

Royal School Dungannon



**Subjects for Study at
Advanced Level 2010/11**

Options Booklet

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Introduction

With a view to entry to Sixth Form pupils will be asked to indicate their choice of subjects for study to Advanced Level. The purpose of this booklet is to assist pupils and their parents in this choice by providing outline information about the subjects available. More detailed information about specific subjects can be obtained from the relevant Head of Department.

Choosing your subjects

We would offer the following advice.

1. Choose subjects which you like and enjoy. You are more likely to make the necessary commitment of time and effort to subjects you like.
2. Choose subjects which you are good at and in which you feel you can do well at 'A' Level. Form IV and V examination results will have given you some indication of your best subjects, but if you have doubts about your ability you should consult your class teacher.
3. Choose subjects which you think you may need later. If you have a special interest in a particular career you need to ensure that your selection of subjects is compatible with its entry requirements. For the majority of pupils who do not have any definite career in mind at this stage, it is important to select a subject combination that keeps your future options as open as possible within the range of your likely interests. The resources of the careers library are available for you to research possible careers and courses. You are also encouraged to use ICT facilities to access university or other relevant websites to obtain further information. You should always discuss your choice of subjects with your careers teacher.
4. For obvious reasons you should not choose a subject simply because your friends are choosing it or because you like the teacher.

A Level Subject Specifications

1. Each A Level Subject Specification normally consists of four/six units, of which the first two/three will normally be designated as Advanced Subsidiary (AS) Level and the last two/three as Advanced (A2) Level. It is intended that AS units can be assessed at the end of the LVI year, at a standard equivalent to that expected of a pupil half-way through an A Level course. A2 units will be assessed at the full A Level standard, and are intended to include a synoptic element and to be more difficult than the AS Level units. The AS qualification is awarded on the basis of performance in the two/three AS units, while the full A Level is awarded on the basis of performance in all four/six units (normally 50% from AS units, 50% from A2 units).

2. As all subjects will follow a modular structure it will be possible for pupils to finish their study of a particular subject in LVI, taking an AS qualification based on examinations in two/three AS units. This means that a wider choice of subjects will be available to those pupils who may wish to study a fourth subject at AS Level in LVI.

3. University selectors are unlikely to equate two AS qualifications to one full A Level, especially in applications for competitive courses, and it is expected that most universities will continue to make conditional offers based on three A Level subjects. However, admissions policy will vary from university to university, and there are indications that offering a fourth subject at AS Level is viewed favourably by some Admission Tutors, especially if it is in a contrasting discipline. This is particularly the case for entry to Oxbridge and other prestigious universities, and for some high demand courses including Medicine, Dentistry, Law and Veterinary. Indeed there are cases where Universities are requiring 3 A Levels and 1 AS Level as a basic course requirement (e.g. QUB medicine, dentistry). In the Republic of Ireland, universities such as Trinity and UCD require 4 A Levels for high demand subjects such as medicine, law, dentistry and physiotherapy. Four AS Levels are required for many courses in the Republic of Ireland. The introduction of the A* grade (see below) has resulted in a small number of universities requesting it as part of their offer for some courses. It is therefore advisable that pupils who may already have a special interest in a particular university or course use the resources of the Careers Library and university websites to familiarise themselves with the current policy of the institution concerned. Please refer to note 3 below for further advice on the advantages and drawbacks of selecting four subjects in Lower Sixth.

4. GCE A level grading from summer 2010
This summer sees the first awards for the new 4-unit A level specifications in nearly all subjects, together with the introduction of the new A* grade at A level. The A* grade will reward outstanding performance and allow for improved discrimination between the best performing candidates. It will be awarded for all A levels from Summer 2010.
The A* grade will be awarded for the full A level qualification only. It will not be awarded for the AS qualification or at unit level.
The A* grade will be awarded to candidates who have achieved:
 - an A grade overall in their GCE A level , and
 - 90 per cent of the maximum Uniform Marks Scale (UMS) on the aggregate of their A2 units. This will mean achieving at least 180 uniform marks out of the 200 available at A2.The A* grade will be achieved by learners who have performed very well throughout all of their A level units (AS and A2) and, in addition, outstandingly well on the A2 units, which incorporate the most challenging questions.

(Source: http://www.rewardinglearning.org.uk/docs/circular/gce/2010/sif_23_10_circ.pdf)

Further Points concerning choice of subjects

1. Last year around 60% of pupils selected four subjects for study at Advanced Subsidiary Level in LVI. The normal entry requirement for an A Level course is a grade B or better at GCSE higher tier in the relevant subject. However, Heads of Department may be prepared to give special consideration to a very committed pupil with a lower grade at GCSE, normally obtained at the GCSE higher tier.
 2. A number of subjects including Art & Design, Design & Technology, Geography, History, ICT, Food Technology, Music & Religious Studies may, with the agreement of the Head of Department concerned, be taken by pupils who have not studied that subject at GCSE. Any pupil opting for a subject not studied at GCSE Level must speak to the relevant Head of Department in advance and ask the Head of Department to initial the options form to show that they have been consulted. Clearly Economics, PE and Politics along with Business Studies, Media Studies and Psychology may be studied without the relevant GCSE but refer the subject entry in this booklet for further information on entry requirements.
 3. In making the decision as to whether or not to take a fourth subject in Lower Sixth, pupils are advised to reflect carefully on the effect that study of a fourth subject at AS Level will have on their three main A Level subjects. It is not in a sixth former's interest to increase the breadth of study at the expense of performance in the three main A Level subjects. For some pupils this will mean selecting three subjects for study at both AS and A2 Level. However, those pupils who expect to achieve good GCSE results, and especially those who in addition may intend applying to a particularly prestigious university or for highly competitive courses, including Medicine, Dentistry, Law and Veterinary, are recommended to give serious consideration to taking a fourth subject to AS Level in their Lower Sixth year. As has been the case in previous years, it is expected that a number of pupils will opt to study four subjects in Upper Sixth to full A Level standard.
 4. As part of our partnership with other schools in the Dungannon area we are able to offer additional subjects and the Principals are able to offer places to some pupils. However the following points should be noted that:
 - a pupil will only be able to take a total of one subject in a partner school
 - the subject entry requirements of the partner school will apply
 - there are a limited number of places available
 - this type of arrangement inevitably results in some encroachment on times allocated to other subjects and pupils must recognize this from the outset and ensure that they make appropriate arrangements with their teachers to keep up with the work in all subjects.
 - the pupil will be responsible for making their own way to and from the partner school and will be required to sign in at reception each day on arrival and sign out on departure from the partner school and sign out when departing from and sign in on returning to RSD
 - any pupil (along with their parents) who studies at another school will be required to sign an agreement concerning their understanding of what is expected of them and what the course entails.
- Please speak to Mr Clingan directly if you are interested in another subject not listed in the options.
5. There is no absolute guarantee or right to a place in any LVI course. The School reserves the right ultimately:-
 - i) to select candidates for any course that is over-subscribed
 - ii) to reject candidates for courses for which it believes they are not sufficiently capable of completing
 - iii) to withdraw a subject if there are insufficient numbers to make it viable
 6. Admission to Sixth form Studies for RSD pupils is on the basis of the advertised criteria (please see next page)
 7. Specialist Careers Department staff conduct personal interviews with each Form V pupil, and will answer your questions and give any further guidance required at that stage.

Admission to Form VI for RSD Pupils

$$A^* = 4$$

$$A = 3$$

$$B = 2$$

$$C = 1$$

- ❖ Normal return minimum = 12[#] points (for 3 AS) **OR** 16[#] points (for 4 AS levels)
- ❖ Pupils returning with 12 - 15 points will be required to sign a Sixth Form performance contract
- ❖ Pass = C grade or better, although C grades are not suitable for A level work in that subject
- ❖ Must have at least 6 passes, often 7 to get into LVI.
 - Includes Grade A*, A or B passes for AS/A2 subject
 - NB: 7 or 8 C grades or less are normally NOT acceptable for Sixth Form admission

When selecting to study new start subjects there must still be the number of A*, A or B grades indicated above.

(Slightly lower standards will usually apply for pupils whose first language is not English.)

[#]Form IV Maths should be included in the points total.

