"Humans are producers of their life circumstance, not just products of them."

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<td>Physics</td>
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<td>Sociology</td>
<td>42-43</td>
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<td><em>&quot;The Road Not Taken&quot; by Robert Frost</em></td>
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</tr>
</tbody>
</table>
At this stage there are a number of paths open to you, some of which include the following:

1. An AS/A2 Level course.
2. A Vocational course at Southern Regional College or Another School
3. A course with training providers or an apprenticeship.

The range of choice will depend on the quality of your GCSE grades, your interests and Personal Career Plan.

If you wish to take AS/A Levels in Sacred Heart Grammar School you are advised to study the following admissions criteria.

1. A minimum of four B and four C grades in GCSE subjects appropriate to the A Level course which is to be followed.
2. A satisfactory report from the school principal, including two recent school reports.

For students presently attending Sacred Heart Grammar School this means that they should:

I. have a good record of attendance, punctuality and behaviour;
II. have shown during preparation for GCSE that they are interested in working for good AS/A Level grades;
III. have a grade B or better in the subjects chosen for AS

4. Availability of places in particular subjects.
5. The Board of Governors will make the final decision in cases where the number of suitable applicants exceeds the number of places available overall in Year 13.
AS/A LEVEL SUBJECT CHOICES 2016-2017

YEAR 13

The AS Level subjects available are listed below. It is important to consider your Personal Career Plan and your ability in the various subjects when making decisions.

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Art &amp; Design</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Studies</td>
<td>Chemistry</td>
<td>Digital technologies</td>
</tr>
<tr>
<td>Drama &amp; Theatre Studies</td>
<td>Economics</td>
<td>English Literature</td>
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<tr>
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<td>Further Maths</td>
<td>Geography</td>
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<tr>
<td>Government &amp; Politics</td>
<td>Health &amp; Social Care</td>
<td>History</td>
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<td>Home Economics</td>
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<td>Mathematics</td>
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<tr>
<td>Moving Image Arts</td>
<td>Music</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Physics</td>
<td>Psychology</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Sociology</td>
<td>Spanish</td>
<td>Technology &amp; Design</td>
</tr>
</tbody>
</table>

Students entering Year 13 in September 2016 will normally choose four ‘AS’ subjects with the intention of continuing either three or four at A2 Level, they will also have time-tabled Careers class.

1. A2 represents a further year’s post-AS study and is available during Year 14. AS and A2 comprise the whole A Level (Advanced GCE qualification).

2. Every effort will be made to provide the choice of subjects requested by the pupils and the Careers teachers will be able to advise students in this matter. If, however, the number of applicants for a particular subject exceeds the number of vacancies available, places will be allocated by the Principal.

It may not be possible to offer classes if only a small number of girls select a subject.

3. If you are taking AS/A2 subjects from different examination boards you should be aware that occasionally some subjects may be scheduled for the same day. Should this happen you could find yourself taking three papers on one day. If you have any queries about this matter the examinations officer will give you more information.

4. Some subjects will be delivered in the Abbey Grammar school which will entail walking between SHS and Abbey site to attend class. All Post 16 subjects in the Abbey are delivered using I-pads.

5. CCEA are currently revising all AS/A2 specifications for 2016. The AS qualification will contribute 40% to the overall A Level grade. When the specifications are ratified, HoD’s will confirm the changes with the students. Therefore, some of the subject information contained in the booklet will change to reflect the new specifications.
Throughout Year 12/13 you will be considering your post ‘A’ Level options. One of these options may be a university course. When you identify a possible course you should check that you fulfil the general university requirements and the course requirements. These will be a combination of AS/A2 Level and GCSE subjects and grades, and they may vary from university to university. Details of these may be obtained from university prospectuses and are available on the UCAS website [www.ucas.com](http://www.ucas.com). The School Website has a UCAS link for parents.

Other reference books are available from the Careers Department and one which is particularly useful is “Degree Course Offers” by Brian Heap. All year 12 students should refer to it prior to their selection of A level subjects. Year 12 have access to Heap Online and should be able to access this from home.

UCAS/CAO are the agencies which handle student university applications; UCAS for the UK and CAO for the Republic of Ireland Institutions. Applications are made online for both agencies.

During the first term of Year 14 students apply through UCAS for up to five courses. The universities make the students offers which are conditional on their achieving specific grades/points (see table below) in their A Level subjects.

In the second term of Year 14 students will select two UCAS offers as their firm and insurance preference.

<table>
<thead>
<tr>
<th></th>
<th>2016 Entry</th>
<th>2017 Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Level</td>
<td>AS</td>
</tr>
<tr>
<td>A*</td>
<td>140</td>
<td>56</td>
</tr>
<tr>
<td>A</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>B</td>
<td>100</td>
<td>50</td>
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<tr>
<td>C</td>
<td>80</td>
<td>40</td>
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<td>D</td>
<td>60</td>
<td>30</td>
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<tr>
<td>E</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

The important features of the UCAS systems are:

- the student’s GCSE profile, AS results and achievement in relevant Aptitude Tests, if required.
- the student’s personal statement about her achievements, activities and her expressed interest in the courses for which she has applied.
- the school reference on the student’s achievements, interests, personality, contribution to the school community and her suitability for the courses selected.
CAO decisions are made when the results are published in August.

<table>
<thead>
<tr>
<th>CAO grade values</th>
<th>A Level</th>
<th>4th A Level</th>
<th>AS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>180</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>150</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>130</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>C</td>
<td>100</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>E</td>
<td>45</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

- The best four GCE A Level grades from one academic year,

- The best three GCE A Level grades from one year, plus one AS level grade in a different subject from the same or preceding year only. (see CAO points table above and www.cao.ie website for further information).

- CAO award an extra 25 points for a pass in Mathematics A level.

A very useful website for parents when discussing GCE subjects with your child; [www.russellgroup.ac.uk/informed-choices](http://www.russellgroup.ac.uk/informed-choices)
The aim of the accounting specification is to develop students’ knowledge and understanding of the purposes of accounting, its concepts and techniques and their development, as well as an appreciation of the limitations of accounting. The course aims to give students an appreciation of the effects of economic, legal and technological change on accounting, and the social implications of accounting decisions along with developing the skills of communication, numeracy, presentation, analysis, interpretation, application and evaluation of accounting information.

The requirement for entering Accounting is to have achieved at least a grade A in GCSE Mathematics. Students studying Additional Mathematics, AS Mathematics and/or Physics are better equipped for the demands of this AS/A Level. The scheme of assessment has a modular structure made up of two assessment units for AS and two assessment units for A2. The questions in all the units will require answers in the form of practical calculations and/or continuous prose. There is no coursework option in A Level Accounting.

AS Assessment Units Year 1

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

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

A2 Assessment Units Year 2

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

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

CAREER OPPORTUNITIES

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

For further information about Accounting at AS and A2 level, please contact Mrs T Fearon at tfearon139@c2kni.net
The specification builds on the broad Art and Design experiences claimed by candidates who followed the CCEA GCSE Art and Design syllabus. It promotes a broad Art and Design experience for AS and a more focused experience related to candidate preference for Advanced GCE.

**FORMAT OF THE EXAMINATION AS AND A2**

The AS is the first part of the full GCE course it will be assessed at a standard appropriate for candidates who have completed half of the full GCE course and can be taken as a “stand alone” qualification at the end of Year 13. The full GCE comprises the AS and the second half of the Advanced GCE course referred to as A2.

The scheme of assessment comprises two units for AS and two units for A2.

**Specification at a Glance**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weightings</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS 1: Coursework Portfolio</strong></td>
<td>Teacher assessment of student’s coursework portfolio, with external moderation.</td>
<td>60% AS, 30% A Level</td>
<td>Summer only</td>
</tr>
<tr>
<td><strong>AS 2: Externally Set Assignment</strong></td>
<td>Teacher assessment of controlled test, with external moderation.</td>
<td>40% AS, 20% A Level</td>
<td>Summer only</td>
</tr>
<tr>
<td><strong>A2 1: Personal Investigation</strong></td>
<td>Teacher assessment of personal investigation, with external moderation.</td>
<td>20% of A2</td>
<td>Summer only</td>
</tr>
<tr>
<td><strong>A2 2: Externally Set Assignment</strong></td>
<td>Teacher assessment of controlled test, with external moderation.</td>
<td>20% of A2</td>
<td>Summer only</td>
</tr>
</tbody>
</table>

**CAREER OPPORTUNITIES**

The specification provides a very good foundation for creative decision-making in every day life and will meet the requirements of the following students.

(i) Those who will undertake further studies in Art and Design.
(ii) Those that have the interest in and aptitude for the subject but are not intending to study it.
(iii) Those who will study subjects or take up Careers for which an Art and Design Education is relevant.

