

Abbey Christian Brothers' Grammar School



A Level Subject Choices

2013

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FOREWORD

Dear Student,

As you draw close to your GCSE examinations, it is now time to make a number of important decisions. Do I wish to continue my studies here in the Abbey or do I wish to pursue another path elsewhere?

The Abbey has extended the range of subjects at A level to twenty seven with a greater emphasis on vocational A Levels. We certainly hope that in doing so we will firstly encourage more students to remain and complete A levels and secondly to offer A level studies which will lead to employment and entry to third level education.

There are two criteria which pupils must meet in order to be invited back to the Abbey to complete A levels. First, they must have a strong academic profile as would be evidenced by the achievement of a minimum of 3 Grade B's and 4 Grade C's and second they must have an exemplary behaviour record.

Since September 2010 all A level students will be completing 4 AS Subjects at AS level. This is based on advice from universities on their selection process. It is strongly advised that a fourth subject should open the breadth of your subject choices and that securing a good grade at AS level in the fourth subject can be the determining factor in getting an offer from University, particularly if you are in a tie break situation.

During term one of fifth year you have received, or will receive early in term two a Careers Guidance Interview from Newry Career Service. This alongside with your taught careers class has provided you with clear details of the Post -16 progression pathways open to you after your GCSEs.

The information in this booklet will help you in your decisions and should you need any further advice or assistance please do not hesitate to talk to any of your teachers, Mrs McGrath, Ms Toner or myself.

I wish you well and pray that you will make choices that will bring you peace and contentment in the future.

Headmaster
(Mr. Dermot McGovern)

AFTER GCSE

After five years of preparation you are now in the final approach to G.C.S.E. You should be giving serious thought to your future. The number of paths open to you is varied and will depend very much on the quality of your grades in G.C.S.E. They include:

1. Entry to 'A' Level
2. Enrolment at Further Education Colleges – SRC Newry
3. Employment
4. Training for Success Programme
5. Unemployment

WHY GO TO UNIVERSITY?

Going to University pays off in all kinds of ways. University graduates generally get better paid and more interesting jobs than non-graduates. They are less likely to be unemployed and if they are, can find new jobs more easily. This is because a University graduate's skills are in ever increasing demand. Earnings 'foregone' during the three or four years of extra study can soon be made up. The average graduate starting salary ranges from £10,000 to £15,000 but some graduates can earn up to £20,000 in their first year.

But going to University is also fun, offering the chance to widen experience, meet and learn from the very best experts and mix with young people from all over the world.

University is as much about personal and social development of the individual as it is about academic achievement.

Before making your final choice it is advisable to learn something about what is expected of you in sixth form.

THE SIXTH FORM

Students entering the 6th form will study the following programme:

1. 4 A/S Subjects

Each subject is studied for eight or nine periods per week. All students must choose four subjects for AS and those Students aiming to follow a career in Medicine, Veterinary or Dentistry must complete the four subjects to A2 level. Students not pursuing such courses have the option of completing three of their subjects to A2 level.

2. Social Spirituality

This programme covers a Christian Social outlook with the emphasis on practical application for student life. In seventh year the programme is conducted by teachers in the Abbey and has a significant emphasis on life skills and social outreach. Students receive a series of speakers throughout the school year including Careers Presentations, Donor organisations, Misuse of substances and Student Finance.

3. Physical Education

This programme offers a range of physical opportunities from which the pupils can select according to interest. Programme runs for two periods per week.

Thus a student in 6th form will be in class for 39 periods. The remaining periods will be spent in private study in the supervised Study Hall.

The private study concept is a very important part of 6th form life as it helps to prepare students for independent study that will be demanded from them at University. Students who cannot study efficiently under supervision are unlikely to succeed at University where there is no supervision.

As the student proceeds through the year he will be increasingly expected and encouraged to accept responsibility for his own work and behaviour. Each student will face external assessment in two modules usually in each of his A/S subjects i.e. a student studying four AS Levels may face eight modular exams at the end of his lower sixth year. Entry into 7th year is not automatic and the management of the school will not encourage any student who has failed to achieve at least a Grade 'C' average across all his modular tests to enter 7th year.

Parents will be given the opportunity of discussing their son's progress at a parent-teachers evening held in the Autumn term. Should parents feel the need to consult teachers at any other time they can make an appointment by ringing the school.

N.B. Throughout this booklet various departments have stated minimum entry requirements for studying that subject at AS level.

The Management of the school strongly advise that students should only consider taking subjects into 'A' Level study in which they have achieved at least a Grade 'B' at GCSE.

A SUMMARY OF FACTORS TO CONSIDER WHEN CHOOSING SUBJECTS FOR 'A' LEVEL

A: CAREER REQUIREMENTS: If you have a particular career in mind, make sure you choose the correct combination of subjects. Use the table at the back of this booklet and consult the Careers Department. Later when you come to choose a particular University or College, again check in the prospectus that you have the correct combination of GCSE's and 'A' Levels.

B. SUBJECT PREFERENCE: Choose subjects that you enjoy studying. Remember, you will be studying each subject for nine periods each week in school, as well as many hours at home in private study and homework. This will prove much easier if you are interested in your subjects.

C: EXAMINATION PERFORMANCE: Where possible you should choose the subjects in which you have obtained a Grade A or B in GCSE. Students attempting 'A' level with a Grade C often experience great difficulty and their success rate is not very high.

D: TAKE ADVICE: You should always be open to advice. Discuss your choices with the Careers Department, Heads of Department, Subject Teachers, Parents, older brothers and sisters, and students already in the Sixth Form. Listen to other people's opinions and experiences but do not allow others' negative experiences to influence your choice. Make realistic choices. It is your life and this is one of the few occasions where **you** make the decisions.

CAREERS DEPARTMENT

Choosing your options post-16 will undoubtedly be more difficult for some of you than others. The most important thing to consider is that you choose to do what is right for you as an individual. If you know that pursuit of further academic achievements and qualifications is not part of your long term career plan then you must seriously consider the alternative options open to you. Seek advice immediately from the school Careers Department or our Local Newry Careers Service – Mrs Shona Dunne (Phoenix House, Bridge Street, Newry).

It is essential that you seriously reflect on the subjects that you may be considering for AS-Level.

It is not unknown for the student who wanted to be an Architect in 5th year to later decide that Engineering was the route for him in 7th year. Unfortunately the student was not carrying maths and science related subjects. The student could not apply.

You must give serious attention to career related areas post-18, in order that you choose the essential and desirable subjects now!

Please refer to the following pages on Careers Subjects and University Requirements at the back of this booklet. Also consider the opportunities for work in today's society. The key is to choose courses that are vocationally related i.e. you are trained for a specific occupational area e.g. Teaching, Medicine, Engineering, Computing, Journalism, Law etc...

Choosing your Post-16 options is an important part of your Personal Career Plan and is an important element in determining your destiny at 18. Preparing for higher education requires commitment, vision and planning now and over the next two years.

SUBJECTS ON OFFER AT A-LEVEL

Accounting		Further Maths (AS level in 7th Year)
Art and Design	English Language	Music
Biology	English Literature	Physical Education Studies
Business Studies	French (Sacred Heart Grammar School)	Physics
Chemistry	Geography	Psychology
Construction	History	Politics (Sacred Heart Grammar School)
Design and Technology – Systems and Control	Irish	Religious Studies
Design and Technology – Resistant Materials	ICT	Sociology (Sacred Heart Grammar School)
Drama and Theatre Studies	Mathematics	Spanish
Accounting		Moving Images
Economics (Sacred Heart Grammar School)		

Summary of Requirements for A Level Subjects

Department	GCSE Requirement	Information regarding Coursework Requirements
Accounting	At least a grade A in GCSE Maths/Additional Maths	
Art and Design	At least a grade B in GCSE Art and Design	Students have four assignments (in total) to produce for this subject in AS and A2. Coursework is 100%
Biology	GCSE Biology [at least a grade B] DAS [at least a grade BB]	AS 3: Assessment of Practical Skills in AS Biology Internal Practical Assessment: two pieces of coursework; A2 3: Assessment of Investigational and Practical Skills in Biology. Internal practical Assessment: one full investigation.
Business Studies	GCSE Business Studies GCSE at Grade B or above.	
Chemistry	Minimum grade B/BB at DA science /GCSE Chemistry	Controlled assessment is a practical exam, which constitutes 30% of AS & 20 % of A2 i.e., overall 25% of A level.
Construction	No particular requirements	All assessment is done by coursework
Drama and Theatre Studies	Grade B in Drama: However, B grade does not guarantee entry to A Level theatre Studies. Some pupils can be accepted even if they do not have Drama at GCSE	
Economics	Grade B in GCSE Maths (desirable) and/or GCSE Business Studies Grade B (desirable)	
Engineering		All assessment is done by Coursework
English Language	English Language (at least B Grade)	6 th Year (Creating new texts) 7 th Year (Language Investigation)
English Literature	English Literature (at least B Grade)	6 th Year (2 pieces on drama texts: one creative, one analytical). No coursework in 7 th year
French	It is highly recommended to obtain at least an A at GCSE to continue French at As Level. However, students have been accepted in the past (including this year) with a B but they were notified that they might find it challenging. The transition between GCSE and As level is quite difficult and without solid bases at GCSE, it often proves difficult	There is no coursework involved in French. All exams take place in June for all components: Speaking (with outside examiner in school), Listening in the classroom in exam conditions with the teacher, Reading / Translation / Writing components in one exam in exam hall
Geography	It is highly recommended to obtain a grade B at GCSE.	
History	History (at least a B grade), English Language (not essential but preferable at least a B grade)	
ICT	GCSE ICT Students can select AS ICT if they have no GCSE in ICT, depending on other GCSE results	AS Assessment for this module will be made up of: A Data Processing Task (60 marks); and A Multimedia Task (60 marks). 50% of AS A2 : Assessment for this module will be made up of:

Department	GCSE Requirement	Information regarding Coursework Requirements
		A Data Processing Task : A total of 80 marks available. 50% of A2
Irish	GCSE Irish	
Mathematics	GCSE Maths & Additional Maths. GCSE Maths only (MUST have a grade A or A*)	
Moving Images	GCSE Requirement GCSE MIA is not required for A Level	Information regarding Coursework Requirements AS 1 Coursework: - 35% AS 2 Online examination - 15% A2 1 Coursework: - 35% A2 2 Online examination - 15%
Music	Pupils should be able to play at least one musical instrument. The standard of performance at AS Level should be equivalent to at least Grade 4 of the accredited graded music examinations boards and at least Grade 6 for A2 Level.	
Physical Education	GCSE Biology	Controlled assessment constitutes 20% 12 week training programme Improving performance Oral 10%
Physics	Triple Award Science Students: grade B or better Double Award Science Students grade BB or better	
Politics	Owing to sophisticated and technical language an A grade in English Language	
Psychology	No particular requirements	
Religious Studies	A Grade A in GCSE Religion and a Grade B in English Language is desirable	
Sociology	No particular requirements	
Spanish	GCSE Spanish	
Technology	Students who have taken Technology at GCSE level should have a Grade B or better if they are to proceed to 'A' Level.	NICCEA Systems and Control Coursework at AS = 50% Coursework at A2 = 50% Edexcel Resistant Material Coursework at AS = 60% Coursework at A2 = 60%

ACCOUNTING

The aim of the accounting specification is to develop students' knowledge and understanding of the purposes of accounting, its concepts and techniques and their development as well as an appreciation of the limitations of accounting. The course aims to give students an appreciation of the effects economic, legal and technological change on accounting, and the social implications of accounting decisions along with developing the skills of communication, numeracy, presentation, analysis, interpretation, application and evaluation of accounting information. The requirement for entering Accounting is to have achieved **at least a grade A** in GCSE Mathematics. Additional maths grade B or above would be beneficial. The scheme of assessment has a modular structure made up of two assessment units for AS and two assessment units for A2. The questions in all the units will require answers in the form of practical calculations and/or continuous prose. **There is no coursework option in A level Accounting.**

AS Assessment Units Year 1

Unit 1 Introduction to Financial Accounting
50% of the total AS marks
Written Unit – 80 marks – 1 hour 30 minutes exam paper
Four compulsory questions.
25% of the total A level marks

Unit 2 Financial and Management Accounting
50% of the total AS marks
Written Unit – 80 marks – 1 hour 30 minutes exam paper
Four compulsory questions.
25% of the total A level marks

Unit 1 and unit 2 will be available in June at the end of year 1 and year 2.

A2 Assessment Units Year 2

Unit 3 Further Aspects of Financial Accounting
25% of the total A level marks
Written Unit – 90 marks – 2 hour exam paper
Four compulsory questions – synoptic (units 1, 2 and 3)

Unit 4 Further Aspects of Management Accounting
25% of the total A level marks
Written Unit – 90 marks – 2 hour exam paper
Four compulsory questions – synoptic (units 2 and 4)

Unit 3 and unit 4 will only be available in June at the end of year 2.

CAREER OPPORTUNITIES

The course will prove invaluable for anyone wishing to work in investment funds or the stock market. The course has obvious links to the world of work and should prove beneficial for those considering careers in a wide range of professions including: Accountancy, Actuary, Economics and Finance, Retail Management, Financial Management, Insurance, Banking and the world of Finance.

ART AND DESIGN

Art and Design at AS and A Level is a subject which requires commitment and creativity. A students' Coursework Portfolio consists of independent study illustrating developing skills and experimenting with chosen techniques and processes. With consistent performance AS and A Level will reward the suitable student with essential employability skills such as creativity, communication and organisation skills for third level education and beyond.