Examples:

$$2A^*+4A+3B = 26$$

$$3A+5B+1C = 20$$

$$1A^*+2A+3B+2C = 18$$

$$1A+4B+4C = 15$$

$$4B+6C = 14$$

$$5B+3C = 13$$

$$4B+4C = 12$$

$$3B+4C = 10$$

NOTES:

ONCE THE RESULTS ARRIVE IN YOUR HOME IN AUGUST:

1. You must come in to see the Vice Principals regarding any changes to your chosen AS levels.
2. You must come in immediately if you are border-line for readmission.
3. You should seek help in school if you are unsure of what to do.
4. Remember that some college courses are either oversubscribed or not provided if there is not a demand.

ADMISSION AND ANY FINAL DECISIONS ARE BASED ON:

- Participation in school activities in Form V
- Willingness to continue with school activities
- Good behaviour and full co-operation over Form IV and V (detentions and suspensions may prevent admission)
- Good attendance in Form IV and V (unapproved absence may prevent admission)
- Likelihood of gaining good AS and A levels.
- Parental compliance with School Rules and Procedures including prompt and full payment of fees
- Sixth Form Performance Agreement being accepted by parent/s and pupil.

Feb 2010

Art & Design

Introduction

The study of Art and Design nourishes, enhances and celebrates pupils' creative, intellectual and artistic abilities. GCE Art and Design course builds on the art, craft and design experiences gained by pupils who followed GCSE Art and Design or other similar qualifications.

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

Why study GCE Art and Design?

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

What do I need to take this course?

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

What will I study and how will I be assessed?

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

<p>A2 1 25% of GCE</p>	<p>Personal Investigation (coursework) Further opportunity for you to freely demonstrate and communicate your artistic interests, visual curiosity, creativity and personal skills in art, craft and design. The work you choose to present in an area of art, craft and design should stem from your strengths and personal interests in this subject. Work should consist of:</p> <ul style="list-style-type: none"> • visual investigations; and • written investigations (including an extended essay). 	<p>A2 2 25% of GCE</p>	<p>Externally Set Assignment Theme/starting point is set by CCEA. Paper released in February. You produce preparatory work; and a final response which is completed within a 12-hour supervised examination period.</p>
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What can I do with a qualification in Art and Design?

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

Biology

Subsidiary (AS) and Advanced Level (A Level) courses in Biology.

Progression to A level Biology from GCSE requires a sound performance in either Double Award Science or Biology GCSE. In the first year of sixth form pupils complete an AS course. The AS course can be taken either as a final qualification or as the first half of the A Level qualification. If pupils wish to obtain a full A Level qualification, they must also complete the second half of the course, which is referred to as A2.

The A Level award in Biology provides a basis for the further study, at tertiary level, of Biology and related courses. For those progressing directly into employment, an AS or A Level award is relevant not only in the fields of science, engineering and medicine, but also to areas of commerce and the public service in which problem-solving and practical skills are valued.

The course helps to provide an understanding of how biological developments affect the environment. The course also contributes towards an understanding of ethical and cultural issues, thus adding to a full and rounded education.

Studying biology encourages pupils to:

- develop their interest in and enthusiasm for Biology, including developing an interest in further study and careers in the subject;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of, and understanding of, how science works;
- develop and demonstrate their skills and knowledge; and
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

The key features of the specification are listed below:

- The total time spent in written examinations is only 7 hours.
- A2 pupils are stretched and challenged through the introduction of more testing and less structured questions.
- It provides a firm grounding for those wishing to enter higher education courses in Biology and related subjects. In most of these courses, an A Level award is a prerequisite for entry.
- The specification includes Northern Ireland perspectives, particularly with respect to biodiversity strategies and the human impact on ecosystems.

Business Studies

This course is offered through our partnership with St Patrick's Academy.

What the subject is about:

At AS Level, pupils are introduced to the challenges and issues of starting a business, including financial planning. They then explore the key internal functions of business and how the management of these functions can assist in improving the effectiveness and performance of a business.

Course content and assessment schedule:

Paper	Duration	Brief outline of main content.
1	1 hr 30 mins	<p>Starting a Business -The challenges and issues of starting a business; enterprise and entrepreneurs. Financial Planning -Key financial concepts needed to start a business including sources of start up finance, planning cash flow, contribution and break even.</p> <p>This unit will be tested through a series of multi-choice questions</p>
2	1 hr 30 mins	<p>People – Communication, motivation, recruitment and HR planning. Operations Management - adding value, quality and customer service; Finance - improving cash flow, measuring profit and improving profitability. Marketing and Competition- planning, 4 'P's and analysing the competitive environment.</p>
3	1 hr 45 mins	<p>Functional Objectives and Strategies Financial Strategies and Accounts – Financial objectives, balance sheets, income statements, ratio analysis, financial strategies, Investment Appraisal Marketing Strategies – Marketing objectives, market analysis, marketing strategies, marketing plans Operational Strategies – Operational objectives, economies of scale, innovation, location, lean production Human Resource Strategies – HR objectives, workforce plans, organisational structures, employee/employer relations</p>
4	1 hr 45 mins	<p>Corporate Aims and Objectives Assessing changes in the Business Environment – Macroeconomics, Government and legislation, social environment and ethics, technological change, competitive environment Managing Change – Causes of change, planning for change, leadership, culture, decision-making</p>

Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
		Business Studies	B
		English	B
		Mathematics	B

Qualities / skills needed to succeed in the course

- The ability to analyse and interpret financial information in different forms (for example, accounting statements, reports, tables, graphs and charts).
- The ability to use financial and non financial information as aids to decision-making.
- The ability to distinguish fact from opinion.
- The ability to analyse problems, issues and situations.
- The ability to write reports for different user groups.

Chemistry

AIMS

- To develop an interest and enthusiasm for Chemistry, including developing an interest in further study and careers in the subject.
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of economy and society.
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works
- Develop essential knowledge and understanding of different areas of Chemistry and how they relate to each other.
- To encourage each pupil as much as possible, and to make their study of Chemistry an interesting, useful and enjoyable experience.

ENTRY REQUIRMENTS

To complete a GCE A Level course in Chemistry a pupil should have an A or B in Triple Award Chemistry or an AA or BB grade in GCSE Double Award Science. Lower grades will be considered from an industrious pupil.

WHAT WILL I STUDY?

Unit AS 1: Basic Concepts in Physical and Inorganic Chemistry

Formula and equations, Atomic structure, Bonding and structure, Shapes of molecules, Intermolecular forces, Redox, The Periodic table, Group VIII, Titrations.

Unit AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry

Formula and amounts, Alkanes, Alkenes, Halogeno-alkanes, Alcohols, Infra-red spectroscopy, Energetics, Equilibrium, Kinetics, Group II, Qualitative analysis.

Unit AS 3: Internal Assessment

There are two practical exercises: a titration and an observation and deduction exercise. There is also a planning exercise testing knowledge of practical techniques, observations and calculations.

Unit A2 1: Periodic Trends and Further Organic, Physical, and Inorganic Chemistry

Lattice enthalpy, Entropy, Kinetics, Equilibrium, Acid-base equilibria, Isomerism, Aldehydes and ketones, Carboxylic acids, Esters, fats and oils, Periodic trends, Environmental chemistry.

Unit A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry

Mass Spectrometry, Nuclear magnetic resonance spectroscopy, Volumetric analysis, Colorimetry, Chromatography, Transition metals, Electrode potentials, Arenes, Amines, Amides, Amino acids, Polymer Chemistry.

Unit A2 3: Internal Assessment

There are two practical exercises (50 marks) and a planning exercise (20 marks) testing knowledge of practical techniques, observations and calculations.

SPECIFICATION AT A GLANCE

Unit	Areas of study	Assessment	Weighing
AS 1	Basic concepts in physical and inorganic chemistry.	A written paper lasting 1 hour 30 minutes.	35% of AS 17.5% of A Level
AS 2	Further physical and inorganic chemistry and introduction to organic chemistry.	A written paper lasting 1 hour 30 minutes.	35% of AS 17.5% of A Level
AS 3	Internal Assessment – Practical examination.	Two practical tasks and a planning exercise lasting 2 hours and 30 minutes. Internally assessed.	30% of AS 15% of A Level
A2 1	Periodic trends and further physical, inorganic and organic chemistry.	A written paper lasting 2 hours.	40% of A2 20% of A Level
A2 2	Analytical, transition metals, electrochemistry and further organic chemistry.	A written paper lasting 2 hours.	40% of A2 20% of A Level
A2 3	Internal Assessment – Practical examination.	Two practical tasks and a planning exercise lasting 2 hours and 30 minutes. Internally assessed.	20% of A2 10% of A Level

OPPORTUNITIES BEYOND A LEVEL

Chemistry is a very important subject as a gateway to many scientific professions. It has thus become a prerequisite to have a high grade for medicine, dentistry, pharmacy, food science, agriculture, biochemistry and environmental studies. A suitable pass grade in chemistry is accepted as an A level for entry to many other careers and despite the fact fewer people now do a degree in Chemistry, it has become even more important as a feeder subject for a wider range of scientific careers.