For further information about Art and Design at AS and A2 Level, please contact Mrs C Kearney, Head of Art.
Biology is a challenging AS/A2 Level choice for those with an interest in the subject. It complements the other Sciences, Geography and Home Economics. AS Level Biology is open to those students who completed:
GCSE Double Award Science OR GCSE Biology as a separate science

**Aims of the Specification:** To encourage students to:
(a) develop essential knowledge and understanding of concepts of biology, and the skills needed for the use of these in new and changing situations;
(b) develop an understanding of scientific methods;
(c) be aware of advances in technology, including information technology, relevant to biology;
(d) recognise both the value and responsible use of biology in society;
(e) sustain and develop their enjoyment of, and interest in, biology;
(f) show knowledge and understanding of facts, principles and concepts from different areas of biology and to make and use connections between them.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weightings</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS 1:</strong> Molecules and Cells</td>
<td>1 hour 30 minutes</td>
<td>40% AS</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Written examination,</td>
<td>20% A Level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>externally assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AS 2:</strong> Organisms and Biodiversity</td>
<td>1 hour 30 minutes</td>
<td>40% AS</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>Written examination,</td>
<td>20% A Level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>externally assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AS 3:</strong> Assessment of Practical Skills in AS Biology</td>
<td>Internal practical assessment</td>
<td>20% AS</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% A Level</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weightings</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A2 1:</strong> Physiology and Ecosystems</td>
<td>2 hour written exam,</td>
<td>40% A2</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td>externally assessed</td>
<td>20% A Level</td>
<td></td>
</tr>
<tr>
<td><strong>A2 2:</strong> Biochemistry, Genetics &amp; Evolutionary Trends</td>
<td>2 hour written exam, externally assessed</td>
<td>40% A2</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20% A Level</td>
<td></td>
</tr>
<tr>
<td><strong>A2 3:</strong> Assessment of Investigational and Practical Skills in AS Biology</td>
<td>Internal practical assessment</td>
<td>20% A2</td>
<td>Summer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% A Level</td>
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</table>

**CAREER OPPORTUNITIES:**
AS/A2 Level Biology provides a good basis for Biological and Medical Studies at Third Level Education.

Further information available from: Mrs P Dickinson & Mr J Boardman
AS/A2 LEVEL BUSINESS STUDIES

Examination Board: CCEA

AS / A2 Business Studies aims to encourage students to develop an enthusiastic and holistic understanding of business. It helps students acquire a range of relevant business and generic skills including, decision making, problem solving, the challenging of assumptions and the quantification and management of information. It aims to generate enterprising and creative solutions to business problems and issues and to make students aware of the ethical dilemmas and responsibilities faced by organisations and individuals.

The AS/A2 Business Studies course builds on but does not depend upon the knowledge, understanding and skills developed at GCSE.

Business Studies helps students acquire a critical understanding of among other things:

- The central purpose of business activity.
- Forms of business organisation,
- Markets and market forces and the spectrum of competition.
- Marketing.
- Quality management.
- Communication
- Investing in people
- Motivation
- Financial and management accounting.
- Business environment.
- E-commerce
- Macroeconomic framework
- Sustainability
- Globalisation
- Business ethics and corporate social responsibility
- Corporate culture
- Change
- Reports
CAREER OPPORTUNITIES
Business Studies opens up a wide range of career opportunities for further and higher education and interesting and rewarding careers. It combines well with other subjects including mathematics and science, languages, humanities and social sciences. Those with business qualifications can pursue a wide range of career opportunities in industry and commerce, in the public sector including the health and education sectors and professions such as accountancy and law.

For further information contact Mrs A Lannon, Mrs L Fleming or Mrs P McClelland
AS/A2 LEVEL CHEMISTRY

Examination Board: CCEA

AS/A2 Level Chemistry is a challenging and enjoyable subject. Students will deepen their knowledge and understanding of core Chemistry concepts. The current course content is focused on developing investigative and practical skills, in addition to developing a synoptic understanding of How Science Works. Chemistry is usually chosen to compliment other Science subjects and Mathematics. A qualification in A-Level Chemistry opens the door to many useful and varied career routes.

Q. What will I study?

| AS 1: Basic Concepts in Physical and Inorganic Chemistry | In this module you will learn about atomic structure and bonding as well as the shapes adopted by molecules and ions and the intermolecular forces existing between them. There is a general introduction to the Periodic Table with an in-depth study of Group VII. Redox reactions are introduced while analytical chemistry consists of acid-base titrations. Basic calculations and equations are an integral part of this module. |
| AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry | Organic chemistry forms a major part of this unit with work on the chemistry of alkanes, alkenes, haloalkanes and alcohols. There is an introduction to equilibrium and kinetics while thermochemistry is covered in some depth. The analytical chemistry aspects are covered by ir spectroscopy and qualitative analysis. There is also further work on basic calculations. |
| AS 3: Internal Assessment | This unit is timetabled and you will be assessed under controlled conditions. The papers will be marked by your centre to a CCEA-supplied mark scheme. Section A consists of two practical tasks each worth 25 and 29 marks respectively. Section B has a planning exercise worth 20 marks and a number of other questions testing knowledge of practical techniques, observations and calculations worth 16 marks. |
| A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry | In this module there is further development of equilibrium and kinetics you will also learn about Lattice Enthalpy and Entropy. The study of organic chemistry is continued with units on isomerism, aldehydes and ketones, carboxylic acids and esters, fats and oils. Periodic Trends and environmental chemistry complete this module. |
| A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry | In this module you will learn about analytical chemistry through units on mass spectrometry, nmr spectroscopy, volumetric analysis, colorometry and chromatography. The inorganic chemistry studied is based mainly on Transition metals with specific reference to Cr and V. Organic nitrogen compounds form the backbone of the work on organic chemistry and there is a final unit on polymer chemistry. |
| A2 3: Internal Assessment | In this module you will complete a practical examination lasting 2½ hours, consisting of a planning exercise which is worth 20 marks and practical exercises which are worth 50 marks. Your work will be internally assessed by your centre and moderated by CCEA. |
CAREER OPPORTUNITIES

AS/A2 Level Chemistry has links with Biology, Physics, Geography and Home Economics. It can lead to a degree in any Medical field, Chemical Engineering, Food Science, Agriculture, Material Science or Geology, among others.

The members of the Chemistry Department currently are:

Ms. C. Rooney (HOD),
Mr. D. Cotter and Mrs. T. Quigg.
The influence of computers and ICT is rapidly expanding. New digital technologies, services and networks are transforming the way people live, work and learn. Digital Technologies is concerned with how technology is and can be used to manage and process information. Today’s computers and computer software are used to create, convert, access, store, organise, protect, present, communicate and transmit information in a variety of electronic forms. This course builds upon the Information and Communication Technology qualification at GCSE level. The specification promotes progression through the AS and A Level and provides a suitable foundation for study of digital technologies/computing or related courses in further or higher education. The AS specification also provides a coherent and relevant course for candidates who do not wish to progress further in the subject.

**AIMS**
The AS and A2 GCE Advanced level specification should encourage students to:
- Become discerning users of Digital Technologies
- Develop a broad range of computing skills, knowledge and understanding of Digital Technologies.

In addition, the specification encourages students to develop:
- The capacity for thinking creatively, innovatively, analytically, logically and critically;
- The skills to work collaboratively;
- The ability to apply skills, knowledge and understanding of digital technologies in a range of contexts to solve problems;
- An understanding of the consequences of using digital technologies on individuals, organisations and society and of social, legal, ethical and other considerations on the use of IT;
- An awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

**KEY FEATURES**
- It includes four assessment units: three are externally assessed and one is internally assessed.
- It gives students opportunities to progress to career paths leading to professional ICT management and the responsible use of ICT within industry.
- It offers advanced study of modern technology-based systems.
### SCHEME OF ASSESSMENT

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Weightings</th>
</tr>
</thead>
</table>
| **AS 1: Approaches to System Development** | External *written examination*  
1 hour 30 minutes  
Students answer short and extended questions based on approaches to system development. | 50% of AS  
20% of A level |
| **AS 2: Fundamentals of ICT** | External *written examination*  
1 hour 30 minutes  
Students answer short and extended questions based on the fundamentals of ICT. | 50% of AS  
20% of A level |
| **A2 1: Information Systems** | External *written examination*  
2 hour 30 minutes  
Students answer short and extended questions based on Information Systems | 40% of A level |
| **A2 2: Application Development** | Internal Assessment  
Students compile a *coursework portfolio* showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user. | 20% of A level |

### REQUIREMENTS

Due to the practical nature of the subject, pupils would be expected to get above average grades (A* or A) at GCSE Information and Communication Technology for entry to A Level. If for any reason, a pupil does not have these grades- if they speak to Mr Quinn directly- we may be able to accommodate pupils depending on their situation.

### CAREER PROGRESSION

This ICT qualification provides students with the technical knowledge, skills and understanding needed in a world increasingly dominated by the use of ICT systems. The study of ICT can lead to a wide range of careers, including ICT management, multimedia, software design, computer programming, management, database management, website design, website management, graphic design, games design, CAM engineering and CAD design.