Aims

Students will be encouraged to develop:

- intellectual, imaginative, creative and intuitive powers;
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement;
- independence of mind in relation to developing their ideas while refining their own intentions and personal outcomes;
- an interest in, enthusiasm for, and enjoyment of art, craft and design;
- their observation and recording from primary sources;
- the experience of working with a broad range of media, including traditional and new media and technologies;
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate;
- experience of working within relevant and real frameworks and, where appropriate, make links to careers in the creative industries;
- knowledge, understanding and application of art, craft, design and media, and technologies in contemporary and past societies and cultures; and
- an awareness of different roles, functions and audiences and consumers of art, craft and design practice.

Unit Assessment Weightings and Marks

Assessment Objective	Assessment Unit Weightings			
	AS 1	AS 2	A2 1	A2 2
AO1	25%	25%	25%	25%
AO2	25%	25%	25%	25%
AO3	25%	25%	25%	25%
AO4	25%	25%	25%	25%
Total	100%	100%	100%	100%

Unit	Assessment	Weightings and Marks	Availability
AS 1 Coursework Portfolio	Teacher assessment of student's coursework portfolio, with external moderation.	50% of AS 25% of the overall award	Summer only
AS 2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation.	50% of AS 25% of the overall award	Summer only
A2 1 Personal Investigation	Teacher assessment of personal investigation, with external moderation.	50% of A2 25% of the overall award	Summer only
A2 2 Externally Set Assignment	Teacher assessment of controlled test, with external moderation.	50% of A2 25% of the overall award	Summer only

This specification is designed to promote continuity, coherence and progression within the study of Art and Design. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 and 4 Northern Ireland curriculum programme of study for Art and Design. In particular it supports the emphasis upon investigating and realising activities and the recording of first-hand observations and the expressions of ideas in both two-and-three dimensions. The four units for the specification are carefully structured to provide an appropriate balance of knowledge, skills and understanding at each stage of the course. The subsequent award should accurately reflect the student's ability and achievements in this subject.

MOVING IMAGE ARTS

Moving image literacy is critical to understanding and interpreting modern society. The moving image is a key driver of the creative industries. The rapid growth of digital media technologies has made the creative industries increasingly accessible and attractive to young people. The impact is being felt within the classroom, where students are seeking opportunities to learn technical skills and express themselves creatively.

Moving Image Arts is designed to help students develop their creative and critical abilities, through hands-on learning in the craft of moving image arts. The subject is anchored in the students' creation of their own moving image art works. Exploring the rich and diverse heritage of the moving image and its relationship with other art forms and disciplines should inform and inspire the students' work. This course will stimulate and encourage creativity. Students will be introduced to a rich variety of moving image practices, processes, conventions, styles and techniques.

It is not necessary to have studied Moving Image Arts at GCSE. A Level MIA offers an exciting and rewarding course of study for students who will:

- undertake further study in moving image arts and related subjects;
- study subjects or take up careers for which a moving image arts education is relevant;
- have an interest and aptitude in the subject, yet are not intending to study the subject further;
- go directly into employment.

Coursework:

Students should be able to:

Film Language

- demonstrate knowledge and understanding of film-making techniques as used by historical and contemporary film-makers;
- make connections between their work and that of others;

Film Planning

- Develop ideas through investigating and experimenting with filmmaking techniques and processes;
- demonstrate organisation of ideas/processes;
- manage resources and equipment in relation to film production;

Film Production

- Show technical competence in the use of film-making techniques;
- produce a finished moving image art work;
- evaluate the effectiveness of their own practice;
- make reasoned judgments with regard to the creative direction of their work.

On Line Exam:

Students should be able to:

- demonstrate knowledge and understanding of film language,
- forms, conventions, purposes and meanings;
- analyse and critically evaluate moving image products and texts in an unseen context;
- draw upon the knowledge and understanding

AS 1

Moving Image Arts Creative Production: Foundation Portfolio - 35%

Compulsory Coursework: Statement of Intentions; Pre-Production; Pre-Production Exercise; Final Product; Evaluation.

The coursework is internally marked and externally moderated.

AS 2

Moving Image Arts Critical Response - 15%

A compulsory external online examination with previously unseen moving image clips.

The examination is externally set and externally marked. 1 hour 30 minutes.

A2 1

Moving Image Arts Creative Production and Research: Advanced Portfolio - 35%

Compulsory Coursework: Illustrated Dissertation; Pre-Production Exercises; Pre-Production; Final Product; Product Evaluation.

The coursework is internally marked and externally moderated.

A2 2

Moving Image Arts Critical Response and Specialisation - 15%

Students take a compulsory external online examination which includes previously unseen moving image clips and optional art form specialisation with pre-set moving image clips.

The examination is externally set and externally marked. 2 hours 15 minutes plus 15 minute break.

MUSIC

This specification is intended for candidates who wish to pursue an Advanced Study of Music, building on skills and knowledge developed at GCSE.

AS Music

There are two main modules;

AS1:

- ◆ Solo or Ensemble Performance (including a *Viva Voce*) + Composition Task (64%)

AS2:

- ◆ Test of Aural Perception and Written Examination (36%)
1700 to present day, unfamiliar music and set works, movements from Bach Brandenburg Concerto, No.2, Mozart Symphony No.40, Haydn Symphony No.94, Beethoven Violin Concerto in D, Dvorak Symphony No.5
Compulsory Area of Study is Music for Orchestra 1700 – 1900 and the optional areas of study are Chamber Music 1750 – 1830 or Music for Solo Piano 1825 – 1890

A2 Music

There are two main modules;

A21:

- Solo or Ensemble performance (including *viva voce*) + Composition Task (30%)

A22:

- Test of Aural Perception and Written Examination (20%)
1450 to present day, unfamiliar music and set works; Debussy Prelude a “*L’apres-midi d’un faune*”, Stravinsky Overture, Gavotte and Vivo from *Pulcinella Suite*, Bartok Concerto for Orchestra, fourth movement, Bernstein *Cha-cha*, *Meeting Scene* and *Cool* from *Symphonic Dances* from *West Side Story*.

Compulsory Area of Study is Music for Orchestra in the Twentieth Century and Optional Areas of Study are English Secular Music, 1580 to 1600, New Directions in Twentieth Century Music or Jazz in the USA, 1930-1960.

The lessons involve use of IT, practical performing sessions, as well as requiring good independent academic study. With the option papers in AS1 candidates can weight the paper to their strength whether composing or performing.

AS and A2 Music is not only enjoyable and inherently satisfying it can lead to further study and good career prospects; media work, performing (solo, orchestral, etc.), composing (TV adverts/IT/films/computer games/etc.), administration and management, academic study, teaching, music therapy, acoustic engineering, to name a few!

BIOLOGY

The aims set out below describe the educational purpose of following a course in Biology to GCE Advanced level/AS Level.

1. To develop an interest in, and enjoyment of the study of, and a respect of living organisms;
2. To encourage an attitude of curiosity and scientific enquiry through experimental and investigatory work in the study of Biology;
3. To develop an understanding of biological facts and principles and an appreciation of their significance in personal, social, economic, environmental and technological contexts;
4. To develop the skills of obtaining, handling and communicating information; to develop the ability to use these skills in the identification and solution of problems.

The biology syllabus is divided into six modules, three of which form the core for the Advanced Supplementary (AS) level with the other three being three further compulsory modules for Advanced (A2) level under the modular scheme of assessment.

Subject Content:

Unit AS 1: Modules and Cells;

Unit AS 2: Organisms and Biodiversity;

Unit AS 3: Assessment of practical skills in AS Biology.

Unit A2 1: Physiology and Ecosystems;

Unit A2 2: Biochemistry, Genetics and Evolutionary Trends;

Unit A2 3 Assessment of Investigational and Practical Skills in Biology.

CAREER OPPORTUNITIES:

A selection of careers which require a Biological background includes: Agriculture, Horticulture, Forestry, Marine Biology, Food processing industry; Medical - Medicine, Dentistry, veterinary Science, Pharmacy, Physiotherapy, Occupational therapy, Speech Therapy, Dietetics, Microbiology, Chiropody, Radio-therapy, Biochemistry, Nursing, Optics and Ophthalmic; Education, Psychology, Bio-Geography, Zoology, Genetics, Genetic engineering, Biotechnology, Catering Industry and Laboratory Technician.

Biology is a useful complementary subject to A-Level subjects such as Chemistry, Physics, Maths and Geography and the skills it develops will help students secure employment not only within Science disciplines but also in the non-science sector e.g. Management, Administration, Business, Marketing, Sales and computing.

LEVEL OF ENTRY TO THE A/AS LEVEL COURSE:

- Students taking Triple Award Science at GCSE will need at least a grade B in order to proceed to A Level Biology.
- Students taking Double Award Science at GCSE will need a grade BB or higher to proceed to A level Biology.

BUSINESS STUDIES

The requirements for entering Business Studies is **to have studied it at GCSE** and achieved **at least a grade B** and also have achieved at least a **Grade 'B' in GCSE Mathematics**. The course is a Modular A-Level, with two modules taken in the Lower Sixth and two modules in the Upper Sixth as illustrated below:-

AS Examination 1131	
AS Unit 1: Planning and Financing a Business	
1 hour 15 minutes examination 60 marks	40% of the total AS marks 20% of the total A level marks
Short answer questions and extended responses based on a mini case study.	
Available in June at the end of year 1 and year 2.	
AS unit 2: Managing a Business	
1 hour 30 minutes examination 80 marks	60% of the total AS marks 30% of the total A level marks
Compulsory, multipart data response questions.	
Available in June only at the end of year 2.	
+	
A2 Examination 2131	
Unit 3 Strategies for Success	
1 hour 45 minutes examination 80 marks	25% of the total A Level marks.
Questions requiring extended answers based on an unseen case study drawing upon knowledge from AS units.	
Available January and June	
Unit 4 The Business Environment and Managing Change	
1 Hour 45 minutes examination 80 marks	25% of the total A Level marks.
Pre-release research tasks leading to the first section of a two section examination. Second section will be choice of essays. All questions will be essay style and synoptic therefore drawing upon knowledge from all four units.	
Available January and June	

The course has proved popular and the subject is one of the fastest growing A Levels in the U.K. providing a good foundation for many University Courses, not just business. Areas of study that you will follow include:

1. Marketing and Accounting and Finance - which examines the types of marketing, marketing mix, budgeting, sources of finance, accounts, ratio analysis, costs and investment decision-making.
2. Operations Management and People - looking at production and efficiency, Just-in-Time (JIT) production, stock control and critical path analysis.
3. External Influences - examining interest rates, employment, exchange rates, and the changing business environment.
4. Objectives and Strategy - dealing with market opportunities, setting up a business and business objectives.

This is an integrated course which builds on each module. Students should be prepared to listen to the news, read newspapers and explore the Internet, to acquire information on the changing business world and the economy.

CAREER OPPORTUNITIES:

The course has obvious links to the world of work and should prove beneficial for those considering careers in a wide range of professions including for example, Accountancy, Retail Management, Financial Management, Insurance, Banking and the world of Finance.

CHEMISTRY

Chemistry is the study of materials:- what they are made of, how they interact with each other and their surroundings, and the role they play in living things. As such Chemistry occupies a central position in Science, linking disciplines from mathematics to medicine, and affects every aspect of our lives.

The subject at A-Level builds on the knowledge and understanding of Chemistry represented in the GCSE Science: Double Award or GCSE Science: Chemistry.

CCEA Modular A-Level Chemistry consists of 6 units (modules).

Module 1:	Basic Concepts in Physical and Inorganic Chemistry
Module 2:	Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry
Module 3:	Internal Assessment (AS)
Module 4:	Period Trends and Further Organic, Physical and Inorganic Chemistry
Module 5:	Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry
Module 6:	Internal Assessment (A2)

Practical work is internally assessed (30% of AS, 20% of A2) by two CCEA timetabled practical examinations. These practical papers are set by CCEA and marked by their teacher in accordance with a CCEA mark scheme. The examinations are then moderated by CCEA.

Practical work forms a very important part of the 'A' level course approximately 50% of time is spent carrying out experimental work.

The broad nature of the 'A' level syllabus together with the specialist topics, allows the successful student a wide choice of related courses at University. Some of the most common courses which students opt for include Veterinary Science, Medicine, Biochemistry, Chemical Engineering, Dentistry, Environmental Health, Food Science, Pharmacy and Agriculture to name but a few.

CHEMISTRY IN ALL WALKS OF LIFE:

You may have imagined professional chemists as people dressed in white coats, bending over retorts and test tubes that give off sinister bubbles but their work is far from isolated.

We live in an age of rapid change but nowhere more so than technology. In this context, Chemistry will continue to be a dominant and vitally important Science. The chemical industry is intrinsically linked to our current standard and style of living. Along with allied industries, it tends to be less affected by the fluctuations of the economic climates at home and abroad. As a result, good career opportunities will continue in the chemical industry whether they be in agriculture, medicine, food technology, textiles, engineering, metals and the environment either public or private.

The number of Chemistry graduates produced each year has increased gradually and is now over 3,000. Chemistry graduates, like many others, now enter a wide range of employment areas. They are well placed to take advantage of the increasing number of opportunities requiring the skills, knowledge and abilities associated with a first degree in Chemistry. About half of all chemists enter employment and one third move on to a course of further research or academic study, the majority of which work towards a PhD.

