment Format	Duration	Weighting & Marks	Availability
AS Unit 1 SCLY1	Written paper	1 hour	40% of AS 20% of A Level 60 Marks	January & June
AS Unit 2 SCLY2	Written paper	2 hours	60% of AS 30% of A Level 90 Marks	January & June
A2 Unit 3 SCLY3	Written paper	1 hour 30 minutes	20% of A Level 60 Marks	January & June
A2 Unit 4 SCLY4	Written paper	2 hours	30% of A level 90 Marks	January & June

MODULES OFFERED AT OUR LADY'S

AS Unit 1- Families and Households

Candidates will examine:

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

AS Unit 2- Education with Research Methods

Candidates will examine:

Education

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

- Sociological Methods
- Quantitative and qualitative methods of research; their strengths and limitations; research design.
- Sources of data including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics, the strengths and limitations of these sources.
- The distinction between primary and secondary data, and between quantitative and qualitative data.
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

A2 Unit 3- Beliefs in Society

Candidates will examine:

- Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions.
- The relationship between religious beliefs and social change and stability.
- Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.
- The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.
- The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context.

A2 Unit 4- Crime and Deviance

Candidates will examine:

- Different theories of crime, deviance, social order and social control.
- The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime.
- Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes.
- Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies.
- The sociological study of suicide and its theoretical and methodological implications.
- The connections between sociological theory and methods and the study of crime and deviance.

In addition to the research methods outlined above in Unit 2, A2 candidates should examine;

- Consensus, conflict structural and social action theories.
- The concepts of modernity and post-modernity in relation to sociological theory.
- The nature of science and the extent to which sociology can be regarded as scientific.
- The relationship between theory and methods.
- Debates about subjectivity, objectivity and value freedom.
- The relationship between sociology and social policy.
- Demonstrate a wider range and greater depth of knowledge and understanding than at AS Level.
- Study the nature of sociological thought and methods of sociological enquiry in greater range and depth, and demonstrate more highly developed skills of application, analysis, interpretation and evaluation than at AS Level.

SPANISH

At AS/A Level Spanish the programme takes account of and builds upon the knowledge and understanding, concepts and skills, gained through the study of Spanish at GCSE.

The AS/A Level examinations assess the four skill areas of listening, speaking, reading and writing, while placing very significant emphasis on the use of the target language as the means of assessment. The core skill being assessed at all times is the pupil's ability to communicate in Spanish.

The AS (Advanced Subsidiary) qualification may be obtained after one year of study and may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

-

The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

The A (Advanced) Level examination is in two parts:

- AS Level (as above) - 50% of the total award.
- a second examination, called A2 - 50% of the total award.

The AS/A Level courses are modular. The AS comprises two modules, and the A2 comprises a further two modules.

The AS examination consists of two units - a total duration of 2³/₄ hours, as below.

The A2 examination also consists of two units - a total duration of 3 hours as below.

The table also shows the percentage weighting of each unit.

Unit	Assessment Format	Duration	Weighting and Marks	Availability
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As 1 Speaking	Q1: Presentation Q2: Conversation	Approx 13 minutes Total time: 13 Minutes	Speaking 70 marks Total Marks:70 AS 35% A2 17.5%	January and Summer
AS 2 Listening Reading Writing	Section A – Listening Students answer two questions based on two passages recorded on individual CDs. Questions will vary from year to year and will be a mixture of objective type tasks and question and answers in the target language	30 minutes	Listening : 30 marks	January and Summer
	Section B – Reading Two reading comprehension questions based on one text. Questions will vary from year to year and will be a mixture of objective type tasks and questions and answers in the target language. Q2: Translation into English	1 hour 15 minutes	Reading : 30 marks Translation: 20 marks	
	Section C – Writing Q1 is an Extended Writing question. Students must write an essay response to stimulus text. The response must be approx. 200-250 words long	1 Hour	Writing: 50 marks	
		Total Time: 2 hours 25 minutes	Total marks: 130 AS: 65% A2: 32.5%	