For further information contact Mr Jude Quinn. [jquinn512@c2kni.net](mailto:jquinn512@c2kni.net)
Drama and Theatre integrates the theoretical study of drama and theatre with practical application. It is recommended that those considering Drama and Theatre should possess the following qualities:

1. A high level of interest in all aspects of theatre.
2. The ability to work efficiently and imaginatively in a group.
3. The ability to express oneself clearly in written form.
4. Highly developed skills of communication.

This course involves practical performance throughout the two years and is therefore more suited to students with some background in performance skills. Should the number of applications exceed the number of available places students with GCSE Drama will be given preference.

This specification is suitable for the diverse range of candidates who wish to develop their interest and enjoyment in drama and theatre, fostering its value in lifelong learning. It is a subject that produces mature, confident and imaginative students, equipped with excellent skills of communication.

The qualification consists of three components.

<table>
<thead>
<tr>
<th>Component 1: Devising</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong></td>
</tr>
<tr>
<td>40% of the qualification</td>
</tr>
</tbody>
</table>

**Content overview**

- Devise an original performance piece.
- Use **one key extract** from a performance text and a theatre practitioner as stimuli.

**Assessment overview**

- Internally assessed and externally moderated.
## Component 2: Text in Performance

**Coursework**  
20% of the qualification

**Content overview:**

- A group performance/design realisation of **one key extract** from a performance text.
- A monologue or duologue performance/design realisation from **one key extract** from a different performance text.

**Assessment overview:**

- Externally assessed by a visiting examiner.
- Group performance/design realisation.
- Monologue or duologue/design realisation.

## Component 3: Theatre Makers in Practice

**Written examination:** 2 hours 30 minutes  40% of the qualification

**Content overview:**

- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

**Assessment overview**

### Section A: Live Theatre Evaluation

- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.
- Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

### Section B: Page to Stage: Realising a Performance Text

- Students answer two extended response questions based on an **unseen extract** from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
• Students answer from the perspective of a performer and a designer.

• Performance texts for this section are not allowed in the examination as the extracts will be provided.

**Section C: Interpreting a Performance Text**

• Students will answer one extended response question from a choice of two using their chosen text.

• Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

• Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

• Students are allowed to bring clean copies of their performance texts for this section, but no other printed materials.

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**CAREER OPPORTUNITIES**

Drama and Theatre is an intellectually challenging subject, equipping students with skills which could lead to the following careers in the theatre: actor, director, set designer, stage manager, lighting or sound technician, script writer or theatre critic. There are also opportunities for employment in arts administration, public relations, journalism, education, film, television and other media institutions.

The range of Degree Courses on offer in this area of study is extensive; including, Theatre Studies, Acting, Directing, Musical Theatre, Technical Theatre and Stage Management. Drama and Theatre Studies can be combined with other subjects at degree level and there is a wide range of joint degrees currently available at many Universities.

For further information about A level Drama and Theatre please contact: Acting Head of Department, M Hodgett or Mrs Brenda Rankin-Sands
Economics addresses some of the most pressing problems and issues that society faces today, including the following:

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

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

This specification is designed to promote continuity, coherence and progression within the study of economics. The AS builds on but does not depend upon the knowledge, understanding and skills developed with GCSE Economics. AS and A2 Economics require students to produce clear and coherent extended writing, to handle numerical data and to make calculations. Before taking these courses, students should, therefore, ensure that they have adequate levels of literacy and numeracy.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSESSMENT</th>
<th>WEIGHTING</th>
<th>AVAILABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS1 Markets and Market Failure</td>
<td>1 hour 30 mins. Section A short answer questions Section B data response Section C Essay</td>
<td>50% of AS 20% of A level</td>
<td>Summer exam</td>
</tr>
<tr>
<td>AS2 Managing the National Economy</td>
<td>1 hour 30 mins. Section A short answer questions Section B data response Section C Essay</td>
<td>50% of AS 20% of A level</td>
<td>Summer exam</td>
</tr>
<tr>
<td>Business Economics</td>
<td>2 hours Section A short answer questions Section B Case Study Section C Essay</td>
<td>30% of A Level</td>
<td>Summer exam</td>
</tr>
<tr>
<td>Managing the Economy in a Global World</td>
<td>2 hours Section A short answer questions Section B Case study Section C Essay</td>
<td>30% of A level</td>
<td>Summer Exam</td>
</tr>
</tbody>
</table>

**Career Progression**

Economics combines well with other social sciences and humanities and foreign languages, with mathematics and sciences. Those with Economics qualifications are well placed for careers in business, finance, government services and professions such as teaching and the law. Economics helps to prepare young people for a range of interesting careers in many areas of Business, Finance, Government Services and professions such as Teaching and the Law.

For further information contact Mrs Lannon, Head of Department
This course aims to give students the opportunity to study a range of literary texts which provide intellectual and emotional challenge.

**N.B.** It is expected that students who select English Literature as an AS/A2 Level subject will have a natural inclination to enjoy reading and will be prepared to READ WIDELY AND INDEPENDENTLY during the course. While it is not essential, it is preferable that students taking AS/A2 Level English Literature will have a grade B in GCSE English. It is essential that students taking AS/A2 English Literature have passed English Literature, preferably with a Grade B at GCSE. Furthermore, it is vital to realise the demands of the AS/A Level assessment objectives listed below.

**ASSESSMENT OBJECTIVES**

The assessment objectives provide an indication of the skills and abilities which the assessment units are designed to assess, together with the knowledge and understanding specified in the subject content. In each assessment unit, certain assessment objectives will determine the thrust of the questions set or coursework tasks to be addressed in the internally and externally assessed units.

In the AS/A2 assessment units students must:

- articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression (A01)

- analyse ways in which meanings are shaped in literary texts (A02)

- demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received (A03)

- explore connections across literary texts (AO4)

- explore literary texts informed by different interpretations (AO5)
The table below summarises the structure of the AS and A Level courses:

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment</th>
<th>Duration</th>
<th>Weightings</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS 1: The Study of Poetry 1900-Present</strong></td>
<td>External Examination 1 question Open Book</td>
<td>1 hour</td>
<td>40% of AS, 15% of A Level</td>
<td>Summer</td>
</tr>
<tr>
<td><strong>AS 2: The Study of Pre 1900 Prose</strong></td>
<td>External Examination 1 question on each section Closed book</td>
<td>2 hours</td>
<td>60% of AS, 25% of A Level</td>
<td>Summer</td>
</tr>
<tr>
<td><strong>A2 1: The Study of Poetry: Contexts and Comparisons</strong></td>
<td>External Examination Closed book</td>
<td>3 hours</td>
<td>40% of A Level</td>
<td>Summer</td>
</tr>
<tr>
<td><strong>A2 2: Twenty-first century novel</strong></td>
<td>Internal Assessment 2500 word essay</td>
<td></td>
<td>20% of A Level</td>
<td>Summer</td>
</tr>
</tbody>
</table>

**CAREER OPPORTUNITIES**

As English Literature equips students with skills which are essential for most careers, the subject opens up a wide range of interesting and rewarding career opportunities. It combines well with other humanities, social sciences, foreign languages and sciences. While English Literature is beneficial for all careers, it may be of particular benefit in the following career fields: Law, Advertising, Communication, Marketing, Library/Research, Interpreting, Teaching, Lecturing, Journalism, Script Writing, Publishing, Film, Television and Arts Administration.

For further information about English Literature at AS and A2 Level, please contact Mrs M. Bell, Head of English.
The study of French at AS is the first part of a two part GCE course with the A2 level being taken in the second year of A Level study. However, AS can be taken as a “stand-alone” qualification. Although most students taking AS Level continue their French studies into A2, some choose to use the AS as an opportunity to develop their knowledge beyond the range of the GCSE course. Many take the course because they are aware of the importance attached to language studies by many universities offering courses in the more sought after areas of Law, Finance, Business, Marketing etc.

The course aims to achieve fluency and confidence in the language so that the student can express themselves effectively in any situation which might arise. There is also great emphasis on developing the ability to think and express oneself in an objective, logical and structured manner. The course is developed under various areas of study. Using materials presented in accessible French, students at AS may be asked to consider issues such as:

<table>
<thead>
<tr>
<th>the role of the family;</th>
<th>cultural identity;</th>
</tr>
</thead>
<tbody>
<tr>
<td>hobbies, sport, individual interests;</td>
<td>gender roles;</td>
</tr>
<tr>
<td>interpersonal relationships;</td>
<td>the media;</td>
</tr>
<tr>
<td>young people and society;</td>
<td>popular culture;</td>
</tr>
<tr>
<td>smoking, alcohol, drugs,</td>
<td>cultural/religious identity</td>
</tr>
</tbody>
</table>

The AS Examination is in two parts:

**Part 1:** Speaking Test

**Part 2:** A test in Listening, Reading, Translation into English and Writing.

All the material appearing in these tests is drawn from the lists of general topics above so there is no unpredictable vocabulary and there are no unpredictable subjects of discussion. Although the AS examination is usually undertaken at the end of Year 13, in recent years students have felt confident enough to sit Part 2 of the AS examination after just one term of AS study and have done so with great success.

