



# A Level Option Booklet

MARCH 2023

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## **SIXTH FORM ENTRANCE REQUIREMENTS**

The Sixth Form programme is designed to foster academic excellence and to promote personal and social development. The programme is undoubtedly demanding and it requires full commitment from all those pupils who are offered places in Lower Sixth

### **ENTRANCE REQUIREMENTS YEAR 13**

**When allocating places in the Sixth Form, a full assessment will be made of a pupil's academic and disciplinary record throughout all years at the College.**

This will include a review of:

- **GCSE achievements – *See Admissions Criteria to Year 13***
- **Internal examination results**
- **Subject teachers' assessments of the pupil's suitability for A-level study**
- **Student's behaviour record**
- **Adherence to specific College rules e.g. uniform**
- **Attendance and punctuality**

In addition, a pupil's involvement in College activities and contribution to College life will be considered.

***For pupils who do not satisfy the criteria, entry to Sixth Form will require special authorisation by the Principal in each case.***

### **ENTRANCE REQUIREMENTS Year 14**

A student must achieve a minimum of three AS level passes to proceed from Year 13 to Year 14. (Minimum grade requirements C, D, D)

### **MAIN STUDIES**

A-level specifications consist of four/six modules or units.

The first two/three units make up an Advanced Subsidiary (AS) qualification that represents 40% of the full A-level qualification and which allows credit to be given for the first year of post-16 study.

The two/three remaining units make up the remaining 60% (A2) of the full A-level qualification. This is more demanding than the AS because it contains a synoptic element. (AS + A2 = full A-level)

Pupils who satisfy the entrance criteria will study four subjects at AS-level in Year 13. Students may, if they wish, continue to study four subjects in Year 14 at A2 level but it is envisaged that most students will prefer to drop one subject and take three A2 courses in Year 14.



## **ADDITIONAL STUDIES/ENRICHMENT PROGRAMME**

The College is committed to providing opportunities for students to develop a range of skills within their academic programme and also through a broad enrichment programme.

Every fortnight the students will have one period each of Careers Education and Tutorial.

Students not taking Religious Studies at AS level will take a general course in this subject.

In addition, Sixth Form Students follow an Enrichment Programme which covers a wide range of topical issues, Careers advice and Higher Education application processes as well as encouraging the students to develop their faith in practical ways.

There is a strong focus on the Preventative Curriculum and the following areas are covered by specialist speakers:

- Alcohol & Drugs Education
- Relationship and Sexuality
- Charities – SVP/Trocaire
- Mental Health Workshops
- Life Skills
- Road/Driver Safety
- Keeping Safe (Social Skills)
- Physical Health Seminar
- eSafety

To complement the academic curriculum, in Year 13 students will be offered a choice of enrichment opportunities. The aim of the enrichment programme is to broaden each pupil's learning experience and develop valuable skills. A sample of the courses/opportunities on offer includes:

- IFA Coaching Certificate
- Aspire Leadership & Management Course
- Teaching English as a Foreign Language (TEFL)
- First Aid (Level 2)
- GAA Coaching Certificate
- Digital Passport
- No Code
- Survival Cookery
- Mind Your Head
- Peer Mentoring
- TAMHI
- Book Project
- Involvement in leadership roles within the Student Council; Pope John Paul II Award, Duke of Edinburgh Award Scheme, or charities such as St Vincent de Paul, Trocaire or Saphara

## **PUPIL SUPPORT, CAREERS GUIDANCE AND WORK EXPERIENCE**

St Malachy's has a long established tradition of achievement, success, quality teaching and learning at post-16 level. Students are supported by a tutorial programme which is designed to help individuals achieve their full potential. Pupils also follow a comprehensive CEIAG programme in Senior School. This provides opportunity for Work Experience, Mock Academic Interviews, attendance at a wide variety of career and course related events, as well as advice, guidance and support for the range of Higher Education and employment aspirations of our pupils.

## **CHOICE OF AS/A-LEVEL SUBJECTS**

### **EDUCATIONAL CONSIDERATIONS**

The pupil should choose subjects at which he is confident of doing well. He should consider his performance in the subjects which he has studied over the past five years, especially in Year 11 and Year 12, both in class and school examinations. If he has any doubt about his ability to cope with a particular subject, he should discuss the matter with his teacher.

If a student is considering the possibility of taking a new subject i.e. one not previously studied at GCSE-level, he should remember that he cannot be certain that he will possess the necessary aptitude or interest and should do as much research into that subject as possible before making his final decision.

If there are not at least seven subjects in which he is competent at present and is confident of passing at GCSE then perhaps he should consider alternatives e.g. a course in a Further Education College, such as a National Diploma / Certificate. Qualifications that are available can be equivalent to an AS-level or one, two or three A-levels, depending on the number of units studied.

Before entering the sixth form, the pupil must be certain that he has both the necessary intellectual ability and sufficient commitment to the long hours and very considerable effort demanded by A-level studies.

### **CAREER CONSIDERATIONS**

GCSE English and GCSE Mathematics are required for entry into many careers.

For some careers, passes in particular AS/A-level subjects are also required (see later).

If a pupil has in mind a career which falls into this category, then he should select the appropriate AS/A-levels, **provided** that he is confident he can be successful in these subjects.

If he has not yet decided on a particular career, then he should choose subjects he feels he can be successful in and which keep his options open.

### **SCIENTIFIC AND MATHEMATICAL CAREERS**

Specific combinations of science and mathematical subjects are usually required (see later).

### **NON-SCIENTIFIC CAREERS**

There is usually no specific combination of subjects required (see later). Therefore, if a pupil does not intend aiming at a scientific career, it is relatively unimportant which subjects are chosen, apart from the fact mentioned earlier that they should be subjects at which he can do well. Thus, for example, a pupil with A-level History, Geography and French and another with A-level Business Studies, English Literature and Spanish would be eligible for almost the same range of careers.

It is important to note that the pupil with scientific and mathematical A-levels is just as eligible for non-scientific careers as he is for scientific ones. Thus the A-level pupil with Physics, Chemistry and Mathematics has almost the entire spectrum of career opportunities open to him while the non-scientist can only look forward to the non-scientific careers. Nevertheless, it would be foolish for a pupil to choose scientific subjects if his strength lies in the humanities.

## UNIVERSITY ENTRANCE REQUIREMENTS

Entry into many careers is at graduate level, a degree from a Higher Education institution is required. Therefore, when choosing AS/A-level subjects the entrance requirements of degree courses should be taken into account. The problem is that these can vary considerably.

All universities insist that a "general requirement" is satisfied, usually 4 or 5 (sometimes 6) GCSE/GCE "passes" at least two of which should be at A-level. GCSE English is normally specified and sometimes GCSE Mathematics or a GCSE Science subject. Some universities, e.g. Trinity College Dublin, also specify that a modern language at GCSE other than English is required. Some universities, particularly those in the South, also specify that some Applied A-levels and certain A-level subjects are not accepted.

In addition, the specific "course requirement" must be satisfied. This not only varies between universities but can even vary within a university. Some AS/A-level subject combinations required for entry at degree at **most** universities in the UCAS system are shown below.

MEDICINE/DENTISTRY/PHARMACY	Chemistry + at least one (sometimes two) from Maths, Physics, Biology (Biology preferred) Med/Dent-Biology required to at least AS level. N.B. QUB Medicine-Offers are based on 3 A-levels or 3 A-levels plus one AS-level
VETERINARY SCIENCE / AGRICULTURE/ FOOD SCIENCE	Chemistry + Biology +/- Physics or Maths
BIOLOGICAL SCIENCE	Biology + Chemistry + one other subject
OPTOMETRY	Two from Physics, Maths, Chemistry, Biology
ENGINEERING (Chemical)	Maths + Chemistry +/- Physics
ENGINEERING (Civil.)	Maths + one subject from Physics, Chemistry, Biology, Chemistry, Geography, Software Systems Development, and Technology and Design
ENGINEERING (Electrical)	Maths + Physics + one other subject
PHYSICS	Maths + Physics + one other subject
LAW/ACCOUNTANCY	Any three subjects
BUSINESS STUDIES/SOCIAL SCIENCE	Any three subjects
PSYCHOLOGY/PHILOSOPHY/POLITICS	Any three subjects

Although A-level Business Studies is not required for entry to Economics, Business Studies or Accountancy courses at university it is certainly regarded as a useful preparation for such courses. A-level Mathematics is also regarded as being relevant to those hoping to study Economics at university and is in fact required for some Economics degree courses (not QUB).

A-level Mathematics is also required for some Chemistry, Computer Science and some Architecture degree courses. (A-level Art is desirable but not always required for Architecture courses).

In the case of the Sport and Exercise Sciences and the Sport Studies degree courses at the Ulster University applicants are required to offer at least one A-level from a list of subjects specified in the current online Ulster University prospectus.

### **General guidelines from QUB and Ulster University (degree courses)**

- To be eligible to apply all students will need a minimum of two full A-levels (AS + A2)
- Offers for full-time honours degrees will be on the basis of no fewer than three A-level subjects unless presented with other level 3 qualifications deemed acceptable by the university
- Two AS-levels will not be acceptable in place of one A-level
- A-levels should normally be obtained over a two-year period
- Usually all students must study at least three subjects in their Upper Sixth year
- Following the release of results additional qualifications, such as a fourth AS-level, may be taken into account in borderline cases (QUB)

### **University Offers - The UCAS Tariff**

Some universities make course offers on the basis of A-level grades. Others may use the UCAS Tariff which is illustrated below:

<b>Grade</b>	<b>A level</b>	<b>AS level</b>
<b>A*</b>	56	-
<b>A</b>	48	20
<b>B</b>	40	16
<b>C</b>	32	12
<b>D</b>	24	10
<b>E</b>	16	6

See [www.ucas.com](http://www.ucas.com) for other qualifications attracting tariff points

**It must be stressed that because entrance requirements can vary from university to university, students must check the entrance requirements for any particular course which they have in mind.**

These can be found by logging on to the university website or the UCAS (Universities and Colleges Admission Service) website - [www.ucas.com](http://www.ucas.com).

**Any queries should be raised with a careers teacher before making the final choice of subjects as this choice may be irreversible.**

## **GCE ART AND DESIGN CCEA**

### **RATIONALE:**

The creative industries are the fastest growing area of the economy and are vital to economic success. Studying art and design creates a pathway to a career in a creative industries-related field.

GCE Art and Design requires students to develop key transferable skills such as creativity, innovation, higher level thinking skills and problem solving. It encourages students to find alternative approaches and take risks in their work. It also develops in depth knowledge of art and design through research and practical activities, intellectual capabilities and independent approaches to learning.

Through studying Art and Design, students have opportunities to:

- develop an interest in and enthusiasm for art, craft and design;
- gain knowledge and understanding of art, craft, design and media (including new technologies) in contemporary and past cultures;
- gain experience in working in a broad range of media (including traditional and new media and technologies);
- gain an awareness of different roles, functions, audiences and consumers of art, craft and design practice; and
- develop and enhance their creative, intellectual and artistic abilities.

### **ENTRY REQUIREMENTS:**

Students wishing to study Art and Design at AS-level would normally be required to have achieved a grade **C\*** or above at GCSE. Students who, for some reason, do not meet this requirement (but, who can nonetheless, demonstrate a high degree of aptitude, ability and motivation for the subject) must, if they wish to be admitted to an AS class in this subject, discuss the situation with the Head of Department of Art and Design.



## **COURSE STRUCTURE:**

Study at AS/A2 will enable the student to continue to develop their ability to appreciate the visual world and respond in a personal and innovative way. Students will further enhance their knowledge and competence in the creative use of materials, processes, technology and practices as well as developing skills to interpret and convey ideas, feelings, ideas and insights in an imaginative manner.

Study in Art and Design at AS and A2 builds upon the skills and knowledge gained at GCSE level. The nature of study and assessment is also similar.

The GCE Art and Design specification is available at two levels: AS and A2. Students can take the AS course as a final qualification. Students who wish to obtain a full A level qualification must also complete the A2 course. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%.

**Students may follow a broad pathway through Art, Craft and Design – Combined Studies, or choose from one of three specialisms:**

- **Photography and Lens-Based Media;**
- **Three-Dimensional Design; or**
- **Textiles.**

The course has four units: two at AS level and two at A2:

**AS 1: Experimental Portfolio**

**AS 2: Personal Response**

**A2 1: Personal and Critical Investigation (including a 1000-2000 word written investigation)**

**A2 2: Thematic Outcome**

## **INTERNAL ASSESSMENT**

There are four internal assessment units in this specification, two at AS-level and two at A2.

- **AS Unit 1: Experimental Portfolio** (50% of AS, 20% of A level)
- **AS Unit 2: Personal Outcome** (50% of AS, 20% of A level)
- **A2 Unit 1: Personal and Critical Investigation** (practical component 60% of A2, 36% of A level)
- **A2 Unit 2: Thematic Outcome** (40% of A2, 24% of A level)

Your teacher will assess the skills outlined in the learning outcomes for each unit through internal assessment. The examination board will moderate the results of teacher assessment.

- At both AS and A2, your teacher will present the externally set stimulus paper and themes at the beginning of the course in September.