REQUIREMENTS:

GCSE Chemistry:	Grade B or better
Double Award Science Students:	Grade BB or better

CAREER OPPORTUNITIES:

One of the most important reasons for studying chemistry is the wide choice of careers it opens up. A Level Chemistry is **essential** for many careers including the following:-

Medicine, Biochemistry, Chemical Engineering, Dentistry, Veterinary Medicine, Food Science, Pharmacy, Agriculture, Food Technology, Chemistry and Industrial Chemistry

CONSTRUCTION

The BTEC National Award in Construction is a practical, work related course. You learn by completing projects and assignments on realistic workplace situations and activities. You focus on a particular subject area and develop a range of specialist skills and knowledge. The National Award is equivalent to one A' Level. Students considering opting for this course would need to select two other A level subjects in order to be able to apply for University. This vocational A' level is highly regarded by Universities specialising in all aspects of Construction and the Built environment. As a single A' level subject in a students portfolio it broadens their career options and is universally accepted for all other career paths. The course consists of six units – four core units and two specialist units. The four core units are as follows:

Core Units

- Health, Safety and Welfare
- Construction and the Environment
- Construction Technology and Design
- Construction, Science and Materials

Specialist Units

The two specialist units enable students to study the areas in greater depth. The units are:

- Graphical Detailing
- Mathematics in Construction

HOW IS THE COURSE ASSESSED?

All units are assessed and graded, and an overall grade for the qualification is awarded. Students receive either a **Distinction** which is equivalent to an A grade at A' level , a **Merit** equivalent to a C grade at A' level or **Pass** equivalent to an E grade at A' level.

CAREER OPPORTUNITIES

This course is designed to equip individuals who wish to gain the practical skills, knowledge and understanding required for success for employment in the technical and professional disciplines within the construction and engineering environment.

If you wanted to get a job straight away you could enter work based training in one of the following areas, such as: Architectural Design, Construction Management, Building Surveying, Quantity Surveying, Property Management, Land Administration, Land Surveying, and Town Planning. If you decide to progress to Higher Education you have opportunities to study and graduate in areas such as Quantity Surveying, Building Surveying, Planning, Environmental Science, Urban Planning and Development, Engineering (any), Engineering Management.

DESIGN AND TECHNOLOGY

Now firmly established at A Level, Technology has proved to be a popular choice among sixth form pupils. Technology is principally concerned with design and problem solving processes involving the application of scientific principles and natural phenomena, and leading to the making, modelling and evaluating of an artefact or system. Technology is also concerned with the management of the environment, and familiarity with materials, energy and control.

Our pupils will have the opportunity to complete either the Edexcel, Resistant Material option in Design and Technology with the emphasis on the Design and Make aspect or the CCEA Systems and Control syllabus with the emphasis on electronics. This will provide important grounding in all aspects of engineering and design.

Students who have taken Technology at GCSE level should have a Grade B or better if they are to proceed to either 'A' Level. It is recommended that students on a Grade B consider the Resistant Material option first.

CAREER OPPORTUNITIES:

The course provides an important grounding in all aspects of Engineering and Design and is widely recognised as an excellent specific entrance qualification for university courses in Electrical, Electronic, Microelectronic (Computer), Civil, Aeronautical and Mechanical Engineering as well as being very acceptable for admission into Architecture, Quantity Surveying, Advertising and Product Design and Manufacture. It is possible to take a BSS(Hons) course in Technology & Design as well as a teaching degree.

SPECIFICATION OVERVIEW EDEXCEL AND CCEA

- 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 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.

Product Design Resistant Materials Technology: The structure of the specification allows students to develop a range of skills and outcomes at Advanced Subsidiary (AS), demonstrating their creativity, and apply these to a design and make project at Advanced level (A2). The specification seeks to develop students' knowledge and understanding of, and skills and application in, designing products. They will also develop their research, analysis, product development, project planning and evaluation skills.

Advanced Subsidiary (AS)

National classification code*	Cash-in code*	Endorsement	Unit codes	
			Unit 1	Unit 2
9080	8RM01	Product Design: Resistant Materials Technology	6RM01	6RM02
			Coursework 60%	External Test 40%

Advanced GCE Level

National classification code*	Cash-in code*	Endorsement	Unit codes			
			Unit 1	Unit 2	Unit 3	Unit 4
9080	9RM01	Product Design: Resistant Materials Technology	6RM01	6RM02	6RM03	6RM04
					Coursework 60%	External Test 40%

CCEA Systems and Control Option

AS 1: Product Design and Systems and Control	In this unit you will learn about product design including materials and their processing with an area of systems and control. Section A: Product Design and Control is compulsory. You will also study a specialist area; either Section B: Electronic and Microelectronic Control Systems or Section C: Mechanical and Pneumatic Control Systems.
AS 2: Coursework: Product Development	In this unit you will investigate and analyse an existing product, re-design, manufacture, test and evaluate the product. You will produce a 3 dimensional model or proto type which represents the practical outcome of the product analysis and development. You will also produce a folio containing both written and graphical information (this can be presented in electronic format).
A2 1: Systems and Control	This unit is an in depth study of Systems and Control. You will have the opportunity to further the knowledge and understanding which you have gained from the optional sections in AS 1. You will study either Electronic and Microelectronic Control Systems or Mechanical and Pneumatic Control Systems.
A2 2: Coursework: Product – System, Design and Manufacture	In this unit you will manufacture a technological product or system which provides a solution to an identified problem or need. You will also produce a folio containing both written and graphical information (this can be presented in electronic format).

The syllabus provides opportunities for candidates to pursue particular aspects of study within the context of general knowledge and experience of theatre.

There is no prescribed recommended prior knowledge for students embarking on a course for this syllabus. However, it is recommended that candidates should have demonstrated a level of practical and critical awareness of theatre equivalent to that required for GCSE Drama.

It is assumed that the preparation for this examination will be through related theory and practice.

DRAMA AND THEATRE STUDIES

DRAMA AND THEATRE STUDIES

The syllabus provides opportunities for candidates to pursue particular aspects of study within the context of general knowledge and experience of theatre.

There is no prescribed recommended prior knowledge for students embarking on a course for this syllabus. However, it is recommended that candidates should have demonstrated a level of practical and critical awareness of theatre equivalent to that required for GCSE Drama.

It is assumed that the preparation for this examination will be through related theory and practice.

AIMS:

A/AS courses based on skills specification should:

- encourage candidates to develop their interest in and enjoyment of drama and theatre, both through experience as audience members and through their development of dramatic and theatrical skills as appropriate to their own practice
- encourage candidates' knowledge and understanding of the social and cultural contexts of drama and theatre, through detailed study of dramatic texts, in their context, and of the work of prescribed theatre practitioners.
- develop candidates' ability to respond critically and sensitively to a range of drama texts and to theatre in performance, through studying and attending theatrical performances of drama written in different periods, in different styles and with different aims.

SUMMARY OF SCHEME OF ASSESSMENT

AS Units

Unit 1 Exploration of drama and theatre Internal assessment: practical drama activities with supporting Exploration Notes; evaluation of live theatre.	Internally assessed 40% of the total AS mark.
Unit 2 Theatre Text in performance External assessment: <ul style="list-style-type: none">- monologue/ duologue performance or design realisation- group performance or design realisation	Externally assessed: A and B are equally weighted. 60% of the total AS mark.

A2 Units

Unit 3 Exploration of Dramatic Performance Internal assessment: creation and performance or design of original piece of writing.	Internally assessed. 40% of the total A2 mark.
Unit 4 Theatre Text in Context External Assessment: 2 ½ hour written examination on a set text and historical performance conditions.	Externally assessed. 60% of the total A2 mark.

BTEC LEVEL 3 SUBSIDIARY DIPLOMA IN ENGINEERING

What is a BTEC?

BTECs are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background.

How are BTECs assessed?

BTECs are not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied

Each BTEC is made up of units. In order to complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace. The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

<u>UNIT RESULTS</u>	<u>A Level Equivalence</u>	<u>UCAS Tariff Points</u>
PASS (P)	Equivalent to E Grade at A level	40 points
MERIT (M)	Equivalent to C Grade at A level	80 points
DISTINCTION	Equivalent to A Grade at A level	120 points

Students will complete mandatory units (Health & Safety in the Engineering Workplace); Specialist Mandatory Units (mechanical principles and applications and electrical principles) and then choose from a wide range of optional units. Some examples of the optional units include: Mathematics for Engineering; CAM; Theory of Flight; Applications of Computer Numerical Control.

ENGLISH LANGUAGE

Introducing AQA's new course specification for English Language B for AS and A Level. This new redrafted specification has been designed to:

- enable candidates to develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- provide opportunities for independent investigation work related to language in use
- enable candidates to engage creatively and independently with a varied programme for the study of English from the past to the present day
- develop candidates' skills as producers and interpreters of language.

Assessment Objectives

AO1 - Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression

AO2 - Demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches

AO3 - Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language

AO4 - Demonstrate expertise and creativity in the use of English in a range of different contexts informed by linguistic study.

AS outline

At AS, this specification will enable candidates to explore the fundamental structures and functions of writing, speech and conversation and how language functions in different social contexts.

The AS specification has 2 units:

Unit 1: Categorising Texts

Topic list

- **Exploring and understanding spoken and written language in use**
- **The roles of purposes, audiences and contexts and the impact of these pressures upon language production and reception**
- **An analysis and investigation of a variety of extracts taken from everyday sources.**

Assessment

External Exam: 1 hour 30 minutes

Weighting: 60% of total AS / 30% of total A Level marks

This unit covers the introductory aspects of the study of language, using a variety of texts for the basis of this study. In addition it focuses on three specific social contexts: Language and Power, Language and Gender and Language and Technology.

Unit 2: Creating Texts

Topic list

- Development of personal writing expertise through individual coursework
- Writing to entertain, to persuade, to inform and to instruct
- The use of register and style; characteristics of genres and sub-genres; the impact of language choices (lexis and grammar) and discourse strategies; the purposes and skills of planning, drafting and redrafting; the use of primary sources and of clear referencing of these materials; skills associated with analysing and reviewing the writing process and the reception of their own texts.

Assessment

Coursework

Weighting: 40% of total AS / 20% of total A Level marks

In this unit candidates are encouraged to develop their own writing skills, producing writing in different genres for different audiences and purposes.

A2 outline

At A2, the specification explores the nature and functions of language, how its key constituent parts have developed under the influence of a variety of contextual factors and how these changes may be analysed and evaluated creatively.

The A2 specification has 2 units:

Unit 3: Developing Language

Topic list

- Language acquisition - the nature and functions of language acquisition and social development of children from 0-11 years
- Language change - historical and contemporary changes in the English Language from Late Modern English (1700+) to the present day.

Assessment

External Exam:

2 hours

Weighting:

30% of total A Level marks

This unit has a detailed focus on two specific areas of language study: Child Language Acquisition and Language Change.

Unit 4: Investigating Language

Topic list

- Coursework exploring and analysing language data
- Data collection methodology
- Analysis and interpretation of data using appropriate linguistic methods and techniques

- **Evaluation and investigative conclusions.**

Assessment

Coursework

Weighting: **20% of total A Level marks**

In this unit candidates apply their knowledge of linguistic methods and concepts to an investigation of their choice.

CAREER OPPORTUNITIES

This course allows students to gain a greater understanding of how language has evolved and how it is used in a range of situations in our daily lives. It also allows candidates to pursue creative interests through the coursework modules and will help students to gain a further mastery of the language. This A Level will be of interest to those pupils considering a career in the creative arts, advertising, journalism, law, or education. It should also give candidates a sound competence with language, the absence of which is so often lamented today in the workplace.

ECONOMICS

Economics addresses some of the most pressing problems and issues that society faces today, including the following:

- What should be the market's role in providing for society's needs and wants?
- How can individuals, businesses and governments manage their resources effectively?
- What are the best solutions for environmental problems such as pollution, road congestion and climate change?
- How can we ensure sustainable economic development?
- How can we ensure that poorer countries as well as richer ones benefit from globalisation?

Economics provides students with a tool kit of concepts, ideas and techniques. These tools allow them to critically investigate and analyse problems, evaluate information and evidence and arrive at reasoned conclusions and judgements. The subject provides them with numerous opportunities for students to communicate ideas orally and in writing, apply numerical skills and use information and communication technology to access interpret and analyse data. Economics help students to develop their problem-solving ability, thinking and study skills. It also provides opportunities to work with other students in teams.

Economics opens up a wide range of career opportunities for further and higher education and interesting and rewarding careers. It also combines well with other social sciences and humanities and foreign languages, with mathematics and sciences. Those with economics qualifications are well placed for careers in business, finance, government services and professions such as teaching and the law.

This specification is designed to promote continuity, coherence and progression within the study of economics. The AS builds on but **does not depend upon** the knowledge, understanding and skills developed with GCSE economics. AS and A2 Economics require students to produce clear and coherent extended writing, to handle numerical data and to make calculations. Before taking these courses, students should, therefore, ensure that they have adequate levels of literacy and numeracy.

Scheme of Assessment

UNIT	ASSESSMENT	WEIGHTING	AVAILABILITY
AS 1: Markets and prices.	1 hour 30 minutes external examination (data response and structured essay).	50% of AS 25% of A level	January and Summer
AS 2: The National Economy	1 hour 30 minutes external examination (data response and structured essay)	50% of AS level 25% of A level	January and Summer
A2 1: Business Economics	2 hour external examination (unseen case study and essay)	25% of A level	January and Summer
A2 2: The Global Economy	2 hour external examination (unseen case study and essay)	25% of A level	January and Summer

CAREER PROGRESSION

Economics helps to prepare young people for a range of interesting careers in many areas of Business, Finance, Government Services and professions such as Teaching and the Law.

ENGLISH LITERATURE

English Literature at 'A' Level involves a wide study of the three main genres of Drama, Poetry and Prose and encourages students to develop a sound understanding in these areas. Texts are provided to allow students the opportunity to acquire an appreciation of the development of each genre in a historical context as well as through detailed study of particular authors. Practical criticism is included to encourage understanding and appreciation.