The A2 follows similar lines to the AS programme of study.

Students, however, have an opportunity at A2 level to study some literary material or a theatrical text alongside the exploration of cultural, political, social and philosophical themes. Students taking AS French have regular classes with our French Assistante and there are contacts with French schools which allow us to offer a period of time abroad or an exchange. Attendance at relevant cultural, theatrical or film events is considered essential.

**CAREER OPPORTUNITIES**

Study of French at AS or A2 Level provides training in a variety of skills which are valued by university departments and by employers. In recent years universities have offered a wide range of courses where French is combined with studies in Law, Accounting, Politics, Finance, Management/Business and many other more directly vocational areas of study. These have proven extremely popular.

For further information on A Level French please contact Mme Anne McAndrew
Why choose GCE Geography?

To study Geography is to explore the world around us and how we interact with it.

Students will have the opportunity to learn how people are affected by natural phenomena such as rivers, ecosystems, weather and natural hazards. They will also look at how human activity has shaped the world through the study of population, migration, settlement and development studies. Students will also have the opportunity to carry out their own fieldwork investigation and to develop key geographical and statistical skills. GCE Geography will appeal to students who enjoy investigating how their world works.

Content overview
In the AS units, students will have the opportunity to study fundamental aspects of both physical and human geography.
In AS 1 students will study human interaction in fluvial environments, human impact on ecosystems, and weather and climate including global weather issues such as El Niño and hurricanes.
In AS 2 they will study aspects of natural population change including the need for fertility policies, planning in rural areas, and the challenges posed in urban areas both in MEDCs and LEDCs.
Completing AS 3 gives students the opportunity to take part in primary data collection relevant to a chosen geographical issue or question.

Students who continue to A2 will explore key themes within Geography, including the processes responsible for the shaping our coastline and the need for sustainable planning policies to manage global climate change.
In A2 2 students will have the opportunity to study themes such as cultural geography and the need for sustainability in both settlements and tourism.
In A2 3 students will investigate real-life issues in a decision-making exercise.

Careers in Geography
In studying AS/A Level Geography students will acquire skills in report writing, investigation, in the analysis and interpretation of complex data and in justifying complex decisions. These are transferable skills which are valued in further and higher education as well as in the workplace.

There are a wide range of careers that are opened up to those who choose to study Geography. These include; Cartographer, Urban Planner, Community Development, Teaching, GIS Specialist, Climatologist, Meteorologist, Environmental Management, Hazard Management, Demographer, Foreign Service, Librarian/Information Scientist and Marketing.
### AS Specification [40% of A Level]

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment</th>
<th>Weightings</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AS 1:</strong> Physical Geography</td>
<td>External written examination 1 hour 15 minutes</td>
<td>40% of AS 16% of A Level</td>
<td>This unit is concerned with physical processes and systems and human interaction with them. Students study <strong>fluvial</strong> environments, local and global <strong>ecosystems</strong>, and the processes that shape <strong>weather</strong> and climate.</td>
</tr>
<tr>
<td><strong>AS 2:</strong> Human Geography</td>
<td>External written examination 1 hour 15 minutes</td>
<td>40% of AS 16% of A Level</td>
<td>This unit comprises three themes covering key aspects of human geography. <strong>Population, Settlement and Development.</strong></td>
</tr>
<tr>
<td><strong>AS 3:</strong> Fieldwork Skills and Techniques in Geography</td>
<td>External written examination 1 hour</td>
<td>20% of AS 8% of A level</td>
<td>This unit will enable students to become actively involved in first-hand <strong>collecting</strong> of <strong>Geographical data</strong> through fieldwork.</td>
</tr>
</tbody>
</table>

### A2 Specification [60% of A Level]

<table>
<thead>
<tr>
<th>Content</th>
<th>Assessment</th>
<th>Weightings</th>
<th>Content</th>
</tr>
</thead>
</table>
| **A2 1:** Physical Processes, Landforms and Management | External written examination 1 hour 30 minutes | 24% of A level | This unit has **four options** from which students **choose two**:  
Option A: Plate Tectonics  
Option B: Tropical Ecosystems  
Option C: Coastal Environments  
Option D: Climate Change |
| **A2 2:** Processes and Issues in Human Geography | External written examination 1 hour 30 minutes | 24% of A level | This unit has **four options** from which students **choose two**:  
Option A: Cultural Geography  
Option B: Planning for Sustainable Settlements  
Option C: Ethnic Diversity  
Option D: Tourism |
| **A2 3:** Decision Making in Geography       | External written examination 1 hour 30 minutes | 12% of A level | This unit enables students to develop decision-making skills within a real world scenario.                                                                                                               |

Since Geography can be studied as an Arts, Social Science or Science subject at Third Level Education, it has considerable links with the Sciences, Economics, Business Studies, History and Sociology.

For further information about studying Geography at AS and A2, please contact any member of the Geography Department.
"Just because you do not take an interest in politics doesn't mean politics won't take an interest in you." (Pericles)

Do you ever wonder what Barack Obama actually does in the White House? Are you curious why Peter Robinson & Martin McGuinness always seem to be at logger heads? Are you interested in knowing why politicians are making students pay up to £9000 for university? If your answer is yes to any of these questions, then you should become a Government & Politics student! Politics is an evolving and dynamic subject which allows you to develop your skills of analysis and critical thinking. Students considering this subject as an A-Level option should therefore be prepared to develop an interest in current affairs and to work consistently to ensure progression of their written and reading skills throughout the two-year course.

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

**Module 1: The Government and Politics of Northern Ireland**
**Module 2: The British Political Process**

Students will be examined on both AS modules at the end of Year 13.

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

**Module 3: A Comparative Study of the UK & US Legislatures and Executives**
**Module 4: Political Power**

Students will be examined on both A2 modules at the end of Year 14.

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

For more information on A Level Politics please contact Mr P Taggart
Health and Social Care

Examination Board: CCEA

Health and Social Care is an interesting course that allows students to gain knowledge and understanding of the health, social care and early year’s sectors.

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

What can students do with a qualification in Health & Social Care?

This is an ideal course for students who want a broad background in health and social care. Many students with a qualification in 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/ midwifery, teaching, paramedics, occupational therapy, speech therapy, physiotherapy and social work. Some students go straight into employment in the fields of health and social care.

Qualifications available:

- three units AS
- three units A2

Three Unit AS Award:
Students are required to take all three units.

Students will spend their work experience in a care home or early years setting.

AS Unit 1: Promoting Positive Care
AS Unit 2: Communication in Care Settings
AS Unit 3: Health and Well-being External 2hr exam

Six Unit GCE (Single Award)
Students are required to take one compulsory unit at A2 and 2 of the remaining six A2 units.

A2 Unit 9: Providing Services Compulsory External Pre-release material 2hr exam

Students choose two modules from:
Unit 7: Applied Research
A2 Unit 8: Monitoring Body Systems
A2 Unit 10: Health Promotion
A2 Unit 11: Supporting the Family
A2 Unit 12: Understanding Human Behaviour
A2 Unit 15: Human Nutrition and Dietetics
1. The following CCEA specification for AS and A Level (or A2) came into effect for first teaching from September 2008.

2. Each student has to do four modules. Two modules will be done in the AS year, while the remaining two modules will be done in the A2 year.

3. In the Sacred Heart for module 1 of AS, also called AS 1, we will be doing Option 5 which is titled Germany 1918 – 1945.

4. In AS 2 we will do Option 3 which is titled Challenge and Crisis in Ireland 1821 - 1867.

5. In each case, for AS 1 and AS 2, assessment is by external examination paper lasting one hour and thirty minutes.

6. In the A level, or A2 year, two more modules will be done.

7. For the first of these modules, that is A2 4, we will do option 5 titled Unionism and Nationalism, 1800 – 1900.

8. For Module A2 2 we will do option 4 titled Partition of Ireland 1900 – 1925.

9. Module A2 1 will be assessed by an external examination lasting one hour and fifteen minutes.

10. A2 2 module will be assessed by external examination lasting two hours.

11. The History AS modular examinations will be available in the Summer only. The A2 1 modular examination will be available in the Summer only. The A2 2 modular examination will be available in the Summer only.

**CAREER OPPORTUNITIES**

It is hoped that AS and A2 Level History should provide a coherent, satisfying and worthwhile course of study for all students whether they progress to further study in the subject or not. It provides an accessible discipline which can teach a wide range of transferable skills. Most students now realise that their career opportunities are not restricted and they can take up a career, including Law, Journalism, Social Work, Accountancy, Psychology and Medicine etc.

Further information is available from Mr E Devlin, Head of Department.
CCEA’s GCE Home Economics focuses on the health and well-being of people in their everyday lives. The course will help enable you to address increasingly complex challenges related to human needs and the management of resources to meet those needs.