- Tasks may include a student-led and a teacher-led approach at AS. At A2, students select a subject for investigation and your teacher will guide you on suitability. The stimulus paper can inspire your investigations.
- At AS, your teacher will support you to prepare for assessment, create a portfolio and present your outcome.
- The A2 specification challenges you to be more independent in your decision-making and presentation of work.

## **RELEVANCE TO CAREER DEVELOPMENT:**

Choosing Art and Design may open the door to an extensive range of possibilities in relation to career options. Study on a higher education programme is, however, normally a prerequisite to progression into many of the creative industries and specialist sub-disciplines of Art and Design.

Applicants for degree courses in Architecture will in almost all cases be expected to provide evidence of aptitude and competence in Art and Design. Applicants will normally be expected to submit a portfolio of work. A student's AS/A level coursework will normally form the basis of this portfolio.

Successful completion of the relevant Art and Design related degree course can open up opportunities in Advertising, Animation, Architecture, Art Therapy, Graphic Design, Photography, PR, UX and UI Design, VFX, Film and TV, Illustration, Furniture Design, Product Design, Interior Design, Art Directing, Set Design, Packaging Design, Landscape Architecture, Ceramics, Fashion, Textile Design, Painting, Sculpture, Printmaking, Performance Art, Installation, Lens Based Media, Gallery and Museum Curation and New Digital Media Production.

Art and Design develops many transferable skills in relation to creative thought, lateral thinking, imagination, problem solving and team working that prove valuable to those who may choose a career not directly involving Art and Design.

In the past students who successfully complete an A2 course in Art and Design would normally be required to complete a one year Foundation Course in Art and Design before progressing to a degree programme in their specialist discipline. However, with the specialist pathway options of this new specification, students will have the opportunity to develop the requisite portfolio for a course in their chosen specialism. Full details of the many career options and pathways available can be explored in discussion with the student's Art and Design teacher.

## **WHAT IS EXPECTED OF A STUDENT?**

Students need to be skilled in drawing, ideas development, analysis and making and realising in two and three dimensions. In addition, creativity and imagination are prerequisites, as is an inquisitive mind with a determination to work to achieve and realise high quality outcomes in an innovative and creative manner.

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# **GCE BIOLOGY**

## **CCEA**

### **ENTRY REQUIREMENTS:**

It is expected that a Biology student should meet the following criteria: they should have either a GCSE in Biology with at least a **B** grade or GCSE Double Award Science with at least an **AA** grade. However, students with **AB** grades in GCSE Double Award Science may be considered.

It is also expected that a student applying for this course has at least Grade **B** in GCSE Mathematics.

### **OUTLINE OF COURSE:**

All topics are taught by a variety of methods, including PowerPoint presentations, booklets, tutorials, DVD clips, using models, poster work, fieldwork and practical work (see below). Students have access to a large range of resources on Google Classroom, which has become an important aspect of teaching and learning in Biology at AS and A level.

### **SCHEME OF INTERNAL ASSESSMENT:**

Formative assessment may take the form of a range of types of oral questions, to assessment of practical skills, communication skills, as well as practice at answering past paper questions. Assessment may also include homework (2-4 per week), end of topic tests and end of year tests. At AS level there is no coursework. Instead, students will carry out at least 7 of 12 practical tasks and record evidence as detailed in the relevant documentation provided by CCEA.

### **SCHEME OF EXTERNAL ASSESSMENT:**

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

At each level, students must study all three units.

#### **AS Level**

Unit AS 1: Molecules and Cells. 37.5% of AS, 15% of A level.

Unit AS 2: Organisms and Biodiversity. 37.5% of AS, 15% of A level.

Unit AS 3: Practical Skills in AS Biology. 25% of AS, 10% of A level.

#### **A2 Level**

Unit A2 1: Physiology, Coordination and Control, and Ecosystems. 24% of A level.

Unit A2 2: Biochemistry, Genetics and Evolutionary Trends. 24% of A level.

Unit A2 3: Practical Skills in Biology. 12% of A level.

## **RELEVANCE TO CAREER DEVELOPMENT:**

Biology is one of the most popular A level subjects in the College, and it is a useful preparation for many scientific courses at university e.g. Biological Science, Biomedical Science, Medicine, Dentistry, Optometry, Pharmacy, Veterinary Science, Sports Science and Food Science, and in many cases Biology is required to satisfy the entrance requirement for such courses. There are many opportunities for Biologists in the fields of Ecology, Agriculture and Global Food Security, Biochemistry and Food Technology. However, studying Biology does not limit one to a career in the scientific world. Recent successful students have followed careers in Journalism, Law, Engineering, Architecture, Actuarial Science and Risk Management, and Accountancy.

## **WHAT IS EXPECTED OF A STUDENT?**

Work at advanced level is distinguished by the amount and quality of work that you do that is not set by the teacher. Work done in class is the minimum necessary: wider reading of newspapers, magazines, popular science books and relevant websites is recommended. Students are expected to be able to organise their work independently and efficiently, and to plan their study and keep their files and notes readable and in logical order. Students will participate in fieldwork during Year 13.

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## **GCE BUSINESS STUDIES**

### **CCEA**

The A level Business Studies specification has been designed to provide candidates with a critical understanding of the following: the internal functions of contemporary business organisations of all types; the dynamic external environment within which businesses operate and the effects this can have upon decision-making within a business; major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues and the range of stakeholder perspectives that can be taken on business activities.

#### **ENTRY REQUIREMENTS:**

Prospective students of A level Business Studies must have at least **15 GCSE** points, to include a Grade **B** in GCSE Business Studies (if studied) and at least a grade **C\*** in GCSE English Language/Literature and Mathematics.

#### **OUTLINE OF COURSE:**

##### **Unit AS 1: Introduction to Business**

This unit introduces students to the business world. It begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students are expected to become familiar with different business ownership structures and the key stakeholder groups which may have an interest in how a business is managed. Students must acquire a critical understanding of the importance of quality and its significance in the competitive marketplace, including the production process, and the recruitment and training of a quality labour force. Students should appreciate the impact of management and leadership styles on employee motivation and business operations.

##### **Unit AS 2: Growing the Business**

Students are expected to become familiar with and understand the impact of competition on a business. They must acquire a critical understanding of the marketing process, marketing strategy and the use of E-Business. Students will build an appreciation of the role of accounting and financial information in business decision making and financial control.

##### **Unit A2 1: Strategic Decision Making**

Students will be expected to identify business objectives and the potential for these to conflict with those of various stakeholder groups. They will have to analyse and evaluate stakeholder management strategies. Students will gain an insight into business planning and the need to manage risk and uncertainty when developing business strategies. They must also be able to analyse the importance of accounting and financial information in making strategic business decisions.

## **Unit A2 2: The Competitive Business Environment**

This unit examines the macroeconomic framework within which businesses operate. Students are expected to evaluate the impact of globalisation on business activities. They will develop an appreciation of the importance of ethics and sustainability on business decision making and culture. Students will also evaluate the influence of stakeholders on business operations. The unit examines how businesses are affected by and react to change within the dynamic and technology-driven business environment.

### **EXTERNAL ASSESSMENT:**

Students following the AS course must study units AS 1 and AS 2 and take two exams at the end of Year 13. Students following the A Level course must study two further units, A2 1 and A2 2 and take two exams at the end of Year 14.

### **RELEVANCE TO CAREER DEVELOPMENT:**

A Level Business Studies opens up a wide range of opportunities for further and higher education or on to a rewarding career. If intending to study Business-type subjects at degree level, a student would have a head start if they have completed A Level Business Studies. Former students of Business Studies at St. Malachy's have gone on to study Accounting, Finance, Management & Leadership Development, Business Information Technology, Economics, Tourism and Hospitality Management, Business Management, International Hospitality Management and Marketing, among others.

Through studying this course, students will develop their knowledge and understanding of the world of business. They will improve their skills in decision-making, problem solving, interpreting and managing information, and analysing and evaluating issues and solutions. These are all skills that can be taken forward to any future employment.

The study of Business Studies can lead on to careers in a wide range of areas including: marketing, management, purchasing, the public sector, professions such as accountancy and law, banking, financial markets, quality assurance, agri-business, retail, human resources, events management, promotion and advertising, distribution, business consultancy, new product development, financial management, telecommunications, personnel management, quality management, recruitment, public relations and journalism.



# **GCE CHEMISTRY**

## **CCEA**

### **ENTRY REQUIREMENTS:**

#### **For GCSE Chemistry students:**

At least an **A** in GCSE Chemistry, with **AB** in Maths and Further Maths (any order).

For students who have not studied Further Maths at GCSE, they must have an **A** in Maths and have completed M4 & M8 GCSE Maths components with a minimum of 60% raw mark in each paper.

#### **For DA Science students:**

**AA** in DA and **AB** in Maths and Further Maths (any order).

For students who have not studied Further Maths at GCSE, they must have an **A** in Maths and have completed M4 & M8 GCSE Maths components with a minimum of 60% raw mark in each paper.

### **OUTLINE OF COURSE:**

This specification aims to encourage students to:

- develop their interest in and enthusiasm for Chemistry, including developing an interest in further study and careers in this subject;
- provide a relevant body of chemical knowledge and skills for whom this is a final course in Chemistry and for those intending to study the subject further;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem-solving skills;
- develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for third level education.

### **INTERNAL ASSESSMENT:**

There will be continuous day to day assessment involving written work in class, homework and common assessment tasks (CATs) to ensure knowledge of specific areas of study.

**EXTERNAL ASSESSMENT:**

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS 1: Basic Concepts in Physical and Inorganic Chemistry</b>	<b>External written examination</b> Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks). <b>1 hour 30 minutes</b>	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry</b>	<b>External written examination</b> Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (80 marks). <b>1 hour 30 minutes</b>	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS 3: Basic Practical Chemistry</b>	<b>Practical Booklet A</b> consists of a variety of practical tasks (25 marks). Students take the assessment in the laboratory. <b>1 hour 15 minutes</b>  <b>Practical Booklet B</b> consists of a variety of practical techniques, observations and calculations (55 marks). Students take the examination in an examination hall. <b>1 hour 15 minutes</b>	<b>20% of AS</b>  <b>8% of A level</b>
<b>A2 1: Further Physical and Organic Chemistry</b>	<b>External written examination</b> Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks). <b>2 hours</b>	<b>40% of A2</b>  <b>24% of A level</b>
<b>A2 2: Analytical, transition Metals, Electrochemistry and Organic Nitrogen Chemistry</b>	<b>External written examination</b> Students answer Section A containing 10 multiple-choice questions (10 marks) and Section B containing a number of structured questions (100 marks). <b>2 hours</b>	<b>40% of A2</b>  <b>24% of A level</b>
<b>A2 3: Further Practical Chemistry</b>	<b>Practical Booklet A</b> consists of a variety of practical tasks (30 marks). Students take the assessment in the laboratory. <b>1 hour 15 minutes</b>  <b>Practical Booklet B</b> consists of a variety of practical techniques, observations and calculations (60 marks). Students take the examination in an examination hall. <b>1 hour 15 minutes</b>	<b>20% of A2</b>  <b>12% of A level</b>

## **RELEVANCE TO CAREER DEVELOPMENT:**

A successful student of GCE Chemistry could choose from a wide range of careers. The problem-solving, analysis and evaluating skills developed in this subject are highly sought after by both scientific and non-scientific disciplines and the number of employers seeking these skills are on the increase. Chemistry is linked with Physics through Physical Chemistry and with Biology through Biochemistry. It plays an important part in the development of other sciences such as Geology and Physiology and underlies many branches of Engineering and Technology. Chemistry is fundamental to the study of Medicine, Dentistry, Pharmacy, Veterinary Science, Ophthalmic Optics and Agriculture/Food Science. Many universities require Chemistry at A level for these areas of study.

## **WHAT IS EXPECTED OF A STUDENT?**

A student of Chemistry is expected:

- to work each evening on homework and revision of class notes and practical work so he can recall important facts, terminology and concepts;
- to work independently on further resources so he can gain much needed practice in answering questions, and keep a record of this work;
- to be prepared to ask questions in class and participate in class discussions;
- to seek help when misunderstandings or difficulties arise;
- to be responsible for catching up on missed work due to absence;
- to be fully prepared for class tests and CATs.

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**GCE COMPUTING**  
**(Software Systems Development)**  
**CCEA**

**May be accessed through collaboration at BRA**

The GCE Advanced Level Software Systems Development Specification is comprised of two levels; **AS** and **A2**.

**ENTRY REQUIREMENTS:**

A high grade at GCSE Computer Science (**A\*** or **A** grade) with at least **20 GCSE** points across 6 subjects, including **A/A\*** in both GCSE Mathematics **and** Further Mathematics is the pre-requisite for students wishing to complete the A level course.

A student who wants to do well in Software Systems Development should have a very logical mind and an ability to analyse problems with a view as to what may be required for its final solution. The ability to express oneself quite well in a clear yet concise manner is also important as documentary evidence of programming applications attract high marks as do coherent answers in modular examinations.

Finally, the ability to work with a high degree of self-discipline and to see a task through to its conclusion is extremely important.

