

St. Patrick's Grammar School



Year 13 Induction

Information for Parents and Students

Wed 14th Sept 2022



INVESTORS IN PUPILS



Dear Parent/Guardian,

On behalf of the staff of St. Patrick's, I would like to extend a warm welcome to you and thank you for taking the time to attend this important meeting.

The transition from KS4 (GCSE) to KS5 (Post 16 Studies) is challenging. This booklet will highlight how parents and teachers can work in close partnership, to support your son/daughter, ensuring his/her well-being and success in the years ahead.

The evening will commence with a presentation providing information on:

- Post 16 courses and expectations;
- Assessments and Examinations;
- Pastoral Care – Monitoring and Support Structures.

We look forward to working with you and your son/daughter in the year ahead. At any time, should you have any concerns, please do not hesitate to contact us.

Yours sincerely,

Joe McCann
Principal

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St. Patrick's Grammar School Downpatrick

Summary Calendar 2022 - 2023

Please consult carefully to avoid holidays/breaks during term time.

Term 1 – 2022

Tuesday 30 th August	Year 13 Induction
Wednesday 31 st August	Year 14 Induction
Thursday 1 st September	Year 8 Induction
Friday 2 nd September	All students return for term one
Wednesday 5 th October	Student Holiday
Friday 28 th October – Friday 4 th November	Mid-term break
Monday 14 th November	Student Holiday
Thursday 22 nd December	Last day of term

Term 2 – 2023

Thursday 5 th January	Term two begins for students
Monday 13 th – Friday 17 th February	Mid-term break
Friday 17 th and Monday 20 th March	Student holiday
Wednesday 5 th April	Last day of term

Term 3 – 2023

Monday 17 th April	Term three begins for students
Monday 1 st May	May Day holiday
Monday 29 th and Tuesday 30 th May	Student Holiday
Friday 30 th June	Last day of term

Internal Assessment Dates

Autumn Assessment will be based on continuous assessment for ALL students in Years 8 - 14 (tasks will be clearly identified to pupils in advance).	Deadline for Completion of Autumn Assessment: Wednesday 23 November 2022
Spring Assessment - formal examinations for ALL students in Years 8 - 14. These dates will include home study days.	Tuesday 24 th January – Friday 3 rd February 2023
Summer Assessment – formal examinations for students in Years 8 – 10. These dates will include home study days.	Thursday 1 st June – Friday 9 th June 2023

PTM – Fri 28th Oct 2022

Useful Contacts

Year 13 Pastoral Team 2022/23

13D Form Teacher	Miss M Magill
13K Form Teacher	Mrs C McDermott
13L Form Teacher	Ms P Dresden-Martin
13Q Form Teacher	Mrs J Sheridan
13R Form Teacher	Mrs G McCaul
13S Form Teacher	Mrs J Copeland
Head of Year 13	Mrs Lisa Longley
Senior School Link Teacher	Mr Darren Swail

Designated Teacher for Child Protection Ms Kathleen McLoughlin (Assistant Principal – Head of Pastoral Care)

Deputy Designated Teacher for Child Protection Mrs Gina Savage (Vice-Principal)

School Counsellors: Ms Rachel Johnson

Other Useful Contacts

External Examinations and Remarks	Mrs Gina Savage
Careers Education, Advice and Guidance	Mrs Joan Sheridan
After School Study/Library	Mrs Quinn-Kelly
PE Uniform	O'Neill's Sports- ordered online.

St Patrick's Grammar School
Saul Street
Downpatrick
Co Down BT30 6NJ
Tel: 028 44 619722

STUDENTS

Are you worried about something that is happening to you or someone you know?

Do you need help?

Do you just want to talk to someone?

Why not talk to your **Form Teacher**, your **Year Head**, your **Head of School**, **Head of Pastoral Care**, Ms McLoughlin, or **Vice-Principal**, Mrs Savage

The **School Counsellor, Ms Rachel Johnston** - speak to Mrs McLoughlin or someone at **Reception**, if you would like to talk to the counsellor. Life Coach Oisin MacManus – Speak with your Form Teacher or Year Head to arrange a chat with Oisin.

If you are unsure about talking to someone in school, you can call:

- **Childline**, on 0800 1111 or **NSPCC**
- **Child Protection Helpline** 0800 800500.

These calls are free and they do not show up on your telephone bill.

On the end of the line are people who will help you work out what to do next.

Other useful numbers/websites:

- NSPCC Belfast 028 90351135
- Northern Ireland Childline Belfast 0870 3362945; www.childline.org.uk
- PSNI Care Unit 028 90650222
- Samaritans 0845 7909090 or 028 90664422
- Children's Law Centre 0808 8085678
- Lifeline 0808 8088000
- Northern Ireland Anti-Bullying Forum <http://niabf.org.uk>

Ten tips for keeping safe online and on the phone:

- Don't put up with abusive texts, photos or videos. Show them to a parent or teacher and make sure the person who sent them knows you are taking action to stop them.
- Think about the language you use in texts. If you wouldn't like it said about you, don't say it about anyone else.
- Don't lend your mobile to anyone unless it's a real emergency.
- Don't allow anyone online to trick you into doing something against your wishes or something you know you shouldn't do.
- Remember that any emails you send or photos you upload to the internet can't be destroyed. They're there forever; think before you post something you might regret.
- Never arrange to meet up with someone you meet online without telling a parent. Block any users who you are unsure about and break off contact with anyone who makes you feel worried.
- Don't use your real name in chatrooms or use any handle or nickname that reveals personal details, such as the town or street you live in.
- Report internet abuse at the click of a button on a really good website www.thinkuknow.co.uk
- If you do give out your personal details or upload a message or photo you later regret, tell a trusted adult about it. Anyone can make a mistake.