ADVANCED SUBSIDIARY GCE IN ENGLISH LITERATURE

This (AS) is the first part of the full Advanced GCE Course and it can be taken by a student as a 'stand-alone' qualification without progression to the full 'A' Level. The AS is a one year course while the full 'A' Level takes two years to complete.

The following is an example of the type of course on offer. A wide variety of texts will be chosen for detailed study in preparation for course-work, for modular assessment or for the final examination at the end of two years.

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 1: The Study of Drama	Internal assessment: two pieces		40% AS 20% A Level	Summer
AS 2: The Study of Poetry Written after 1800 and the Study of Prose 1800– 1945	Examination: two questions, one per selected text/pair of texts	2 hours	60% AS 30% A Level	January and Summer
A2 1: The Study of Poetry 1300-1800 and Drama	Closed book examination: two questions, one on a poetry text, one on a pair of drama texts	2 hours	50% A2 25% A Level	January and Summer
A2 2: The Study of Prose – theme based	Examination: two questions, one requiring close analysis of an extract from a text chosen on a given theme, one on a pair of novels on the same theme as that chosen for Question 1	2 hours	50% A2 25% A Level	Summer

Unit AS 1: The Study of Drama

Section A The Study of Shakespeare

The aim of Section A is to introduce students to a detailed textual study of one Shakespeare play and the contexts in which it was written, thereby enabling students to express informed and relevant responses to Shakespeare. Students will be expected to demonstrate, depending on the play chosen for study, relevant knowledge of generic conventions and display critical understanding of the ways in which Shakespeare's stagecraft and dramatic methods, such as structure, form and language shape

meaning. There should be an understanding of the ways in which Shakespeare's drama is determined by the social and historical context in which it was written.

Content	Learning Outcomes
<p>Students will study one of the following texts: Henry IV, Part I, Antony and Cleopatra, The Tempest, As You like It, Richard II</p>	<p>Students should be able to: demonstrate an awareness of the fundamentals of literary critical concepts and terminology (AO1); identify and examine a range of methods employed by Shakespeare e.g. language (including imagery), tone, form and structure, exploring how these methods shape meaning (AO2); and demonstrate understanding of the significance and influence the contexts in which Shakespeare's drama was written and received (AO4).</p>

Section B The Study of a Twentieth Century Dramatist

The aim of Section B is to give students the opportunity to compare and contrast two texts by an individual dramatist, affording candidates opportunities to reflect creatively on aspects of this writer's work. Students will articulate personally informed and relevant responses to a writer whose work has impacted significantly on the dramatic genre during the twentieth and/or twenty-first centuries.

Content	Learning Outcomes
<p>Students will study two plays written by one of the following post 1900 dramatists: Edward Albee, Alan Bennett, Caryl Churchill, Brian Friel, Arthur Miller, Sean O'Casey, Harold Pinter, Peter Shaffer, Tom Stoppard, Timberlake Wertenbaker, Tennessee Williams</p>	<p>Students should be able to: demonstrate an awareness of the fundamentals of literary critical concepts and terminology (AO1); identify the major themes and issues explored within the paired plays which they are studying (AO3); explore connections and comparisons between characters, themes or issues examined in the paired plays, informed by their own and others' opinions (AO3); and draw upon and shape the above to articulate creative, informed and relevant responses to the selected dramatist, using appropriate terminology and concepts (AO1).</p>

Unit AS 2: The Study of Poetry Written after 1800 *and* The Study of Prose 1800–1945

Section A The Study of Poetry Written after 1800

The aim of Section A is to give students the opportunity to compare and contrast two poets they have studied. They will be expected to communicate effectively their knowledge and understanding in responding to a question requiring analysis of poetic methods such as form, structure, language and tone which the poets use to achieve particular effects. Students will study **one** of the following sets of paired texts:

Hopkins *Selected Poems* Oxford World Classics
Dickinson *A Choice of Emily Dickinson's Verse* Faber and Faber

Duffy *Selected Poems* Penguin
Lochhead *The Colour of Black and White* Polygon

Heaney *Opened Ground* Faber and Faber
Montague *New Selected Poems* Gallery Press

Thomas (E) *Selected Poems* Everyman
Frost *Selected Poems*

Yeats *Selected Poems*
Kavanagh *Selected Poems* Penguin

Content	Learning Outcomes
Section A: Study of Poetry Written after 1800	Students should be able to: articulate informed and relevant responses that communicate effectively their knowledge and understanding of poetry (AO1); demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meaning (AO2); and sustain a comparison and contrast (AO3).

Section B The Study of Prose 1800–1945

The aim of Section B is to give students the opportunity to communicate effectively their knowledge and understanding of a prose text in response to a stimulus statement which expresses a particular interpretation. They will also be required to show contextual understanding – social, cultural, historical characteristics of the particular type and genre of the novel – obtained from outside the text and relevant to the terms of the question. Students will study **one** of the following texts:

Jane Austen *Mansfield Park*
Emily Bronte *Wuthering Heights*
F Scott Fitzgerald *The Great Gatsby*
E M Forster *A Passage to India*
Elizabeth Gaskell *North and South*
Thomas Hardy *The Mayor of Casterbridge*

Unit A2 1: The Study of Poetry – 1300–1800 *and* Drama

Section A The Study of Poetry from 1300–1800

Students will be expected to draw on skills developed in AS study and communicate effectively their knowledge and understanding of a poetry text in responding to a question requiring analysis of such poetic methods as form, structure, language and tone which the poet uses to achieve a particular effect. The effect will be a feature of the social, cultural or historical context in which the poem was written or the literary context (i.e. the particular type or genre of the poem). Students will have to show knowledge of the context by drawing on appropriate information from outside the poems, for example features of the medieval Church in relation to *The Pardoner’s Tale* or of pastoral verse in Goldsmith’s ‘The Deserted Village’.

Content	Learning Outcomes
Section A: Poetry from 1300–1800 Students will study one of the following texts: Chaucer: <i>The Pardoner’s Prologue and Tale</i>, Donne: <i>Selected Poems</i>, Pope: <i>The Rape of the Lock</i>, Goldsmith: <i>Selected Poems</i>	Students should be able to: articulate informed and relevant responses that communicate effectively their knowledge and understanding of poetry (AO1); analyse the poet’s use of such poetic methods as form, structure, language and tone (AO2); and show knowledge of the context of the poems by drawing on appropriate information from outside the poetry text (AO4).

Section B Drama

Students will be expected to draw on skills developed in AS study and communicate effectively their knowledge and understanding of two drama texts in response to a stimulus statement which expresses a particular reading of the plays. Responses should include sustained comparison/contrast of the plays and take account of such dramatic methods as characterisation, structure, language and staging. Students will also be required to show contextual knowledge – social, cultural or historical characteristics of the particular type or genre of the plays – obtained from outside the texts of the plays and relevant to the terms of the question.

Content	Learning Outcomes
<p>Section B: The Study of Drama Students will study one of the following sets of paired texts: SATIRE – Jonson: <i>Volpone</i> & Sheridan: <i>The School for Scandal</i> HISTORICAL DRAMA – Eliot: <i>Murder in the Cathedral</i> & Bolt: <i>A Man for all Seasons</i> DRAMA OF SOCIAL REALISM – Ibsen: <i>A Doll’s House</i> & Osborne: <i>Look Back in Anger</i> TRAGEDY – Shakespeare: <i>King Lear</i> & Heaney: <i>Burial at Thebes</i> (Sophocles’ <i>Antigone</i> translated by Seamus Heaney)</p>	<p>Students should be able to: articulate informed and relevant responses that communicate effectively their knowledge and understanding of two drama texts (AO1); analyse the dramatists’ use of such dramatic methods as characterisation, structure, language and staging (AO2); show knowledge of the context of the plays by drawing on appropriate information from outside the drama texts (AO4); construct a response to a stimulus statement which expresses a particular reading of the two plays (AO3); and sustain a comparison/contrast between the plays (AO3).</p>

Unit A2 2: The Study of Prose – theme based

Students will study novels on a chosen theme for this unit. In Section A, they must answer one question on an extract given for close analysis from the chosen post-1990 text. In Section B, they must answer one question on any TWO of the remaining three novels on this theme.

Section A: Close analysis of an extract from a post-1990 novel

Question 1 requires students to analyse and evaluate a given extract from the novel they have chosen. They will be expected to demonstrate a sustained personal response to the given material based on an informed literary critical perspective. Students will be expected to draw on skills developed in the study of the other AS and A2 units and on their experience of reading the work from which the extract is taken. They will be expected to demonstrate detailed critical understanding of the narrative methods which the writers use, for example narrative point of view, character interactions, language (including imagery) and tone to shape meanings.

Content	Learning Outcomes
<p>Section A Close analysis of an extract from one of the following chosen post 1990 novels on a given theme: WAR Tim O’Brien: <i>The Things They Carried</i> New York, Broadway Books, 1990 WOMEN IN SOCIETY Jennifer Johnston: <i>The Illusionist</i> London: Minerva, 1995 THE OUTSIDER Patrick McCabe: <i>The Butcher Boy</i> London, Picador, 1992 CHILDHOOD Roddy Doyle: <i>Paddy Clarke Ha-Ha-Ha</i> London, Minerva, 1993</p>	<p>Students should be able to: articulate a creative, informed and relevant response to a given extract using appropriate terminology and concepts (AO1); and show detailed critical understanding in analysing the ways in which the writer treats themes, uses narrative point of view, creates characters and situations, and uses language (including imagery) and tone to shape meanings (AO2).</p>

Section B: Comparison of two novels on the same theme as that chosen for Section A

Students will be expected to show detailed knowledge and understanding of two novels on a given theme in response to a stimulus statement which expresses a particular reading of the novels. Students’ responses should contain sustained comparison/contrast of the novels and take account of such narrative methods as characterisation, form and structure, language and tone. Students will also be expected to show contextual knowledge – social, cultural or historical characteristics of the particular type or genre of the novels – obtained from outside the texts of the novels and relevant to the terms of the question.

Content	Learning Outcomes
<p>Section B Comparison of two novels on the same theme as that chosen for Section A. Choose two from the three below. WAR Stephen Crane: The Red Badge of Courage Ernest Hemingway: A Farewell to Arms, Kurt Vonnegut: Slaughterhouse Five- WOMEN IN SOCIETY Charlotte Bronte: Jane Eyre Jean Rhys: Wide Sargasso Sea Alice Walker: The Color Purple. THE OUTSIDER- Nathaniel Hawthorne: The Scarlet Letter, Albert Camus: The Outsider, J D Salinger: The Catcher in the Rye CHILDHOOD Mark Twain: The Adventures of Huckleberry Finn, Toni Morrison: A Bluest Eye, J G Ballard: Empire of the Sun</p>	<p>Students should be able to: • articulate informed and relevant responses that communicate effectively their knowledge and understanding of two novels on a given theme (AO1); • show detailed critical understanding in analysing the ways in which the writers use structure, form and language (AO2); • show knowledge of the context of the novels by drawing on appropriate information from outside the texts (AO4); • respond to a stimulus statement which expresses a particular reading of the two novels (AO3); and • sustain a comparison/contrast of the two novels (AO3).</p>

CAREER OPPORTUNITIES

This course allows students to gain a greater understanding of how literature has evolved. It also allows candidates to pursue texts through the coursework modules and will help students to gain a further mastery of literature and language. This A Level will be of interest to those pupils considering a career in the creative arts, advertising, journalism, law, or education. It should also give candidates a sound competence with language, the absence of which is so often lamented today in the workplace.

FRENCH

A Level French will give you a fascinating insight into the world of French. Whilst developing the ability to communicate confidently and effectively in French in both speech and writing, you will also learn about the contemporary society, cultural background and heritage of not only France but of other countries and communities where French is spoken.

The AS units can be taken separately as a stand alone qualification or you can take the AS units combined with the A2 units to gain the full A Level qualification.

Q. What will I study?

The topics covered in A Level French are of an up-to-date, interesting nature. Many remain similar to those covered at GCSE, however a higher standard is required and others involve issues which A Level students would be aware of in their lives. Topics include the role of education in society, drugs, immigration and careers. A Level French is a very enjoyable course which builds upon structures and vocabulary learnt at GCSE.

Exam structure

Unit	Type of Assessment
AS 1 Speaking 35% of AS 17.5% of A2	This is made up of a presentation which you will prepare in advance, followed by a conversation. It will be conducted by an external examiner. In all, the speaking test should last approx. 13 minutes. <i>Available in January and summer.</i>
AS 2 Section A – Listening Sections B & C – Reading and Writing 65% of AS 32.5% of A2	This test will consist of 2 questions based on 2 passages recorded on individual CDs. It will last 30 minutes. These sections are combined into one paper which lasts 2 hrs 15 minutes. Section B consists of: • 2 reading comprehension questions based on one text • translation into English Section C consists of: • one extended writing question. <i>Available in January and summer.</i>
A2 1 Speaking 17.5% of A Level	This is made up of a discussion based on a societal theme which you will study throughout your A2 year followed by a conversation. It will be conducted by an external examiner. In all, the speaking test should last approx. 15 minutes. <i>Available in summer only.</i>
A22 Section A – Listening Sections B & C – Reading and Writing	This test will consist of 2 questions based on 2 passages recorded on individual CDs. It will last 35 minutes. These sections are combined into one paper which lasts 2 hrs 25 minutes. Section B consists of: • 3 reading comprehension questions based on 2 texts • translation from English into French

32.5% of A Level

Section C consists of: • one essay based on a literary text

Available in summer only.