Design and Technology

AIMS

- To enable pupils to participate in, and exercise responsibility throughout the whole process of design, by identifying and meeting needs in the man-made world.
- To provide a suitable preparation for University and College courses in Science, Engineering, Product Design, Architecture, Biomedical Engineering, Computing and Surveying.
- To encourage pupils, to implement the final solution to a problem employing appropriate materials, components, systems and techniques in a safe and effective manner.
- To provide a worthwhile educational experience for pupils not intending to study Design and Technology at a higher level. Whilst giving them an insight into how the world around them functions and how the products they use are produced.

FACILITIES

The high level of ICT integration into the subject means that the Department has a cluster of 20 PCs with software appropriate to the design and production of complex electronically based project work. Solidworks, Livewire, PIC-Logicator, PCB Wizard and Techsoft 2-D Design form the main group of programs which are used in conjunction with the CNC Mill and CNC Router to produce high quality products.

ENTRY REQUIREMENTS

An ideal requirement for this subject at Advanced level would be a good pass grade at GCSE Design and Technology (A* - B) or a related option. (Physics and or Mathematics)

SPECIFICATION AT A GLANCE

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

Unit	Assessment	Weighting	Availability
AS 1 Product Design and Systems and Control	2 hour examination	50% of AS 25% of Advanced GCE	January and Summer
AS 2 Coursework: Product Development	45 hour coursework internally assessed externally moderated	50% of AS 25% of Advanced GCE	Summer only
A2 1 Systems and Control	2 hour examination	25% of Advanced GCE	January and Summer
A2 2 Coursework: Product-System, Design and Manufacture	60 hour coursework internally assessed externally moderated	25% of Advanced GCE	Summer only

Coursework is an essential part of these examinations with it making up 50% of the AS and 50% of the full A level.

Lower Sixth

All pupils will complete units 1 and 2 in order to obtain an AS Level examination.

Unit AS 1: Product Design and Systems and Control

This unit is a study of product design including materials and their processing with an area of systems and control. Candidates must study Section A: Product Design and Practice and can choose between two specialist areas of systems and control in either Section B: Electronic and Microelectronic Control Systems or Section C: Mechanical and Pneumatic Control Systems.

Unit AS 2: Coursework: Product Development

The emphasis in this unit is on the analysis and development of an **existing product**, with a view to re-designing either the product or an aspect of it. It is the responsibility of the teacher to ensure the choice of product allows sufficient scope for development and challenge at AS Level

Pupils will produce a 3-dimensional model or prototype which represents the practical outcome of the product analysis and development.

A portfolio should accompany the practical component with written and graphical information produced on not more than 10 A3 sheets. Pupils can present the portfolio in electronic format.

This unit draws on the knowledge and skills in Unit 1 and should represent approximately 45 hours of work. It will be internally assessed and externally moderated.

Upper Sixth

All pupils must complete all units in order to obtain the full 'A' level examination.

Unit A2 1: Systems and Control

An in-depth study of Systems and Control in either **Section A: Electronic and Microelectronic Control Systems** or Section B: Pneumatic Control Systems.

Unit A2 2: Coursework: Product-system, Design and Manufacture

Candidates will be required to design and manufacture a **technological product or system**. They must identify a problem or need and ensure it provides sufficient scope to meet the assessment criteria.

It is the responsibility of the teacher to ensure that the topic chosen allows sufficient scope and intellectual challenge appropriate to an A2 course.

A technological product must have an energy source to make it function and include a control system comprising input, process and output

A portfolio should accompany the practical component with written and graphical information produced on not more the 20 A3 pages. Pupils can present the portfolio in an electronic format.

This unit draws on the knowledge and skills covered in all units but must reflect the chosen option in A2 Unit 1: it represents approximately 60 hours of work and will be internally assessed and externally moderated.

OPPORTUNITIES BEYOND 'AS' AND 'A' LEVEL

Having successfully completed Design and Technology at this Advanced level pupils are encouraged to proceed on into higher education. Many pupils have found this subject to be extremely beneficial if they intend to follow a course in Engineering (Mechanical, Civil, Aeronautical, Electrical, Electronic and Production), Product Design, Architecture or related fields either at University or College of Education.

To find out more detailed information about the many options open to pupils after Advanced level we recommend that pupils contact the Careers Department.

Economics

Economics deals with some of the major issues facing society today. Economic issues are often at the centre of local, national and international news. Economics looks at how we make decisions about the ways in which we use our limited resources.

This problem can be considered from the perspectives of individuals, businesses and organisations, communities, governments and the global economy as a whole.

Studying economics will help to expand your knowledge and understanding of human behaviour in the world around you.

You will be able to directly relate what you learn to current events and issues and understand their implications.

Why study Economics?

By studying this course, you will gain an insight into some of the major problems and issues facing society today. For example:

- What is the market's role in providing for society's needs and wants?
- How can individuals and businesses manage their resources better?
- What are the possible solutions to environmental problems?
- How economic development can be sustained?
- How can all countries can benefit from globalisation?

This course will help you to develop a variety of thinking and communication skills including investigating, analysing, evaluating, reasoning, drawing conclusions and making judgements. These skills will be invaluable in higher education and a variety of careers.

What will I study?

AS 1: Markets and Prices

In this unit, you will study the nature of the basic economic problem and the role of markets and prices in resolving it. You will look at a range of markets, examine why these sometimes fail to work efficiently and look at ways of correcting this failure.

AS 2: The National Economy

This unit examines the nature and causes of contemporary national economic problems and investigates how these can be resolved. You will look at issues such as unemployment, inflation and economic growth and consider how effective government policy is in these areas.

A2 1: Business Economics

This unit builds on the content of AS 1. It examines how firms make decisions about price and output in a variety of competitive situations. It investigates current influences on business such as environmental issues, globalisation and the growth of the internet. It also looks at government approaches to promoting competition.

A2 2: The Global Economy

A2 2 further develops some of the understanding developed in AS 2. You will study international trade including the case for and against free trade, the UK balance of payments and exchange rates. The unit also covers the European Union, economic development, the effects of increasing globalisation and policy issues in an open economy.

What can I do with a qualification in Economics?

Economics will be of benefit to you in everyday life by helping you make informed decisions and choices. Economics can open up a wide range of opportunities in higher education or a rewarding career.

You can study Economics on its own or you may wish to consider combining it with the study of other compatible subjects such as politics, philosophy, geography, history, law, foreign languages, mathematics and sciences. Economics also combines well with vocational subjects such as engineering, manufacturing and business.

Many economics pupils go on to have interesting and successful careers in business, finance, government services, economic research and professions such as teaching, accountancy and the law.

To view the full specification and the full range of support material available for GCE Economics, please visit the Economics microsite www.ccea.org.uk/economics

How will I be assessed?

Each unit is assessed by means of an external examination. **There is no coursework.**

AS 1: Markets and Prices

Worth 50% of AS 25% of A Level

1 hour 30 minutes examination paper which includes one data response and a choice of structured essay questions.

AS 2: The National Economy

Worth 50% of AS 25% of A Level

1 hour 30 minutes examination paper which includes one data response and a choice of structured essay questions.

A2 1: Business Economics

Worth 25% of A Level

2 hour external examination paper which includes an unseen case study and a choice of essay questions.

A2 2: The Global Economy

Worth 25% of A Level

2 hour external examination paper which includes an unseen case study and a choice of essay questions.

What does it take to be a good economics pupil?

- An interest in current affairs
- The motivation to read around what we cover in class
- Good written communication
- Good numeracy skills
- A willingness to work extra hard as it is a new start subject at AS level

How can I find out more?

- Speak to Mrs A Straghan
- Talk to pupils who are already studying the subject
- Have a look at the following websites – www.whystudyeconomics.ac.uk, www.tutor2u.net and www.bized.co.uk

English Literature

The study of English Literature at GCE level encourages the development of individuality through the study of poetry, prose and drama. The texts will be stimulating, challenging and enjoyable.

The subject is rather different to other subjects. While the knowledge of literary terms enhances reading skill and pleasure in reading, English Literature does not consist of a body of knowledge that you can 'learn'.