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

Q. Why study GCE Home Economics?
Through a range of practical and theoretical contexts, the course will enable you to develop and demonstrate your knowledge, understanding and skills of factors which impact upon us as humans – for example, resource management to meet human needs in a diverse and ever changing society; rapid technological changes and the growth of scientific knowledge and understanding.

Q. What do I need to be able to take this course?
A good standard GCSE in Home Economics (or equivalent) is useful but not essential. A genuine interest in current social and consumer issues and an enthusiasm for learning will help you in this course.

Q. What will I study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Areas of Study</th>
<th>Unit</th>
<th>Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1</td>
<td>Nutrition for Optimal Health</td>
<td>AS 2</td>
<td>Priority Health Issues</td>
</tr>
<tr>
<td></td>
<td>You will study micro and macro-nutrients and other dietary constituents:</td>
<td></td>
<td>You will study current research in relation to diet and health, mental health and sexual health.</td>
</tr>
<tr>
<td></td>
<td>• Protein</td>
<td></td>
<td>This unit will also cover targets, strategies, initiatives and campaigns for optimizing health.</td>
</tr>
<tr>
<td></td>
<td>• Fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Carbohydrate</td>
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<td></td>
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<tr>
<td></td>
<td>• Vitamins</td>
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<td></td>
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<tr>
<td></td>
<td>• Minerals</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Micro-minerals</td>
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<td></td>
<td>• NSP</td>
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<td></td>
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<tr>
<td></td>
<td>• Water</td>
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<tr>
<td></td>
<td>This unit will also look at nutritional considerations through the life span.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focuses on the main consumer issues in today’s society:
• Food safety issues
• Ethical issues
• Financial management issues
• Consumer information
• Consumer protection and redress

Research-based assignment
You choose a research area from any of the other 3 units (AS 1, AS 2 or A2 1) and produce a report of no more than 4,000 words.

Q. How will I be assessed?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1 Nutrition</td>
<td>One examination (1 hour 30 minutes) Available Summer only</td>
</tr>
<tr>
<td>Priority Health</td>
<td>One examination (1 hour 30 minutes) Available Summer only</td>
</tr>
<tr>
<td>Issues</td>
<td></td>
</tr>
<tr>
<td>A2 1 Consumer</td>
<td>One examination (2 hours)</td>
</tr>
<tr>
<td>Issues</td>
<td>Available Summer only</td>
</tr>
<tr>
<td>A2 2 Research-based assignment</td>
<td>4,000 word research-based assignment Available Summer only</td>
</tr>
</tbody>
</table>

CAREER OPPORTUNITIES
This GCE course provides a solid foundation for higher education courses in Home Economics, other health related subjects and for a range of careers in areas such as dietetics, hospitality, leisure, teaching, food management and supply, marketing and advertising, design, food technology, food journalism and consumerism.

There are a number of ways that you can find out more about studying Home Economics:
• Talk to your teachers;
• Talk to students who are already studying the subject;
• Talk to the Careers advisor;
• Check out the website: www.ccea.org.uk/home_economics

For further information about Home Economics at AS and A2 Level, please contact Mrs McElhinney, Head of Home Economics.
A Level Irish

Examination Board: CCEA

Studying Irish at A level will give you a fascinating insight into the world of Irish while also giving you a true sense of identity as an Irish citizen. You will:

- Develop the ability to communicate confidently and effectively in Irish in both speech and writing.
- Learn about the contemporary society, cultural background and heritage of Ireland and communities where Irish is spoken.
- Develop personally by strengthening your confidence and helping you gain a positive attitude to learning and independent study.
- Explore and discuss contemporary societal issues through the medium of Irish.
- Explore an aspect of Irish society and Irish literature.
- Experience life in the heart of the Donegal Gaeltacht.

Course Units - 2 at AS / 2 at A2

At AS You will cover the following topic areas:

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Health and lifestyle</th>
<th>Young people in society</th>
</tr>
</thead>
</table>

There are 4 key skill areas assessed at the end of the AS course;

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Key Skill</th>
<th>Description of Assessment</th>
<th>Marks available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking</td>
<td>This assessment consists of a three minute presentation based on one of the topic areas followed by a general conversation for eight minutes.</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Listening</td>
<td>Students answer two questions based on two passages recorded on individual CDs.</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Comprehension task based upon a stimulus text followed by translation from Irish to English.</td>
<td>Reading: 30, Translation: 20</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>One extended writing question based on topic areas taught at AS.</td>
<td>50</td>
</tr>
</tbody>
</table>
At A2 You will cover the following topic areas:

<table>
<thead>
<tr>
<th>Local and Global Citizenship</th>
<th>Environmental Awareness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Key Skill</th>
<th>Description of Assessment</th>
<th>Marks available</th>
</tr>
</thead>
</table>
| 1    | Speaking  | Q1: 5 minute discussion based on societal theme or 2 short films  
      |            | Q2: Conversation 10 minutes | 70              |
| 2    | Listening | Students answer two questions based on two passages recorded on individual CDs. | 30              |
|      | Reading   | Students answer three questions based on two texts: Questions will be a mixture of objective type tasks and questions and answers in the target language  
      |            | Translation from English into target language | Reading: 30  
      |            | Translation: 20 | Translation: 20 |
|      | Writing   | Students answer one essay response based on a literary text. The response must be 300-350 words long. | 50              |

This course could lead to careers and higher education in:

- Teaching and lecturing
- Tourism
- Government
- Marketing
- Financial services
- IT
- Journalism
- The media
- Television and radio presenting
- Examining
- Translating
- The security services i.e Na Garda Síochána
- International Business

Irish is most beneficial when applying to UCD and Trinity.

For further information about Irish at AS/A2 Level please contact Mr J White.
AS/A2 Level Mathematics is a challenging and enjoyable subject. It provides a suitable foundation for the study of Mathematics and other subjects in further and higher education and enables students to acquire knowledge suitable as a basis for a range of interesting careers.

We follow the syllabus offered by CCEA and the scheme of assessment is modular. Six modules are assessed for the award of an Advanced GCE in Mathematics, three at the end of Year 13 (AS) and three at the end of Year 14 (A2); each constitutes 16⅔% of the total marks available for A Level and any module may be retaken.

Three modules are assessed for the award of an Advanced Subsidiary (AS) in Mathematics at the end of Year 13; each constitutes 33⅓% of the total marks available for ‘AS’ Level and again any module may be retaken only once.

<table>
<thead>
<tr>
<th>Teaching and learning module</th>
<th>Assessment Unit</th>
<th>Nature of Assessment</th>
<th>Assessment Weighting (%)</th>
<th>Examination Session Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module C1: AS Core Mathematics 1</td>
<td>C1</td>
<td>Assessed at AS Level. Compulsory for AS and A level in Mathematics.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks. 6-8 questions.</td>
<td>33⅓% of AS 16⅔% of A Level</td>
</tr>
<tr>
<td>Module C2: AS Core Mathematics 2</td>
<td>C2</td>
<td>Assessed at AS level. Compulsory for AS and A level in Mathematics.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks. 6-8 questions.</td>
<td>33⅓% of AS 16⅔% of A Level</td>
</tr>
<tr>
<td>Module C3: A2 Core Mathematics 1</td>
<td>C3</td>
<td>Assessed at A2 level. Compulsory for A level in Mathematics.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks. 6-8 questions.</td>
<td>16⅔% of A Level</td>
</tr>
<tr>
<td>Module C4: A2 Core Mathematics 2</td>
<td>C4</td>
<td>Assessed at A2 level. Compulsory for A level in Mathematics.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks. 6-8 questions.</td>
<td>16⅔% of A Level</td>
</tr>
<tr>
<td>Module S1: Statistics 1</td>
<td>S1</td>
<td>Assessed at AS level. Optional.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks 6-8 questions.</td>
<td>33⅓% of AS 16⅔% of A Level</td>
</tr>
<tr>
<td>Module M1: Mechanics 1</td>
<td>M1</td>
<td>Assessed at AS level. Optional.</td>
<td>1 hr 30 minutes external examination paper. Maximum 75 raw marks. 6-8 questions.</td>
<td>33⅓% of AS 16⅔% of A Level</td>
</tr>
</tbody>
</table>

**CAREER OPPORTUNITIES**

Many careers require a high level of ability in Mathematics; these include Engineering, Accountancy, Actuary and Finance.

For further information contact the Head of Department: Mrs O Corey or speak to any of the Mathematics teachers.
Examination Board: CCEA
Moving image literacy is critical to understanding and interpreting modern society. The moving image is a key driver of the creative industries. The rapid growth of digital media technologies has made the creative industries increasingly accessible and attractive to young people. The impact is being felt within the classroom, where students are seeking opportunities to learn technical skills and express themselves creatively.