Unit	Assessment Format	Duration	Weighting	Availability
A2 1 Speaking	Q1: Discussion based on societal theme Q2: Conversation	Approx 15 minutes Total time: 15 minutes	Speaking: 70 marks Total marks 70 A2: 17.5%	Summer only
A2 2 Listening Reading Writing	Section A – Listening Students answer two questions based on two passages recorded on individual students CDs. Questions will vary from year to year and will be a mixture of objective type tasks, questions and answers in the target language and, questions and answers in English.	35 minutes	Listening: 30 marks	Summer only
	Section B – Reading Students answer three questions based on two texts: Questions will vary from year to year and will be mixture of objective type tasks and questions and answers in the target language. Q3: Translation from English into target language.	1 hours 25 minutes	Reading: 30 marks Translation: 20 marks	
	Section C – Writing Q1: Students answer one essay response based on a literary text. The response must be 300-350 words long	1 hour	Writing: 50 marks	
		Total time: 3 hours	Total marks: 130 A2: 32.5%	

The Specifications set out a series of topics to be studied within the following contexts for learning. The content of the examination papers will take account of these topics, as below

Context	AS
1	Relationships <ul style="list-style-type: none"> • Family life and relationships • Personal and interpersonal relationships
2	Health and Lifestyle <ul style="list-style-type: none"> • Physical well-being • Mental well-being • Interests
3	Young People in Society <ul style="list-style-type: none"> • Influences on young people • Education and career planning
Context	A2
4	Local and Global Citizenship <ul style="list-style-type: none"> • Equality • Multicultural Society • Democracy and Conflict
5	Environmental Awareness <ul style="list-style-type: none"> • Conservation • Energy • Climate Change

In both AS and A2 studies students will have 1 hour per week of Spanish conversation class, in small groups, with a native Spanish Language Assistant. They will also have access to Spanish newspapers, to the Internet and to cassettes of authentic Spanish listening material.

In the Lower Sixth year students are offered the opportunity to spend ten days in Spain on a School Exchange.

Career Opportunities

Translating, interpreting, teaching, tourism, journalism, bilingual secretarial work.

The importance of Spanish as a European language and as one of the major languages of the world is now recognised. Universities and Colleges are offering courses such as Spanish with Law, and Spanish can be combined with Business Studies, European Studies, Media Studies and others.

There are other areas of work where Spanish can be used with further specialist training: Computing, Television, Commerce, Industry, the Civil Service, the Travel Industry (tour operators, airlines and related services), the Hotel and Catering sector etc.

Requirements

Students taking AS/A Level Spanish should be interested in Spain (and/or Latin America) and in Spanish. They must be prepared to work independently, reading in Spanish, listening to cassettes or Spanish radio, getting information from the Internet and, in general, trying to perfect their skills.

SPORTS STUDIES

BTEC National Award In Sport

New from September 2008 from Edexcel (www.edexcel.org.uk)

What is a BTEC National Award?

BTEC Nationals are an excellent choice for learners who want to choose a more vocational route to get an applied A Level. They provide practical and theoretical skills necessary in the world of work as they have been developed in close partnership with industry.

On successful completion of a BTEC National qualification, learners can progress into or within employment and/or continue their study in the same vocational area. The qualification carries UCAS points and is recognised by universities as an A level equivalent qualification.

Who should choose a BTEC National in Sport?

The **BTEC National in Sport** provides an introduction to the sector for learners looking to build a **career in sport**, within one of its occupational areas. These areas include careers in exercise and fitness, coaching, sports development and the outdoors. It can also have great links with other areas of work e.g. dietetics and sports psychology or it can be of great use for anyone passionate about their own long term player development plan within a sport.

Students must have played a sport to a **high level** and must continue this ongoing commitment into upper and lower sixth. Having a good grade in the **CEA GCSE in PE** will be an advantage as will a good basis in English Language as assessment will be in the form of assignments.

How does assessment take place?