You will be encouraged to develop your own ideas and responses to the texts you study and to base these responses firmly on evidence that you have gathered from your own reading. In essence the subject is concerned to develop your capacity to present informed, independent opinions and judgements.

It should be evident from this that you have to take a major responsibility for your learning.

Aims:

Pupils will be encouraged to:

- Read widely and engage creatively with a body of texts.
- Develop their ability to critically analyse and evaluate through speech and writing
- Explore the influence of context on what they read
- Deepen their appreciation of literature
- Construct well-organised and perceptive essays.

COURSE CONTENT AND ASSESSMENT

AS

Module 1: The Study of Drama

2 Coursework essays 40%

- Shakespeare's 'Antony and Cleopatra' – critical essay
- Two modern plays by Arthur Miller or Tennessee Williams – creative response

Module 2: The Study of Poetry Written after 1800 and the Study of Prose 1800-1945

2 Hour Exam 60%

- Modern Poetry: Gerald Manley Hopkins and Emily Dickinson or Carol Ann Duffy and Liz Lochhead.
- Novel: 'The Great Gatsby' by F Scott Fitzgerald

A2

Module 1: The Study of Poetry 1300 - 1800 and Drama

2 Hour Exam 50%

- Chaucer's 'The Pardoner's Prologue and Tale'
- Shakespeare 'King Lear' and Heaney 'Burial at Thebes'

Module 2: The Study of Prose – theme based

2 Hour Exam 50%

- Study of a post-1990 novel e.g. 'The Butcher Boy' by Patrick McCabe
- This is followed by the study of a pair of novels e.g. 'The Scarlett Letter' by N. Hawthorne and 'Catcher in the Rye' by J D Salinger

OPPORTUNITIES BEYOND 'A' LEVEL

Employers desire good communication skills and the study of English Literature aims to foster these. Obviously this A-level is a good base for further study in this subject as well as Law, Media and Journalism to name a few but it is also an excellent 'fourth' subject for scientists who wish to develop their oral and written communication skills, skills which are a valuable commodity in the workplace and in gaining a university place.

TRIPS

Whenever possible we visit the theatre to see the plays that we are studying as the experience of live drama is extremely helpful in the understanding of dramatic methods. We are also fortunate to have good links with Queen's University Belfast and attend lectures there based on our set texts. This gives the pupils a glimpse of what it would be like to study English at a higher level and the content is always very relevant to their examinations. We also attended a sixth form Revision Day at the University of Ulster in Coleraine. This year Lower Sixth went on a very successful trip to London to visit the Globe Theatre, attending a workshop on the Shakespeare play they were studying. We were also able to see a show. It was a brilliant experience and one we hope to repeat on an annual basis.

Food Technology

Why Study AS/A Level Food Technology?

AS and A Level Food Technology focuses on the areas of nutrition, health and consumer issues. You will be encouraged to develop and demonstrate knowledge, understanding and skills in a variety of topics relating to these areas. This will enable you to obtain an AS or A Level grade that will provide a sound foundation for University and College Courses in Food Science, Food Technology, Nutrition, Health and Consumerism.

Alternatively you may use it as a means of obtaining an A Level for entry to other non-food technology related courses and in the process providing a worthwhile learning experience for adult-life.

What do you need to be able to take this course?

It is of great benefit to have studied Food Technology at GCSE Level. However, in the past, pupils have worked through the A Level very successfully, having come into the subject by way of a 'fresh start'.

How is the AS & A Level Course Structured?

AS and A Level Food Technology will be taught in Modules. The Modules, four in all, are arranged to allow for either an AS Award at the end of LVI Year or a full A Level Award at the end of the UVI Year.

You will study two modules (AS1 & AS2) for the AS Level exam that will be taken at the end of your LVI Year.

A further two modules (A21 & A22) will be studied in UVI and this will lead to the A Level Award.

In the table below an outline of the content of each of the Modules has been provided.

Unit	Areas of Study	Unit	Areas of Study
AS 1	Nutrition for Optimal Health You will study micro and macro-nutrients and other dietary constituents: <ul style="list-style-type: none">• Protein• Fat• Carbohydrate• Vitamins• Minerals• Micro-minerals• NSP• Water This unit will also look at nutritional considerations through the life span.	AS 2	Priority Health Issues You will study current research in relation to diet and health, mental health and sexual health. This unit will also cover targets, strategies, initiatives and campaigns for optimizing health.

Unit	Areas of Study	Unit	Areas of Study
A2 1	<p>Consumer Issues</p> <p>Focuses on the main consumer issues in today's society:</p> <ul style="list-style-type: none"> • Food safety issues • Ethical issues • Financial management issues • Consumer information • Consumer protection and redress 	A2 2	<p>Research-based assignment</p> <p>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.</p>

How will you be Assessed?

AS 1 - Nutrition for Optimal health	-	1 Exam Paper	-	1 Hr. 30 mins.
AS 2 - Priority Health Issues	-	1 Exam Paper	-	1 Hr. 30 mins.
A2 1 - Consumer Issues	-	1 Exam Paper	-	2 Hrs.
A2 2 - Research Based Assignment	-	4,000 Word Assignment		

What can you do with a Qualification in Food Technology?

As outlined in the introduction to Food Technology AS/A Level this GCE provides a solid foundation for higher education courses in Food Technology and other related subjects.

Past pupils have used their A Level to gain entry into a wide range of careers e.g. Teacher Training, Psychology, Business Studies, Social Work, Environmental health, Nursing, Sports and Leisure Studies, Music Studies, Occupational Therapy, Speech and Language Therapy, Podiatry, Radiography and Journalism.

Geography

There has never been a greater need to be aware of the changing world around us than at present. Change is happening all the time – both in the natural world and within human populations. Geography helps make sense of our world. By studying A-level Geography you will learn about geographical concepts and processes within the natural environment, interactions between people and people, and between people and the environment, the challenges of sustainability and the importance of attitudes and values. You will then be able to relate what you have studied to the world around you. It offers prospective pupils an interesting, challenging and useful subject.

In the Lower Sixth year each pupil enters two modules at Advanced Subsidiary Level, i.e. AS Level. These two modules will be examined at the end of the Lower Sixth Year and if required can be taken as a “stand-alone” qualification and the grades obtained used in UCAS application. If you wish to obtain a full A-level qualification, you must complete the second half of the course referred to as A2.

The contents of the Modules are as follows:

AS 1: Physical Geography (including fieldwork skills). This section is concerned with physical processes and systems and human interactions with them. Examples of study include:

- Processes and features in river environments;
- Ecosystems;
- Atmosphere and weather systems.

There is **no** coursework at A-level, though following the gathering of data, you must provide a summary statement of approximately 100 words. This includes the:

- Title
- Details of the location of the study
- Statement of the aims and hypotheses to be tested.

The other elements of the fieldwork enquiry are tested in the examination. The data needed for this is collected while on a 3-day residential fieldtrip.

AS 2: Human Geography (including skills and techniques). This section is concerned with human processes, systems and outcomes and how these change over time and space. Examples of study include:

- Population;
- Challenges for rural and urban environments;
- Issues of Development.

In Upper Sixth, two further modules will be studied and examined in the June of the Upper Sixth year. It will also be possible to repeat the AS modules at the end of the Upper Sixth.

A2 1: Human Geography and Global Issues:

Section A offers a choice of 3 optional units from which you study two. We look at:

- Impact of population change, such as the role of government policy in determining population structure;
- Issues in ethnic diversity, such as segregation and conflict.

In section B, pupils have an opportunity to investigate global issues and debates relating to our sustainable future. You study one of the four elements outlined below:

- Air pollution
- Nuclear energy
- Agricultural change and its impact
- Issues in tourism

A2 2: Physical Geography and Decision-Making:

Section A offers a choice of 3 optional units from which you study two. We look at:

- Fluvial and coastal environments and how such natural features might be best managed;
- The Dynamic Earth which considers tectonic hazards such as earthquakes and volcanoes and how these might be managed.

In section B pupils prepare for a compulsory decision-making exercise. This takes the form of a case study. You are presented with a variety of resources which you must analyse. You then adopt a particular role for answering part of the exercise, consider alternative choices and make and justify recommendations.

This new course offers a flexible type of course by which you can take responsibility for organising parts of your work. It will provide you with the opportunity to gain transferable skills such as communication, teamwork, graphicacy, analysing, investigation and map reading. Pupils are introduced to the use of statistics and ICT is embedded within the course. All of these skills are attractive to employers.