**SCHEME OF ASSESSMENT:**  
**(see CCEA website for further details)**

**AS LEVEL - 2 UNITS**

The specification has four units:

- **Unit AS 1: Introduction to Object Oriented Development**
- **Unit AS 2: Event Driven Programming**

**A2 LEVEL – 2 UNITS**

- **Unit A2 1: Systems Approaches and Database Concepts**
- **Unit A2 2: Implementing Solutions.**

**WHAT IS EXPECTED OF A STUDENT:**

Firstly, a student should be interested and enthusiastic about using computer technology and demonstrate proficient use of a programming language. Ideally, to enter this course, students should show an interest in developing systems and applications and have an eagerness to learn new programming concepts with a view to taking on very difficult challenges.

Pupils who have a huge degree of self-motivation are often the ones who do best in this subject, since they can keep up with the large amount of time devoted to coding and the difficult nature of the subject.

Computing students are expected to have:

- An ability to analyse and solve challenging problems
- The capacity for thinking creatively, innovatively, analytically, logically and critically
- Excellent mathematical skills

### **RELEVANCE TO CAREER DEVELOPMENT:**

With the rapid development and integration of computers into daily life parents, teachers and the business sector have increased their expectations that schools ensure students have the skills to apply for new and innovative jobs or university courses.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In an increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is extremely valuable to pupil as it provides an excellent foundation for future career paths in a very well paid industry.

Also, many university and other third level courses in the mathematical, scientific, engineering and medical fields which include modules on Computing and programming.

This specification is available at two levels: AS and A2. Students can take the AS units plus the A2 units for a full GCE A level qualification. They can also choose to take the AS course as a stand-alone qualification.

The specification encourages students to develop their ability to solve problems using computational thinking. Students also participate in developing a software project using a complete software development process and research, develop and present their findings in a variety of formats.

This applied qualification helps students to develop an understanding of systems approaches and modelling techniques. Students also develop advanced study skills to prepare for third level education and apply their skills to work-related scenarios.

### **WHAT ARE THE PROSPECTS:**

There has always been a demand for well-trained computer personnel with the number of computers and communication devices being used increasing rapidly. The range of work undertaken by them is also increasing and now all sorts of organisations are using them national and local government, financial organisations, commerce, industry, universities etc.

## **THERE ARE EIGHT MAIN CAREER FIELDS IN COMPUTER WORK:**

1. **Business Applications** i.e. the application of Computing in the day-to-day running of business systems. Opportunities will be found throughout industry, commerce and local/central government organisations. Careers also exist in a number of specialist computing services and consultancy firms set up to provide such services to business.
2. **Systems Software Engineering** i.e. the devising of software packages (programs) to suit the needs of the computer user. Opportunities exist with many manufacturers and software houses for software designers/engineers. A number of firms such as Allstate, Kainos, Intel, BT, Santander, Liberty IT and Fujitsu are now operating in Northern Ireland and have good links with the College.
3. **Industrial Applications** - Manufacturing companies, such as Bombardier and BT use computer and communication technology in the course of the production process. Processes include Computer-Aided Design/Computer-Aided-Manufacture, the use of robots on the assembly line, telecommunications and the use of computer programming to develop Apps and large computer systems.
4. **Research** – Much research presently goes into the use of Computing and mobile/wireless communications. This is carried out by graduates and those with postgraduate qualifications in Universities, or in Industry and Government organisations.
5. **Teaching** - For those with higher education qualifications, opportunities exist in schools, Further Education Colleges, Universities and commercial training companies. Much emphasis is placed on computing and programming in teacher training Colleges.
6. **Internet Design** - Many of the newer industries have emerged from the dot.com philosophy. The use of the Internet has increased dramatically over the past few years and continues to remain very buoyant. The computing skills required for this type of work are rewarded with high pay and it is an exciting section of the industry to be involved in.
7. **Networking** - Many companies and small businesses have adopted networking strategies into their organisations. This has increased the amount of opportunities in network management. It is highly paid sector of the computer industry and very demanding work. In larger organisations it may involve travelling to world-wide destinations and could possibly lead to highly paid consultancy work.
8. **Sales, Support and Maintenance** - Careers exist within the computer manufacturing companies themselves (HP; INTEL and CISCO) and their agents in computer sales, the provision of hardware and software support services to customers and in computer maintenance. A wide variety of technical, engineering, business and academic qualifications may apply in this area.



## GCE DRAMA AND THEATRE STUDIES WJEC

The College offers Drama and Theatre Studies at Key Stage 5 through WJEC.

### ENTRY REQUIREMENTS:

GCSE Drama is not compulsory but previous experience (in or outside school) is an advantage. If studied, a **B** grade in GCSE Drama is required. Our most successful students are those who have achieved a **C\*** or above in English or English Literature as there is a large degree of analysis in the written exam.

Content	Assessment	Weighting
<b>UNIT 1:</b> <b>Theatre Workshop</b>	Non-exam Learners use the techniques of a theatre practitioner/company to reinterpret a text for performance  Learners must also produce a Creative Log and a 1500 word Evaluation Internally assessed, externally moderated by WJEC	<b>24%</b>
<b>UNIT 2:</b> <b>Text in Theatre</b>	1 hour and a half external examination  One set text – <i>A View from the Bridge</i> by Arthur Miller  Learners must analyse and evaluate live theatre in relation to their set text and answer questions as an actor, designer or a director.	<b>16%</b>
<b>UNIT 3:</b> <b>Text in Action</b>	Non exam assessment Externally assessed by a visiting examiner  Learners use the techniques of a theatre practitioner/company and a different style to make two pieces: <ul style="list-style-type: none"> <li>• A devised piece</li> <li>• A text piece</li> <li>• A process and evaluation report</li> </ul>	<b>36%</b>
<b>UNIT 4:</b> <b>Text in Performance</b>	2 and a half hour written examination  2 set texts: <i>Sweeney Todd</i> <i>The Radicalisation of Bradley Manning</i>  Learners must also analyse and evaluate live theatre in relation to their set texts.	<b>24%</b>

## **STUDENTS ARE EXPECTED TO:**

- Do independent research on their playwright and chosen practitioner
- Read their set text and other plays
- Watch live theatre (outside school hours)
- Refine their nominated skill (learning lines etc) and perform in front of an audience
- Practically explore their set text and do past paper questions
- Attend after school rehearsals

## **SCHEME OF INTERNAL ASSESSMENT:**

Students are prepared for the written exam through regular practice of past paper questions using the mark schemes provided by WJEC.

## **SCHEME OF EXTERNAL ASSESSMENT:**

Moderation of practical assessments takes place in term Two or Three in consultation with WJEC. Units Two and Four are assessed at the end of Year 13 and 14 respectively. Units cannot be repeated.

## **RELEVANCE TO CAREER DEVELOPMENT:**

Many Drama students choose to pursue acting at Drama school and eventually progress to a professional career in the Theatre. Acting is not however the only option – there are many career opportunities in lighting and set design, front of house and promotion, costume, choreography and direction. Many of our past pupils also work in the media in a huge variety of areas.

Drama is useful for improving your confidence and public speaking; it is also an option to think about for those wishing to pursue a career in law or politics.

### **Personal qualities:**

Many people will think that Drama is for those who are bursting with confidence, but while talent is important, a good work ethic is even more so!

Ask yourself:

- Are you willing to attend after school rehearsals?
- Do you have good attendance?
- Are you creative and willing to work independently?
- Are you a team player?

If the answer to these questions is yes, then Drama is for you!

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# **GCE ECONOMICS**

## **CCEA**

### **ENTRY REQUIREMENTS:**

Students wishing to study GCE Economics should have a **B** grade in Mathematics and a **B** grade in English Literature or English Language with (a minimum of **17 points** at GCSE across 6 subjects)

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

### **COURSE STRUCTURE AND CONTENT:**

#### **AS Unit 1: Markets and Market Failure**

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

#### **AS Unit 2: Managing the National Economy**

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

#### **A2 Unit 1: Business Economics**

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

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

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

**ASSESSMENT:**

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

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

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

**PROGRESSION ROUTES:**

While GCSE Economics is a useful basis for anyone wishing to study the subject at Advanced level, the course may be studied by pupils with no prior knowledge of the subject. In recent years, pupils with and without GCSE Economics have achieved high grades. Pupils should also have an interest in the economic, political and social problems of society.

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

**CAREER PROSPECTS:**

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

## GCE ENGLISH LITERATURE CCEA

### ENTRY REQUIREMENTS:

The formal requirement for students wishing to study A Level English Literature is Grade **B** in **both** GCSE English Language and English Literature. Students must also secure a Grade **B** in the GCSE English Literature Unit 3 Controlled Assessment component (Shakespeare).

Individual performance elements in Literature consisting of CATs and Mock Examinations will also be considered before entry to this course is confirmed.

All students selecting this subject must have a minimum of **15 GCSE** points.

### OUTLINE OF COURSE:

English Literature is one of the most popular subjects in Northern Ireland at G.C.E. A-level. The course aims to encourage an enjoyment and appreciation of English Literature based on informed personal responses and to extend this appreciation where it has already been acquired. Candidates must develop a sound understanding of the three literary genres: poetry, prose, and drama by acquiring an appreciation of the development of each genre in a historical context as well as through detailed study of particular authors. An ability to consider relevant critical opinions of the texts is encouraged. The course is designed to encourage understanding and appreciation of literature through the acquisition and application of appropriate skills, both in the close study of set texts and in the candidates' wider experience of literature.

### SCHEME OF EXTERNAL ASSESSMENT :

The course will be designed to prepare students for the NICCEA Specification at AS and A2 Level. As is our policy throughout the school, teachers will, as far as possible, be encouraged to choose at least some of their texts after consultation with pupils. Selections must meet the requirements of the Subject Core for English Literature as prescribed by the School Curriculum and Assessment Authority.

#### Summary of Syllabus:

Content	Assessment	Weighting
<b>AS Unit 1: The Study of Poetry and Drama (1900–Present)</b>	External written examination  2 hours	<b>60% of AS</b>  <b>24% of A Level</b>
<b>AS Unit 2: The Study of Prose (Pre 1900)</b>	External written examination  1 hour 30 minutes	<b>40% of AS</b>  <b>16% of A Level</b>
<b>A2 Unit 1: Shakespearean Genres</b>	External written examination  1 hour 30 minutes	<b>20% A Level</b>
<b>A2 Unit 2: The Study of Poetry and Unseen Poetry (Pre 1900)</b>	External written examination  2 hours	<b>20% A Level</b>
<b>A2 Unit 3: Internal Assessment</b>	Internal assessment Students complete a 2500-word essay based on two novels of their own choice	<b>20% A Level</b>

## **SCHEME OF INTERNAL ASSESSMENT:**

Internal assessment will be on a continuous basis: all written assignments will be evaluated by the teacher and their assessments will be shared with the student. The sharing of success criteria and the explicit discussion of relevant assessment objectives will form a major element of student experience. Peer and self assessment are an integral part of assessment procedures at Advanced level in the English Department. In addition to this, there are two internal examinations.

## **WHAT IS EXPECTED OF A STUDENT?**

It is important that students submit their written assignments on time: this means that time must be set aside during school study periods and at home for their preparation and execution.

It is hoped that the course will generate enjoyment and enthusiasm for the rich literature of the English language. Students need to develop an appetite for reading widely; a good reader develops much of his critical sensibility through actual experience of the literature he reads for enjoyment. Reading outside the set texts is therefore an important part of the course. The teacher will encourage, recommend and advise, but otherwise this is primarily the responsibility of the student. Students are also encouraged to watch relevant films and television programmes and visit the theatre to see productions of their drama texts and other interesting plays.

## **RELEVANCE TO CAREER DEVELOPMENT:**

An A-level in English Literature is a formal qualification that will help you gain access to a wide variety of Arts, Social Science, Business, and Law courses at university, and for those students who hope to develop a career within the education system, it should be noted that it is one of the most important subjects within the curriculum of all schools. There are thus more English teaching jobs than in almost any other subject.

A Level English Literature, in itself, is a valuable qualification. It is particularly important in that it provides access to a rich literary culture that should broaden the perspective of all who come in contact with it. Many careers and university departments thus prize the skills associated with the study of literature; taste, judgement, ability to make fine distinctions and, above all, expansive written and oral communication skills. Many of our students are therefore eager to study literature as a valuable addition to other A-levels which, on first examination, seem quite removed from it in content. These students are studying literature in combination with, not only other arts or humanities subjects, but with subjects as diverse as Physics, Chemistry, Biology, Mathematics, Computing, Economics, Geography, Business Studies and Politics. When applying for highly competitive courses at university they realise that many personnel in university entrance panels are looking keenly, not only for depth of study in specialised disciplines, but for breadth of achievement and a range of accomplishments. A good grade in A-level English Literature provides compelling evidence of this.

The subject encourages the development of the **key skills** of communication, IT, working with others, improving your own learning and performance, and problem solving. Group



discussions, presentations, research, extended writing and advanced reading techniques all form part of a student's experience at Advanced Level English Literature. Students of AS/A2 English Literature are exempt from the external assessment of Communication Key Skill.

### **English at University:**

Those wishing to study English at university level need at least a Grade C at A-level (this is a basic entry requirement for most universities). Studying English at university is an opportunity to develop and mature as a person and those who have done so at Queens within the last ten years or so, for instance, have gone on to a wide variety of careers e.g. Law, Business, Accountancy, Social Work, Advertising, Theatre. Media and Journalism - Bill Neely (ITV); Eamonn Holmes (GMTV); Seamus McKee (BBC) and Derek Davies (RTE) are all English specialists and ex-Malachians.