CHILD PROTECTION AND SAFEGUARDING PROCEDURE

FOR PARENTS MAKING A COMPLAINT/RAISING A CONCERN

I have a concern about my/a child's safety.

I can talk to the Class/Form Teacher.

If I am still concerned I can talk to the Year Head or the Designated Teacher (Ms McLoughlin) or in her absence the Deputy Designated Teacher (Mrs Savage).

If I am still concerned I can talk to the Principal
(Mr McCann).

If I am still concerned I can talk/write to the Chairman of the
Board of Governors.
Contact the school for details.

At any time, I can talk to a
Social Worker (Gateway 0300 1000 300 or out of hours 028 9056 5444); Regional
Emergency Social Work Service 028 9504 9999 – out of hours; Children's Services 028
4461 3511) or the Police (CARE Unit 028 9065 0222).

Sixth Form Study

At School

Year 13 students will have a number of 'Study' periods in their timetable; opportunities for independent learning in supervised areas which are conducive to learning. ICT facilities are available during these times and students may use their own devices (laptops, iPads, Smartphones) to assist learning. Personal devices can be securely stored by the study supervisors when students are not timetabled for study. These periods may also be used for additional learning support if necessary.

Effective independent learning is essential if students are to achieve their potential in their AS studies and is an essential skill for higher education.



Successful independent learners will:

- take **RESPONSIBILITY** for their learning;
- be **MOTIVATED** to learn;
- be **CONFIDENT** with their learning styles and techniques (study skills);
- **REFLECT** on their learning.

At Home

Set the scene

- Quiet and private – no distraction from music/TV/Social media/other people
- Strong light to help avoid unnecessary tiredness
- A straight-backed chair and table of good height to help posture
- A tidy room and table – an untidy table suggests an untidy mind!
- Equipment – pens/highlighters/sticky notes/index cards etc.
- Use the same room, same table, same chair to make studying a habit

Students will have homework to do every night.

Students should be prepared to spend about three hours each evening (fifteen to eighteen hours each week) on homework and study. This should include two 30 – 40 minute study/revision sessions on two subjects.

How to study

- To be effective, study must be part of your **routine** and regular. Create a timetable and stick to it. (You will find a sample timetable on Pg 14)
- **Vary** your study – do not spend too long on any one subject or any one type of activity.
- **Concentrate** – Set a time limit to avoid day-dreaming. Continually assess yourself while you are studying. Question yourself on what you have read before going on to the next page. Pretend you are the examiner.
- **Organise** – Check your notes are **complete**. If they are not, you have several sources from which to find the missing information: ask your teachers, other pupils, check your text books, look at revision sites on the internet. Check your understanding by discussing work with friends or teachers. **Make a list** of the topics you will need to revise for each subject. Work out how many revision sessions you will need and bear this in mind when planning your study. Maintain **study folders/books** and revise regularly. Make sure you have something to show for each study session you complete.
- Be **active** – You must be active to learn effectively: draw diagrams; produce mind maps or spider diagrams (use colour); practise the writing of key ideas and facts from memory; write concise summaries.

1. 'Chunk'

'Chunking' is breaking up information into smaller, more manageable pieces. Every subject you study is broken into topics; each topic contains sub-topics. Your examining body specification and titles and subtitles in your text books and notes will help you to identify the topics and sub-topics.

Try not to be overwhelmed by the amount of information you have to study. In each study session, take just one section (4/5 pages, depending on how much detail is contained within it) at a time and read it aloud. By reading aloud your brain is receiving the information both visually and orally.

As you read the information, **highlight** the important words, phrases, dates in each paragraph. The highlighted details can then be put into **bullet points**. See how the paragraph of information below has had key points highlighted:

The average person has limits with regard to how much they can learn at any time and for how long they can concentrate for. Studies suggest the average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.

This information 'chunked' will read:

The average person will:

- remember 4 words/numbers at a time
- concentrate for max. 45 minutes
- remember best before bedtime

When you study using your notes, use this technique to make your revision manageable.