Q. What can I do with a qualification in French?

French is a very important European language in international affairs and a knowledge of French can have a very beneficial effect on job prospects, as employers are now eager to employ people who can speak at least one European language. There are more and more opportunities to use languages in various careers and because of this an increasing number of degree courses are now offering students the opportunity to combine a language with other courses and in many cases allowing them the chance to spend a year studying at a French university.

Learning French will bring you a wide range of skills and attributes. Not only will you be able to communicate in this important European language but you will have opportunities to improve communication and interpersonal skills all of which are highly sought after by employers and universities alike. A qualification in A Level French will offer you a range of employment opportunities and not just in the traditional fields of teaching, tourism, government and marketing. A Level French will also benefit you in areas such as financial services, IT, journalism and engineering.

Pupils require a grade B or better at GCSE level if they are to study A Level French.

GEOGRAPHY

Geography at 'A' Level involves the development of a variety of skills - already introduced at GCSE - descriptive, cartographer, statistical and analytical.

The Syllabus is divided into four assessment units. Candidates are required to study 2 AS Units in lower sixth. They may then study the 2 A2 Units in upper sixth for the full A-level.

AS UNITS INCLUDE

Unit AS-1- Themes in Physical Geography with fieldwork skills (90min exam) (50% of AS, 25% of A Level)

Section A:

- ◆ Skills relating to fieldwork – a summary report of 100 words, and questions relating to the fieldwork

Section B:

- ◆ Fluvial environments
- ◆ Ecosystems
- ◆ Atmosphere

Unit AS-2 - Themes in Human Geography with skills and techniques (90 min exam) (50% of AS, 25% of A level)

Section A:

- ◆ Skills and techniques

Section B:

- ◆ Population
- ◆ Settlements
- ◆ Development

A2 UNITS INCLUDE:

Unit A2-1 – Human Geography and Global Issues (90 min exam) (25% of A Level)

Section A: Human Geography

- ◆ Option A: Impact of Population Change
- ◆ Option B: Planning for Sustainable Settlements

Section B: Global Issues

- ◆ Air pollution – Smog and Global Warming

Unit A2 -2 – Physical Geography and Decision Making(150 min exam) (25% of A Level)

Section A: Physical Geography

- ◆ Option B: The Nature and Sustainability of Tropical Ecosystems
- ◆ Option C: The Dynamic Earth

Section B: The Decision Making Exercise

Students are presented with a variety of resources which may include maps, statistics, reports, diagrams and photographs. Students are then asked to take on a particular role and to examine conflicting values which may be apparent in the case study.

CAREER OPPORTUNITIES AND LINKAGES:

'A' level Geography is a valuable and versatile subject. Geography is compatible with almost all A-level subjects and thus enhances career opportunities. The subject allows students to proceed to careers as diverse as Medicine, Law, Town and Country Planning, Marketing, Teaching, Conservation, Environmental Health and Architecture.

HISTORY

The Northern Ireland GCE Advanced Level History Course consists of four modules, the first two are examined in Lower Sixth, and the remainder in Seventh Year.

These modules are as follows:

- Module 1: Reaction and Reform in England, 1815-68
- Module 2: Challenge and Crisis in Ireland 1821-67
- Module 3: Nationalism and Unionism in Ireland, 1800-1900
- Module 4: The Partition of Ireland, 1900-25.

ENTRANCE REQUIREMENTS:

Normally at least a grade B in History at GCSE level is required, but special consideration may be given to pupils lacking this requirement, provided they show proficiency in English Language. Most important are an interest in reading, ability in writing English and a capacity for hard work.

CHOICE OF HISTORY AND CAREER OPPORTUNITIES:

The skills acquired in the study of History at 'A' level are useful in most careers. They include the collection, organisation and analysis of information; the examination of documents - processing and synthesising information; arriving at a decision and presenting a logical and coherent argument, the ability for clear expression both written and oral and basing conclusions on research.

CAREER OPPORTUNITIES:

Among the courses currently being followed at third level by last years A-Level students, are Computing, Law, Quantity Surveying, Tourism, Retail Distribution, Psychology, Medicine, Agricultural Management, Transport, Politics, History, Social Anthropology, Accounting, Occupational Therapy, Environmental Planning and Radiography.

It is worth noting that in the past ten years History has produced the best 'A' Level results in the school.

INFORMATION COMMUNICATION TECHNOLOGY

CCEA GCE INFORMATION COMMUNICATION TECHNOLOGY (ICT)

This qualification will give students opportunities to:

- develop knowledge, understanding and skills to meet human need in a broad range of activities;
- develop awareness of the management of resources to meet an identified human need in a diverse and ever-changing society, including values issues;
- take account of rapid technological changes and the growth of scientific knowledge and understanding;
- critically evaluate evidence to justify informed decisions;
- use information and communication technology (ICT) where appropriate;
- develop innovative, creative and original ideas through active investigations; and
- make use of their wider knowledge and understanding.

This course will prepare students for a wide range of courses in Higher Education as well as employment in the ICT industry

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

The course is made up of four units, two at AS and two at A2. These are listed below:

AS Level

AS 1: Components of ICT

AS 2: Developing ICT Solutions

A2 Level

A2 1: Information Systems

A2 2: Approaches to Systems Development

Students will have to sit two written examination papers, one at AS Level and one at A Level. Each paper will last for two hours and be set and marked by CCEA. In the specification, two units are assessed through coursework assignments:

AS 2: Developing Software Solutions; and

A2 2: Approaches to System Development.

These are compulsory.

The coursework assignments are selected by the students, with advice from the teacher. They are marked by the teacher but moderated by us.

Unit AS 2 accounts for 40 percent of the AS award but 20 percent of the full A Level. Unit A2 2 account for 20 percent of the full A level.

Coursework assignments must be submitted in the summer term.

AS: Coursework

Students must produce ICT solutions to task-related problems.

The solutions are likely to be implemented using advanced features of two standard generic application software packages, but students are encouraged to use other software tools and objects as appropriate to complete their solutions.

The tasks can be set by the teacher who then acts as the end-user, or can be identified by the student in conjunction with the teacher and involve real end-user(s).

We encourage students to select tasks appropriate to their capability and background. Teachers are advised to guide students as they try to find solutions to the problems selected.

Students are assessed against:

- a data processing task ; and
- a multimedia task.

A2 : Coursework

Students must produce a detailed project.

The project requires students to identify and research a realistic problem for which there must be a real end-user. The solution is most likely to be implemented using an appropriate generic applications software package(s). To gain high marks, students are expected to provide a detailed solution specification to a demanding problem. The solution must incorporate the use of a range of advanced software features and functionalities. Teachers must guide students throughout each stage of the project.

The problem should be of sufficient size to allow students to demonstrate skills in all of the following areas:

- analyzing a system;
- designing a solution;
- implementing and testing their solution;
- documenting their solution; and
- evaluating their solution.

Where might ICT or Computing lead me?

ICT or Computing offers a wide range of employment and Higher Education possibilities. They are of obvious importance in their own right and can lead to careers in the Information Technology/Computing industry through traditional degrees such as Computing, Information Technology or Systems Engineering / Software Engineering. They do offer though much wider opportunities on degree courses such as Interactive Multimedia, Virtual Reality, Computer Animation, Visualisation or even Interactive Computer Entertainment including computer games. In addition, there are significant opportunities when combined with practically any other subject from Science or Modern Languages through to virtual stage design in Theatre Studies.

You will also need to develop good project and time management skills, which are essential skills for either Higher Education or employment.

IRISH

THE SYLLABUS:

The aim of the 'A' Level Irish Syllabus is to broaden and deepen the pupil's existing knowledge of Irish thus enabling him to communicate more effectively through the medium of the language both for work and leisure, as well as to increase his sensitivity towards the nature of language and language learning.

AS Level Irish is comprised of 2 modules –

A2 Level Irish is also comprised of 2 modules –

- AS Irish – Two Modules
 - Module 1 – 33% Speaking
 - Presentation on a topic of your choice
 - 8 minute conversation on topics you select and prepare
 - AS Module 2 – 66%
 - Listening (23% of module 2) you have your own CD – you are in control (pause / rewind / fast forward)
 - Reading (23% of module 2)
 - Translation [Irish > English] (15% of module 2)
 - Essay (38% of module 2) a lot of this is an overlap of your conversation topics.
- A2 Irish – Two Modules
 - Module 1 – 33% Speaking
 - Discuss two short Irish Films such as Yu Ming is Ainm Dom
 - 8 minute conversation on topics you select and prepare
 - A2 Module 2 – 66%
 - Listening (23% of module 2) you have your own CD – you are in control (pause / rewind / fast forward)
 - Reading (23% of module 2)
 - Translation [English > Irish] (15% of module 2)
 - Literature (38% of module 2) Irish Drama Essay

8 / 9 Periods per week, 2 periods per week with the language assistant,

Pupils read through articles from Weekly Irish Newspaper [Gaelscéal]

Pupils watch DVDs on Irish Language Short Films.

Gaeltacht / Public Speaking / Irish Drama Festival for those interested.

REASONS FOR CHOOSING IRISH:

Exam success

A-Level Pass rate of 100% in the last 7 Years 75% of pupils in the last 7 years achieved at least an 'A Grade' in A-Level Irish.

Further Study at University Level:

Locally:

(QUB / University of Ulster of Ulster at Magee [Derry] or Coleraine / St Marys University Belfast.

Types of courses:

Irish Studies

Irish Translation Studies / Irish and Journalism / Irish with Law / Accountancy etc.

Nationally:

Two Major Universities of excellence offer courses through the medium of Irish

NUIG [Galway]

DCU Fiontar [Dublin City University]

Most universities in the south of Ireland offer Degree Courses in Irish.

Internationally:

You can study Irish in more than 30 Countries around the world including America, Canada, Australia, China and on mainland Europe

Since 2001 the most popular course choice for A-Level Irish students is as follows:

Law	-	19%
Irish Degree	-	16%
Teaching	-	9%
Engineering	-	7%
ICT	-	7%
Humanities	-	6%
Accountancy	-	6%
Medicine	-	4%

As of 1st January 2007 Irish is now an official working language of the European Union. The European Parliament currently requires people with a high standard of Irish for Translation and Interpretation duties. The proposed Irish Language Act, agreed as part of the St. Andrew's Agreement will strengthen the position of Irish as an official language of Northern Ireland and will provide greater potential and scope for employment in both the public and private sector.

The study of Irish at 'A' level affords pupils the opportunity of acquiring a much better working knowledge of their native language. This will enable them to pursue this interest much more effectively in later life, both in work and leisure.

Although Irish is regarded on an equal footing with other modern languages as regards fulfilling the requirements for entry into further education in Northern Ireland, it has the further advantage of enabling pupils to gain entry into, and advancement in a number of professions in the Republic of Ireland, e.g. Teaching, Law, Broadcasting, the Civil Service, Journalism, and the Armed Forces.

Recent census results have revealed that 350,000 people in the Republic of Ireland use Irish daily, 165,000 people in Northern Ireland can speak Irish and 25,000 in the USA use Irish daily. With the current rise in popularity of Irish-Medium Education 4000 children are currently being educated in Irish Medium Schools and this is predicated to rise to 10,000 by 2016. Currently government spends approximately £34 million on Irish Language Services in Northern Ireland each year. Foras na Gaeilge, a cross-border language body, receives a budget of £14million, while TG4 receives €28million as part of its budget from the Irish Government.

CAREER OPPORTUNITIES:

These include Law, Teaching, Library and Archive work, Journalism, and Advertising, opportunities with Irish Cultural Organisations, the Gaeltacht Industry, Tourism, Music and Television.

Currently vacancies are available in every aspect of the Media, acting, producing, directing etc. Job opportunities exist in Education, Childcare, Publishing, Science, Technology, Marketing, Finance, Personnel, Advertising and many more. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south.

MATHEMATICS

1. In the Abbey we offer two 'A' Level Maths subjects - GCE Mathematics and Further Mathematics (as long as numbers permit). Each of these subjects consists of six modules and we cater for a variety of combinations of these, so that students are not tied to a set group of modules.

It is inadvisable for students to study **Further Maths** without having obtained a **grade A in Additional Maths**. At present Further Maths is being offered as an AS level which is completed in 7th year alongside the A2 content of the Mathematics syllabus.

Students who want to have some A Level Maths, but who do not need the full A Level course, may do an AS Level which has only three modules. Again, there is a variety of combinations available. The AS Level is accepted by universities as half an A Level.

2. ENTRANCE TO A LEVEL MATHS -

Students in the Abbey **must have obtained a grade A at GCSE Level Maths** if they are to proceed to A Level; they do **NOT** need Additional Maths. However, if they do not have Additional Maths and wish to do the A Level or AS Level course, they must study Additional Maths in Lower Sixth Year.

If students have done Additional Maths in Fifth Year they must have at least grade **B** in GCSE Maths and Grade **B** in Additional Maths if they intend to proceed to A Level Maths.

A student who had the opportunity to study Additional Maths in 5th year but chose not to avail of this, will not be offered entry to an A Level Maths class.

3. SKILLS DEVELOPED -

These include the understanding of mathematical principles and ideas; application of Mathematics to realistic situations; problem-solving; ability to reason, classify, generalise and prove; ability to present complex mathematical information in tabular, graphical and diagrammatic form.

4. MODULES COVERED –

Module C1 – CORE MATHEMATICS 1	AS
Module M1 – MECHANICS 1	AS
Module C2 – CORE MATHEMATICS 2	AS
Module S1 – STATISTICS 1	A2
Module C3 – CORE MATHEMATICS 3	A2
Module C4 – CORE MATHEMATICS 4	A2

Each module will be marked out of 75 then scaled to a mark out of 100.

The table below shows the number of uniform marks needed to achieve each grade.