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# GCE FRENCH

## CCEA

### ENTRY REQUIREMENTS:

The formal requirement for students wishing to study A level French is Grade **A** at GCSE, though a high grade **B** may be considered for students who have a strong profile in this subject. In addition, a **C\*** grade is required in English Language or English Literature. Students of A level French should be motivated to extend and develop their French skills and should be committed to learn more about the language and culture of France and other French speaking countries.

### AIMS OF THE COURSE:

- 1 To enable students to use French effectively for purposes of communication with other French speakers
- 2 To develop the student's awareness, appreciation and knowledge of French culture and civilisation.
- 3 To provide the skills, language and attitudes required for employment, further study and leisure.
- 4 To provide enjoyment and to contribute to the personal and social development of the student.

### OUTLINE OF COURSE:

A level French has two levels: AS and A2 with three modules at each level. Students can take the AS level qualification or complete both levels to achieve the full A level qualification. The AS units make up 40% of the full A level qualification, and the A2 units make up 60%.

AS topics and themes include:

- Relationships including different family structures, roles within families, intergenerational issues and influences on young people.
- Culture and Lifestyle including physical well-being, hobbies and interests, the arts, and social media, new technology, holidays and festivals.

AS students will study the French literary text *No et Moi*.

A2 topics and themes include:

- Young People in Society including part-time jobs, education and employment, and European citizenship.
- Our place in a Changing World including equality/inequality, poverty at home and abroad, multicultural society, sustainable living and environmental issues.

A2 students also study the French literary text *La Gloire de Mon Père*.

## INTERNAL ASSESSMENT:

Internal assessment within the French Department will be on a continuous basis and there will be regular assessments during and at the end of units of work to test the four linguistic skill areas. Students will be kept informed of their progress and encouraged to discuss any difficulties which they may be experiencing with their teacher.

Sixth Form students will have internal examinations at Christmas and the AS external examinations in June. This will be followed by the A2 external examination in June of the following year.

Homework is an important element of A Level French. Its role will be not only to consolidate and extend work which has been covered in class but also to develop effective working practices in students.

Content	Assessment	Weighting
<b>AS Unit 1: Speaking</b>	Q1 : Presentation (Approximately 3 minutes.) Q2 : Conversation (Approximately 8 minutes.)	<b>30% of AS level</b>  <b>12% of A level</b>
<b>AS Unit 2: Listening, Reading and Use of Language</b>	Listening: Students answer two sets of questions based on two listening topics Reading: Q1: students answer one set of questions in French based on one reading text Q2: translation of a passage from French into English Use of Language: Q1-4: short grammatical and lexical exercises Q5: translation of short sentences from English into French	<b>40% of AS</b>  <b>16% of A Level</b>
<b>AS Unit 3: Extended Writing</b>	Students write one essay in French in response to a literary text.	<b>30% of AS level</b>  <b>12% of A level</b>
<b>A2 Unit 1: Speaking</b>	Q1: students introduce and discuss an individual research project (based on an aspect of French culture) (approximately 6 minutes.) Q2: conversation (approximately 9 minutes.)	<b>18% of A level</b>
<b>A2 Unit 2: Listening and Reading</b>	Listening: Students answer two sets of questions based on two discrete passages recorded on disk. Reading: Q1: students complete gap-filling exercise in French Q2: students answer a set of questions in French based on one passage Q3: students read a passage in French and summarise in English Q4: students translate a passage from English into French	<b>24% A Level</b>
<b>A2 Unit 3: Extended Writing</b>	Students write one essay in French in response to the set literary text	<b>18% of A level</b>

## **WHAT IS EXPECTED OF A STUDENT:**

The most important requirement for a student of A Level French is that he should enjoy the subject and should be motivated to extend and broaden his knowledge and skills. Success at this level requires a commitment to work consistently, to apply grammar and structures and to use every opportunity to immerse himself in the language, especially in the spoken language.

## **RELEVANCE TO CAREER DEVELOPMENT:**

**French is your passport to the rest of the world! Spoken on five continents, it is fun and easy to learn and will greatly enhance your career prospects.**

- French carries prestige on your CV because it is a language of influence and culture which will increase your employability.
- French is an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts, FIFA, UEFA etc.
- Students who learn French are learning a global language which opens doors onto the worlds of business, law, medical research, diplomacy, politics, art, technology and culture. Studying French gives you endless career opportunities and sets you apart from other monolingual competitors and affords you the opportunity to do work placements abroad and advance your career prospects in different countries.
- Learning French also develops your confidence in how you project yourself and communicate with others and those other key employability skills such as critical thinking, cultural awareness, problem solving, are at the basis of everything we do.
- As a result, students of French are much sought after because of their knowledge, their people skills, their ability to think laterally and their vision of the world which is outward looking and creative.
- Past students of French have found employment not only at home but in France, Canada, Belgium, Switzerland and the USA among others.

Vive la différence!

**Acting Head of Department: Mrs T. Mulholland**  
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## **GCE FURTHER MATHEMATICS CCEA**

### **ENTRY REQUIREMENTS:**

It is expected that a student applying for this course has achieved **A\*** in **both** GCSE Mathematics and GCSE Further Mathematics. It is strongly recommended to study GCE Physics along with this course as both courses have common content and complement each other.

### **OUTLINE OF COURSE:**

This specification encourages students to:

- Understand Mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- Extend their range of mathematical skills and techniques;
- Apply Mathematics in other fields of study and be aware of the relevance of Mathematics to the world of work and to situations in society in general;
- Construct mathematical proofs;
- Read and comprehend articles concerning applications of Mathematics and communicate their understanding;
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

The skills developed in GCE Further Mathematics are similar to those of A level Mathematics. However, GCE Further Mathematics develops a deeper, more meaningful understanding of this vast subject. At the end of Year 14 a student will have the equivalent of two A levels in Mathematics.

### **INTERNAL ASSESSMENT:**

There will be continuous day to day assessment involving written work in class, homework and common assessment tasks (CATs) to ensure knowledge of specific areas of study.

### **RELEVANCE TO CAREER:**

Further Mathematics is an excellent route to the fields of Engineering, Banking and Finance, Technical and Scientific occupations, Medicine, Dentistry, Computing and Optometry. However, consultation with Universities is advised. Further Mathematics is now demanded by Oxford and Cambridge for those pupils who wish to study Mathematics at degree level.

### **WHAT IS EXPECTED OF A STUDENT?**

A student of Mathematics is expected to work independently each evening on homework and external resources. He is expected to participate in mathematical extra-curricular activities e.g. UKMT Mathematics Challenges and Team Challenges. He is expected to participate in mentoring younger students in lunchtime support classes, timetabled classes (where possible) and act as a role model within the department.

## EXTERNAL ASSESSMENT:

In Year 13 a student will follow the **new** GCE Mathematics specification, studying four modules to obtain a grade in GCE Mathematics.

In Year 14 a student will follow the **new** GCE Further Mathematics specification, studying four modules to obtain a grade in GCE Further Mathematics.

<b>Year 13</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1: Pure Mathematics</b>	External written examination	<b>60% of AS</b>
	1 hour 45 minutes	<b>24% of A level</b>
<b>AS Unit 2: Applied Mathematics</b>	External written examination	<b>40% of AS</b>
	1 hour 45 minutes	<b>16% of A level</b>
<b>A2 Unit 1: Pure Mathematics</b>	External written examination	<b>36% of A level</b>
	2 hours 30 minutes	
<b>A2 Unit 2: Applied Mathematics</b>	External written examination	<b>24% of A level</b>
	1 hour 30 minutes	

<b>Year 14</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1: Pure Mathematics</b>	External written examination	<b>50% of AS</b>
	1 hour 30 minutes	<b>20% of A Level</b>
<b>AS Unit 2: Applied Mathematics</b>	External written examination	<b>50% of AS</b>
	1 hour 30 minutes	<b>20% of A Level</b>
<b>A2 Unit 1: Pure Mathematics</b>	External written examination	<b>30% of A level</b>
	2 hours 15 minutes	
<b>A2 Unit 2: Applied Mathematics</b>	External written examination	<b>30% of A level</b>
	2 hours 15 minutes	

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# **GCE GEOGRAPHY**

## **CCEA**

### **ENTRY REQUIREMENTS:**

Students wishing to study this course should have an **A** grade in Geography or a **B** in Geography with a **C\*** in English Language or English Literature.

### **OUTLINE OF COURSE:**

In GCE Geography students investigate our ever-changing world and the dynamic forces that influence nature, culture and society. Through studying human and physical geography topics at AS level and A2, students explore:

- the dynamic earth, its structure and how landscapes are created;
- interactions between people and their environment;
- the challenges of sustainability; and
- the importance of attitudes and values.

They will also understand the interaction between societies and cultures and how geography affects our daily lives.

There are six external assessment units in this specification, three at AS level and three at A2:

- Unit AS 1: Physical Geography;
- Unit AS 2: Human Geography;
- Unit AS 3: Fieldwork Skills and Techniques in Geography;
- Unit A2 1: Physical Processes, Landforms and Management;
- Unit A2 2: Processes and Issues in Human Geography; and
- Unit A2 3: Decision Making in Geography.

The external assessment focuses on candidates' knowledge, understanding and analysis of the content of each unit. Please refer to the section on the next page.

### **SCHEME OF INTERNAL ASSESSMENT:**

Assessment within the Department will be on a continuous basis through homework, class tests, assignments, fieldwork involving more extended work, key skills and decision making exercises.

#### **Fieldwork**

We carry out two days of residential fieldwork to a FSC Centre in Year 13.

This involves carrying out a number of investigations on rivers and coasts. It forms part of the compulsory element of AS Module 3 assessment and the Year 14 Module 1.

## SCHEME OF EXTERNAL ASSESSMENT:

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

Content	Assessment	Weightings
<b>AS 1: Physical Geography</b>	External written examination 1 hour 15 mins  Section A: students answer three short structured questions, one on each theme.  Section B: there are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS  16% of A level
<b>AS 2: Human Geography</b>	External written examination 1 hour 15 mins  Section A: students answer three short structured questions, one on each theme.  Section B: there are three questions requiring extended writing, one on each theme. Students answer any two questions.	40% of AS  16% of A level
<b>AS 3: Fieldwork Skills and Techniques in Geography</b>	External written examination 1 hour  Students must bring a table of data and a summary statement to the examination covering the aims and context for their fieldwork.  There are two compulsory, structured questions.  For Question 1 students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it.  For Question 2 students respond to quantitative and qualitative data from secondary sources.	20% of AS  8% of A level

Content	Assessment	Weightings
<b>A2 1: Physical Processes, Landforms and Management</b>	External written examination 1 hour 30 mins  The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.	24% of A level
<b>A2 2: Processes and Issues in Human Geography</b>	External written examination 1 hour 30 mins  The paper has four parts. Each part corresponds to one of the four options and includes two structured questions. Students answer two questions, one from each of their two chosen options.	24% of A level
<b>A2 3: Decision Making in Geography</b>	External written examination 1 hour 30 mins  This is a compulsory decision-making exercise in the form of a case study.	12% of A level



## **RELEVANCE TO CAREER DEVELOPMENT:**

By studying geography, you will gain a greater understanding of people and places, weather systems, tourism, sustainable development, cultures and issues affecting people and places across the world.

This course will enable you to develop a wide range of transferable and employment skills such as investigating, collecting and recording data with accuracy, collating and evaluating information and being able to contribute to important debates on the current global issues.

You may just wish to study geography for your own personal interest, but if you wish to continue the study of geography at degree level, you will need to complete the full A level course.

Through your study of geography at A level you will develop a range of transferable skills that will be valuable for the world of work including working as part of a team, problem-solving, decision-making, creative thinking and managing information.

Many of the topics or issues that you will study will be reported in the media, for example, environmental concerns such as flooding, earthquakes and global warming as well as human issues including migration, conflict, terrorism and war. This close link between studying geography and global issues could lead to careers in aid work, environmental management or governmental occupations.

**The Russell Group of universities, of which QUB is a member, states that:  
Some advanced level subjects are more frequently required for entry to degree courses than others. We call these subjects ‘facilitating’ because choosing them at advanced level leaves open a wide range of options for university study.**

**If you don’t know what you want to study at university then it’s a really good rule of thumb that taking two facilitating subjects will keep a wide range of degree courses open to you.**

**Geography is one of the eight facilitating subject areas it recommends.**

From the recent classes our students went on to study areas such as: Geography; Law; Accounting; Economics; Business; Microbiology; Mechanical Engineering; Finance; History; Politics; English and Media.

Many geography students go on to have successful and interesting careers such as urban planners, cartographers, GIS specialists, climatologists, environment managers, weather forecasters, researchers, teachers, demographers, environmental managers, law and medicine.

## **WHAT IS EXPECTED OF A STUDENT?**

A level work is distinguished by the amount and quality of work that you do that is not set by the teacher. Work done in class is the MINIMUM necessary. Wider reading of newspapers, magazines and relevant websites is recommended.

Students are expected to be able to organise their work independently and efficiently - to plan your study and keep your files and notes readable and in logical order.