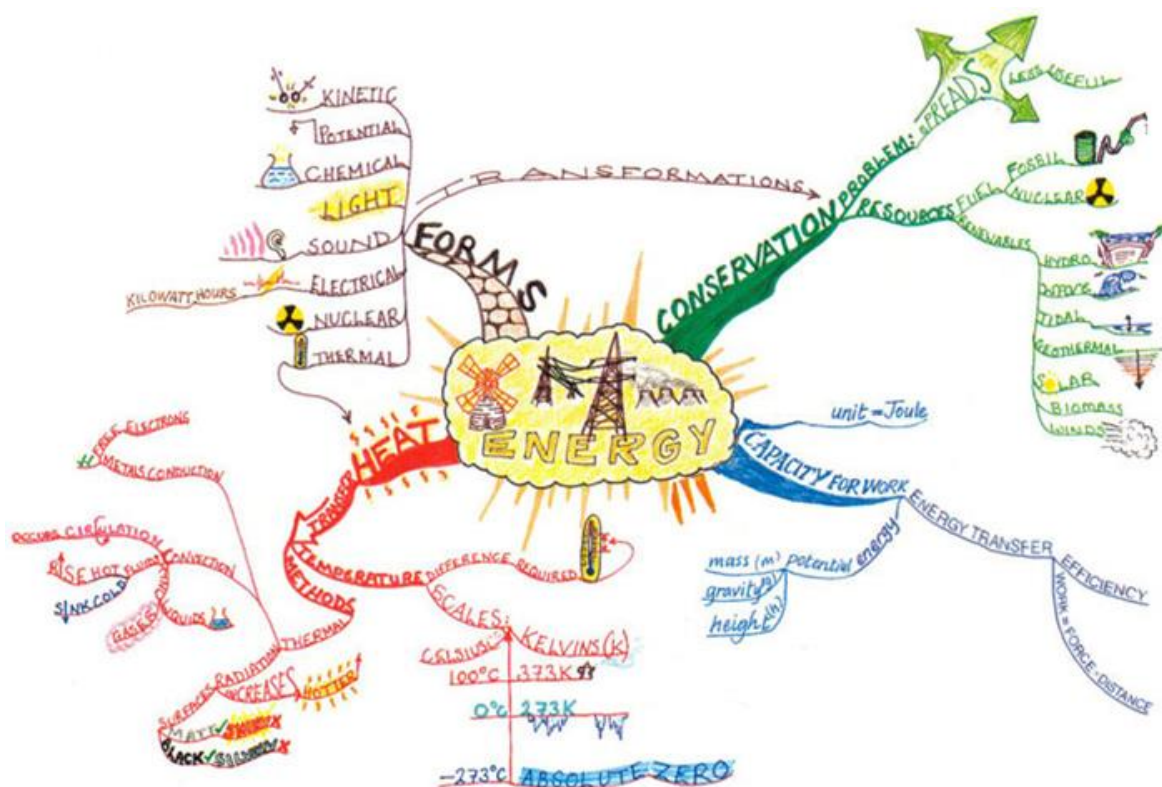
2. Make Flash Cards

- Use flash cards in different colours if possible, or, write on your cards in different colours for different subjects. For example, to help you avoid confusing Spanish and French vocabulary, perhaps write all Spanish words in blue, French words in black, or, how about using different colours for masculine and feminine items? Your brain loves colour and using it will make it easier for your brain to recall vocabulary as you will see the word you need in a particular colour. Remember – as you write, say the information aloud.
- Use both sides of the card. To learn about an important figure in history, for example, you might write 'Harold Godwinson' on the front and on the back several details about him e.g. 'Earl of Wessex', 'Elected by Witan' etc. Flip the cards over from time to time - sometimes you will see 'Harold Godwinson' and will have to remember facts about him; other times you will see a list of facts and you will have to remember that these relate to 'Harold Godwinson'.
- Organise your cards into decks, one for each subject or topic; if you place cards for different subjects or topics in the same deck, you will only become confused.
- Draw pictures on a card or cut pictures from a magazine and paste them on the card. The more you work at making a card distinctive and interesting, the easier you will find it to recall the information on the card.
- Don't put too much information on any one card – no more than four facts.
- Carry your cards with you. Review your cards whenever you have a chance. For example, you can review your cards on the school bus, waiting in a line, during journeys, in bed.
- Change the order of the cards frequently. Shuffle the cards each time you review them. Questions on a test about the information on your cards may come in any order. If you always study the cards in the same order, it will be difficult for you to remember a piece of information when it is not in the order you studied.
- How about sorting your cards so you put the ones you know well to the back and keep those you are unsure of to the front for more frequent review?



3. Make Mind Maps

- Turn your page so it is landscape, to give you lots of space.
- Write the topic title in the middle.
- Read your text aloud and highlight the key words.
- Organise all the information you have highlighted around the title, keeping related points together; work from the topic title, to major points, to significant details.
- Remember to use lots of colour in a meaningful way e.g. red for words associated with energy or heat, green for words associated with nature etc.
- Use drawings/pictures (easier for brain to remember).
- Use different fonts or lines to group and distinguish ideas (the brain prefers curved to straight lines).
- Label connecting strands with words or phrases that indicate the nature of the relationships.
- Review your mind map and try to recreate it, section by section, during your study sessions.