	A-LEVEL	AS LEVEL	EACH MODULE
Maximum mark	600	300	100
Grade A	480	240	80
Grade B	420	210	70
Grade C	360	180	60
Grade D	300	150	50
Grade E	240	120	40

Less than 240 uniform marks merits a U grade.

CAREERS -

A Level Maths is required by most universities for entry to courses in engineering, computer science and actuarial studies. It is useful for other courses such as pharmacy, banking and finance, medicine, dentistry, insurance, health service management, psychology, accountancy, architecture, general business management, science, teaching and technology.

FURTHER MATHS – AS Level only

Further Maths is very advantageous to students following courses in engineering, actuarial studies and computer science. The course is designed to enhance and extend the skills learnt through A Level Mathematics. Students will study 3 modules at AS level (Further Pure 1, Statistics 2 & Mechanics 2). Students particularly interested in Actuarial Science would benefit greatly from studying an AS in Further Maths as it broadens their understanding of Statistics and its application to Mathematical Modelling.

PHYSICAL EDUCATION STUDIES

This course enables our students who have followed a two year Physical Education Course at G.C.S.E. to extend this discipline into Advanced Subsidiary and Advanced Study. The course follows a two-year period through the Oxford and Cambridge Examinations and Assessment Council and stand recognised as both an AS and 'A' Level subject with exactly the same status as any other 'A' Level subject in the school curriculum. The course aims to provide our students with a knowledge and understanding of physical performance in its anatomical physiological; psychological, historic, cultural and social aspects. It enables the student to link past and present practice and to understand how we acquire physical skills. It also enables the student through the medium of a number of physical activities to learn to plan, perform and evaluate physical practice.

AS MODULES - 6TH YEAR

MODULE 1 - The Application of Physiological and Psychological Knowledge to Improve Performance.

MODULE 2 - Contemporary Studies in P.E.

MODULE 3 - (Coursework)

Performance and its improvement through critical analysis

A2 MODULES - 7TH YEAR

MODULE 4 - Choice of extended study from History, Comparative, Biomechanical and Psychological disciplines

MODULE 5 - Exercise and sport physiology and the integration of knowledge of principles and concepts across different areas of PE.

MODULE 6 - Coursework

The improvement of effective performance and critical evaluation of practical activities with synoptic assessment.

PHYSICS

Physics is that part of science and technology which deals with how and why things behave as they do. It includes such topics as heat, light, magnetism, electricity, Thermodynamics, sound and mechanics.

Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light.

The syllabus is divided into ten major components:

1. Physical Quantities and Units
2. Mechanics
3. Oscillations, Waves, Source and Light
4. Matter
5. Fields
6. Current Electricity
7. Particles and Photons.
8. Electro Magnetism
9. Nuclear Physics
10. Medical Physics

Knowledge of the following topics in Mathematics will be regarded as prerequisite to the study of Physics: Arithmetic, Algebra, Geometry and Trigonometry, Vectors and Graphs.

The full A2-level examination will consist of three written 1½ hour modular tests. The last of which exams practical skills in the laboratory.

An AS level is awarded for three written 1½ hour module tests. The last of which exams practical skills in the laboratory. A data and formulae sheet will be provided for all papers.

Because of the wide variety of subject matter and its relevance to everyday life, Physics is a very interesting subject to study. Physicists rarely get bored with their work. Physics forms an essential basis for careers in engineering, electronics, astronomy and meteorology and a useful basis in many others including medicine, agriculture, telecommunications and the Civil Service.

REQUIREMENTS:

Triple Award Science Students:	Grade B or better
Double Award Science Students	Grade BB or better

SKILLS DEVELOPED:

Physics forms the basis for much of present and future technology. At its heart it is about finding things out, investigating and understanding why things happen. The subject develops an enquiring mind with practical and mathematical skills.

CAREER OPPORTUNITIES:

When you study Physics you open up your choice of careers and employment prospects. It is essential for a number of degree courses including engineering, (civil, electronic, electrical, mechanical, chemical, aeronautical) and very useful for a great many others such as Architecture, Optometry, Medicine and Dentistry.

2 Specification at a Glance

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

Unit	Assessment Format	Duration	Weightings	Availability
AS 1 Forces, Energy and Electricity	A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed Maximum raw marks = 75	1 hour 30 minutes	37% of AS 18.5% of A Level	January and Summer
AS 2 Waves, Photons and Medical Physics	A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed Maximum raw marks = 75	1 hour 30 minutes	37% of AS 18.5% of A Level	January and Summer
AS 3 Practical Techniques	A test of practical skills, consisting of 4 short experimental tests (20 marks) and 1 question requiring the analysis of experimental results (20 marks). Internally assessed Maximum raw marks = 40	1 hour 30 minutes	26% of AS 13% of A Level	Summer only
A2 1 Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions, and in a data analysis question. Externally assessed Maximum raw marks = 90	1 hour 30 minutes	37% of A2 18.5% of A Level	January and Summer
A2 2 Fields and their Applications	A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions, and in a longer question drawing together different strands of the specification. Externally assessed Maximum raw marks = 90	1 hour 30 minutes	37% of A2 18.5% of A Level	Summer only
A2 3 Practical Techniques	A test of practical skills, consisting of 2 experimental tests (40 marks) and 1 question on planning and design (20 marks). Synoptic assessment will be assessed through the planning and design question. Internally assessed Maximum raw marks = 60	1 hour 30 minutes	26% of A2 13% of A Level	Summer only

POLITICS

Government and Politics continues to be a popular and successful subject in the sixth form. Its dynamic nature requires students to read newspapers and journals in order to keep abreast of developments in the subject - a week is indeed a long time in politics. Though television and radio continue to be important media for the study of Government and Politics, the Internet is proving to be an invaluable tool, which students need to be prepared to access, both inside and outside school. Students considering this subject as an A-level option should therefore be prepared to develop an interest in current affairs and to work consistently to ensure progression of their written skills throughout the two-year course.

AS Level:

Government and Politics students follow the syllabus offered by CCEA, which requires them to study the following modules:

Module 1: The Government and Politics of Northern Ireland

Module 2: The British Political Process

A2 Level:

In the second year of the course, students study three A2 modules set out as follows:

Module 3: A Comparative Study of the UK & US Legislatures and Executives

Module 4: Political Power

CAREER PROGRESSION

A study of Government and Politics allows students to select from a wide range of undergraduate courses at university and other higher institutions, enabling access to faculties such as Social Science, the Arts, the Humanities and Law. As well as presenting career choices in the public and private sector generally, those wishing to pursue a career in teaching will find that proposed curricular changes should enable them to take advantage of openings in the field of education for citizenship. Whatever their next career step, the study of Government and Politics will have involved students in a range of activities such as debates, conferences, and preparation for visiting dignitaries in the world of politics. This will leave them better placed to become active and informed citizens, able and willing to make a valuable contribution to the local and global community.

PSYCHOLOGY

AS MODULE ONE INTRODUCING PSYCHOLOGY

Written Paper Three questions, 50% of total AS Mark

- **Research Methods** including representing data and descriptive statistics
- **Key Approaches in the Development of Psychology** such as behaviourist, psychodynamic and humanist approaches
- **The Psychology of Gender.** Topics include how we learn our gender and the relationship between sex and gender.

AS MODULE TWO SOCIAL, COGNITIVE PSYCHOLOGY AND INDIVIDUAL DIFFERENCES

Written Paper Three Questions, 50% of total AS Mark

- **Social Influences** with an emphasis on conformity and the factors which effect people's reactions to authority and psychology of sport
- **Cognitive Psychology** with a focus on remembering and forgetting
- **Individual Differences** with an emphasis on anxiety disordered

A2 MODULE 3 CHILD DEVELOPMENT AND APPLIED OPTIONS

Written Paper Three Questions, 50% of total A2 Level Mark

- **Child Development** The emphasis will be on the social and moral development of the child. Topics to be covered include the role of the caregiver, self esteem, the development of friendships, the different stages of moral development and the role of the super ego.
- **Forensic Psychology** Topics to be covered in this area include; offender Profiling, theories about why people engage in criminal behaviour and how offenders should be treated.
- **Substance Abuse** Topics to be covered include the use and abuse of substances such as alcohol and drugs, different types of abuse and substances, psychological characteristics of abuse, and the treatment and prevention of abuse.

A2 MODULE 4 PERSPECTIVES, DEBATES AND METHODS IN PSYCHOLOGY

Written Paper, three questions, 50% of total A2 Level Mark

- **Psychological Methods** dealing with inferential statistics, qualitative data and quantitative data
- **Psychological Perspectives** including the behaviourist, cognitive, psychoanalytic and humanistic perspectives.
- **Debates in Psychology** Topics in this area include free will and determinism, the nature/nurture debate and the mind/body debate.

RELIGIOUS STUDIES

Like so many areas in school the Religious Studies curriculum is undergoing great change at the moment. At A'Level we currently study the CCEA Syllabus. At GCSE Level we currently study the AQA Syllabus. A student coming into Lower Sixth Religious Studies can expect to study:

St. Luke's Gospel at AS Level:

- Background to the Gospel of Luke- the Pharisees, Sadducees, Conflict, Herod and Pilates role in Luke's Gospel
- The Date, Authorship, Sources, Characteristics and Purposes of Luke's Gospel
- The Words and Deeds of Jesus
- The Passion, Death, Resurrection, Infancy Narrative and Journey Narrative in Luke's Gospel.

St. Luke's Gospel at A2 Level:

- Biblical criticism-Source, Form, Redaction and Narrative Criticism
- Religious Themes- Universalism, Discipleship, Women.
- The Sermon on the Plain, Miracles and Parables
- Interpreting Jesus- Luke's portrayal of Jesus, Luke's presentation of Salvation History
- Luke's Christology- The titles of Jesus

Philosophy of Religion at AS Level:

- Arguments for & against the Existence of God including the Cosmological Argument, Teleological Argument and the Ontological Argument.
- A study of the Existence of Evil and the philosophical problems this poses for belief in a God who is believed to be All-Loving and All-Powerful. This unit also involves a study of Augustine, Irenaeus, Albert Camus' *The Rebel* and Dostoyevsky's *The Brothers Karamazov*, Anti-Semitism and the Holocaust.
- The existence/non-existence of miracles and the implications this has for religious belief. David Hume's critique of miracles and the response of thinkers such as Brian Davies and Richard Swinburne
- A study of religious experience with a particular emphasis on the mystical experiences of Teresa of Avila, Martin Buber and Thomas Merton.
- A study of belief in the afterlife including the philosophical implications associated with the Body, Mind and Soul distinctions. Belief in dualism, materialism, reincarnation and resurrection are also studied.

Philosophy of Religion at A2 Level:

- The debate between Religion and Science including the debate between Creationism and the Theory of Evolution. The works of Charles Darwin and Richard Dawkins are studied in this module.
- Religion and Psychology in particular the work of Sigmund Freud and Carl Jung
- Religion and competing ideologies: Marxism, Humanism, Existentialism,
- Religion and morality.
- Relationships between religions: with special focus on the crusades, the Troubles in the North and the issues posed by Islamic Fundamentalism.

AS Level:

One 1 hour 20 minutes paper (New Testament: Luke's Gospel) 50% of AS

One 1 hour 20 minutes paper (Philosophy of Religion) 50% of AS

A2 Level:

Two Hour paper (New Testament) 50% of A2

Two Hour paper (Philosophy of Religion) 50% of A2

Pupils will answer 3 questions on each paper. The third question on each paper will be a synoptic question based on a specific theme. This year the theme on the Luke paper is 'Sin'. The theme on the Philosophy paper is 'Leadership'.

Career Opportunities:

This subject is recognised by all third level institutions as a well-developed Arts based Advanced level option. The skills acquired while studying the subject are valuable for the study of a wide variety of Third Level courses e.g. English, History, Law and Education.

Recent RE A Level Graduates have gone on to study –
Civil Engineering, Chemical Engineering, Law, Psychology, History, Law with Politics, Software Engineering, Radiography, Teaching St Mary's, Geography, Criminology & Social Policy, Construction Engineering, History, Social Work, Philosophy, Film & TV Studies, ICT, Sports Science, Finance, Environmental Planning & Business Management.

Results 2009 -2012

A2	AS
60 students	65 Students
28 A/A*	44 A
22 B	13 B
8 C	6 C
2 D	2 D

In 2012 Aaron Maguire received award for first place in NI CCEA A Level RE.

SOCIOLOGY

What is sociology and why should I choose it as an AS/A2 option?

Sociology is a very interesting and popular AS/A2 option. The subject matter of sociology is human beings and their actions and interactions. Sociologists try to make sense of the social world in very much the same way as scientists try to make sense of the physical world. Similar to all AS and A2 subjects sociology is intellectually demanding and therefore it is essential that you make the right choices and opt for subjects that suit your learning style and academic interests.

Consider sociology if:

- You have an interest in the world around you and a concern for social justice.
- You enjoy reading. You need to be prepared to read from a variety of sources, for example, quality newspapers and magazines, textbooks, internet material and so on. There is a wealth of potentially relevant material out there. You need to develop the eyes and ears of a sociologist and become very interested in the social world and how it works.
- You have an interest in current affairs and watch (and enjoy) current affairs programmes on television such as 'Panorama' 'Dispatches' 'Question Time' 'Newsnight' etc.
- You enjoy and are willing to contribute to class discussions.
- You are well motivated and are willing to take on board some responsibility for your own learning.

Why should I choose sociology?

Sociology gives you:

- training in how to think and write clearly;
- practical ways to understand your world;
- skills of analysis;
- citizenship skills;
- ways of seeing why others behave as they do;
- a new way to look at the world;
- good results at AS and A Level.
- a wide range of future career options.