We will be undertaking a compulsory residential fieldwork trip during Year 13.

**Head of Department: Mr K McKenna  
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# GCE GOVERNMENT AND POLITICS

## CCEA

### ENTRY REQUIREMENTS:

The formal entrance requirements for students wishing to study A Level Politics are:

- At least a grade **B** in GCSE English Language or Literature; and
- A grade **B** or above in GCSE History is preferred. A **B** grade in a suitable alternative literary-based subject (Geography or RE) to History will be considered where a student can demonstrate dedication to the study of Politics.
- All students selecting this subject must have a minimum of **17 GCSE** points (across 6 subjects).

### OUTLINE OF COURSE:

Few subjects are as relevant to our everyday lives as Government and Politics. This is a stimulating and rewarding subject that would suit any student who is interested in people, power and fairness in society. Studying Government and Politics gives students a real insight into the world in which they live. Students learn how the political decisions that affect our lives are made and who has the power and authority to make those decisions. They also develop analytical and evaluative skills as they debate topical and controversial issues, form their own political opinions and study different ideological viewpoints.

### EXTERNAL ASSESSMENT

External assessment is done entirely through examinations (there is no coursework to complete) and is based on a combination of shorter explanation style questions, extended essays and source analysis. There will be two exams in Year 13 and two in Year 14 as outlined in the table below.

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1:</b> The Government and Politics of Northern Ireland	External written examination with one source and four questions:  1 hour 15 minutes	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS Unit 2:</b> The British Political Process	External written examination with five questions:  1 hour 45 minutes	<b>60% of AS</b>  <b>24% of A level</b>
<b>A2 Unit 1: Option A:</b> A Comparative Study of the Government and Politics of the United States of America and the United Kingdom	External written examination with one source and six questions:  2 hours 15 minutes	<b>35% of A level</b>
<b>A2 Unit 2: Option B:</b> Political Ideas	External written examination with one source and five questions:  1 hour 30 minutes	<b>25% of A level</b>

## **INTERNAL ASSESSMENT**

Internal assessment will be on a continuous basis. All written assignments will be evaluated by the teacher and their assessments will be shared with the student. The sharing of success criteria and the explicit discussion of relevant Assessment Objectives will form a major element of the student experience. Peer and self-assessment are an integral part of assessment procedures at Advanced level in the Politics Department. In addition to this, there are two internal examinations.

### **Aims:**

This qualification aims to encourage students to:

- Develop a lifelong interest in government and politics
- Draw together different areas of knowledge, skills and understanding
- Develop higher order thinking skills, for example creative thinking and problem-solving
- Carry out research
- Think critically about the political systems in which they live and how they may participate in those systems
- Develop advanced study skills that help them prepare for third level education
- Provide extended responses and evidence of quality written communication
- Demonstrate, through external assessments, that they are able to understand and apply key concepts and can think and write critically.

## **RELEVANCE TO CAREER DEVELOPMENT**

Government and Politics is a highly respected A Level, named by Russell Group universities (the top 24 universities in the UK, including QUB) as a subject useful for a variety of degree courses in the arts, humanities, law, social sciences and business. Many students take the subject itself on to degree level, perhaps in combination with a similar subject like History. Politics is particularly useful as an access subject for Law courses, providing an especially useful insight into constitutional law through the study of the functions of various governments and through the focus of AS Unit 2 on the judiciary. Many individuals have found the subject useful in the pursuit of a career in journalism and the media, or to go on to a teaching career. Political advice or party-political work go hand-in-hand with this subject, and the completion of this A Level could be the first step in a promising career in the field of politics.

## **WHAT IS EXPECTED OF AN A LEVEL POLITICS STUDENT?**

It is hoped that the course will generate enjoyment and enthusiasm for politics and its interpretation. Students should be avid readers of a wide range of literature. Students are also encouraged to watch and critique relevant political television productions on issues relating to the topics studied.

Independent study is vital to success in Politics at A Level, along with regular past paper practice. It will be the student's responsibility to read widely on the topics in addition to the set textbooks.

Students will be expected to plan and write essays with an emphasis on evaluation and analysis of a particular focus within the AS/A-Level Politics specification. Therefore, high levels of written communication are important.

### **Throughout the course students will also be expected to:**

- Revise their class notes and any reading on a daily basis so they can recall important facts, terminology and concepts
- Read and use their textbooks to supplement class work
- Ask questions in class and participate in class discussions
- Meet deadlines for homework and independent learning topics
- Make accurate observations and keep records of them
- Interpret and evaluate sources and political texts, reaching reasoned conclusions
- Maintain an up to date knowledge of current political affairs
- Produce regular pieces of extended writing

**Course Coordinators:**  
**Ms K Gregg:** [kgregg570@c2ken.net](mailto:kgregg570@c2ken.net)  
**Mr C Johnston:** [cjohnston320@c2ken.net](mailto:cjohnston320@c2ken.net)

## **GCE HEALTH AND SOCIAL CARE CCEA**

### **ENTRY REQUIREMENTS:**

The formal requirements for students wishing to study GCE Health and Social Care are English Language or English Literature grade **C** and grade **C** in Mathematics.

### **OUTLINE OF COURSE:**

In GCE Health and Social Care, students learn about health and well-being, child development and human behaviour. They examine the rights and responsibilities of both patients and service providers. Students also look at the importance of communication in care settings and how positive care can be promoted.

Through practical activities, students apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem-solving skills.

All topics are taught by a variety of methods, including PowerPoint presentations, interactive worksheets, DVD clips, group work and independent learning, poster work and work experience.

### **SCHEME OF INTERNAL ASSESSMENT:**

Homework will be given after each lesson to reinforce what has been taught in class that day – this will range from research work, past paper questions and revision notes such as mind maps and key cards.

Class tests will take place after each topic.

### **SCHEME OF EXTERNAL ASSESSMENT:**

#### **AS LEVEL**

At AS, **there are 3 units**

Units 1 and 2 are coursework based, internally assessed Units

Unit 3 is a 2 hour examination

**AS Unit 1 – Promoting Positive Care.** 25% of AS, 10% of A level. Students must produce a written report based on a health, social care or early years setting that they have experienced. This will involve relevant work experience.

**AS Unit 2 – Communication in Care Settings.** 25% of AS, 10% of A level. Students must produce a report examining communication skills within a health, social care or early years setting. Students need to produce records showing their communication skills in a one-to-one and in a group interaction. Again, work experience will be a key aspect of this unit.

**AS Unit 3- Health and Well Being.** 50% of AS, 20% of A level. Students will learn about: Concepts of health and well-being, factors affecting health and well-being, health promotion and the approaches used, organisations responsible for health and well-being and discrimination and anti-discriminatory practice.

## **A2 LEVEL**

At A2, there are **3 compulsory units**.

Unit 3 is a 2 hour examination.

Units 4 and 5 are coursework based, internally assessed units.

**A2 Unit 3- Providing Services.** 30% of A level. Students will learn about: the effects of legislation and policy on services, the way in which needs are identified and met, the roles of the various practitioners involved in the delivery of service provision; the importance of working in teams and quality assurance processes.

**A2 Unit 2: Body Systems and Physiological Disorders** 15% of A level. Students will learn about: the structure, function and control mechanisms of two major body systems. This unit contributes to an understanding of how and why we might monitor these body systems and the importance of safety, ethics and accuracy.

**A2 Unit 5: Supporting the Family.** 15% of A level. Students will learn about changes to family structures over the years. They will produce a report on a case study and research services available for families experiencing issues.

## **RELEVANCE TO CAREER DEVELOPMENT:**

Many students with a qualification in GCE Health and Social Care go on to degree-level study in a variety of subjects such as health studies, social policy, social science, social studies, psychology, nursing and/or social work. Other students go on to complete a BTEC Diploma in Health and Social Care. Some students go straight into employment in the fields of health and social care. Health and social care is a crucial sector of work making a difference in other people's lives; from those with disabilities through to caring for the young, sick or elderly. Students will learn a variety of skills which you could utilise in a career in the caring professions including nursing, care assistants, speech therapy, social work or midwifery.

## **WHAT IS EXPECTED OF A STUDENT?**

If you enjoy coursework based study rather than examinations, Health and Social Care is an ideal choice. You will need to be organised and have good time management skills in order to succeed. You should also be an effective communicator and enjoy practical work as you will need to complete relevant work experience.

**Acting Head of Department:**  
**Miss E McAleese [emcaleese689@c2ken.net](mailto:emcaleese689@c2ken.net)**

# **GCE HISTORY**

## **CCEA**

### **ENTRY REQUIREMENTS:**

Students wishing to study History at GCE level should have an **A** grade in GCSE History or a grade **B** in GCSE History with at least a grade **B** in English Language or English Literature.

### **OUTLINE OF A LEVEL HISTORY COURSE:**

#### **There are two units in Year 13:**

Module AS 1: Germany 1919-1945

Module AS 2: Italy 1871-1943

#### **There are two units in Year 14:**

Module A2 1: Clash of Ideologies 1900-2000

Module A2 2: Partition of Ireland 1900-1925

### **ASSESSMENT:**

Assessment is by external examination, based on source analysis questions and extended essays.

#### **Aims:**

Studying A Level History provides students with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. Since many of the issues studied in History do not have clear and easy explanations, students will have the chance to become more skilled at reasoning, deduction, and at organising and evaluating information. As a result of having to defend opinions and conclusions in class discussions, students will find opportunities to develop their confidence.

This not only provides a skill set but it also keeps career options open. Studying History will help develop students' ability to think critically and argue knowledgeably about what happened in the past, and how what happened shaped – and still deeply affects – the lives of people all around the world.

#### **Learning Outcomes:**

The modules undertaken will require students to engage in historical enquiry by investigating specific historical questions, problems, or issues and use historical sources critically in their context, deploying information and reaching substantiated conclusions.

- Students will be given opportunities to carry out independent research, to evaluate contemporary evidence and to analyse the views of recent historians.
- Students will be required to recall and deploy historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner.
- Students will be required to demonstrate an understanding of key concepts such as causation, consequence, continuity and change.
- Students will be required to analyse and evaluate a range of appropriate source material with discrimination.

- Students will be required to analyse and evaluate in relation to their historical context, how aspects of the past have been interpreted and represented.

## **WHAT IS EXPECTED OF A STUDENT?**

It is hoped that the course will generate enjoyment and enthusiasm for the past and its interpretation. Students should be avid readers who read a wide range of literature. Students are also encouraged to watch and critique relevant films and television programmes on events relating to the periods studied.

Independent study is vital to success in History at A Level and it will be the student's responsibility to read widely on the topics in addition to the set textbooks.

### **As well as the above students are expected to:**

- revise their class notes and practical work on a daily basis so they can recall important facts, terminology and concepts
- read and use their textbooks to supplement class work
- ask questions in class and participate in class discussions
- meet deadlines for homework and independent learning topics
- interpret and evaluate sources and historiography, reaching reasoned conclusions

## **CAREER OPPORTUNITIES:**

History is a facilitating subject. Some Advanced Level subjects, such as History, are more frequently required for entry to degree courses than others. The Russell Group (the top 24 universities in the UK, including Queen's University) class A Level History as a 'facilitating subject' because choosing it at Advanced Level leaves open a wide range of options for university study.

History equips students with the transferable skills which are highly prized by a range of employers. A degree in History can be an impressive and attractive feature on a CV. Graduate prospects in the Top 10 UK universities for History are generally high.

A degree in History can lead to any type of career: History graduates go on to careers in teaching, law, government, financial services, arts and media, marketing and consultancy, tourism, retail, manufacturing and engineering, libraries, archives and museums, voluntary and social services, IT and communications, medicine, and the police and armed forces. Some History graduates decide to progress to postgraduate studies, often entering into research and teaching positions.

### **Our two History A-Level classes from 2022: where are they now?**

Our History students from 2022 are now in higher education studying a range of degrees. Law, Modern History and Politics are once again popular with our students at university. Others are studying International Relations, Architecture, Civil Engineering, Economics with Finance, Business Management, Journalism, Accounting, Psychology, Criminology, Irish, Spanish, Culinary Arts and Drama.

**Head of Department: Ms K. Gregg**  
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## **INFORMATION TECHNOLOGY (CTEC) OCR**

This course, OCR Level 3 Cambridge Technical Introductory Diploma in IT, does not award a grade after one year of study - the work for all units is spread over a 2-year period and a final grade is issued at the end of Year 14.

### **ENTRY REQUIREMENTS:**

Upon entry to this course, students must have a minimum of a **C** grade in Mathematics and a **C** Grade in English Language or English Literature.

Students who wants to do well in IT must have the ability to express themselves in a clear manner. They must also be well organised as the course is 100% coursework and a lot of documentary evidence is required for achieving a successful grade. Finally, pupils must have the ability to work with a high degree of self-discipline and to see each tasks through to its conclusion.

### **OUTLINE OF COURSE:**

#### **AS Level Structure**

**AS Unit 1** - Communication and Employability Skills

**AS Unit 2** - Information Systems

**AS Unit 43** - Understanding Social Media for Business

#### **A2 Level Structure**

**A2 Unit 12** - Website Production

**A2 Unit 6** - E-Commerce

**A2 Unit 23** - Database Applications

### **SCHEME OF ASSESSMENT**

Students will have to complete 3 units in Year 13 and 3 units in Year 14.