Studying Geography will help you gain a greater understanding of people and places, weather systems, tourism, global energy and sustainable development. Many of the topics or issues that you will study will be reported in the media, for example, environmental concerns such as pollution, flooding, earthquakes and global warming. This close link between studying Geography and what is going on in the world around you could lead you perhaps to a career in environmental work or with an aid agency. Many geography pupils go on to have successful and interesting careers such as:

- urban planners
- cartographers (people who produce maps)
- GIS specialists (connects the use of ICT with Geography)
- climatologists/meteorologists (weather forecasters)
- environmental managers
- researchers
- teachers
- demographers (people who study changes in population/work with census material)
- environmental managers
- hazardous-waste planners
- jobs in the travel and tourism industry
- council administration
- accountancy
- governmental statistician
- development worker for an aid agency
- river/coastal engineer

It is clear that the study of Geography involves aspects of both the Arts and the Sciences and so works well with Arts or Science A-level subjects to help pupils achieve the grades or points total they require to enter university courses. The subject itself may be studied at university in Arts or Science faculties.

History

History at 'AS' and 'A' Level offers much more than simple retelling of stories from the past. Political ideologies, systems of government, economics, the influence of religion, literature and art: all of these major themes come under the historians notice.

History students will take two modules in their Lower 6th year and a further two in Upper 6th. In Lower 6th pupils will study **“The Unification of Italy and Germany 1815-1871”**, concentrating on the causes, course and failure of the 1848 revolts in these states and the long, often bloody, process of national unification. Along the way interesting figures such as Verdi, Mazzini, Metternich, Garibaldi, Cavour and Bismarck will all come under scrutiny.

The second AS module **“Italy 1914-1943”** looks closely at the intriguing figure of Benito Mussolini, once described by Adolf Hitler as “the teacher of fascism”. In this module pupils will consider the consequences of World War I on Italian society, the development of Mussolini’s dictatorship, Fascist domestic policies and his disastrous foreign policy and role in World War II.

The first module studied at 'A2' **“Liberalism and Nationalism in Europe 1815-1914”** is an overview looking at the development of the key political ideologies of the French Revolution and their tumultuous consequences for Europe as a whole.

The second module at 'A2' Level, **“The Partition of Ireland 1900-1925”**, considers the circumstances which gave birth to modern Ireland, with all its divisions, rivalries and legacy of violence. Pupils will encounter such giants of early 20th century Ireland as Carson, Craig, Redmond, Pearse, Collins and De Valera.

The modules will give an overall perspective on many of the crucial developments in 19th and 20th century history. The struggle to create liberal, democratic and even totalitarian societies, the importance of economics, the triumph of nationalism with all its implications for good and ill, the important role of religion: all these issues and many more will challenge the young historian to consider the nature of society as it has evolved, and perhaps inspire them to think of how it could be changed for the better in the future. What more important intellectual exploration could there be?

Apart from the significant content of the course studied, 'A' Level History offers additional factors which make it a highly valued subject. The interpretation of documents, the comparison of differing viewpoints, presentational skills including essay writing, the ability to summarise and clarify complex issues, analytical skills – all these factors should attract students of an enquiring mind.

Those pupils choosing to study History at A-Level have the opportunity to participate in a variety of activities outside the classroom which provide the subject with a rich 'value-added' element. These include the very successful biennial trip to Rome and a local inter-schools' Irish history project.

Notable students of History range from Gordon Brown and several U.S. presidents to Jonathan Ross and Sacha Baron Cohen and include the heads of the Sony and IBM corporations. History is studied by those contemplating a range of careers, from law, journalism, politics, television and business, where university selectors and employers value its study as an intellectual discipline which cultivates a well-stocked and incisive mind and an ability to communicate ideas to others.

Information & Communication Technology

INTRODUCTION

A Level Information & Communication Technology is based on the study of four modules. It uses a task driven approach to problem solving and decision making that relies on the effective use of information and communication technology systems. A qualification in ICT could provide the basis for further study or provide a coherent, satisfying and worthwhile course of study for pupils who do not progress to further study in the subject. It is beneficial for use with almost every subject you would like to study in the future and would also be beneficial in practically every career.

AIMS

AS and Advanced Level ICT specifications encourage pupils to:

- develop an understanding of the main principles of solving problems using ICT;
- develop an understanding of the range of applications of ICT and the effects of their use;
- develop an understanding of the organisation of computer systems including software, data, hardware, communications and people;
- acquire the skills necessary to apply this understanding to developing computer-based solutions to problems.
- develop the ability to apply skills, knowledge and understanding of ICT to a range of problem solving contexts;
- develop an understanding of the main principles of systems analysis and design, methods of problem formulation and planning of solutions using ICT, and systematic methods of implementation, testing and documentation;
- develop their capacity for critical thinking, see relationships between different aspects of the subject and perceive their field of study in a broader perspective;
- develop their project management skills and understanding of the need for team working.

SPECIFICATION STRUCTURE

The specification adopts a modular structure and candidates are required to study two teaching and learning modules for the AS course and four modules for the full Advanced Level course. The modules are listed below and are all compulsory.

AS Level

Module 1: Components of Information and Communication Technology

- Data and Information
- Hardware and Software Components
- Network Communication
- Applications of ICT
- Developing ICT Applications

Module 2: Developing ICT Solutions

- Data Processing Task:
 - This task will require the selection of appropriate software to solve a realistic data processing problem.
- Multimedia Task
 - This task will require the selection of appropriate multimedia software to solve a realistic problem. Manipulation of sound, images, animation and movies may be required.

A2 Level

Module 3: Information Systems

- Database Systems
- Networked Systems
- Software Development
- The User Interface
- User Support and Training
- Legal and Professional Issues
- Implications of Information Systems

Module 4: Approaches to Systems Development

- The coursework will require candidates to identify and research a realistic problem for which there must be a real end-user. The problem should be of a substantial nature and should support the integration of the various skills and concepts developed during this course as advanced features of common application software will be required.

ASSESSMENT

Module	Nature of Assessment	Assessment Weighting
1	2 hour external examination paper	50% of AS, 25% of A level
2	Internal Assessment	50% of AS, 25% of A level
3	2 hour external examination paper	50% of A2, 25% of A level
4	Internal Assessment	50% of A2, 25% of A level

FACILITIES

The school currently has three ICT rooms consisting of sixty-six microcomputers in addition to a number of computer clusters located around the School including the Marshall Library and Murray Study. All pupils have access to machines during timetabled classes, at lunchtime and after school until 4.30 pm daily. All computers have filtered Internet access.

BEYOND A LEVEL

The majority of pupils who study ICT to A Level proceed to a related course in Higher Education, leading to opportunities in a host of rewarding and challenging careers in industry, commerce, education and research. Almost all occupations require, or benefit from, some knowledge and experience of ICT systems.

Careers in which IT forms the main function of the job.	Careers in which IT plays some part.
* Computer applications programmer	* Accountant/accounting technician
* Computer hardware designer/engineer	* Air traffic control officer
* Computer microelectronics designer/engineer	* Architectural technician
* Computer operator/data preparation clerk	* Archivist
* Computer sales and technical support	* Cartographic draughtsman/woman
* Computer service engineer/technician	* HM forces
* Computer systems analyst	* Information officer/scientist
* Computer programmer/software engineer	* Librarian/library assistant
* Computer operator	* Materials technologist
* Database manager	* Meteorologist/assistant scientific officer
* Data preparation and control staff	* Physicist
* Engineer: electrical/electronic	* Secretary
* Information manager	* Statistician
* Teacher/lecturer	* Surveyor/surveying technician
* Telecommunications technician	* Telephone engineer
	* Town planner/planning technician
	* Travel agency manager/clerk

Source: "Careers in IT" published by NCET.

Mathematics

ENTRY REQUIREMENTS

A grade C or above in Additional Mathematics is desirable. However, pupils who have achieved a good grade at the Higher Tier at GCSE level will also be considered.

AIMS

- (i) To enable pupils to acquire knowledge and skills with confidence, satisfaction and enjoyment.
- (ii) Give pupils experience of mathematical activity and develop resourcefulness in solving problems.
- (iii) To enable pupils to apply mathematics and recognise its significance to other disciplines.
- (iv) To develop pupils understanding of mathematical reasoning.
- (v) To provide pupils with a foundation for the further study of Mathematics.