If you choose sociology at AS you will be taking the **AQA Specification**. This is a new specification for 2008 and a very interesting and challenging one! The Specification breakdown is as follows:

AS EXAMINATION YEAR ONE

UNIT 1 1 Hour	<i>Families and Households</i> One 5 part question	40% AS 20 % A Level	Jan 09
UNIT 2 2 Hours	<i>Education; Sociological Methods</i> One 4 part question on education One essay question on sociological methods	60% AS 30% A Level	Summer 09

A2 EXAMINATION YEAR TWO

UNIT 3 1 Hour 30 minutes	Beliefs in Society or Global Development Short Data Response Question + One essay	20% of total A Level	Jan 10
UNIT 4 2 Hours	<i>Crime and Deviance; Theory & Methods</i> One 2 part question on crime and deviance One 2 part question on theory and methods One essay question	30% of total A Level	Summer 10

CAREER PROGRESSION

Law	Media/Journalism	Management
Drama	Medicine	Market Research
Administration	Speech Therapy	Public Relations
Teaching/Lecturing	Physiotherapy	Occupational Therapy
Nursing	Health and Social Welfare	

The broad and multi-disciplinary nature of Sociology and its application to a wide range of current issues encourages you to demonstrate the transferability of knowledge, understanding and skills. This makes it an ideal vehicle to assist you in developing skills that are attractive to future employers such as flexibility and competence in Key Skills i.e. Application of number, Communication, and Information Technology.

SPANISH

Advanced level Spanish is a further extension of the speaking, listening, reading and writing skills acquired for GCSE with an additional section of background studies. Much of the content of the course is based on materials from the media such as newspaper articles and radio and T.V. Programmes. Several classes per week are held by the Spanish assistant, a native speaker who will help develop speaking and listening skills.

At AS level (end of lower sixth) students sit three papers. Paper 1 is an oral examination which consists of two role plays, a four minute oral presentation on a topic of the candidate's choice and an 8-10 minute conversation with the visiting examiner. There are a limited number of topics on which this conversation is based. Paper 2 involves reading comprehension, like the GCSE Higher Reading paper, a listening section with questions and answers in English and a translation from Spanish into English. The third paper consists of one 250 word essay in Spanish on the literary text studied by the students - this year we are studying "La Casa de Bernarda Alba".

At the end of seventh year students sit 3 further modules which involve the same skills as AS level but they are studied in greater depth.

CAREER OPPORTUNITIES

Spanish has much to offer as it is the third most widely spoken language in the world and is now the second language of The USA.

Career opportunities with languages are becoming increasingly numerous, not only where used as an end in themselves e.g. translating/interpreting, teaching, journalism but also an increasing number of degree courses offer students the opportunity to combine a language e.g. Spanish with Law or Accounting while other courses such as Geography, Mathematics or Primary teaching at Queen's can include a year spent at a Spanish University. A number of Abbey students are presently following such courses at university.

CAREERS INFORMATION PACK

- STUDENTS APPLYING TO MEDICINE, DENTISTRY, PHARMACY, AND VETERINARY SCIENCE **MUST BE CARRYING FOUR SUBJECTS**. FURTHERMORE IT IS EXTREMELY ADVISABLE TO CARRY A FOURTH SUBJECT TO A LEVEL **FOR ENTRANCE TO LAW AT QUB, BELFAST**, AS THE COMPETITION IS GETTING STRONGER EVERY YEAR.
- QUB WILL ONLY CONSIDER **GCSEs AND A/S GRADES AT THE FIRST ATTEMPT. RESITS OF GCSEs WILL NOT BE CONSIDERED** UNDER ANY CIRCUMSTANCES.
- THE THRESHOLD FOR MEDICINE IN QUB, BELFAST AT GCSE NOW STANDS AT **9 A* (36 points)** Dentistry = 36/37 points of recent. A GCSE A* = 4 Points; an A = 3 Points. Universities only take the best of NINE GCSE results.
- LAW AT QUEENS WILL ALSO LOOK FOR A MINIMUM THRESHOLD OF 8 A/A* AT GCSE FOR ENTRY TO ANY OF ITS LAW DEGREES.

AAA AT A-LEVEL;
AAB + A (A/S)

- **APTITUDE TESTS FOR MEDICINE AND OTHER HIGH DEMAND COURSES now form an important part of the application process.** For e.g THE UKCAT test. The HPAT test for Physiotherapy and all other health related/life science courses.
- **A NEW A* GRADE AT A LEVEL HAS BEEN INTRODUCED** and more universities are now taking into account the A* grade in decisions in making offers to A level students.
- **CAO APPLICATIONS** to the Republic Of Ireland include:

BEST FOUR SUBJECTS AT A-LEVEL FROM ONE ACADEMIC YEAR;
OR

THEIR BEST THREE (A/2) FROM ONE ACADEMIC YEAR, PLUS ONE A/S FROM EITHER THE SAME OR PRECEDING YEAR ONLY.

■ GRADE	A2 LEVEL	A/S LEVEL
■ A*	150	70
■ A	135	65
■ B	120	60
■ C	100	50
■ D	75	35
■ E	40	20

EG – LAW AT TRINITY – MINIMUM 540 POINTS:

A, A, A, B REQUIRED AT A-LEVEL.

UCAS TARIFF POINTS

140	POINTS	A*	GRADE
120	POINTS	A	GRADE
100	POINTS	B	GRADE
80	POINTS	C	GRADE
60	POINTS	D	GRADE
40	POINTS	E	GRADE

NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
1	ACCOUNTANCY www.acca.org	Good maths, high profile	Business Studies/Economics	Maths in some universities; Qub AAB; Ulster AAB; DCU 450pts AAA	Economics & Mathematics & Business Studies & Foreign Language
2	ACTUARY/ACTUARIAL STUDIES www.actuaries.org.uk	Maths/Physics	Physics/Biology	Maths/Modern Language/English/Economics/Computers/Bus. Studies UCD(Must have Maths) AAA & 4 th A/S London AAA; Herriot-Watt BBC	If French/Spanish option chosen - French or Spanish
3	AERONAUTICAL ENGINEERING	Maths/Physics	Physics/Biology	Maths/Physics Qub ABB/AAB	Any other science
4	AGRICULTURE	Science subjects		Chemistry & Biology London BBB; UCD CCC; Qub BCC	Biology/Physics/Mathematics
5	ANATOMY	Maths + Science		QUB BCC- CCC c A/S inc. BIOL or Chem (preferably both) Liverpool ABB- BBB; Glasgow BBC-CCC	Strong science background very useful
6	ARCHAEOLOGY www.britarch.ac.uk			QUB - BBB - BBC; Edinburgh BBB; Liverpool BBC	No specific subjects BUT Art, Physics, Biology, Geog, Chem, History and Maths.
7	ARCHITECTURE	Maths/Physics	Art (if not then a	Art & Design (for most	Physics/Art/Maths

	www.riba.org	Becoming increasingly important to have Art & Design	Portfolio of Art Work	Universities) Qub BBC; Ulster BCC; Liverpool BBB; UCD ABB	(preferred 'A' Level Mathematics at QUB)
8	ART & DESIGN www.artscouncil.org.uk	Art	Any	Art Ulster BBC	Any combination
NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
9	ASTRONOMY/ASTROPHYSICS www.ras.org.uk	Physics	Another Science/Maths	Physics & Maths Qub CCC	Mathematics
10	AUTO ENGINEERING	Physics/Maths	Sciences	Maths/Physics Southampton BBB	Any other, especially Sciences, Computers
11	BANKING	Maths/English			Economics/Maths
12	BIOCHEMISTRY www.biochemistry.org	Chemistry/Biology	Physics	Chemistry & Biology Qub BCC	Physics/Maths
13	BIOLOGY /SCIENCE AREAS www.bbsrc.ac.uk	Chemistry/Biology	Physics	Biology/Chemistry QUB ABB;	Mathematics/Physics
14	BIOMEDICAL ENGINEERING	Chemistry/Biology	Physics	Biology/Chemistry/Physics/ Maths/T&D/Computers Ulster BCC	Mathematics/Physics
	BIOMEDICAL SCIENCE	Strong GCSE Science		Qub ABB Biology/Chem	

15	BIOTECHNOLOGY	Chemistry/Biology/Physics		Chemistry/Biology/Physics/ Maths Edinburgh BBB	Mathematics
16	BOTANY	Chemistry	Biology/Physics	Chemistry & Biology Qub BCC; Edinburgh BBB	One from Maths/Physics/Biology
17	BUILDING/Design/ Building Services Engineering/ Building Surveying/Const Mgment www.ciob.org.uk	Physics/Maths	Geography	Physics or Maths and any other Ulster BCC/ LJM CCD	
NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
18	BUILDING SOCIETIES	Maths/English	Good GCSE Profile	None	Any combination
19	BUSINESS ADMINIST.	GCSE Maths	Good GCSE Profile	None	Economics/Maths/Bus.St/ Com.Studies
20	BUSINESS (See Brian Heap text for diversity of business and management related degrees)	GCSE Maths	Language	French/German or Spanish Qub ABB; Ulster BBC; UCD ABB - BBB Range(going up to a 4 th grade now)	Spanish not necessary unless doing Business with a language
21	CATERING ADMINIST.	Science	French	None	Economics & French
22	CHEMICAL	Chemistry/Physics/Maths		Maths & Chemistry	Other Science subjects

	ENGINEERING			Qub ABB/BBC	
23	CHEMISTRY www.rsc.org	Chemistry and other sciences/Maths	Biology	Chemistry Qub BBC	Maths and Science
24	CIVIL ENGINEERING	Physics/math		Maths,Physics Qub BBB; Ulster BBC LJM BBC	Computers/Biology/ Economics/Bus.Studies/ Technology
25	COMMUNICATION STUDIES www.camfoundation.com	English, Maths		Variety of subject communications - BCC Ulster; CAM AAA DCU 450pts	Becoming very popular area with links to Marketing, Journalism, Business etc..
26	Computer Game Design & Development	No Specific subjects	Science ICT	QUB AAB MEng BBB to include Maths or Physics; BCC Ulster; LJM BCC	Strong science and maths background very useful.
27	Computer Science www.bcs.org.uk	Add Maths/GCSE Maths	Computers/Physics	Chemistry or Computing or Maths or Physics Qub BBB; Ulster BBB UCD BCC + 4 th ; Trinity BBBB	Increasing - Universities looking for 'A2' Maths
NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
28	CRIMINOLOGY (QUB)	No specific		QUB ABB - no specific A Level subject requirements Keele BBB; BBB Ulster	Useful - Psychology, Sociology, Science subjects. REFER to Brian Heap under Social Studies/Science section
29	DIETETICS www.bda.uk.com	Strong science		Ulster - CCC include 2 sciences + HPAT Admissions Test	Professionally trained to advise on diets and aspects of nutrition - working in NHS; with GP's, Education & Consumer groups.
30	Dentistry	Chemistry, Biology	Physics	Chemistry + other Sciences	Very high grades/3 A Levels

	www.bda-dentistry.org.uk			Biology at least to A/S level Qub AAB + A A/S Trinity AAA + 4 th A/S	+ 1 AS Level now essential
31	Drama Performing Arts / Theatre Studies www.thestage.co.uk	Gcse English	Drama	Qub BBC - BCC Manchester BBB Trinity AAA + 4th	Drama at A- Level highly useful; Interviews needed for some courses eg - Trinity
32	Economics www.iea.org.uk	Good Maths		Qub ABB - BBB	A Level Economics very useful also
33	Electronics / Electrical Engineering	Physics/Maths		Maths/Physics Q.U.B. UCD BBB + 4 th Qub BBB; Ulster CCD	U.U. admit with 'A' Level maths but no Physics
34	ENGLISH www.bl.uk	English/Eng Lit		Ulster BCC- CCC and Joint Hons CCC; UCD ABB; QUB BBB	Strong interest in English literature highly valuable.
35	Environmental Planning Environmental Science www.ies-uk.org.uk	Science with good grades		Biology + Chemistry (Qub) Qub BCC Ulster BBC	
36	(E.Mgment) Property Invest. & Development	Maths		Ulster BCC	Economics part of core courses
NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
37	EUROPEAN STUDIES			Ulster - CCC -CCD QUB - BBB + relevant	

	www.europa.eu.int			language	
38	Food Science Technology	Chemistry, Biology		Chemistry +Biology or Maths or Physics Ulster CCC; Qub BCC UCD BCC + 4th	Biology/Maths/Physics
39	Forestry www.forestry.gov.uk	Chemistry	Biology	Chemistry Edinburgh BCC; Aberdeen CDD; UCD BCC + 4th	Limited 3 rd level courses - High grades - direct to Forestry Service
40	Film Studies www.film.com			Qub BBC - BCC	Theatre Studies/Art/History/Modern language
41	French www.europa-eu.int	French		French UCD BBB + 4 th ; Qub BBC - BCC; Ulster BCC	More often combined with other subjects e.g. Spanish/Business Studies
42	Geography www.rgs.org	Geography	Geology	Geography & Language (if this course chosen) Qub BBC - BCC; Ulster BCC	Any other preference subject (good joint courses e.g. with computers)
43	Geology www.geolsoc.org.uk	Chemistry	Geography	Liverpool ABB; Cardiff BBC	Geography/Chemistry
44	German www.cilt.org.uk	German	German	Qub BBC - BCC; Ulster BBC	C at least required at 'A' Level. Often joined with Business or Euro Business
45	History www.historytoday.com	History Ulster - Foreign language required	History	Qub BBC - BCC; Ulster CCC; UCD BBB + 4th	Often joined or part of combined Arts course.
46	Horticulture www.iagre.org.uk	Chemistry	Biology	Chemistry Central England CCC	Biology + Maths or Physics. Direct 4 GCSE Passes
47	Hotel Management	Maths	Science + Language	Ulster CCC	Language especially French or

	www.baha.org.uk				Spanish/Economics/Bus.Studies/Computers
NO	CAREER/COURSE	NECESSARY GCSE SUBJECTS	USEFUL GCSE SUBJECTS	NECESSARY 'A' LEVEL SUBJECTS	USEFUL 'A' LEVEL SUBJECTS AND COMMENTS
48	Housing Management www.housingcorp.gov.uk	Maths, English		Ulster CCD; LJM CCC	Degree U.U. no specific subjects.
49	Irish	Irish		Irish	Often combined in Arts course. Grade c in Irish required.
50	Italian www.italia.gov.it	Italian		Italian Manchester ABB	Single Honours. Q.U.B. Joint/or Part of Combined Arts. Grade C required.
51	Journalism	English	English/Psychology	English Literature essential in Dublin applications Cardiff ABB; Brighton BBB (Sports Journalism); Ulster BCC (Media Studies	Pre or Post Graduate entry, no specific subject required. English very useful. 2 'A' levels for pre entry.