### **Grading**

Each unit is awarded a Distinction, Merit and Pass which are awarded UCAS points.

OCR Cambridge Technical Introductory Diploma		
OCR GCE Descriptor	OCR Grading	A level Equivalent
D*	56	A*
D	48	A
M	32	C
P	16	E

## **RELEVANCE TO CAREER DEVELOPMENT:**

Cambridge Technicals are vocational qualifications that are designed to give pupils a work-focused alternative to A Levels.

They have been designed to give students opportunities to demonstrate and develop the practical application of knowledge and understanding in the areas of work that appeal to them. This will enable students to develop their research skills as you work, both independently and with others, to progress through qualifications.

The assessment for the qualifications is task-based which means if pupils prefer to learn in a way that is more practical and work-related, then Cambridge Technicals are ideal.

## **Progression Opportunities**

Cambridge Technicals give pupils a choice of opportunities once they have completed them. The great thing about this qualification is that it keeps options open – so if a student is not fully convinced that a vocational way of learning is right for him, then Cambridge Technicals keep the door open for a move to higher education further down the line.

### **The three choices are:**

- **Employment**, where you can put your new practical skills towards generating an income.
- **Further education**, such as a higher-level qualification at school or college.
- **Higher education**, such as a degree course at university.

**Head of Department: Mr R. Crozier**  
**rcrozier536@c2ken.net**

## GCE IRISH CCEA

The new A level Irish specification will give you a fascinating insight into the Irish language and culture. Whilst developing the ability to communicate confidently and effectively in Irish both in Speaking and in Writing, you will also learn about the contemporary society, cultural background and heritage of Irish-speaking countries and communities.

The study of Irish will significantly contribute to your personal development, will help you gain skills through independent study and research and widen your career opportunities.

### ENTRY REQUIREMENTS

The formal requirement for students wishing to study A level Irish is Grade **A**, though a high grade **B** may be considered for students who have a strong profile in this subject. A minimum Grade **C\*** in GCSE English Language / Literature is essential due to the literary aspect of the course.

As well as the academic achievement stated above, we expect students who wish to study A level Irish to have a passion and enthusiasm for their native language, and commit themselves to extra-curricular study of the language throughout the year.

This can be through attendance at extra conversation classes, (students will be provided with details of these at the start of the academic year) or through volunteering as an assistant at “An Cumann Gaelach” in school or working as a mentor with younger students.

The importance of independent study at A level cannot be underestimated. It is essential for any student who is undertaking the study of a language at A level to have the self-motivation and maturity to regularly undertake the revision of vocabulary and completion of extra work independently.

### What will I study?

AS Level - Areas of Study
AS THEMES: <ul style="list-style-type: none"><li>● Relationships (family structures, roles and responsibilities within families, challenges, and influences on young people)</li><li>● Culture and lifestyle (diet, exercise, smoking, alcohol, hobbies and interests, social media and holidays / travel)</li></ul>
At AS students also study short films “Gearrscannáin” for their extended writing module. FILM: <ul style="list-style-type: none"><li>● Mercier: Lipservice</li><li>● O’Hara: Yu Ming is Ainm Dom</li><li>● O’ Reilly: Clare sa spéir</li></ul>
A2 Level – Areas of Study
A2 THEMES: <ul style="list-style-type: none"><li>● Young people in Society (Part-time jobs, education and employment, career planning, young people and democracy)</li><li>● Our place in a changing world (Equality, discrimination and prejudice, poverty, immigration and emigration, environmental issues)</li></ul>

At A2 students also study one piece of literature for their extended writing module.

One of the following literary texts:

- Mac Labhraí: Anam na Teanga
- Ó Tuairisc: Lá Fhéile Mhíchíl
- Filíocht
- Máire Mhac an tSaoi
- Máirtín Ó Direáin
- Seán Ó Ríordáin
- Cathal Ó Searcaigh

#### ASSESSMENT:

Unit	Assessment Description	Weighting
<b>AS Unit 1: Speaking</b>	Presentation (3 minutes) Conversation (8 minutes) conducted by an external examiner	<b>30% of AS</b>  <b>12% of A level</b>
<b>AS Unit 2: Listening, Reading and Use of Language</b>	<b>Section A: Listening</b> 2 sets of questions based on two passages recorded on disk. (40 minutes)  <b>Section B: Reading</b> One set of questions in Irish based on one passage and one translation from Irish to English  <b>Section C: Use of Language</b> Five questions with grammar / lexical exercises and translation of sentences from English to Irish (1 hour 20 minutes for B & C)	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS Unit 3: Extended Writing</b>	One extended written response chosen from a range of questions (one hour)	<b>30% of AS</b>  <b>12% of A level</b>
<b>A2 Unit 1: Speaking</b>	Introduction (1 minute) followed by a discussion (5 minutes) Conversation ( 9 minutes)	<b>18% of A level</b>
<b>A2 Unit 2: Listening and Reading</b>	<b>Section A: Listening</b> Two sets of questions based on two passages with answers in Irish and English. (45 minutes) <b>Section B: Reading</b> 2 sets of questions in Irish based on 2 passages, one summary exercise and one translation from English to Irish. (2 hours)	<b>24% of A level</b>
<b>A2 Unit 3: Extended writing</b>	One extended writing response chosen from a range of questions. 1 hour	<b>18% of A level</b>  <b>60% of A level</b>

## **SCHEME OF INTERNAL ASSESSMENT:**

Internal assessment is carried out on a continual basis, using both formative and summative assessment of the 4 key Skill areas - Listening, Writing, Reading and Speaking. Students will undertake 4 tracking assessments throughout the Year as well as a mock examination at Christmas of Year 13 and Year 14.

It is essential that pupils who wish to pursue this course understand, from the outset, that learning homework is of equal importance to written homework and must be undertaken on a regular basis, to achieve success.

## **RELEVANCE TO CAREER DEVELOPMENT:**

A level Irish is an excellent choice which offers you a range of career possibilities - not just teaching!!! Through the study of Irish, you acquire a broad range of knowledge and skills – something which employers of today look very favourably upon from graduates with languages. Having an A-level in Irish opens the door to a host of career opportunities including business, media, education or government. The main reason why employers actively seek employees with language skills is because we are great problem solvers (e.g. forming points of grammar correctly), we can think laterally and creatively, and our presentation and communication skills are excellent (a skill which is in steep decline among young people today). Furthermore, studying A level Irish is fun. While it is true that you learn (lots of) vocabulary and grammar, you also learn about the culture, history, literature, society and lifestyle associated with our country and our native language. You have the ability to leave school being able to speak a language fluently – something which you can take with you throughout your entire life!

**Acting Head of Department: Mr E O'Neill**  
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## **GCE MATHEMATICS CCEA**

### **ENTRY REQUIREMENTS:**

It is expected that a student applying for this course has gained at least a **B** grade in GCSE Further Mathematics.

Although not recommended, if a pupil has not studied GCSE Further Mathematics, a Grade **A** in GCSE Mathematics is essential. The A grade must have been obtained by sitting an M4 and M8 GCSE paper with a minimum of 60% raw mark in each paper.

It is recommended that a student chooses GCE Mathematics with GCE Physics as both courses have common content and complement each other.

### **OUTLINE OF COURSE:**

This specification encourages students to:

- Understand Mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study;
- Extend their range of mathematical skills and techniques;
- Apply Mathematics in other fields of study and be aware of the relevance of Mathematics to the world of work and to situations in society in general;
- Construct mathematical proofs;
- Read and comprehend articles concerning applications of Mathematics and communicate their understanding;
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

### **INTERNAL ASSESSMENT:**

There will be continuous day to day assessment involving written work in class, homework and common assessment tasks (CATs) to ensure knowledge of specific areas of study.

### **EXTERNAL ASSESSMENT:**

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1: Pure Mathematics</b>	External written examination	<b>60% of AS</b>
	1 hour 45 minutes	<b>24% of A level</b>
<b>AS Unit 2: Applied Mathematics</b>	External written examination	<b>40% of AS</b>
	1 hour 45 minutes	<b>16% of A level</b>
<b>A2 Unit 1: Pure Mathematics</b>	External written examination	<b>36% of A level</b>
	2 hours 30 minutes	
<b>A2 Unit 2: Applied Mathematics</b>	External written examination	<b>24% of A level</b>
	1 hour 30 minutes	

## **RELEVANCE TO CAREER DEVELOPMENT:**

A successful student of GCE Mathematics could choose any number of careers. Those specifically mathematically based are Mathematics Teaching or Lecturing, Accountancy, Actuarial work and Engineering. GCE Mathematics is also relevant to scientific based careers such as Medicine, Dentistry, Veterinary Science, Pharmacy, Optometry and Architecture.

## **WHAT IS EXPECTED OF A STUDENT?**

A student of Mathematics is expected to work independently each evening on homework and external resources. He is expected to participate in mathematical extra-curricular activities e.g. UKMT Mathematics Challenges and Team Challenges. He is expected to participate in mentoring younger students in lunchtime support classes, timetabled classes (where possible) and act as a role model within the department.

**Head of Department: Mrs. C Bowman**  
**cbowman528@c2ken.net**

## **GCE MOVING IMAGE ARTS CCEA**

### **RATIONALE:**

Moving image has been one of the most important languages of the 20th and 21st centuries and arguably constitutes the primary symbolic form of contemporary world cultures, whether delivered through film, television, video, computer software or networks.

The AS and A2 qualifications seek to encourage both practical and critical skills in students and enable them to develop their creative and imaginative powers and the practical skills for exploring, communicating and expressing ideas, feelings and meanings through moving image construction.

This qualification allows for in-depth study of the following areas: Film, Television, and Documentary formats. Within St Malachy's the main focus will be on the area Film Genres.

St Malachy's College was one of the first 7 colleges/ schools in the UK to pilot the AS qualification from its instigation over a decade ago and was one of a similar number of centres piloting the full A Level qualification and subsequently the GCSE. St Malachy's students have been to the fore in the expressive and creative use of the medium of digital video and have won major accolades and critical acclaim in film festivals and events over the years since its inception. A number of former students are currently working within the film industry in a variety of roles from screenwriting and directing to camera work, cinematography, and art directing.

There are no prohibited combinations with other qualification choices at AS or A2. Subject to timetable constraints, this qualification may be taken in conjunction with any other qualification.

### **ENTRY REQUIREMENTS:**

It is essential that students wishing to study this course have gained a minimum of a **B** grade in a relevant GCSE such as MIA, Art, English Language or English Literature. Visual literacy, creativity, and skills in relation to artistic and aesthetic appreciation are necessary to study this subject. Moving Image Arts is primarily a creative, practical course ideally suited to motivated students with imagination and ideas. Appreciation and understanding of Music or Art and Design would be an advantage.

### **AS COURSE STRUCTURE AND ASSESSMENT:**

There are two units of study for AS Moving Image Arts. One unit is assessed through coursework, which is set and marked internally, then moderated externally. The other unit takes the form of an online examination that is externally set and externally marked.



## **AS Unit 1**

### **Realist and Formalist Techniques and the Classical Hollywood Style – Foundation Portfolio**

AS1 Coursework is internally set and internally marked by the teacher (with external moderation). It accounts for 60% of marks at AS.

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

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

## **AS Unit 2**

### **Critical Response**

AS2 is assessed through an online examination. It accounts for 40% of the total marks at AS.

In this unit students will develop an understanding of the conceptual framework for reading and understanding moving image products. Students will come to an understanding of the key concepts of moving image product study. The students will also explore key contextual references in American and European cinema, involving consideration of realism and expressionism.

In the examination, students will be presented with previously unseen moving image sequences and will be expected to answer questions in terms of key concepts of film language in relation to both live action and animation. Students will also be expected to recall and analyse key historical concepts in cinema.

## **A2 COURSE STRUCTURE AND ASSESSMENT:**

The structure of the A2 course will be similar to the AS, with students producing one unit of practical coursework that will be set and marked by their teacher (with external moderation). They will also take an online examination that will be externally set and externally marked.

Students will have opportunities to continue using new technologies enabling further creative experimentation, building upon the knowledge and creative competence that they have developed at AS level.

### **A2 Unit 1- Creative Production and Research- Advanced Portfolio**

A2 1 Coursework is internally set and internally marked by the teacher (with external moderation). It accounts for 60% of marks in the second year of the course.

In this unit students will explore their ideas in a personal and individual way, presenting written research as well as one complete production of approximately 5-7 minutes in length with all necessary preproduction and supporting material.

### **A2 Unit 2- Advanced Critical Response**

A2 2 is similar to the second unit at AS. It is assessed through an online examination. As well as exploring narrative and visual style of supplied film clips, students will also undertake a short exercise exploring creativity. The unit accounts for 40% of the marks in the second year of the course.

The AS units make up 40% of the full A level qualification, and the A2 units make up 60%.

### **RELEVANCE TO CAREER DEVELOPMENT:**

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

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

For those who are interested in progressing towards a career other than in the visual arts, AS/ A2 Moving Image Arts offers the opportunity to achieve a good grade for higher education application, and may also be studied as an enjoyable enrichment course, that develops cultural, critical and aesthetic understanding of film, video and other moving image products.