In Edexcel BTEC Nationals all units are internally assessed. There are no terminal examinations in the BTEC National Award in Sport rather it is based on continual assessment of the core and specialist units that the students choose and the successful completion of these units. A variety of assessment methods will be used, including case studies, assignments and work based assignments, along with projects, performance observation and time-constrained assessments.

What is the qualification worth in UCAS points?

Grade boundaries BTEC National Award	Overall grade BTEC National Award	UCAS points	Equivalent to at A Level
36-59	Pass P	40	Grade E
60-83	Merit M	80	Grade C
84-108	Distinction D	120	Grade A

To achieve a '**pass**' a learner must have satisfied **all** the pass criteria.

To achieve a '**merit**' a learner must additionally have satisfied **all** the merit criteria.

To achieve a '**distinction**' a learner must additionally have satisfied **all** the distinction criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Structure of the Qualification

Edexcel Level 3 BTEC National Award in Sport

The Edexcel Level 3 BTEC National Award in Sport consists of three core units plus three specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Award in Sport	
Unit	Core units – all three units must be taken
1	The Body in Action
2	Health and Safety in Sport
3	Training and Fitness for Sport
Unit	Specialist units – three units must be taken
4	Sport Coaching **
5	Sports Development
6	Fitness Testing for Sport and Exercise
7	Practical Team Sports *
8	Practical Individual Sports *
9	Outdoor and Adventurous Activities *
11	Sport and Society
12	Leadership in Sport **
13	Exercise, Health and Lifestyle
23	Working with children in Sport
25	Work-based Experience in Sport
28	Principles and practices in Outdoor Adventure

* Learners may select only one of these three units

** Learners may select only one of these two units

Edexcel Level 3 BTEC National Award in Sport (Performance and Excellence)

The Edexcel Level 3 BTEC National Award in Sport (Performance and Excellence) consists of three core units plus three specialist units that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Edexcel Level 3 BTEC National Award in Sport (Performance and Excellence)	
Unit	Core Units – all three units must be taken
1	The Body in Action
2	Health and Safety in Sport
3	Training and Fitness for Sport
Unit	Specialist Units – three units must be taken
6	Fitness Testing for Sport and Exercise
10	Sports Nutrition
16	Psychology for Sports Performance
26	Technical and Tactical Skills in sport
27	The Athlete's Lifestyle

DESIGN & TECHNOLOGY

Our Lady's Grammar School uniquely offers students a choice of course for Advanced Level Design and Technology. The two courses offered are **OCR Advanced / Advanced Subsidiary GCE in Systems and Control Technology** or **GCE Product Design**.

Advanced GCE Design and Technology aims to provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills, to apply knowledge and understanding to a range of technological activities and to develop critical thinking and collaborative skills.

The Systems and Control course is designed to be either a complementary subject to Mathematics, Physics, Art and Design at AS or a contrasting subject with English, History, Geography and Modern Languages. Students considering a future in Engineering, Design, or Applied Science will find the course particularly useful. Content at this level builds on work already carried out at GCSE level and students will specialise in the Electronics / Microprocessor Systems options.

The Product Design course concentrates on Textiles as a medium and allows students to develop skills in the field of Fashion Design. This course is complementary to Art & Design and builds on the skills developed at GCSE Technology and Art. Practical work for this course is delivered in the Fashion Design Centre at The Southern Regional College and in school.

Course Overview.

AS/A Lower Sixth.

All students follow a common core based primarily on Electronic Systems or Product Design through the study of the topics: Design, Energy, The environment, The human interface, Aesthetics, Industrial production technologies and Scale of Production, Fashion, Product life, Commercial Issues. – (30% AS), (15% A).

Students carry out two elements of coursework :

A Systems Case Study, (30% AS), (15% A.) .

Students carry out independent research into an everyday system e.g. Access to a sports facility for people with disabilities. This is common to both systems & Control and Product Design courses.

A Product Study Analysis, (40% AS), (20% A.)

Systems and Control students research an everyday technological product to investigate its properties and the manufacturing techniques employed in its manufacture and suggest improvements to the product.