No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Level subjects and Comments
52	Landscape Architecture www.landscape.co.uk	Art/Maths	Art	Art & Design	Maths, Physics very useful. Art port-folio required.
53	Law (See B Heap for grades for joint honours degrees) www.barcouncil.org.uk	Very high GCSE Minimum of 8A/A* at GCSE for QUB.	English, Psychology	Qub AAA / AAB + A A/S UCD AAAB; Trinity AAAB; Ulster BBB - ABB	3 A Levels + 1 AS level required in QUB. High grades. Any subjects. English/History useful.
54	Leisure & Cultural Management www.ilam.co.uk	4 GCSE		Ulster CCC Manchester BBB	Business Studies/Economics/Drama
55	Management	Good GCSE Profile - Maths B	Language, Computer Studies	French/German if option chosen Trinity BBBB; Qub BBB; Ulster BBC	Economics/Maths/Bus.Studies
56	Marine Biology www.uk-sail.org.uk	Chemistry, Biology		Chemistry+ Biology Qub BCC; Ulster CCC	Limited places. High grades required. Very popular.
57	Mathematics www.ima.org.uk	Good Maths	Computer Studies, Physics	Maths Qub ABC - BBB; Trinity AABC approx.	Often joined e.g. with computers or physics. Further Maths useful
58	Media Studies www.mediastudies.com	Good English	Art	Ulster BCC Liverpool BBB	English very useful. Good artistic and critical sense required. Theatre Studies/Politics

59	Medicine www.bmat.org.uk	Biology, Physics, Chemistry High Profile required		Chemistry, and one from Biology/Maths & Physics Trinity AAAA; UCD AAAA; Qub AAA + a + UKCAT (A/S) Min - Biology preferred with Chemistry; Cambridge AAA + BMAT test; Edinburgh AAA + b A/S; London AAA + b A/S + BMAT (Imperial); Oxford AAA + BMAT; Liverpool AAB + b A/S; Aberdeen AAB + UKCAT; London (UCL) AAB + b A/S + BMAT.	Very high grades Biology/Physics/Maths 3 A Levels + 1 AS level required. The Personal Statement and highly relevant Work Experience essential.
60	Meteorology	Physics, chemistry	Geography	Physics	Basically a Physics degree with spec. Geography
61	Microbiology	Biology/chemistry	Physics	Chemistry + Biology Qub BCC; Manchester AAB; Edinburgh BBB	Mathematics and Physics
62	Music (See B Heap for additional points awarded for music exams)	Music London (RH) & Oxford / Cambridge good range of As and Bs required		Music Grade VIII Theory Qub BBB - BBC + b A/S; Ulster BBC; Trinity & UCD Music exams + AABC approx.	Any other + Design & Technology + Computing
63	Music Technology	Music, Design & Technology		Computing/Maths/Music/Ph ysics/Grade III Theory Lancaster BBC	
64	Nursing	English/Maths		Biology	Other Science

	www.nmas.ac.uk	Double Award Science		Ulster BBC; Qub BBC	
65	Occupational Therapy www.cot.co.uk	Chemistry	Biology	One Science at 'A' Level (normally Biology) Trinity 505 pts + approx.; Liverpool CCC; Ulster BBB + HPAT Test; Salford CCC	Any other subject Biology/P.E. Studies/Psychology/Physics/Sociology. High degree of commitment
66	Ophthalmic/Optometry www.assoc-optometrists.org	Physics or Chemistry	Chemistry, Biology	Physics, Chemistry Ulster AAB; Liverpool CCC(Biology preferred)	Chemistry + 2 from Maths, Physics, Biology
67	Pharmacy www.pharmweb.net	Chemistry + Science	Biology/Physics	3 from Maths/Phys/Chem/Biology Qub AAB - ABB + B A/S; UJ - AAB LJM ABB - BCC; Trinity AAAB	2 Sciences + 2 approved subjects, relevant work experience very important. High grades required and likely 3 A levels + 1 AS level needed.
68	Pharmacology www.thebts.org	Good Science grades		3 from Maths/Physics/Chemistry/Biology Liverpool BBB-BBC; Ulster BBB	
69	Philosophy www.iep.utm.edu			Cambridge/Oxford AAA; QUB BBB - BBC +b A/S;	One of the oldest and most fundamental disciplines - examines

				Edinburgh BBB; Liverpool ABB; UCD 420pts+; Trinity 460pts+	the nature of the universe and humanity's place in it.
70	Physics www.iop.org	Physics	Chemistry	Physics & Maths (Qub) Qub ABB	Usually 3 Sciences for best courses; 2 acceptable
No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Comment
71	Physiology www.phy.soc.org	Good science background		QUB BCC - CCC +c A/S inc Biology or Chem (preferably BOTH); Edinburgh BBB; Manchester AAB; Liverpool BBB.	Note: this is the study of body Function- a wide ranging subject covering the central nervous system, special senses and neuro-muscular mechanisms with body regulating systems such as exercise, stress, and temp regulation.
72	Physiotherapy www.cps.org.uk	Chemistry + Science	Biology, Physics	3 from - Maths/Physics/Chemistry/Biology UCD 535pts+.; Ulster BBB + HPAT Test; Trinity 540pts+., East London BBB; Liverpool BBB; Salford BBB	2 Sciences + 2 approved subjects, relevant work experience very important. High grades required.
73	Podiatry / Chiropody	Good Science Grades		Biology & Chemistry Ulster BBB + HPAT Test + 1 of Maths/Chem/Phys/Biol	

				Southampton BBB; Huddersfield BDD	
74	Politics www.psa.ac.uk	Maths at a good grade	English	Qub AAA (Law/Pol); BBC +b A/S Politics; Ulster BCC; DCU Econ/Pol/Law 540pts+ Ulster International Politics CCC; UCD History/Pol/	Politics at 'A' Level useful. Usually part of Arts.
75	Psychology & Behavioural Science www.psychology.org www.bps.org.uk	Science/Maths	Psychology	No specific subjects. Qub AAB - ABB + b A/S ; Ulster BBC ; Trinity ABBB approx.; UCD ABBB approx.	Available in Arts + A Level Maths, Science Faculties
76	Quantity Surveying www.rics.org	Maths	Good Maths grade	Ulster ABB; Loughborough BBB; LJM CCC; Reading CCC	Geography, Maths, Physics
77	Radiography www.radiographycareers.co.uk			At least one Science subject preferred Ulster BBB; Liverpool CCC; Trinity AABB approx.; UCD ABBB	

No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Level Subjects and Comments
78	Retail Marketing & Customer Services Management	Good Maths & Profile		Ulster BBC; Loughborough ABB; Manchester BBB; Brighton CCC	Available at UU Part of Business Degree. Business Studies very useful
79	Social Work www.socialworkcareers.co.uk www.gsc.org.uk	GCSE Maths & English		Ulster BBB; Qub ABB - candidates will be interviewed; Glasgow ABB; Leeds BBC; Manchester BCC	No specific subjects
80	Sociology www.britisoc.co.uk			Ulster BCC; QUB BBB- BBC + b A/S; Manchester ABB- BBB; Liverpool BBC.	This is the study of societies in general both in Britain and abroad.
81	Spanish www.donquijote.co.uk	Spanish		Spanish Qub BBB - BBC + b; Ulster CCC - CCD; Liverpool BBB; Aberdeen CCC	Available as single Hons. Or as part of Combined Degree
82	Speech & Language Therapy www.rcslt.org	Good GCSE's including English & Modern Language		English/Maths or Science subject at A2 for Ulster Ulster BBB + HPAT Test; Sheffield ABB; Reading ABB	
83	Sport Science / Sports Studies www.isrm.co.uk	Good Science Grades & Maths	P.E. Studies	2 of Biology/Maths/P.E. Studies/Physics/ Psychology/Chemistry/ English/Politics/Bus. Studies/Economics Loughborough AAA - AAB;	A high demand course!

				Ulster ABB; LJM BBB- BBC; UCD BBBC approx.	
84	Teaching www.tda.gov.uk ; www.gtcs.org.uk	Maths/English and a good range of As and Bs at GCSE		Subject applied for in St. Mary's (Belfast) Normally an A or B for subject in which applying.	Interview is vitally important. Assessing applicant's dedication to the profession and their personal characteristics.
85	Tourism www.tournet.org	Maths	Languages	Ulster CCC; Stirling CCD	Languages useful. Available only at Magee University
86	Town & Country Planning www.rtpi.org.uk	Maths + one science subject	Geography, Art	Ulster - Urban Planning BBB; QUB BBC-BBB Birmingham BBB- BBC; Leeds BCC; Liverpool BBC	Geography, High grades - Portfolio required
No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Level Subjects and Comments
87	Veterinary Science www.vetweb.co.uk ; www.rcvs.org.uk	High GCSE Profile Chemistry/Biology/Phys		Chemistry + 2 Sciences UCD 560 pts+; Bristol AAA + BMAT; Liverpool BBB; Edinburgh AAB; Cambridge AAA + BMAT.	Very high grades 'A' Level Biology, relevant work experience very important. 3 'A's & 1AS becoming essential.
88	Youth Work	Maths GCSE		See Community Studies in Brian Heap.	Any 'A' Levels. Evidence of interest commitment.

No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Level subjects and Comments
66	Ophthalmic/ Optometry www.assoc-optometrists.org	Physics or Chemistry	Chemistry, Biology	Physics, Chemistry Ulster AAB; Liverpool CCC(Biology preferred)	Chemistry + 2 from Maths, Physics, Biology
67	Pharmacy www.pharmweb.net	Chemistry + Science	Biology/Physics	3 from Maths/Phys/Chem/Biology Qub AAB - ABB + B A/S; UJ - AAB LJM ABB - BCC; Trinity AAAB	2 Sciences + 2 approved subjects, relevant work experience very important. High grades required and likely 3 A levels + 1 AS level needed.
68	Pharmacology www.thebts.org	Good Science grades		3 from Maths/Physics/Chemistry/Biology Liverpool BBB-BBC; Ulster BBB	
69	Philosophy www.iep.utm.edu			Cambridge/Oxford AAA; QUB BBB - BBC +b A/S; Edinburgh BBB; Liverpool ABB; UCD 420pts+; Trinity 460pts+	One of the oldest and most fundamental disciplines - examines the nature of the universe and humanity's place in it.
70	Physics www.iop.org	Physics	Chemistry	Physics & Maths (Qub) Qub ABB	Usually 3 Sciences for best courses; 2 acceptable

No	Career/Course	Necessary GCSE Subjects	Useful GCSE Subjects	Necessary 'A' Level Subjects	Useful 'A' Comment
71	Physiology www.phy.soc.org	Good science background		QUB BCC - CCC +c A/S inc Biology or Chem (preferably BOTH); Edinburgh BBB; Manchester AAB; Liverpool BBB.	Note: this is the study of body Function- a wide ranging subject covering the central nervous system, special senses and neuro-muscular mechanisms with body regulating systems such as exercise, stress, and temp regulation.
72	Physiotherapy www.cps.org.uk	Chemistry + Science	Biology, Physics	3 from - Maths/Physics/Chemistry/Biology UCD 535pts+.; Ulster BBB + HPAT Test; Trinity 540pts+., East London BBB; Liverpool BBB; Salford BBB	2 Sciences + 2 approved subjects, relevant work experience very important. High grades required.
73	Podiatry / Chiropody	Good Science Grades		Biology & Chemistry Ulster BBB + HPAT Test + 1 of Maths/Chem/Phys/Biol Southampton BBB; Huddersfield BDD	
74	Politics www.psa.ac.uk	Maths at a good grade	English	Qub AAA (Law/Pol); BBC +b A/S Politics; Ulster BCC; DCU	Politics at 'A' Level useful. Usually part of Arts.

				Econ/Pol/Law 540pts+ Ulster International Politics CCC; UCD History/Pol/	
75	Psychology & Behavioural Science www.psychology.org www.bps.org.uk	Science/Maths	Psychology	No specific subjects. Qub AAB - ABB + b A/S ; Ulster BBC ; Trinity AB BB approx.; UCD AB BB approx.	Available in Arts + A Level Maths, Science Faculties
76	Quantity Surveying www.rics.org	Maths	Good Maths grade	Ulster ABB; Loughborough BBB; LJM CCC; Reading CCC	Geography, Maths, Physics
77	Radiography www.radiographycareers.co.uk			At least one Science subject preferred Ulster BBB; Liverpool CCC; Trinity AAB B approx.; UCD AB BB	