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

It is not necessary to have studied Moving Image Arts at GCSE. A Level MIA offers an exciting and rewarding course of study for students who will:
- undertake further study in moving image arts and related subjects;
- study subjects or take up careers for which a moving image arts education is relevant;
- have an interest and aptitude in the subject, yet are not intending to study the subject further;
- go directly into employment.

Coursework:
Students should be able to:

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

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

Film Production
- Show technical competence in the use of film-making techniques;
- produce a finished moving image art work;
- evaluate the effectiveness of their own practice;
- make reasoned judgments with regard to the creative direction of their work.
On Line Exam:
Students should be able to:

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

AS 1
Moving Image Arts Creative Production: Foundation Portfolio - 35%
Compulsory Coursework: Statement of Intentions; Pre-Production; Pre-Production Exercise;
Final Product; Evaluation.
The coursework is internally marked and externally moderated.

AS 2
Moving Image Arts Critical Response - 15%
A compulsory external online examination with previously unseen moving image clips.
The examination is externally set and externally marked. 1 hour 30 minutes.

A2 1
Moving Image Arts Creative Production and Research: Advanced Portfolio - 35%
Compulsory Coursework: Illustrated Dissertation; Pre-Production Exercises; Pre-Production;
Final Product; Product Evaluation.
The coursework is internally marked and externally moderated.

A2 2
Moving Image Arts Critical Response and Specialisation - 15%
Students take a compulsory external online examination which includes previously unseen moving image clips and optional art form specialisation with pre-set moving image clips.
The examination is externally set and externally marked. 2 hours 15 minutes plus 15 minute break.

For further information contact Mrs F McAreeavey.
Email: fmcareavey063@c2kni.net
The AS and A2 music courses are challenging in terms of the breadth and depth of their content. The students taking music at AS Level will be interested in the subject and will also be accomplished performers at Grade 5 level and higher while those opting for A2 Level may even be considering music as a career or as an option in third level education.

## AS MUSIC

AS Music consists of two units: AS 1 allows various combinations of performance and composition options and AS 2 consists of a compulsory test of aural perception and a 75 minute written examination. We currently study the musical as our optional area of study.

| AS 1     | Option A: Core solo or ensemble performance + composition task  
|          | Option B: Core solo or ensemble performance + multi-tracking task  
|          | Option C: Core solo or ensemble performance + sequencing task  
|          | Option D: Core composition task + solo or ensemble performance  |
|          | 64%                                                           |

| AS 2     | Test of aural perception and written examination on 1 compulsory and another optional area of study. |
|          | 36%                                                           |

## A2 MUSIC

The A2 specification consists of two units. As in AS, the first allows various combinations of performance and composition options while the second consists of a compulsory test of aural perception and a 90-minute written examination. We currently study Jazz in the USA, 1930 to 1060.

| A2 1     | Option A: Core solo or ensemble performance + composition task  
|          | Option B: Core solo or ensemble performance + multi-tracking task  
|          | Option C: Core solo or ensemble performance + sequencing task  
|          | Option D: Core composition task + solo or ensemble performance  |
|          | 60%                                                           |

| A2 2     | Test of aural perception and written examination on 1 compulsory and 1 optional area of study  |
|          | 40%                                                           |

## CAREER OPPORTUNITIES

Students taking AS or A2 Music will use the grades gained to support their applications for third level education. Points are also awarded for practical and theory grades. A number of course options are open to those wishing to specialise in music: universities, specialist music colleges and teacher training colleges.

For further information please contact Mrs C Keenan at ckeenan942@c2kni.net
Examination Board: OCR
A Level PE is made up of two mandatory units at AS and two further units at A2:

AS PE is made up of two mandatory units:
Unit G451: An introduction to Physical Education, which is externally assessed,
Unit G452: Acquiring, developing and evaluating practical skills in Physical Education, which is externally set, internally assessed and externally moderated. Together they form 50% of the corresponding four unit Advanced GCE

A2 is made up of two mandatory units:
Unit G453: Principles and concepts across different areas of Physical Education, which is externally assessed,
Unit G454: The improvement of effective performance and the critical evaluation of practical activities in Physical Education, which is externally set, internally assessed and externally moderated.

Career Opportunities
The study of Physical Education is very useful for any career in the Health Sector, in particular Sports Physiotherapy. It is also beneficial for teaching and work in the Private Health & Fitness Sector.

For further information please see any member of the PE Department in the Abbey Grammar School
Physics is a science that pervades and influences many aspects of our everyday life, impacting both directly and indirectly on lifestyles. It is in the electric light you turn on in the morning; the car you drive to work; your wristwatch, mobile phone, MP3 player, radio, and that big plasma screen you see in the school foyer. It explains why the stars shine every night and the sun shines every day.

Physics is the scientific study of matter and energy and how they interact with each other in the universe. The interactions that take place determine the properties of everything that we observe both on the smallest microscopic scales (such as in the nuclei of atoms) and on the largest macroscopic scales (such as between clusters of galaxies). There are many fields of Physics, for example: mechanics, electricity, heat, sound, light, matter, atomic physics, nuclear physics, and particle physics. The concepts, disciplines and skills learned in this subject are transferable to many other subjects and areas of life beyond school.

Physics is truly international. The units we use in our measurements are based on the International System. The theory of electricity and magnetism draws on work done by scientists on both sides of the Atlantic and modern theories of particle physics are based on work carried out by European scientists. The understanding of Physics helps us find solutions to global problems such as the limited supply of energy and the disposal of nuclear waste. However there are still profound questions in physics today: what are the mysterious dark matter and energy that make up most of the universe? Are there more than three dimensions of space? The more we learn about physics, the more it will help us every day, and the better we will understand our place in the universe.

AS/A2 Level Physics is a useful foundation for careers such as engineering, optics, medicine, meteorology, earth sciences, architecture, agriculture and many others. Since the study of Physics involves calculations and the manipulation of formulae, a reasonable mathematical ability is desirable.

**SPECIFICATION (SYLLABUS) CONTENT**
The subject content is set out in a modular form and consists of six modules.

<table>
<thead>
<tr>
<th>Module 1 (AS): Forces, Electricity &amp; Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 (AS): Waves, Photons &amp; Medical Physics</td>
</tr>
<tr>
<td>Module 3 (AS): Practical Techniques</td>
</tr>
<tr>
<td>Module 4 (A2): Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</td>
</tr>
<tr>
<td>Module 5 (A2): Fields and their Applications</td>
</tr>
<tr>
<td>Module 6 (A2): Practical Techniques</td>
</tr>
</tbody>
</table>

**ADVANCED SUBSIDIARY (AS)**
An AS qualification is intermediate between GCSE and a full A2 Level qualification and may be obtained after one year of study. For an AS qualification a student must sit examinations on modules 1, 2 and 3.

**ADVANCED (A2)**
An A2 qualification is a full A Level qualification and may be obtained after two years of study. For an A2 qualification a student must sit examinations on modules 1, 2, 3, 4, 5 and 6.

**SCHEME OF ASSESSMENT**
The scheme of assessment for both AS and A2 allows students to take the examination on a modular basis or enter for all the modules at the end of the period of study.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment Format</th>
<th>Duration</th>
<th>Weightings/Marks</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 1 Forces, Energy and Electricity</td>
<td>A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed Maximum marks = 75</td>
<td>1 hour 30 mins</td>
<td>AS, 37%; A Level, 18.5%</td>
<td>Summer</td>
</tr>
<tr>
<td>AS 2 Waves, Photons and Medical Physics</td>
<td>A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Externally assessed Maximum marks = 75</td>
<td>1 hour 30 mins</td>
<td>AS, 37%; A Level, 18.5%</td>
<td>Summer</td>
</tr>
<tr>
<td>AS 3 Practical Techniques</td>
<td>A test of practical skills, consisting of 4 short experimental tests (20 marks) and 1 question requiring the analysis of experimental results (20 marks). Internally assessed Maximum marks = 40</td>
<td>1 hour 30 mins</td>
<td>AS, 26%; A Level, 13%</td>
<td>Summer</td>
</tr>
<tr>
<td>A2 1 Momentum, Thermal Physics, Circular Motion, Oscillations, Atomic &amp; Nuclear Physics</td>
<td>A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions. Externally assessed Maximum marks = 75</td>
<td>1 hour 30 mins</td>
<td>A2, 37%; A Level, 18.5%</td>
<td>Summer</td>
</tr>
<tr>
<td>A2 2 Fields and their Applications</td>
<td>A written examination, consisting of a number of compulsory short answer questions, some of which will afford the opportunity for extended writing. Elements of synoptic assessment will be embedded within the questions. Externally assessed Maximum marks = 75</td>
<td>1 hour 30 mins</td>
<td>A2, 37%; A Level, 18.5%</td>
<td>Summer</td>
</tr>
<tr>
<td>A2 3 Practical Techniques</td>
<td>A test of practical skills, consisting of 2 experimental tests (40 marks) and 1 question on planning and design (20 marks). Synoptic assessment will be assessed through the planning and design question. Internally assessed Maximum marks = 60</td>
<td>1 hour 30 mins</td>
<td>A2, 26%; A Level, 13%</td>
<td>Summer</td>
</tr>
</tbody>
</table>

**CAREER OPPORTUNITIES**

Physics is important for careers in engineering, optics, electronics, astronomy and earth sciences. Physics is also a useful basis for a career in medicine, architecture, computers, agriculture and many others.