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

**Subject Coordinator: Ms S O'Reilly**  
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## **GCE MUSIC**

### **CCEA**

#### **SUMMARY:**

St. Malachy's Music Department follow the **CCEA A Level Music** syllabus, which comprises AS and A2 courses. Within each course, Performance is examined live near the end of the year, Composition coursework is submitted, and a Listening examination is completed in June of each year.

Students should be prepared to immerse themselves in the activities on offer in the Music Department. Singing in the College Choir is compulsory. Playing in an ensemble is also advised due to the exposure to a broad range of repertoire and the development of important listening skills.

At various points throughout the year, pupils will complete formal assessments and will receive regular homework including wider listening, essays, composition work etc. Regular practising on their instrument/voice is a necessity and is expected. The Music Department produces all materials for study, based on CCEA online resources and textbooks.

#### **ENTRY REQUIREMENTS:**

Students should have attained at least an **A** in GCSE Music, although GCSE Music is not always necessary if a student is at an advanced practical level (grade 7 and above), and has been attending the CBSM or similar Music school. In any case, you should seek the advice of the Head of Music before selecting A Level Music.

#### **Pupil Profile**

Potential A Level Musicians should:

- be taking instrumental/vocal lessons
- have achieved at least Grade 5 level on an instrument or voice (including Irish traditional and Rock/Theatre)
- practise their instrument/voice regularly and be committed to at least one ensemble
- comfortably read music on treble and bass clefs
- develop an interest in Classical Music as well as more popular genres
- be a member of the School Choir throughout the course
- partake in Music Theory classes to improve their technical knowledge, if necessary
- demonstrate a love for all styles of music and performance!

#### **School Concerts and Trips**

A Level Music students will naturally be involved in the musical life of the School and take advantage of performance opportunities including informal lunchtime concerts, annual large scale concerts and participate in Music Festivals. The Department also run trips to Ulster Orchestra concerts, therefore a willingness to get involved and become musically proactive to benefit your all-round musical development is desirable!

## **ASSESSMENT:**

### **AS UNIT 1**

1. Solo Performance only, 5-7mins. Grade 6 equivalent.
2. Viva Voce

### **AS UNIT 2**

Option A:

- Compose one piece. 1.5 - 2.5 mins long. Own choice/brief/style. Submitted as recording, live or sequenced. Score optional.
- 1000 words commentary

### **AS UNIT 3**

- Aural Perception test 1 hour (3 set works, 2 unseen)
- Written test 2 hours (one orchestra set work score, 1 unseen orchestra score, 2 extended writing essays on sacred and secular vocal)

#### **1. Music for Orchestra 1700-1900**

- Vivaldi Concerto in G for Two Mandolins, I and II mvts
- Mozart Symphony 39 K543, I mvt
- Beethoven Eroica Symphony 3, Op.55, IV mvt
- Brahms Violin Concerto, Op.77, III mvt

#### **2. Sacred Vocal Music (Anthems)**

- Gibbons, This is the Record of John
- Handel, Zadok the Priest HWV258
- Mendelssohn, Hear my Prayer WoO 15
- Rutter, A Clare Benediction, For the Beauty of the Earth

#### **3. Secular Vocal Music**

- Kern, Ol' man River from Showboat
- Rodgers and Hammerstein, Soliloquy from Carousel
- Bernstein, Tonight (quintet) from West Side Story
- Shonberg and Boubil, One Day More from Les Misérables

### **A2 UNIT 1**

1. Solo Performance only, 8-10mins. Grade 7 equivalent.
2. Viva Voce

### **A2 UNIT 2**

Option A:

- Compose one piece. 2-3mins long. Own choice/brief/style. Submitted as a recording, live or sequenced. Score optional.
- 1200 words commentary

### **A2 UNIT 3**

- Aural Perception test 1 h 15m (3 set works, 2 unseen)
- Written test 2 hours (one orchestra set work score, 1 unseen orchestra score, 2 extended writing essays on sacred and secular vocal)

#### **1. Music for Orchestra in the 20th century**

- Debussy, Nuages from Three Nocturnes

- Ravel, Menuet and Rigaudon from Le Tombeau de Couperin
- Bartok, Concerto for Orchestra, I mvt
- Bernstein, Three Dance Episode from On The Town

## **2. Sacred Vocal Music (Mass/Requiem Mass)**

- Byrd, Mass for Five Voices, Kyrie and Agnus Dei
- Mozart Requiem, Introit and Kyrie (orch score)
- Faure Requiem, Libera Me (orch score)
- Chilcott, A Little Jazz Mass, Kyrie and Agnus Dei (mixed voice version)

## **3. Secular Vocal Music 1600 - present day**

- Weelkes, Thule the period of cosmography and The Andalusian Merchant
- Handel, I Rage and O Ruddier than the Cherry from Acis and Galatea
- Schumann, Widmung (Ab major) and Ich Grolle Nicht (C major)
- Copland, Simple Gifts and I Bought Me a Cat from Old American Songs

## **UNIVERSITY AND CAREER:**

Music is a valued subject by all universities. It is a highly academic subject and students who study A Level Music are talented individuals, able to stand up in front of others and deliver a performance under pressure, able to work well with others and either lead or conform and cooperate, able to analyse and interpret with attention to fine detail, and they are great listeners! Many College Alumni who have studied Music have gone on to successful careers in Medicine, Pharmacy, Law etc.

There are also huge employment opportunities in the Music business including:

- Music journalism
- Sales
- Recording engineer
- Producer
- Studio technician
- Publisher
- Music, performance rights or copyright Lawyer
- Conductor
- Teacher
- Performing - pop, rock, orchestras, traditional music
- Composing Film Music, TV/Radio Jingles, computer music etc
- Music Therapy

**Head of Department: Mr. D Strange**  
**dstrange376@c2ken.net**

## **GCE PHYSICS CCEA**

### **ENTRY REQUIREMENTS:**

#### **For GCSE Physics students:**

At least a **B** in GCSE Physics, with **AB** in Maths and Further Maths (any order).

For students who have not studied Further Maths at GCSE, they must have an **A** in Maths and have completed M4 & M8 GCSE Maths components. The study of A Level Maths is essential in this case.

#### **For DA Science students:**

**AA** in DA and **AB** in Maths and Further Maths (any order).

For students who have not studied Further Maths at GCSE, they must have an **A** in Maths and have completed M4 & M8 GCSE Maths components. The study of A Level Maths is essential in this case.

*Studying A-level Maths is strongly recommended*

### **OUTLINE OF COURSE:**

This specification aims to encourage students to:

- develop their interest in and enthusiasm for physics, including developing an interest in further study and careers in this subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop competence in a range of practical, mathematical and problem-solving skills;
- develop and demonstrate a deeper appreciation of scientific skills, and knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other; and
- develop advanced study skills that help them prepare for third level education.

### **INTERNAL ASSESSMENT:**

There will be continuous day to day assessment involving written work in class, homework and common assessment tasks (CATs) to ensure knowledge of specific areas of study.

**EXTERNAL ASSESSMENT:**

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1: Forces, Energy and Electricity</b>	Written examination consisting of compulsory short answer questions and some required extended writing <b>1 hour 45 minutes</b>	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS Unit 2: Waves, Photons and Astronomy</b>	Written examination consisting of compulsory short answer questions and some required extended writing <b>1 hour 45 minutes</b>	<b>40% of AS</b>  <b>16% of A level</b>
<b>AS Unit 3: Practical Techniques and Data Analysis</b>	Practical examination of skills consisting of short tasks, and a separate paper requiring analysis of experimental results <b>2 (1 hour) components</b>	<b>20% of AS</b>  <b>8% of A level</b>
<b>A2 Unit 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b>	Written examination consisting of compulsory short answer questions and some required extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. <b>2 hours</b>	<b>24% of A level</b>
<b>A2 Unit 2: Fields, Capacitors and Particle Physics</b>	Written examination consisting of compulsory short answer questions and some required extended writing. The questions have elements of synoptic assessment, drawing together different strands of the specification. <b>2 hours</b>	<b>24% of A level</b>
<b>A2 Unit 3: Practical Techniques and Data Analysis</b>	Practical examination of skills consisting of two experimental tests, and a separate paper requiring analysis of experimental results <b>2 (1 hour) components</b>	<b>12% of A level</b>

**RELEVANCE TO CAREER DEVELOPMENT:**

A successful student of GCE Physics could choose from a wide range of careers. The problem-solving, analysis and evaluating skills developed in this subject are highly sought after by both scientific and non-scientific disciplines and the number of employers seeking these skills are on the increase. Those related more specifically to physics content are any form of engineering and any scientific discipline such as medicine, dentistry, computer science, pharmacy, optometry, architecture, materials science, nuclear science, astronomy, astrophysics, space science, renewable energy science. The financial industry also highly values applicants with a Physics degree.

## **WHAT IS EXPECTED OF A STUDENT?**

A student of physics is expected:

- to work each evening on homework and revision of class notes and practical work so he can recall important facts, terminology and concepts;
- to work independently on further resources so he can gain much needed practice in answering questions, and keep a record of this work;
- to be prepared to ask questions in class and participate in class discussions;
- to seek help when misunderstandings or difficulties arise;
- to be responsible for catching up on missed work due to absence
- to be fully prepared for class tests and CATs

**Acting Head of Department: Mr T. Rocks**  
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## **GCE RELIGIOUS STUDIES CCEA**

### **ENTRY REQUIREMENTS:**

A minimum of a **B** grade at GCSE RE is required. Religious Studies is a literary subject therefore, a minimum of a **C\*** grade in English Language, English Literature or History at GCSE is also required.

### **OUTLINE OF COURSE:**

#### **AS (Year 13)**

##### **AS 2: An Introduction to the Acts of the Apostles**

Students explore the beginnings of the Church of the New Testament. Students trace the journey of the Gospel, from Jerusalem to Judea and Samaria and into the Gentile world of the first century. At the start of the unit, students set the Acts of the Apostles in the context of the New Testament by studying authorship, date and purpose. They also learn about the organisation and worship of the early Christian community. Students identify the role and importance of key individuals in the growth and expansion of the Church and assess their contribution. Students focus on Peter, Stephen and Philip with the start of the missionary work in Jerusalem, and the first expansion to Judea and Samaria. They study Paul's work as a missionary and evangelist through his missionary journeys and speeches. Students also explore the relationship between the Acts of the Apostles and other aspects of human experience.

##### **Unit AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics**

Students explore the themes and principles that are foundational to religious ethics. These include: the role of Christian scripture in informing Christian ethics, the deontological approach of natural moral law, and the teleological approaches of utilitarianism and situation ethics. They then apply these ethical approaches to key issues in medical ethics, such as human infertility, surrogacy, and embryo research. Students explore the relationship between science, technology, and Christian ethics. Students also examine the moral debates surrounding life and death issues such as abortion and euthanasia.

## **A2 (Year 14)**

### **A2 2: Themes in Selected Letters of St Paul**

(Galatians, 1 Corinthians, and Ephesians)

Students explore Paul's role as a Christian evangelist in greater depth through his letters to the churches established during his missionary journeys in Acts. Students engage in detailed study of texts and critically assess the importance of Paul's teaching for early Christian communities and the Church today. Students also focus on the role of Paul as pastor and theologian. In the final theme on controversy, division and resolution students examine the problem of controversy in religion and highlight some potential areas of conflict. The contribution of religion in encouraging dialogue and resolution is an important issue relating to controversy and division. Students initially study this theme in relation to the texts. It then provides a perspective from which students can consider the content of other units.

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

Students examine the development of virtue ethics and a study of free will, determinism, and libertarianism. Students learn about global rights and human rights, focusing on sexual identity and gender-related issues. Students examine the nature and purpose of justice and punishment and the problems presented by contemporary warfare. In the final theme on conscience, freedom, and tolerance, students consider the notion of moral duty and the link between religion and morality. An important issue relating to the capacity for religion to promote tolerance is the question of whether fundamentalism has the opposite effect.

### **SCHEME OF INTERNAL ASSESSMENT:**

Internal assessment will be on a continuous basis. All written assignments will be evaluated by the teacher and their assessments will be shared with the student. In addition to this there are internal examinations at Christmas time.

## **SCHEME OF EXTERNAL ASSESSMENT: May/June**

### **The AS Assessment:**

#### ***Two 1 hour 20 minute external written examinations***

Students answer one from two questions in Section A and one from two questions in B.

**Paper 1 AS 2: An Introduction to the Acts of the Apostles**

**Paper 2 AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics**

Each paper is worth 50% of AS 20 % of A level

### **The A2 Assessment:**

#### ***Two 2 hour external written examinations***

Students answer two from three questions in Section A and the compulsory synoptic question in Section B

**Paper 1 A2 2: Themes in Selected Letters of St Paul**

**Paper 2 A2 7: Global Ethics**

Each paper is worth 50% of A2 30% of A level

## **RELEVANCE TO CAREER DEVELOPMENT:**

An A-level in Religious Studies is a formal qualification that will help a student gain access to a wide variety of Arts, Social Science and Business courses at university. Also courses in Law, Teaching, Public service, Politics, Human Rights, Journalism, Social Work, Community Work, Counselling, Charity organisations, Ministry, Medicine and Health Care and Scientific-research.