4. Make Mnemonics

- These are memory devices that help learners recall information in the form of lists, like characteristics, steps, stages, parts, phases, etc. Psychologist, Gerald R. Miller found that students who regularly used mnemonic devices *increased test scores by up to 77%!*
- **Music Mnemonics** - remember the song you sang to learn the alphabet? Try learning facts to your favourite tune! Or, why not make a rap? Record yourself on your phone and listen to it again and again to secure the information in your memory.
- **Name Mnemonics** - in a **Name Mnemonic**, the first letter of each word in a list of items is used to make a name of a person or thing e.g. **Pvt. Tim Hall** to remember the essential amino acids (**P**henylalanine, **V**aline, **T**hreonine, **T**ryptophan, **I**solucine, **H**istidine, **A**rginine, **L**eucine, **L**ysine.
- **Expression or Word Mnemonic** - this is by far the most popularly used mnemonic. To make an **Expression or Word** mnemonic, the first letter of each item in a list is arranged to form a phrase or word e. g.
Richard of York Gave Battle In Vain - to remember red, orange, yellow, green, blue, indigo, violet – the colours of the rainbow.
Every Good Boy Deserves Fudge – to remember EGBDF, musical notes in a scale.
Kind People Let Silly Thugs Nag Chatty Elephants – to remember eight types of energy – **K**inetic, **P**otential, **L**ight, **S**ound, **T**hermal, **N**uclear, **C**hemical, **E**lectrical.



Preparing for SUCCESS



Success is 20% skill and 80% attitude and active study!

**Remember, when you are studying for exams, just reading is not enough!
Your study must be ACTIVE STUDY!**

In general we remember:

10% of what we read;

20% of what we hear;

30% of what we see;

50% of what we see and hear;

70% of what we talk over with others;

80% of what we use and do in real life;

95% of what we teach someone else to do!

Sample Study Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8h-9h							
9h-10h							
10h-11h							
11h-12h							
12h-13h							
13h-14h							
14h-15h							
15h-16h							
16h-17h							
17h-18h							
18h-19h							
19h-20h							
20h-21h							

1. Mark in time for sport, music and extra-curricular activities.
2. Put in homework times.
3. Include study times (30-40 minutes x 2/3).
4. Include weekend study/review periods (3/4 x 40 minutes). This will increase as year progresses.

Targets, Assessments and Reports

Targets

A target represents the grade or level a student is expected to achieve by the end of the year. Students are expected to be fully involved in their learning, to review their work and set targets for improvement, thereby fostering independent learning and responsibility. Students will be asked to set targets for themselves in each of their subjects at the start of their AS studies. These targets will be reviewed regularly using assessment data and the professional judgement of their teacher. Teachers will employ specific learning and teaching strategies to help students reach their targets.

Assessments

Assessment is an integral part of the school curriculum; essential to ensure learning is taking place and students are achieving their potential. Teachers assess pupils' progress, both in an on-going way, referred to as assessment for Learning or Formative assessment, as well as in a summative way which is assessment of Learning. Formative assessment is used to assess knowledge and understanding of content taught and guide learning and teaching strategies. While subject teachers may summatively assess students at different times throughout the year, there are 2 formal assessments taken by all Year 13 students. Assessment 1 is continuous assessment, completed by the class teacher, **before 23 November**, during class time and will be reported on to parents in December. This assessment is used as a signpost, to review targets and plan for improvement, if required.

Assessment 2 is based on timetabled exams which will take place from **24 January to 3 February**. During this assessment period, Year 13 students will have the option of studying at home when they are not sitting exams.

After each assessment subject teachers and HoDs will check student progress by comparing target grades with assessment grades. Steps will be put in place for or any student falling behind in order to close the gap and get back on track.

Reports

Parents/Guardians will receive a report after each assessment period. The December report will be quantitative containing grades and class averages of each subject. The report on Assessment period 2 will include a detailed evaluation from subject teachers on student performance.

There will be an opportunity for parents/guardians, teachers and students to discuss progress at the PTM (Parent Teacher Meeting) on **Friday 28 October @ 1pm**.

Targets 2022-23

I have set the following S.M.A.R.T. (Specific; Measurable; Achievable; Realistic; Time-Bound) targets for the subjects I am studying this year. Before you complete this table, you should research courses you are interested in at university and find out the grades you will need to gain entry.

Subject	Grade	Achieved/Not Achieved

How I Will Achieve My Targets

At your interview with your Form Teacher, you will have the opportunity to discuss your targets and strategies to achieve success.

Date and time of Interview with Form Teacher: _____

Strategies I will employ to ensure I achieve my targets:

- I will _____
- I will _____
- I will _____
- I will _____
- I will _____

Signed: _____ (Student)

Signed: _____ (Parent)



EVERY SCHOOL DAY COUNTS –

Every single day a child is absent from school equates to a day of lost learning.

Attendance percentages can be misleading.

100% Attendance	0 Days Missed	Excellent
95% Attendance	9 Days of Absence 1 Week and 4 Days of Learning Missed	Satisfactory
90% Attendance	19 Days of Absence 3 Weeks and 4 Days of Learning Missed	Poor
85% Attendance	28 Days of Absence 5 Weeks and 3 Days of Learning Missed	Very Poor
80% Attendance	38 Days of Absence 7 Weeks and 3 Days of Learning Missed	Unacceptable
75% Attendance	46 Days of Absence 9 Weeks and 1 Day of Learning Missed	Unacceptable

For some parents, 90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week or 19 days of school during the school year – that's nearly 4 school weeks.



Give your child the best start in life – every school day counts.