For further information about Physics at AS and A2 Level, please contact: Mr P. McEvoy, Head of Physics, Mr. D McCann or Mr P Kane
### Paper 1: Introductory topics in psychology

- **What’s assessed**
  - Compulsory content 1-3

- **Assessed**
  - Written exam: 1 hour 30 minutes
  - 72 marks in total
  - 50% of AS

- **Questions**
  - Section A: multiple choice, short answer and extended writing, 24 marks
  - Section B: multiple choice, short answer and extended writing, 24 marks
  - Section C: multiple choice, short answer and extended writing, 24 marks

### Paper 2: Psychology in Context

- **What’s assessed**
  - Compulsory content 4-6

- **Assessed**
  - Written exam: 1 hour 30 minutes
  - 72 marks in total
  - 50% of AS

- **Questions**
  - Section A: multiple choice, short answer and extended writing, 24 marks
  - Section B: multiple choice, short answer and extended writing, 24 marks
  - Section C: multiple choice, short answer and extended writing, 24 marks

---

**Content of AS Syllabus**

- **Social Influence**, including conformity and obedience
- **Memory**, including theories of memory and eyewitness testimony
- **Attachment**, including theory of maternal deprivation
- **Approaches in Psychology**, including the learning, cognitive and biological approach
- **Biopsychology**, including the divisions of the nervous system and the endocrine system
- **Psychopathology**, including phobias and obsessive compulsive disorders
- **Research Methods**, including the experimental method and self-report measures
- **How Psychology works as a Science**
- **Data Handling and Analysis**
## A Level Assessment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s assessed</strong></td>
<td></td>
<td><strong>What’s assessed</strong></td>
</tr>
<tr>
<td>Compulsory content 1-4</td>
<td>Compulsory content 5-7</td>
<td>Compulsory content 8</td>
</tr>
<tr>
<td><strong>Assessed</strong></td>
<td></td>
<td>Optional content, one from:</td>
</tr>
<tr>
<td>• Written exam: 2 hours</td>
<td>• Written exam: 2</td>
<td>• Written exam: 2</td>
</tr>
<tr>
<td>• 96 marks in total</td>
<td>hours</td>
<td>• 96 marks in total</td>
</tr>
<tr>
<td>• 33.3% of A-level</td>
<td>96 marks in total</td>
<td>• 33.3% of A-level</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td></td>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td><strong>Section A</strong></td>
<td><strong>Section A</strong></td>
<td><strong>Section A</strong></td>
</tr>
<tr>
<td>multiple choice, short answer and extended</td>
<td>multiple choice, short answer</td>
<td>multiple choice, short answer and extended</td>
</tr>
<tr>
<td>writing, 24 marks</td>
<td>and extended writing, 24</td>
<td>writing, 24 marks</td>
</tr>
<tr>
<td>marks</td>
<td>marks</td>
<td><strong>Section B</strong></td>
</tr>
<tr>
<td><strong>Section B</strong></td>
<td><strong>Section B</strong></td>
<td>one topic from</td>
</tr>
<tr>
<td>multiple choice, short answer and extended</td>
<td>multiple choice, short answer</td>
<td>option 1, 9-11 above, multiple choice,</td>
</tr>
<tr>
<td>writing, 24 marks</td>
<td>and extended writing, 24</td>
<td>short answer and extended writing, 24</td>
</tr>
<tr>
<td>marks</td>
<td>marks</td>
<td><strong>Section C</strong></td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td><strong>Section C</strong></td>
<td>one topic from</td>
</tr>
<tr>
<td>multiple choice, short answer and extended</td>
<td>multiple choice, short answer</td>
<td>option 2, 12-14 above, multiple choice,</td>
</tr>
<tr>
<td>writing, 24 marks</td>
<td>and extended writing, 48</td>
<td>short answer and extended writing, 24</td>
</tr>
<tr>
<td>marks</td>
<td>marks</td>
<td><strong>Section D</strong></td>
</tr>
<tr>
<td><strong>Section D</strong></td>
<td><strong>Section D</strong></td>
<td>one topic from</td>
</tr>
<tr>
<td>multiple choice, short answer and extended</td>
<td>multiple choice, short answer</td>
<td>option 3, 15-17 above, multiple choice,</td>
</tr>
<tr>
<td>writing, 24 marks</td>
<td>and extended writing, 24</td>
<td>short answer and extended writing, 24</td>
</tr>
<tr>
<td>marks</td>
<td>marks</td>
<td><strong>Content of A Level Syllabus</strong></td>
</tr>
<tr>
<td><strong>Includes all of the above and,</strong></td>
<td></td>
<td><strong>Inferential Testing</strong>, including</td>
</tr>
<tr>
<td><strong>Issues and Debates in Psychology</strong>,</td>
<td></td>
<td>probability and factors affecting the</td>
</tr>
<tr>
<td><strong>Gender</strong>, including theories of how</td>
<td></td>
<td>choice of statistical tests</td>
</tr>
<tr>
<td>gender is acquired</td>
<td></td>
<td><strong>Schizophrenia</strong></td>
</tr>
<tr>
<td><strong>Forensic Psychology</strong>, including</td>
<td></td>
<td><strong>CAREER OPPORTUNITIES:</strong></td>
</tr>
<tr>
<td>why people offend and how they should be</td>
<td></td>
<td>Careers include: Educational Psychology,</td>
</tr>
<tr>
<td>treated/punished</td>
<td></td>
<td>Clinical Psychology, Occupational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology, Forensic Psychology,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselling Psychology.</td>
</tr>
</tbody>
</table>

For further information contact Mr P O’Shea. Email: poshea553@c2kni.net
AS/A2 LEVEL RELIGIOUS STUDIES
Examination Board: CCEA

This school has a long tradition of a considerable number of students taking A Level Religious Studies. Students have always found the subject interesting as it endeavours to tackle many of the important questions such as the existence of God, the purpose and meaning of life and how life should be lived. These are perennial and fundamental questions that have always been central to human thought and have formed the basis of theology and philosophy in the West for at least three thousand years.

Students will sit exams for both modules: Ethics and Philosophy of Religion in June of Year 13 thus obtaining the full AS Level which will represent the first half of the A Level. Both papers of the final A2 exams will be taken at the end of year 14.

AN INTRODUCTION TO THE PHILOSOPHY OF RELIGION

AS students will begins this area of study by investigating a number of introductory themes in the Philosophy of Religion. The arguments for the existence of God are studies and their value assessed for religious believers. Other challenges to religious belief are considered, such as questions raised by science, atheism and agnosticism.

The relationship between God and human experience is explored through philosophical arguments for the existence of evil and a study of miracles as God’s was of interacting with the world. Human destiny is investigated through differing religious beliefs about the afterlife.

At A2 students will explore a number of important issues that are relevant to a philosophical assessment of religious belief. The place of religious experience in the foundation of religious traditions is a focus for study. Various types of religious experience are explored and their value is considered as an argument for the existence of God.

The relationship between religion and morality is studied through the contribution of key philosophers and religious texts. The place of religion in society is examined through a study of the issues raised by psychology and sociology.

ETHICS: FOUNDATIONS, PRINCIPLES AND PRACTICE

AS level students will begin this area of study by exploring the themes and principles that are foundational to religious ethics: the role of Christian scripture in informing Christian ethics, the deontological approach of natural law and the teleological approaches of utilitarianism and situation ethics.

These ethical approaches are then applied to key issues in medical ethics, such as human fertility, cloning and embryo research. A study of life and death issues focuses on the moral debates surrounding abortion and euthanasia.
In A2 the emphasis of our ethics course is on global ethics. This unit begins with a focus on moral theory, including the origins and development of virtue ethics and a study of freewill, determinism and libertarianism. The moral theory underpins the study of global ethics focusing on topical issues in the world today.

The study of global rights involves the historical development of Christian and secular perspectives on human rights, with a focus on sexual identity and gender related issues. Environmental ethics and the problems presented by contemporary warfare are examined as global ethical issues.

**CAREER OPPORTUNITIES**

Religious Studies students, along with their other AS/A2 subjects, have gone on to take up studies in colleges and universities, and eventually work in such varied areas as Psychology, Law, Philosophy, Theology, Education (perhaps to qualify as a teacher of Religious Studies), Home Economics, Sociology, Journalism, Administration, Computer related subjects, Social Work, Medicine, Performing Arts, the Media and many others.