For those students who hope to develop a career within the education system it should be noted that Religious Studies is one of the most important subjects within the curriculum of schools. There are therefore more teaching jobs in Religious Studies than in many other subjects.

A-level Religious Studies, in itself, is a valuable qualification. It offers students the opportunity to acquire the skills of evaluation and constructive analysis which are prerequisite for many professions and walks of life in the modern world. It also allows students an opportunity to deepen their knowledge and understanding of their own Christian faith.

## **WHAT IS EXPECTED OF A STUDENT?**

Since the course is a demanding one it would be expected that all homework and written assignments set by the teacher would be completed on time. Students will need to develop an appetite for reading and independent study.

Students taking AS RE and A2 RE are exempt from General RE classes in Years 13 & 14 respectively.

**Head of Department: Mr N. Hammersley**  
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## **GCE SPANISH CCEA**

The GCE Spanish specification aims to enable students to:

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

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

### **ENTRY REQUIREMENTS:**

It is expected that students will normally have achieved at least a GCSE Grade **A** in Spanish before taking this course. In addition, a **C\*** grade in English Language or English Literature is required to study this course.

Some appreciation of the culture and way of life of Spanish speaking countries is also expected. Successful students are interested in developing this understanding and exploring in greater depth the topic areas that they have covered at GCSE.

### **OUTLINE OF COURSE:**

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

At **AS** level, students explore the following themes:

- Relationships (topics for development within this theme include different family structures, roles within families, intergenerational issues and influences on young people)
- Culture and Lifestyle (topics for development within this theme include physical well-being, hobbies and interests, the arts, and social media and new technology)

Also at AS level, students either study film or literature. We currently study Cuerda's *La lengua de las mariposas*.

At **A2** level, students explore the following themes:

- Young People in Society (topics for development within this theme include part-time jobs, education and employment, and European citizenship)
- Our place in a Changing World (topics for development within this theme include equality/inequality, poverty at home and abroad, sustainable living and environmental issues)

Also at A2 level, students study literature. We currently study Lorca's *La casa de Bernarda Alba*.

### **SCHEME OF INTERNAL ASSESSMENT:**

Internal assessment is carried out on a continual basis, through classroom observation of listening, writing, reading and speaking activities. There are also a number of recorded assessments throughout the academic year, designed to test all four skill areas, as well grammatical understanding. In addition, there is a mock examination at Christmas of Year 13 and Year 14.

It is essential that pupils who wish to pursue this course understand, from the outset, that learning homework is of equal importance to written homework and must be undertaken on a regular basis, to achieve success.

### **SCHEME OF EXTERNAL ASSESSMENT:**

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>AS Unit 1: Speaking</b>	Q1: presentation (approximately 3 mins.) Q2: conversation (approximately 8 mins.)	<b>30% of AS level</b>  <b>12% of A level</b>
<b>AS Unit 2: Listening, Reading and Use of Language</b>	Listening: Students answer two sets of questions based on two discrete passages recorded on disk Reading: Q1: students answer one set of questions in Spanish based on one passage Q2: translation of a passage from Spanish into English Use of Language: Q1-4: short grammatical and lexical exercises Q5: translation of short sentences from English into Spanish	<b>40% of AS level</b>  <b>16% of A level</b>
<b>AS Unit 3: Extended Writing</b>	Students write one essay in Spanish in response to the set film	<b>30% of AS level</b>  <b>12% of A level</b>

<b>Content</b>	<b>Assessment</b>	<b>Weightings</b>
<b>A2 Unit 1: Speaking</b>	Q1: students introduce and discuss an individual research project (based on, for example, an aspect of Spanish culture) (approximately 6 mins.) Q2: conversation (approximately 9 mins.)	<b>18% of A level</b>
<b>A2 Unit 2: Listening and Reading</b>	Listening: Students answer two sets of questions based on two discrete passages recorded on disk Reading: Q1: students complete gap-filling exercise in Spanish Q2: students answer a set of questions in Spanish based on one passage Q3: students read a passage in Spanish and summarise in English Q4: students translate a passage from English into Spanish	<b>24% of A level</b>
<b>A2 Unit 3: Extended Writing</b>	Students write one essay in Spanish in response to the set literary text	<b>18% of A level</b>

## **RELEVANCE TO CAREER DEVELOPMENT:**

A level Spanish is an excellent choice if you want a fascinating subject that offers you a range of career possibilities (not just teaching!!!), is a lot of fun along the way and gives you a broad range of knowledge and skills – incredibly important tools to have under your belt. With a qualification in Spanish, such as an A level, there are many career opportunities open to you, ranging from business (e.g. banking, international law and advertising), to communications (e.g. translation and journalism) through to governance (e.g. diplomatic sector). The main reason why employers actively seek employees with language skills is because we are great problem solvers (e.g. forming points of grammar correctly), we can think laterally and creatively (e.g. expressing ourselves, using the Spanish we know) and our presentation and communication skills are excellent (think about all the speaking tests you). Furthermore, studying A level Spanish is fun. While it is true that you learn (lots of) vocabulary and grammar, you also learn about the culture, history, literature, society and lifestyle associated with Spain and Spanish speaking countries.

## **WHAT IS EXPECTED OF A STUDENT:**

We expect that every student who chooses to study Spanish at A level does so because he has enjoyed the subject at Key Stage 3 and GCSE level, is motivated to succeed, and has a desire to further improve his knowledge of the language and its culture. In order to succeed at this level, the student must:

- have a commitment to study equally hard at home as at school
- learn and revise regularly the vocabulary and grammatical structures of the language
- be prepared to involve himself in additional, independent study
- participate fully and enthusiastically in the oral elements of the subject

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## **GCE PHYSICAL EDUCATION - WJEC**

The WJEC AS and A level in Physical Education will enable learners to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how physiological and psychological states affect performance
- Understand the key socio-cultural factors that influence people's involvement in physical activity and sport.
- Understand the role of technology in physical activity and sport.
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity makes to health and fitness
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

This specification has been designed to allow learners to develop an appreciation of physical education in a wide range of contexts. It is designed to integrate theory and practise with an emphasis on the application of theoretical knowledge. Learners will develop an understanding of how the various theoretical concepts impact on their own performance, through the integration of theory and practice. Learners will also have the opportunity to develop an awareness of contemporary issues relevant to physical education and sport.

### **ENTRY REQUIREMENTS:**

There are 2 pathways to entry at AS Level.

1. A student who wishes to study Physical Education should have at least a Grade **B** in GCSE PE.
2. A student who has NOT studied GCSE PE should:
  - a. Be playing 1 sport at a competitive level.
  - b. Have a **C\*** in English Language
  - c. Have a **BB** in Double Award Science

### **OUTLINE OF COURSE:**

The WJEC AS and A level in Physical Education provides a coherent combination of four areas of study:

1. Exercise physiology, performance analysis and training
2. Sport psychology
3. Skill acquisition
4. Sport and society

Any of the areas of study can be assessed in any of the units. The content can be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation of performance. The specification enables learners to understand the

interrelationships between the areas of study and apply them in a variety of contexts. Quantitative Skills Quantitative skills will be assessed in units 1 and 3 as part of the written examinations and in units 2 and 4 as part of the analysis and evaluation in the non exam assessments.

### **AS Unit 1**

#### **Exploring Physical Education**

Written examination : 1¾ hours 24% of A level qualification (60% of AS qualification)  
72 marks

To assess all AS subject content

#### **Question types**

Contextualised questions to include multiple choice, data response short and extended answers.

### **AS Unit 2**

#### **Improving personal performance in Physical Education**

Non-exam assessment 16% of A level qualification (40% of AS qualification)  
48 marks

To assess:

- Practical performance in **one** activity as a player/performer and as a coach or official
- Personal Performance Profile

#### **1. Practical performance as a player/performer**

Learners must demonstrate and apply the relevant skills and techniques for the sport/activity. All activities should be played under competitive/formal conditions.

#### **2. Practical performance as a coach**

Learners must plan and deliver a coaching session as part of a training programme.

#### **3. Practical performance as an official**

Learners should be the main official in their chosen activity in a competitive situation. Activities that are acceptable for assessment as an official can be seen on the WJEC website.

Assessment as a player/performer or official coach must be in one of the activities on the WJEC website.

#### **4. Personal Performance Profile**

The personal performance analysis must be of the chosen practical activity. It must be underpinned by appropriate theoretical subject content and provide learners the opportunity to demonstrate quantitative skills.



### **A Level Unit 3**

#### **Evaluating Physical Education**

Written examination: 2 hours 36% of qualification 90 marks

To assess all A level subject content

#### **Question types**

A range of questions to include data response, short and extended answers.

### **A level Unit 4**

#### **Refining personal performance in Physical Education**

Non-exam assessment 24% of qualification 60 marks

To assess:

- Practical performance in one activity as a player/performer, coach or official
- Investigative Research

#### **1. Practical performance as player/performer**

Learners must demonstrate and apply the relevant skills and techniques required for the sport/activity. All activities should be played under competitive/formal conditions.

#### **2. Practical performance as a coach**

Learners must plan and deliver a progressive coaching session as part of a training programme.

#### **3. Practical performance as an official**

Learners should be the main official for their chosen activity in a competitive situation. Learners will be assessed in their ability to make consistent and correct decisions.

Activities that are acceptable for assessment as an official can be seen on the WJEC website.

Assessment as a player/performer coach or official must be in one of the activities on the WJEC website.

#### **4. Investigative Research**

The research should help the learner to improve personal performance as a player/performer, coach or official. It must be linked to the chosen practical activity and contain research into appropriate theoretical subject content. It must provide opportunities for candidates to demonstrate quantitative skills.

### **RELEVANCE TO CAREER DEVELOPMENT:**

In this course you will develop your knowledge, understanding and skills in anatomy and physiology, research, analysis, planning, time management, problem-solving and communication as a coach or instructor. It can open up a wide range of opportunities in higher education or in a successful career, for example as a PE teacher, personal trainer, leisure centre manager, exercise physiologist, physiotherapist, sports coach and strength and conditioning coach.

**Head of Department: Mr A. Fulton**  
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# GCE TECHNOLOGY & DESIGN

## CCEA

### ENTRY REQUIREMENTS:

Students entering A Level Technology & Design are expected to have achieved at least a grade **B** GCSE Technology & Design.

In addition, these students must have a great record of meeting deadlines as this course includes independent work and coursework.

### OUTLINE OF COURSE:

This specification gives you the opportunity to get involved in the world of design. It will equip you with the skills required to take an initial idea through the process of design, utilising a range of scientific and engineering principles, with the ultimate goal of realising a practical outcome.

In particular, this specification will allow you to:

- develop creative and innovative ideas;
- develop higher order thinking skills;
- recognise and overcome challenges;
- use skills from other subject areas as necessary;
- develop design and making skills;
- study a specialist area of technology and design in depth;
- develop an understanding of contemporary design and technology practices; and
- develop ICT skills in communication, graphics and making.

This specification will allow you to develop a range of skills which you will be able to use in your other subjects and in your career after school, whether in the world of work, or in study at a higher level.

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

## INTERNAL ASSESSMENT:

Internal assessment within the Technology & Design Department will be on a continuous basis and there will be regular assessments during and at the end of units of work. Students will be kept informed of their progress and encouraged to discuss any difficulties which they may be experiencing with their teacher.

Sixth Form students will have internal examinations at Christmas and the AS external examinations in June. This will be followed by the A2 external examination in June of the following year.

Homework is an important aspect of A level TD. Its role will be not only to consolidate and extend work which has been covered in class but also to develop effective working practices in students.

As coursework forms an important part of the specification it is important that students are working on it continuously. They will be provided with detail of what is required and deadlines for submission. They will be given regular feedback in line with the examination board guidelines.

## EXTERNAL ASSESSMENT:

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

## RELEVANCE TO CAREER DEVELOPMENT:

A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design.

The qualification could also be used as an entry route into an apprenticeship in a career such as engineering.

The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as computer-aided design. This can provide you with a useful basis for entry into careers such as product design, engineering, graphic design, teaching and architecture.

### **WHAT IS EXPECTED OF THE STUDENT?**

In order to achieve success at A Level each student must have a genuine interest in the subject. It would be of great benefit if they are considering a career in Engineering or a related discipline.

Students are expected to have the ability to work independently and manage their time effectively. They are expected to work on coursework outside of class time, whether during or after school or outside of school evenings, weekends and holidays. It is important that they form good habits and plan their work accordingly.

## **CONTACTS**

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Head of Careers:

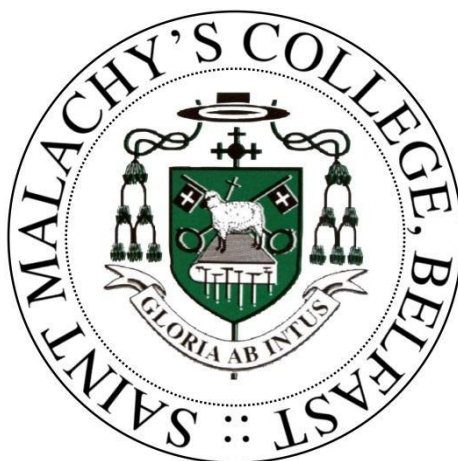
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