COURSE STRUCTURE

The course is Modular, following the EDEXCEL Syllabus.

3 modules for an AS award.

6 modules for an 'A' Level award.

Three modules C1, C2 (Pure Mathematics) and M1 (Mechanics) are completed in Lower VI. Most pupils will sit examinations in all three modules in June and those only doing AS Mathematics may exchange their scores for an AS level subject grade. Those candidates doing a full 'A' level course complete modules C3, C4 (Pure Mathematics) and S1 (Statistics) in Upper VI and their scores in these modules are combined with the scores in the previous three modules to determine their final 'A' level grade.

Pure Mathematics deals with ideas and concepts which do not necessarily have any immediate practical applications. Applied Mathematics deals with the physical world, and incorporates the application of mathematics to engineering, business, computing etc. Statistics deals with the Mathematics of the collection, organisation, and interpretation of numerical data.

CAREER OPPORTUNITIES

The qualities of Mathematicians include more than a flair for figures. Logical thought, problem solving and good communication skills and good organisational ability are the basis for successful careers for mathematicians. Careers which require an advanced knowledge of mathematics include research scientist, physicist, actuarial work, teacher, aerodynamics, pharmacology, statistician, meteorology.

FURTHER MATHEMATICS

An AS in Further Mathematics may be available to interested pupils in Upper VI. Three modules FP1, FP2 (Pure Mathematics) and M2 (Mechanics) are completed in the one year. This is challenging and should only be considered by those who have shown a flair for Mathematics and are considering studying Mathematics in some way, at a higher level.

Media Studies

This course is offered through our partnership with St Patrick's Academy.

What the subject is about:

This subject investigates the media in order to reach an understanding and evaluation of how meanings and responses are created by media texts. Television, film, computer games and the internet are studied in terms of platforms, products and new technologies. Students also learn how to create their own media productions.

Course content and assessment schedule:

Paper	Duration	Brief outline of main content
AS Unit 1	2 hrs	50% of AS marks, 25% of A2 marks Section A – short questions on unseen stimulus material (From moving image, digital/web based or print) Section B – one essay question from choice of two based on cross media case study.
AS Unit 2	3 terms	50% of AS marks, 25% of A2 marks Coursework Two linked production pieces A written evaluation (1500 words) on both production pieces.
A2 Unit 3	2 hrs	25% of A2 marks Section A – three compulsory questions on unseen stimulus pieces Section B – one essay from a choice of two topics
A2 Unit 4	3 terms	25% of A2 marks Practical unit, internally assessed and externally moderated (80 marks) Two sections: Critical Investigation (48 marks) Linked production piece (32 marks)

Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
		English language	B
		History	B

Qualities/skills needed to succeed in the course:

Good writing ability, interest in current affairs/politics, ability to work on your own initiative, creativity and imagination, interest in film, television, new media technology, a desire to experience non mainstream media texts like foreign language films, broadsheet newspapers, podcasts etc.

Modern Languages

French, German and Spanish

AIMS

The primary aims of the course are to enable each pupil to communicate more effectively and with greater ease on a wider range of topics than at GCSE level. You will gain a very thorough knowledge of life in France, Germany or Spain and the many other countries around the world where these languages are spoken.

ENTRY REQUIREMENTS

These are the same as for other AS/A levels, but it is vital that you have a genuine interest in how language works and that you take pleasure in communication. The wide variety of themes studied means that you should have an interest and desire to learn and experience the world around you. In addition, in order to be fully prepared to undertake the requirements of the course, a potential A Level pupil will have taken the higher tier exam in all four skills at GCSE level.

CONTENT OF THE COURSE

All of the GCSE skills are continued (see outline of modules, below) but the content moves on to cover such themes as Relationships, Young People in Society and Local and Global Citizenship. In short, the object is to enable the pupil to communicate fluently and intelligently on most aspects of modern living.

MODULES

In brief, these are as follows:

AS:1 Speaking (presentation and conversation)

AS:2 Listening; Reading Comprehension; Translation from French/German/Spanish into English; Essay in written French/German.

A2:1 Speaking (Discussion of an A2 theme; Conversation)

A2:2 Listening; Reading Comprehension; Translation from English into French/German/Spanish; Study of one French/German/Spanish Literature text.

ASSESSMENT ARRANGEMENTS

An external examiner will conduct the Module 1 exams. Examination listening material is presented on an individual CD recording for each candidate, which he/she has independent control of within the time-frame of the exam.

FACILITIES

Each year, language teaching by the permanent staff of the department is supplemented by our Language Assistants, who are native speakers of French, German and Spanish. They primarily teach small groups of A Level pupils but are often timetabled to work with KS3 and KS4 classes.

The Department has its own extensive library containing books, magazines, publications and a broad range of audio-visual material on CD, DVD and other formats. We make very frequent use of a wide variety of ICT related learning resources specific to language study and to the culture and current affairs of the target language countries. We subscribe to a range of online interactive websites which pupils are encouraged to access at home as well as within school.

Visits by A level pupils to Paris and Berlin in alternate years are now an established feature of our departmental year. In addition, classes attend screenings of French and German language films as well as other activities at QUB and elsewhere, including study days and debating competitions. As Spanish grows within our department, we hope to extend the above activities to our Spanish pupils also, and are currently planning a trip to Salamanca and Madrid for summer 2010.

OPPORTUNITIES BEYOND A LEVEL

The days when languages could only be studied in isolation at university are now past. It is possible to study one or more languages in conjunction with most other subjects, including Law and Medicine. All branches of industry can have overseas connections and all need talented, qualified linguists. Employment rates for Modern Language graduates remain consistently high, higher in fact than those for graduates of such disciplines as Business, ICT and Engineering.

The experience of having successfully mastered one new language will result in an openness to the learning of further languages. Many of these may be studied from scratch at university level, provided that the pupil can show ability in whichever language(s) they studied at A level. Recent school leavers have gone on to study, amongst other languages, Italian, Korean, Arabic, Japanese and Mandarin!

A recent survey conducted by our department unveiled a total of 21 languages spoken by the staff and pupils of RSD; we do not have to travel far to see the reality and relevance of communication with those around us in languages other than English.

Music

The new AS and A level courses in music are designed to make AS and A level music much more accessible to a wider range of pupils. The nature of the courses are designed to be a more satisfactory progression from GCSE and enable pupils to select a range of optional modules to capitalise on their particular strengths.

There is no formal requirement in harmony and orchestration although there will still be an element of listening and aural perception. As the courses will be tailored to suit the strengths of the pupils, it is generally considered that it should be possible for greater numbers of pupils to achieve the highest grades.

It is hoped, also, that the AS level course might appeal to pupils who have not pursued the subject to GCSE but who have experience of performing and/or composing to a moderate standard.

The AS course is made-up of two modules which are as follows:-

AS1 Making and Appraising Music 64%

Pupils select one of the following combinations

A	A solo or ensemble performance (5-8 mins) and <i>viva-voce</i>	40%
	A composition task (1½ - 2 mins)	24%

OR

B	A solo or ensemble performance (5-8 mins) and <i>viva voce</i>	40%
	A multi-tracking task (2-4 mins)	24%

OR

C	A solo or ensemble performance (5-8 mins) and <i>viva voce</i>	40%
	A sequencing task (1½ – 2 mins)	24%

OR

D	A composition task with commentary (2½ – 3 mins)	40%
	A solo or ensemble performance (3-5 mins) and <i>viva voce</i>	24%

AS2 Responding to Music 36%

This module consists of two parts, a written examination on a number of set works and topics (18%) and a test of aural perception (18%).

A2 Music is similar in modules to AS level but involves a higher level of performance and more structured composition assignments. The listening and writing element involves greater depth and breadth of knowledge.

Physical Education

AS outline

At AS, the specification will develop knowledge and skills to help understand the opportunities for and the effects of leading a healthy and active lifestyle. Candidates will be given the opportunity to build on their experience and improve their personal skills/techniques across a variety of roles in a sport of their choice to improve performance.

The AS specification has 2 units:

Unit 1: Opportunities for and the effects of leading a healthy and active lifestyle

Topic list

- The physiological effects of adopting a healthy lifestyle
- The short term effect of exercise/performance and the long term effects of training
- Analysis of movement across a range of sporting actions
- Acquisition of skills and the impact of psychological factors on performance
- Opportunities for physical activity, benefits to the individual and society and the potential barriers faced by minority groups.