Examinations

How to Handle Examinations

- Read the **instructions** on the front page of the exam. These will tell you how long you have and how many marks there are for the paper. Follow the instructions *carefully*.
- Highlight the key words in every question so that you do exactly as you have been asked.
- Look at the number of marks available for each question – generally, if there are 3 marks available, you will be expected to make 3 points.
- The exam setters have worked out how much space a well laid out answer will take and have put that in the paper; fill all the space.
- For questions involving numbers, show *all* your working. Credit may be given for the method even if you don't get the correct answer. In some cases you may not even get the mark for the correct answer, if you don't show how you got it!
- Don't spend too long on any one question at the expense of others. If you get really stuck on a question, jot down all the keywords you associate with that topic. Leave it. Move on to the next question. When you have finished, go back to the question that gave you trouble. Look at the words you have written down. See if they help you find the correct answer.
- Use all your time – if you finish early, read over your responses and check punctuation, spelling and grammar. If you are short of time, quickly jot down brief, bullet-pointed responses before your paper is taken from you.

Remember: 'They can because they think they can.' (Virgil)

VISUALISE SUCCESS – this will help you to make success happen!



Summer Examinations Timetable

Use the subject information pages to record your exam dates.

M	T	W	Th	F	S	S
---	---	---	----	---	---	---

MAY

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Careers Department

In St Patrick's we aim to set your son/daughter on the CAREER PATHWAY that suits his skills and abilities.

As your son/daughter embarks upon his/her AS studies, the Careers Department will support their learning with the following:

- A timetabled careers class with access to the latest ICT facilities
- Access to the latest Careers Software Packages
- One to one Careers Guidance Interviews with the Northern Ireland Careers Service during the GCSE Course
- Access to a Careers Library with information on Universities and Employment options
- A Pathways Day in with the chance to meet many Universities and Employers
- The opportunity to participate in WORK EXPERIENCE at the end of YR 13
- Visits from Universities during the year
- The opportunity to have an individual Careers Guidance Interview with Mrs Kate Savage from the Northern Ireland Careers Service.

Please help your son/daughter along his Career Path!

Parents are often the best careers advisers. Talk to your son/daughter about subjects they like. Students are more likely to want to make a career out of something they enjoy and are good at. There are lots of careers to choose from. Look with your son/daughter at the websites below. The Northern Ireland Careers Service website has an excellent A-Z of Careers. This is a great starting point for you and your son. Also, go to www.ucas.com and look at the course search. Suggest some areas that your son/daughter may be interested in. Tell your son/daughter to ask in Careers Classes about a particular career that interests him/her.

USEFUL WEBSITE ADDRESSES

www.qub.ac.uk

www.ulster.ac.uk

www.tcd.ie

www.ucd.ie

www.careerserviceni.com

www.icould.com

www.cao.ie

www.ucas.ie

Education Maintenance Allowance (EMA)

Education Maintenance Allowance (EMA) is a fortnightly payment for 16-19 years olds to help with the cost of further education.

Students could receive payments of £30 a week, paid fortnightly, and up to two £100 bonus payments per year.

The table below shows how much students could get based on household income:

You and your family's benefits will not be affected by EMA.

Number of Dependent Children in Household	Annual Household Income	Weekly EMA Entitlement
1	Up to £20,500	£30
2+	Up to £22,500	£30

You can get EMA if:

- you are aged between 16 – 19 years old;
- you have not already received the maximum allowance for EMA;
- you plan on taking a full-time course at school.
- you meet the residence and nationality rules set out for EMA;

You can't get EMA if you are receiving a Department of Agricultural, Rural Development (DARD) Bursary or a Department for Employment and Learning Further Education Award.

To apply for EMA, students need to complete an EMA application form. This form will be available from reception and at www.nidirect.gov.uk. There is a deadline for applying, see the guidance notes. If you are thinking of applying, make sure you open a bank account now.

If you are on the 2nd, 3rd or 4th year of your course and you received EMA last year and your circumstances have NOT changed, then there is no application to complete!

For more information go to www.nidirect.gov.uk

Terms and Conditions apply; see application form and guidance for details.

To receive your fortnightly payments, you must first sign a Learning Agreement with our school. This will set out what is expected of you in terms of attendance, course work and progress.

Year 13 Personal Development

Year 13 students will have 1 period of Personal Development on their timetables which will be delivered by their form teachers.

The programme of study is shown in the table below:

TERM 1	Week No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Date	30/8	3/9	10/9	17/9	24/9	1/10	8/10	15/10	22/10	29/10	5/11	12/11	19/11	26/11	3/12	10/12	17/12
Topics	Induction	Target Setting	DSA Theory 1	DSA Theory 2	DSA Theory 3	New Driver NI 1	New Driver NI 2	New Driver NI 3	New Driver NI 4	Midterm	Buying a Car	Car Insurance	Assessment 2			Analysis of Target Setting	SVP Charity work	Preparation for Carol Service

TERM 2	Week No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Date	7/1	14/1	21/1	28/1	4/2	11/2	18/2	25/2	4/3	11/3	18/3	25/3	1/4	8/4	15/4
Topics	Safety Online 1	Safety Online 2	Safety Online 3	Safety Online 4	Love for Life 1	Love for Life 2	Midterm	Love for Life 3	Love for Life 4	Love for Life 5	Love for Life 6	TED John Wooden	TED John Wooden	Konnig Huss Revision Preparation		

TERM 3	Week No.	1	2	3
	Date	29/4	6/5	13/5
Topics	Exam Preparation	Exam Preparation	Exam Preparation	

Year 13

Art and Design

Examination board: CCEA AS & A2 Level Art & Design

Subject code: 3510

Why study Art & Design?