Those students wishing to opt for a career in medicine also find this subject very useful as topics like the ethics of surrogacy, in-vitro-fertilization, abortion, euthanasia, cloning, etc. figure centrally at AS level. Students returning to the school who have taken law degrees have often pointed out how valuable Religious Studies has been as a foundation for a law degree, especially the ethics courses.

More generally, those students taking science subjects often find Religious Studies to be a very useful third or fourth subject for here again issues like the science and religion debate are discussed as well as the nature of truth in the scientific and religious domains, free will and determinism etc.

Those students taking a variety of Humanities/Arts subjects like English, Politics, Sociology, History and Modern Languages and some science students have for a long time provided this subject with the majority of its students. There are good reasons for this since Ethics and Philosophy of Religion are topics that are connected and relate very fundamentally to these subjects. Students are quick to see the connection between their other chosen subjects and Religious Studies.

I would suggest that students who are thinking of taking AS/A2 Religious Studies may find it useful to speak to existing Year 13 and especially the Year 14 students who are currently taking the course.

For further information about Religious Studies at AS and A2 Level please contact Sr Karen Small, osc
What is sociology and why should I choose it as an A Level option?

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

Consider sociology if:

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

Why should I choose sociology?

Sociology gives you training in how to think and write clearly

Practical ways to understand your world

Critical thinking skills

Skills of analysis

A new way to look at the social world

Good results at GCSE

A wide range of future career options
## Assessments

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>What’s assessed</strong></td>
<td></td>
<td><strong>What’s assessed</strong></td>
<td></td>
<td><strong>What’s assessed</strong></td>
</tr>
<tr>
<td>Compulsory content 4.1.1, 4.1.2, 4.1.3</td>
<td>+</td>
<td>Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4</td>
<td>+</td>
<td>Compulsory content 4.3.1, 4.3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8</td>
<td></td>
<td><strong>Assessed</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Assessed</strong></td>
<td></td>
<td>2 hour written exam</td>
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<td>2 hour written exam</td>
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<td>• 2 hour written exam</td>
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<td>80 marks</td>
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<td>• 80 marks</td>
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<td></td>
<td></td>
<td>33.3% of A-level</td>
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<td><strong>Questions</strong></td>
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<td>Section a: extended writing, 40 marks</td>
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<td>Crime and Deviance: short answer and extended writing, 50 marks</td>
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<td>• Education: short answer and extended writing, 50 marks</td>
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<td>Section B: extended writing, 40 marks</td>
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<td>Theory and Methods: extended writing, 30 marks</td>
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<td>• Methods in Context: extended writing, 20 marks</td>
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<tr>
<td>• Theory and Methods: extended writing, 10 marks</td>
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### CAREER PROGRESSION

- **Law**
- Teaching/Lecturing
- Nursing/Midwifery
- Occupational Therapy
- Health and Social Welfare
- Medicine
- Physiotherapy
- Speech Therapy
- Market Research

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

For further information about Sociology please contact Mrs S. McCaffery (H9) or speak to any of the present Year 13 or Year 14 students taking Sociology as they will give you an ‘insiders’ view.
Advanced level Spanish is a further extension of the speaking, listening, reading and writing skills acquired for GCSE with an additional section of background studies. Much of the content of the course is based on materials from the media such as newspaper articles and radio and T.V. Programmes. Several classes per week are held by the Spanish assistant, a native speaker who will help develop speaking and listening skills.

At AS Level (end of Year 13) students sit three papers.

**Paper 1: Oral Examination**

Consists of:

- two role plays
- a four minute oral presentation on a topic of the candidate’s choice
- an 8-10 minute conversation with the visiting examiner. There are a limited number of topics on which this conversation is based.

**Paper 2**

Involves:

- reading comprehension, like the GCSE Higher Reading paper
- a listening section with questions and answers in English
- a translation from Spanish into English.

**Paper 3**

- a 250 word essay in Spanish on the literary text studied by the students - this year we are studying “La Casa de Bernarda Alba”.

At the end of Year 14 students sit 3 further modules which involve the same skills as AS level, studied in greater depth.

**CAREER OPPORTUNITIES**

Spanish has much to offer as it is the third most widely spoken language in the world and is now the second language of The USA. Career opportunities with languages are becoming increasingly numerous, not only where used as an end in themselves e.g. translating/interpreting, teaching, journalism but also an increasing number of degree courses offer students the opportunity to combine a language e.g. Spanish with Law or Accounting while other courses such as Geography, Mathematics or Primary teaching at Queen’s can include a year spent at a Spanish University.

For further information about Spanish at AS and A2 Level please contact Ms S McIntyre or Mr P McKeever
Why do students study AS and A2 Technology & Design?

Employability! The career paths and job opportunities in Technology & Design are excellent. T&D is a perfect springboard for a career in Electronic or Mechanical Engineering, Product Design, Computer Aided Design, TV Production, Construction, Primary and Post Primary teaching. After studying for a degree in any of these areas, employment and salary prospects are very good – making the large expense of studying at university worthwhile.

Who do we recommend should do Technology & Design for A level?

The answer is anyone who has enjoyed Technology & Design at junior school or at GCSE level. The Technology & Design Department at Sacred Heart Grammar School prides itself in the huge amount of practical work we do in each of the years. If you have enjoyed the problem solving and the creativity then yes! This is a suitable subject to consider.

Do you have to be good at drawing to do Technology & Design AS and A2 level?

The answer is no! You will be taught enough hand and especially Computer Aided Drawing (CAD) using Solidworks to satisfy the requirements. Of much more importance is that you are creative and have a reasonable ability to make things.

What is the breakdown of the AS level in Technology & Design?

Unit 1 Theory paper (materials and electronics) May 20%
Unit 2 Design and make project May 20%

The emphasis of the project in AS is on Product Development. Students will take an item that they use, such as a pair of scissors or a stapler, and improve them in a number of ways. Models of the improved design are produced using Solidworks CAD and are then made in the workshop using a variety of materials.

What is the breakdown of the A2 in Technology & Design?

Unit 3 Design and make electronics project May 30%
Unit 4 Theory paper based on electronic design June 30%

The emphasis of the project in A2 is on thinking of a really practical application of the electronics from Unit 4 and applying it to a problem that needs solving. A typical project is an automatic up/down counter to keep track of the number of people in the school library. The electronic circuit is then housed in a carefully designed Acrylic case, after being modelled using Solidworks CAD.

CAREER OPPORTUNITIES

Interested? For an informal chat about T&D, please see Mr Flanagan
FURTHER MATHEMATICS
AS Level

Further Mathematics is advantageous to students following courses:
- Engineering
- Actuarial Studies
- Computer Science.

The course is designed to enhance and extend the skills learned through A Level Mathematics.

Students will study 3 modules at AS level:
- Further Pure 1
- Statistics 2
- Mechanics 2

Students particularly interested in Actuarial Science would benefit greatly from studying an AS in Further Mathematics as it broadens their understanding of Statistics and its application to Mathematical Modelling.

For further information speak to Head of Mathematics: Mrs O Corey
RULES FOR YOUNG PEOPLE  Bill Gates

To anyone with children of any age, or anyone who has ever been a child, here is some advice about 11 things you did not and will not learn in school. These “rules” are worthwhile reading for anyone!

**Rule 1:** Life is not fair – get used to it.

**Rule 2:** The world won’t care about your self-esteem. The world will expect you to accomplish something BEFORE you feel good about yourself.

**Rule 3:** You will NOT make $40,000 a year right out of high school. You won’t be a vice-president with an expense account until you earn both.

**Rule 4:** If you think your teacher is tough, wait till you get a boss.

**Rule 5:** Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping – they called it opportunity.

**Rule 6:** If you mess up, it’s not your parents fault, so don’t whine about mistakes, learn from them.

**Rule 7:** Before you were born, your parents weren’t as boring as they are now. They got that way from paying your bills, cleaning your clothes, and listening to you talk about how cool you are. So before you save the rain forest from the parasites of your parent’s generation, try delousing the closet in your room.

**Rule 8:** Your school may have done away with winners and losers, but life has not. In some schools they have abolished failing grades and they’ll give you as many times as you want to get the right answer. This doesn’t bear the slightest resemblance to ANYTHING in real life.

**Rule 9:** Life is not divided into semesters. You don’t get summers off and very few employers are interested in helping you find yourself. Do that on your own time!

**Rule 10:** Television is NOT real life. In real life people actually have to leave the coffee shop to go to jobs.

**Rule 11:** Be nice to nerds. Chances are you’ll end up working for one!
TWO roads diverged in a yellow wood,
   And sorry I could not travel both
   And be one traveler, long I stood
And looked down one as far as I could
   To where it bent in the undergrowth;

Then took the other, as just as fair,
   And having perhaps the better claim,
   Because it was grassy and wanted wear;
    Though as for that the passing there
   Had worn them really about the same,

   And both that morning equally lay
   In leaves no step had trodden black.
   Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
    I doubted if I should ever come back.

I shall be telling this with a sigh
   Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
   I took the one less traveled by,
    And that has made all the difference.