Assessment - Written Paper: 2 hours, 60% of total AS Level marks, 30% of total A Level marks

Candidates are required to answer seven questions from section A and one from section B.

Section A will require candidates to answer questions on applied physiology, skill acquisition and opportunities for participation.

Section B will examine the application of theoretical knowledge to a practical situation.

Unit 2: Analysis and evaluation of physical activity as performer and/or in an adopted role/s

Topic list

- Execution of skills/techniques in two roles (performer, official/referee/umpire/judge or leader/coach) in a chosen physical activity
- Analysis of own performance
- Application of theoretical knowledge to achieve effective performance

Assessment - Internal assessment with external moderation: 40% of total A/S Level marks, 20% of A Level marks

Candidates are assessed on their ability to perform, analyse and evaluate the execution of core skills/techniques in isolation and a structured practice as either: a player/performer and in an adopted role or in two adopted roles

Section A requires candidates to be assessed on their ability in two from a choice of three roles.

Section B will look at the theoretical factors that improve performance. Candidates are assessed on this element through the section B question in Unit 1.

A network of coursework advisors will be available for teachers to contact.

A2 outline

At A2, the specification enables candidates to further develop their understanding of key philosophical concepts, themes, texts and techniques. Candidates will be given the opportunity to specialise further, selecting two themes to study in depth and focusing on philosophical problems through the study of a key text. Problem areas relate directly to other areas of the specification and candidates will be able to draw on, develop and apply material from both the AS and A2 modules.

The A2 specification has 2 units:

Unit 3: Optimising performance and evaluating contemporary issues within sport

Topic list

- Energy sources and systems
- Elite preparation and training
- Specialised training and sports injuries
- The use of psychological theories and techniques to optimise performance
- Concepts and characteristics of World Games and their impact on the state and individual
- Development and impact of sports technology on performers, equipment and facilities
- The development of sport from rational recreation to its modern day format.

Assessment - Written Paper: 2 hours, 30% of total A Level marks

Candidates are required to answer six questions, two from Section A, two from Section B and two from Section C.

- Section A looks at how the application of physiological factors can optimise performance.
- Section B looks at how the application of physiological knowledge can optimise performance.
- Section C evaluates contemporary influences in sport and their impact on the performer.

Unit 4: Philosophical Problems

Topic list

- Optimising performance in competitive or performance conditions in one role
- Evaluation of own performance in identifying weaknesses
- Suggesting cause of own weakness and an appropriate corrective measure

Assessment - Internal assessment with external moderation: 20% of total A Level marks

Candidates are assessed on their ability to perform, analyse and evaluate their own performance of the core skills/techniques in a competitive situation as either a player/performer or in an adopted role.

Then using their knowledge and understanding identify their weaknesses; suggest the causes of these weaknesses and appropriate corrective measures.

CAREER OPPORTUNITIES

- Sports Medicine
- Sports Physiotherapy
- Sports Journalism
- Leisure Management
- Physical Education Teaching/Lecturing
- Outdoor Pursuits
- Coaching
- Fitness Instruction

CRITERIA FOR ENTRY INTO AS/A2 PE Class

- Involvement in a major sport, preferably in school, displaying a high level of skill and commitment.
- A commitment to studying a new subject in depth.
- Experience of Biology, whilst not essential, is viewed as being extremely beneficial.
- An eagerness to be involved in a subject which offers the opportunity to explore and experience new concepts in sport and recreation.
- An open-minded attitude to career options illustrating a penchant for variety.

Those interested in studying Physical Education will be interviewed by the Heads of Physical Education before submitting their options form. Pupils will be asked to outline their involvement in a major sport, their interest in coaching and/or officiating and their prowess in that sport to ensure that they have a sufficient amount of interest and involvement to satisfy the demands of the course.

Physics

AIMS

A course of study based on this syllabus should:

1. provide an appreciation and understanding of the nature and importance of the theories and principles relating to physics;
2. develop a scientific approach to the solving of problems within the context of planning and conduct of investigations;
3. develop the skills necessary to work safely with apparatus and materials in physics experiments;
4. appreciate how society makes decisions about scientific issues and how the technological applications of physics contribute to the success of industry, medicine, economy and society;
5. provide a scientific training, either as an end in itself or as a foundation for more advanced study;
6. encourage the use of information technology in the logging of data, in the analysis of data and in writing reports.

ENTRY REQUIREMENTS

It is recommended that those embarking on the 'A' Level Physics course should have at least a B Grade in GCSE Physics or a BB Grade in Double Award Science, in addition to a strong B grade in Higher Tier Mathematics or a B grade in Additional Mathematics. If a BB grade in Double Award Science is the case it is advisable to seek the advice of staff regarding your potential for 'A' Level work. However in exceptional cases lower grades from a keen and industrious pupil would be considered.

COURSE STRUCTURE

The course consists of 3 AS Units and 3 A2 Units. The AS Units are examined at the end of Lower Sixth and pupils may then proceed to the full 'A' Level by taking the 3 A2 units.

CONTENT

Unit 1 (AS) – Forces, Energy & Electricity.

Physical quantities and units. Scalars and vectors. Linear Motion. Energy concepts. Deformation of solids (incl. Hooke's Law). Current electricity. DC circuits.

Unit 2 (AS) – Waves, Photons & Medical Physics.

Waves. Refraction. Lenses (incl. short and long sight and the correction of this). Superposition and Interference. Diffraction. Sound (incl. the ear). Imaging Techniques (endoscopes, A & B-scans, CT scans, MRI scans). Photons. Quantum Physics.

Unit 3 (AS) – Practical Techniques.

Planning. Implementing. Analysing evidence and drawing conclusions. Evaluating reliability and methodology. Communication.

Unit 4 (A2) – Momentum, Thermal Physics, Circular Motion, Oscillations and Atomic & Nuclear Physics

Momentum. Thermal physics. Circular motion. Simple harmonic motion. The nucleus and nuclear decay. Nuclear energy (incl. fission and fusion).

Unit 5 (A2) – Fields and Their Applications

Gravitational fields. Electric fields. Capacitors. Magnetic fields. Charged particles in fields. Particle accelerators. Fundamental particles.

Unit 6 (A2) - Practical Techniques.

Planning. Implementing. Analysing evidence and drawing conclusions. Evaluating reliability and methodology. Communication.

SCHEME OF ASSESSMENT

Assessment Units

Unit 1 AS1 37% of total AS marks 18.5% of A level	Written Unit 75 marks (short answer compulsory questions)	1 hour 30mins
Unit 2 AS2 37% of total AS marks 18.5% of A level	Written Unit 75 marks (short answer compulsory questions)	1 hour 30mins
Unit 3 AS3 26% of total AS marks 13% of A level	Written Unit 40 marks (4 short experimental tests and 1 analysis question)	1 hour 30mins.
Unit 4 A21 18.5% of A Level marks	Written Unit 90 marks (short answer compulsory questions including synoptic assessment + 1 data analysis question)	1 hour 30mins
Unit 5 A22 18.5% of A Level marks	Written Unit 90 marks (short answer compulsory questions + 1 longer question, both including synoptic assessment)	1 hour 30mins
Unit 6 A23 13% of A level marks	Written Unit 60 marks (2 experimental tests and 1 planning/ design question)	1 hour 30mins.

OPPORTUNITIES BEYOND 'A' LEVEL

At its heart, Physics is about finding things out. It forms the basis of much of present and future technology. Physics therefore opens the door to many different careers. Medical Physics, Engineering, Architecture, Air Traffic Control, Biophysicist, Building Surveyor, Climatologist, Dentist, Radiographer, Physiotherapist and Orthoptist are just some of the careers for which physics is needed or useful.

Politics

INTRODUCTION

Politics is the study of how societies are run and governed.

Politics reveals how governments function and operate, and through policies and manifestos, make sense of peoples' experiences.

Politics is basically the study of how power and authority are exercised.

AIMS

- * Politics allows pupils to develop a critical awareness and detailed appreciation of political life and culture.
- * Politics allows pupils to acquire a knowledge base which examines and understands the main political ideas, bodies and processes.
- * Politics allows pupils to learn a very important and relevant subject which relates closely to modern society.

COURSE STRUCTURE AND CONTENT

The AS and A level qualifications are both organised in modular form, with two being studied in year 1 and two in year 2. Four modules are studied in total.

Module 1	AS1	The Government and Politics of N. Ireland.
Module 2	AS2	The Inter-relationships of the UK Executive, Legislature and Judiciary (the British Political Process).
Module 3	A21	The Government and Politics of the UK and USA - Comparative Study.
Module 4	A22	Political Power.