The study of AS and A level Art and Design creates a pathway to a future career in a creative or cultural field. It builds on the knowledge and skills developed at GCSE and prepares students for further study in Art and Design or related study in a creative field.

Art and Design is unique in its inherent requirement to develop key transferable skills such as:

- Creativity, personal motivation;
- Project management and organisational skills; and
- Innovation, higher level thinking skills and problem-solving.

This qualification is designed to broaden and deepen knowledge, skills and contextual understanding of a range of art and design disciplines.

Opportunities are available to develop key skills needed for the world of work:

- Application of number;
- Information technology;
- Improving own learning and performance;
- Communication development; and
- Problem-solving and working with others.

It encourages students to find alternative approaches and to take risks in their work. It develops independent approaches to learning, aesthetic awareness and intellectual capabilities.

Art and Design allows for personal responses and therefore is key in helping students explore their identity and their philosophical and spiritual relationships to the society in which they live.

Possible Career Paths / Higher Education Prospects:

The creative and cultural industries are a fast growing area of the economy and are key to economic success. Northern Ireland and the UK have an established reputation in these industries.

This qualification provides students with opportunities to develop key skills needed for the world of work and further and higher education. It creates a pathway to a future career in a creative field. Possible careers include advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

The study of AS and A level Art and Design nurtures a range of qualities which are highly sought after by employers. These include creativity, problem-solving, resourcefulness, resilience, imagination, empathy and innovation. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification.

Specification Overview:

There are four units in total – two at AS and two at A level:

Content:	Content Summary:	Assessment:	Weightings:
AS 1: Experimental Portfolio	Theme based: students explore, experiment, develop and record knowledge, understanding, skills and ideas	Teacher assessment with external moderation; AOS 1,2,3	50% of AS 20% of A level
AS 2: Personal Response	Theme based: students produce a final outcome/outcomes	Teacher assessment with external moderation; AO4 more heavily weighted than AOS 1,2,3	50% of AS 20% of A level
A2 1: Personal and Critical Investigation	Theme based: students research, explore and produce 1000-3000 word written investigation combined with practical development	Written element → externally assessed.	20% of A2 12% of A level
		Teacher assessment → with external moderation of practical investigation; AOS 1,2,3	40% of A2 24% of A level
A2 1 total:			60% of A2 36% of A level
A2 2: Thematic Outcome	Theme based: students produce a final outcome/outcomes	Teacher assessment with external moderation; AO4 more heavily weighted than AOS 1,2,3	40% of A2 24% of A level

Contact Teacher: Mrs C McConville - Head of Department.

Biology

Examining Board: CCEA

Why study Biology?

By studying Biology at A-level you will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?"

Many of our students with a GCE Biology qualification go on to undertake further study and have successful careers in a range of industries including: *medicine (and related disciplines), dentistry, veterinary science, pharmacology, physiology, biomedical science and related industries, forensic science, education, accountancy, IT, agriculture, food science, administration, management and engineering.*

What Do You Study?

Students of A-Level Biology learn about living organisms, biological concepts, and the value and responsible use of Biology in society. The specification includes Northern Ireland perspectives, particularly with respect to biodiversity strategies and the human impact on ecosystems. With such a broad field of study, not to mention daily scientific discoveries and developments, Biology presents a challenge to the potential AS/A2 student.

Students will have opportunities to study organisms in their home environment, through fieldwork, and also have opportunities to test and investigate biological concepts by carrying out experiments in the laboratory.

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

Summary of Subject Content

You will complete six assessment units in GCE biology: three at AS level and three at A2 level.

AS Level

Module 1: Molecules and Cells:

In this unit you will learn about: biological molecules, enzymes, DNA technology, viruses, cells, cell physiology and continuity, tissues and organs.

Module 2: Organisms and Biodiversity:

In this unit you will learn about transport and exchange mechanisms in plants and mammals, adaptation of organisms and biodiversity with an emphasis on local contexts.

Module 3: Internal Practical Assessment

Students must record at least 7 practical investigations into a workbook, this is marked by the teacher and moderated by CCEA. Students will then sit a practical exam during the summer exam series.

Nature of Assessment

Unit	Exam Duration and Format	% Assessment Weightings	Availability
AS 1: Molecules and Cells	1 hour 30 minutes written examination, externally assessed	37.5% of AS 15% of A Level	Summer
AS 2: Organisms and Biodiversity	1 hour 30 minutes written examination, externally assessed	37.5% of AS 15% of A Level	Summer
AS 3: Assessment of Practical Skills in AS Biology	External 1 hour examination and internal practical assessment	25% of AS 10% of A Level	Summer

The A2 specification builds on the knowledge, understanding and skills developed within the AS course, thus progression from AS to A-Level is dependent upon satisfactory performance in AS level.

A2 Level

A2 Module 1: Physiology and Ecosystems:

In this unit you will study: the principles of homeostasis, immunity, coordination and control in plants and animals and populations and ecosystems.