Product Design students research a fashion accessory instead of a technological product.

Advanced Level Upper Sixth.

Systems and Control Students carry out further work on Systems and Control Technology and complete one major piece of coursework, (30 % of total award), based on Systems and Control Technology,(Electronics) content .

Product Design students carry out further work on Textiles and complete a major piece of coursework, e.g. design and manufacture of a ‘Formal Dress ‘

Entry.

Students should have achieved a Grade B at GCSE Technology and Design. In special circumstances students high grades without GCSE Technology but with an aptitude in Mathematics and Science or Art may be considered for entry into the AS course. Each course application will be judged on an individual basis.

Specification Overview

- The AS represents the first half of an Advanced GCE course and contributes 50% of the specification content, the foundation for the A2 year units.
- The A2 represents the second half of the Advanced GCE course and contributes the other 50% of the specification content, which builds on the AS units to achieve the full Advanced GCE standard.

Students must follow AS course before progressing to A2.

AS 50% of the specification content			A2 50% of the specification content		
Unit 2521	Unit 2518	Unit 2519	Unit 2522	Unit 2523	Unit 2525
Systems and Control Technology Or Product Design / Textiles	System Case Study Common for both courses.	Product study Analysis and Development. Common for both courses.	Designing (1 st element of major coursework piece) Focusing on either Electronics or Fashion Design	Making & Evaluating Focusing on either Electronics or Fashion Design	Synoptic Assessment Systems & Control Technology Or Fashion Design / Textiles.
External assessment	Internally assessed coursework	Externally assessed coursework	Internally assessed coursework	Internally assessed coursework	External assessment synoptic
2 hour examination	Coursework Project	Coursework Project	Coursework Project	Coursework Project	3 hour examination
30% AS 15% A2	30% AS 15% A2	40% AS 20 % A2	15% A2	15% A2	20% A2

Unit content

The specification content is delivered through and divided equally between the three AS and the three A2 units.

Unit delivery

- The three AS units can be delivered in any order throughout the AS.
- The three A2 units can be delivered throughout Upper Sixth.
- Students must take Unit 2525 in the final sitting.

Systems & Control students will focus on Electronics and Microprocessor Systems.
Product Design students will focus on Textiles and Fashion Design.

DRAMA & THEATRE STUDIES

This specification is for the AQA syllabus.

Introduction

The main aim of this course is to encourage in students a critical and sensitive response to the complexities of theatre. The specification combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all of these elements. Students successfully completing the course will have a thorough understanding of drama and theatre, highly toned analytical and creative skills and an ability to communicate effectively with others

Summary of the specification content

AS: Unit 1 Response to Live Theatre:

You will be expected to respond to various aspects of live theatre seen during the course.

Set Plays: You will be studying a chosen play in terms of interpretation from a performance perspective. 30% of A2 marks.

Unit 2 Presentation of an extract from a play

In groups of 2-8 you will present a continuous extract from a play you have chosen. You must also demonstrate understanding of the work of a chosen Director, Designer, Theatre Company or other significant Practitioner. 20% of A2 marks.

A2: Unit 3 Set Plays: Pre-Twentieth Century

You will be studying a chosen play in terms of interpretation from a performance perspective. 30% of A2 marks.

Unit 4 Presentation of Devised Drama

In groups of 2-8 you will devise an original piece of theatre which lasts between 15-40 minutes depending on the group size. You will keep a portfolio of supporting notes which will enable you to reflect upon and analyse the process. 20% of A2 marks.

What do I need to know or be able to do before taking this course?

It is useful to have taken Drama GCSE level but not essential. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

What will I learn on this course?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

What kind of student is this course suitable for?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You maybe keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

What could I go on to do at the end of my course?

The AS and Advanced GCE can lead to a further study in Drama, Theatre Studies and Performing Arts. It can be used as part of your course to broaden your studies and may lead on to a career in the Performing Arts industries. Drama and Theatre Studies AS and Advanced GCE complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers.

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