Assessment involves answering short and long essay questions. Module assessment is by examinations only (60-90 mins long).

Pupils learn about the political systems of N. Ireland, UK and USA. This includes learning material on the various political parties, leaders, personalities, policies and ideologies, the courts, bodies and assemblies involved, along with being able to theorise and reason.

Pupils interested in news and current affairs, who enjoy stimulating debate and interaction, and who are prepared to undertake independent study will certainly gain much by doing Politics 'A' level.

EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES.

Politics is a very important and useful qualification. Many 'A' level pupils study law, economics, social sciences and of course politics itself at university degree level. Likewise career paths are very diverse and range from management, business and finance to education, social work, healthcare and other related public services. Political life also provides specialist career opportunities, from research to lobbying.

Psychology

This course is offered through our partnership with St Patrick’s Academy.

What the subject is about:

Psychology is the study of people: how they think, their behaviour and their emotions in social situations and the motivations underlying such behaviour.

Course content and assessment schedule:

Paper	Duration	Brief outline of main content. (Identify where coursework or practical forms part or all of a module)
1 AS	1 hour 30 minutes	<ul style="list-style-type: none"> • The way in which human memory works. • Early childhood development. • How research is carried out in psychology.
2 AS	1 hour 30 minutes	<ul style="list-style-type: none"> • The individual’s physical and mental response to stress. • Why do people conform, obey and act independently? • Biological and psychological explanations of abnormal human behaviour.
3 A2	1 hour 30 minutes	<ul style="list-style-type: none"> • Bodily rhythms and Sleep • Human relationships, how they are formed, maintained and why they break down. • Explanations of eating behaviour, including eating disorders. • Development of thinking and moral understanding [right and wrong]
4 A2	2 hours	<p>Section A</p> <ul style="list-style-type: none"> • Schizophrenia or Depression or Anxiety disorders <p>Section B</p> <ul style="list-style-type: none"> • Media influences on social behaviour, including the psychology of “celebrity” <p>Section C</p> <ul style="list-style-type: none"> • The application of scientific methods in Psychology

Entry requirements:

Compulsory GCSE subjects	Grade	Desirable subjects	Grade
English Language	C	Biology	C
English Literature	C		
Mathematics	C		

Qualities/skills needed to succeed in the course

The examination will require students to write short 2-6 mark summary answers to stimulus questions and one 12 mark question on each unit paper at **AS Level**.

At A2 Level students will be required to write longer essay-type answers based on a choice of questions.

There is no coursework requirement in this specification.

This subject is based on an interest in what makes people “tick”[for example part of the A2 course deals with the psychology of “celebrity”] and this curiosity is essential if Psychology is to be of interest to you. Those who enjoy discussing and debating topics such as Love, why “celebrities” behave as they do, why certain people develop eating disorders and the role of the unconscious mind in human behaviour, will be fully engaged with this subject.

Religious Studies

INTRODUCTION

Religious Studies makes a particular contribution to pupil's understanding of spiritual, moral and cultural issues by encouraging them to reflect on their own attitudes and those of others.

AIMS

A course of study based on the specification should encourage pupils to:

- develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world;
- treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to a specialist study of religion;
- adopt an enquiring, critical and reflective approach to the study of religion; and
- reflect on and develop their own values, opinions and attitudes in the light of their studies.

ENTRY REQUIREMENTS

The ideal starting point for AS/A2 level Religious Studies is at least a 'B' grade at GCSE Level. It is however, possible for good candidates, who have no GCSE background in Religious Studies, to start the subject in VIth Form. Pupils studying sciences may wish to follow a contrasting course of study to their main interest.

COURSE STRUCTURE

AS candidates will undertake two areas of study:

Unit AS 2: An Introduction to the Acts of the Apostles

This unit explores the beginnings of the Church of the New Testament, tracing the journey of the gospel. The candidates are also required, as part of this study, to explore the relationship of Acts with other aspects of human experience e.g. sectarianism, prejudice and racism

Unit AS 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure

This unit explores the beginnings of the Christian Church in the first three centuries, focusing in particular on its spread, expansion, persecution and the development of early Christian thought. In addition, at AS Level candidates are required to explore the relationship of this unit with other aspects of human experience, e.g. persecution, martyrdom and freedom of religion.

A2 – On completion of the AS course those candidates undertaking the full advanced GCE will study two further units:

Unit A2 2: A Study of Acts, Galatians and 1 Corinthians

This unit explores Paul's work as pastor and preacher (through a study of relevant chapters from the book of Acts, Galatians and 1 Corinthians) and traces Paul's journey to Rome. In addition, at A2 Level candidates are required to explore the relationship of Acts, Galatians and 1 Corinthians with another area of study and other aspects of human experience, e.g. Leadership, cultural relevance and moral issues, such as sexual immorality.

Unit A2 4: The Continued Development of the Christian Church in the Roman Empire to AD 325

This unit takes a more in-depth look at the life of the Early Christian Church in the first three centuries, focusing in particular on worship, doctrine, heresy and early Christian literature. In addition, candidates are required to explore connections in this unit with another area of study and other aspects of human experience.

ASSESSMENT

AS 2 An Introduction to the Acts of the Apostles	1 hour 20 minutes Externally assessed written paper	50% of AS 25% of A Level
AS 4 The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure	1 hour 20 minutes Externally assessed written paper	50% of AS 25% of A Level
A2 2 A22A Study of Acts, Galatians and 1 Corinthians	2 hour externally assessed written paper	50% of A2 25% of A Level
A2 4 The Continued Development of the Christian Church in the Roman Empire to AD 325	2 hour externally assessed written paper	50% of A2 25% of A Level

OPPORTUNITIES BEYOND 'A'LEVEL

Religious Studies AS and A2 Qualifications are accepted as a subject for entry into university courses, in particular subject areas in the Arts Faculty, Social Sciences Faculty, Law Faculty and Theology faculty. Religious Studies complements a wide range of subjects in each of these faculties. Successful candidates of Religious Studies can therefore pursue a variety of careers, for example, Law, Teaching, Social Work, Church Ministry, Psychology, Counselling, Youth work, Medicine etc.

Options Sheet 2010/2011 (Provisional)

Name: _____

If you do not intend returning to RSD please indicate this below and have the form signed. Do not select any subjects.

I do / do not intend to return to RSD to do 'A' levels (delete as appropriate).

Please choose three or four subjects from the list below in order of preference. These will be used to determine option blocks for next year. While it may be possible to change subjects at a later date, this will depend on the structure of the option blocks and the numbers choosing each subject. It is therefore important that you choose as accurately as possible at this stage. **Please refer to the options booklet for advice about selecting subjects, and for further details of the subjects on offer.**

Only those pupils wishing to be considered for four subjects should enter a fourth preference. It is important to refer to the introductory section of the options booklet for advice if you are considering four subjects. As it is usually not possible to satisfy all combinations due to timetabling and/or staffing difficulties, all pupils are asked to choose a reserve subject.

Art & Design	Biology	Business Studies*	Chemistry	Design & Technology
Economics	English Literature	Food Technology	French	Geography
German	History	ICT	Mathematics	Media Studies*
Music	Physical Education	Physics	Politics	Psychology*
Religious Studies	Spanish			

* Available at St Patrick's Academy

I wish to study 3 A Levels 4 A levels (Please tick appropriate box)

Preferred 'A' levels (in order of preference):

HoD initials (if required)

1st Preference _____

2nd Preference _____

3rd Preference _____

4th Preference _____ (leave blank if selecting 3 subjects)

Reserve choice _____ (must be entered by all pupils)

Please identify any subject chosen above which you have not studied at GCSE: _____

Motor Vehicle and Road User Studies (GCSE) may be available to pupils. Please tick if interested: _____

I understand that:

- a) Admission to Sixth form Studies for RSD pupils is on the basis of the advertised criteria (see Options Booklet),
- b) The school will do its best to create option groups that satisfy all subject preferences but in some cases this may not be possible,
- c) It may be necessary to carry out selection for some subjects which are oversubscribed,
- d) The school reserves the right to withdraw a subject if there are insufficient numbers to make it viable,
- e) Pupils may be rejected for courses for which the school believes they are not sufficiently capable of completing,
- f) It may be possible to change some options within the constraints of the created option blocks and class sizes. Such changes should normally be made by the end of September.

Signed: _____ (Parent/Guardian) Date: _____