A2 Module 2: Biochemistry, Genetics and Evolutionary Trends:

In this unit you will study: the processes of respiration and photosynthesis and evolution, DNA as the genetic code, genetics and the characteristics of plant and animal kingdoms.

A2 Module 3: Internal Practical Assessment

Written recording of experiments, marked by the teacher and moderated by CCEA

Nature of Assessment

Unit	Exam Duration and Format	% Assessment Weightings	Availability
A2 1: Physiology and Ecosystems	2 ¹ / ₄ hour written examination, externally assessed	24% of A Level	Summer
A2 2: Biochemistry, Genetics and Evolutionary Trends	2 ¹ / ₄ hour written examination, externally assessed	24% of A Level	Summer
A2 3: Assessment of Investigational and Practical Skills in Biology	Written examination 1 ¹ / ₄ hours externally assessed and internal practical assessment	12% of A Level	Summer

What is expected from a Biology student?

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

Contact Teacher: Mr P Fitzsimons (Head of Department)

Business Studies

Examination Board: CCEA Business Studies **Subject Codes:** SBU1 SBU2

Subject Content

What do you Study?

Business Studies is a dynamic and real life subject. Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions, including; Marketing, Production, Human Resource Management and Financial Management.

Entry Requirements

Students must have achieved at least a grade B in GCSE Business Studies.

Recognition of A level Qualification in ALL Universities

The GCE A level in Business Studies is formally recognised by all universities, including; Russell Group Universities (Queens University, Cambridge, Oxford etc.), as well as National University of Ireland (NUI). Please view link below GCE Business Studies is accepted in NUI.
http://www.nui.ie/college/docs/A_Level_GCSE_Revised_Sep_2018.pdf

Subject Content/Assessment Arrangements

GCE Business Studies is made up of two levels: AS and A2. Students can take the AS course as a final qualification without progressing to the A2 Level. However, those wanting to obtain the full Advanced GCE must complete both the AS and the A2 level.

GCE A' Level Business Studies

This course choice has a modular structure and is **100% externally assessed** with examinations at the end of Year 13 and Year 14. Students are required to study two units at AS and a further two at A2 level. The exams are described in more detail in the table overleaf;

Assessment Arrangements for GCE A' level Business Studies

Unit	Assessment Format	Duration	% Assessment Weighting	Availability
AS Unit 1: Introduction to Business	External Examination 2 compulsory structured data responses	1 hour 30 minutes	50% of AS 20% of A Level	Summer
AS Unit 2: Growing the Business	External Examination 2 compulsory structured data responses	1 hour 30 minutes	50% of AS 20% of A Level	Summer
A2 Unit 1: Strategic Decision Making	External Examination 5 compulsory structured data responses	2 hours	30% of A Level	Summer
A2 Unit 2: The Competitive Business Environment	External Examination 6 compulsory structured data responses	2 hours	30% of A Level	Summer

Subject Combinations

Business Studies can be combined with any other A' level subject, although you might find that studying subjects such as ICT, Maths, Engineering or Politics may compliment your study of Business Studies. Skills in written and spoken communication, which are essential in the Business world, make English or a foreign language a sensible choice, the latter because of the continuing development of the European Union and business contacts between Ireland, Britain and the rest of the world.

Higher Education Options

Most degrees today at University require students to complete a module in the study of Business, due to the nature of organisations today. Specialism in the subject along with other related topics such as European Studies, Communications, Computers, Marketing, Finance and Management are very popular.

Career Options

There is an ever-ranging list of careers which Business Studies leads to. It offers an excellent foundation for those wishing to pursue careers in Business Management, Marketing, Law, Project Management, Public Relations, Accountancy, Management Consultancy, Human Resources, Business Journalism, as well as those interested in continuing on to further study.

Should you require further information or advice before making a final decision about your AS GCE A' Level Business Studies, please do not hesitate to contact a member of the Business Studies Department.

Contact Teachers: Mrs C Morgan (Head of Department)
Mrs Mitchell
Miss Diamond

Professional Business Services

Examination Board: CCEA GCE A level in Professional Business Services

Subject Content

This new course is an industry endorsed specification, appropriate for school leavers considering entry into bespoke business training programs or apprenticeships such as PWC and Deloitte, as well as those seeking progression to relevant Higher and Further Education programs.

The GCE A level in Professional Business Services introduces students to the professional business services sector, the professional services firms (PSF's) who operate in it and the services they provide. It also provides a useful context for the professional business service issues and concepts explored in all subsequent units.

Overview of Specification

This specification aims to encourage students to:

- develop their interest in and enthusiasm for professional business services, including an interest in further study and careers in the subject;
- appreciate the needs of business professionals operating in the marketplace of Northern Ireland and beyond; and
- carry out practical research into a range of companies providing professional business services including; Deloitte, PWC, Lloyds, Danske Bank etc. and to present their findings.

Entry Requirements

First priority will be given to those students who have at least a grade B in GCSE Business Studies, as the AS specification builds on some of the knowledge, understanding and skills developed in GCSE Business Studies, however it is **not** a prerequisite to have studied GCSE Business Studies. Entry requirements for non GCSE Business Studies students will include a B grade in both GCSE English and Maths.

Recognition of PBS Qualification in ALL Universities

The GCE A level in Professional Business Services is formally recognised by all universities, including; Russell Group Universities (Queens University, Cambridge, Oxford etc.), as well as National University of Ireland (NUI). Please view link below GCE Professional Business Services is accepted in NUI. http://www.nui.ie/college/docs/A_Level_GCSE_Revised_Sep_2018.pdf

Key Features

GCE Professional Business Services is made up of two levels: AS and A2. Students can take the AS course as a final qualification without progressing to the A2 Level. However, those wanting to obtain the full Advanced GCE must complete both the AS and the A2 level. It includes six assessment units, four are externally assessed and two are internally assessed as the students are required to complete coursework.

Assessment Arrangements for GCE A' level Professional Business Services

Unit	Assessment Format	Duration	% Assessment Weighting	Availability
AS Unit 1: Introduction to Professional Business Services	External Assessment Written Examination Paper	1 hour 30 minutes	30% of AS 12% of A Level	Summer
AS Unit 2: Human Resource Services	Internal Assessment Portfolio cased on a pre-release case study		40% of AS 16% of A Level	
AS Unit 3: Financial Decision Making	External Assessment Written Examination Paper	1 hour 30 minutes	8% of A Level	Summer
A2 Unit 1: Technology in Business	External Assessment Written Examination Paper	1 hour 30 minutes	18% of A Level	Summer
A2 Unit 2: Leadership and Management	External Assessment Written Examination Paper	1 hour 30 minutes	18% of A level	Summer
A2 Unit 3: Project Management Skills and Processes	Internal Assessment Portfolio cased on a pre-release case study		24% of A Level	

Subject Combinations

Professional Business Services can be combined with any other A' level subject, although you might find that studying subjects such as ICT, Maths, Engineering, Software Development, Economics and Sports Science may compliment your study of Professional Business Services. Skills in written and spoken communication, which are essential in the Professional Business world, make English or a foreign language a sensible choice, the latter because of the continuing development of the European Union and business contacts between Ireland, Britain and the rest of the world.

Higher Education Options

Most degrees today at University require students to complete a module in the study of Business, due to the nature of organisations today. Specialism in the subject along with other related topics such as European Studies, Communications, Computers, Marketing, Finance and Management are very popular.

Career Options

There is an ever ranging list of careers which Business Studies leads to. It offers an excellent foundation for those wishing to pursue careers in Business Management, Marketing, Law, Project Management, Public Relations, Accountancy, Management Consultancy, Human Resources, Business Journalism, as well as those interested in continuing on to further study.

Contact Teacher: Mrs C Morgan (Head of Department)

Chemistry

Examination Board: CCEA

As a student of A-level Chemistry you will be asked to develop the basic chemistry ideas from GCSE.

Chemistry is essential for students wishing to follow a career in: medicine, dentistry, veterinary science, pharmacy, chemical engineering and other related fields.

Students with a strong desire to follow any of these (or similar courses) should be aware that they usually require an A in chemistry at A2 and an extremely strong overall GCSE profile.

Specification at a Glance

Specification at a Glance

AS 1: Basic Concepts in Physical and Inorganic Chemistry	<ul style="list-style-type: none"> • Formulae, equations and amounts of substances • Atomic structure • Bonding • Intermolecular Forces • Structure • Shapes of molecules and ions • Redox • Halogens • Acid-base titrations • Qualitative tests 	40% of AS 16% of A Level 1 hour 30 minute written paper containing multiple choice and structured questions.
AS 2: Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	<ul style="list-style-type: none"> • Formulae and amount of substance • Nomenclature and isomerism in organic compounds • Alkanes • Alkenes • Halogenoalkanes • Alcohols • Infrared Spectroscopy • Energetics • Kinetics • Equilibrium • Group II elements and their compounds 	40% of AS 16% of A Level 1 hour 30 minute written paper containing multiple choice and structured questions.
AS 3: Basic Practical Chemistry	<ul style="list-style-type: none"> • Practical Booklet A consists of a variety of practical tasks worth 25 marks. Students take the assessment in a laboratory. • Practical Booklet B consists of a variety of questions testing practical techniques, observations and calculations worth 55 marks. Students take the assessment in an examination hall. 	20% of AS 8% of A Level Practical Booklet A – 1 hour 15 minutes Practical Booklet B - 1 hour 15 minutes

Assessment:

Formative assessment will take place continuously through class activities, oral questioning and written homework.

Autumn Assessment

Will be the average mark over four end of topic tests.

Spring Assessment

Year 13 – a 1 hour 30 minute paper.

CCEA Examinations

Year 13 – May/June – pupils will sit the AS1, AS2 and AS3 module examinations.

Link to Awarding Body Specification - <https://ccea.org.uk/post-16/gce/subjects/gce-chemistry-2016>

Contact Teacher: Ms Connolly (Head of Science)

CCEA A-LEVEL LIFE AND HEALTH SCIENCES

GCE Single Award Life & Health Sciences is equivalent to 1 A Level.

Specification at a Glance

Unit AS 1: Experimental Techniques	<ul style="list-style-type: none">• Chemistry Skills• Physics Skills• Biology Skills	Internal Assessment 33.34% of AS
Unit AS 2: Human Body Systems	<ul style="list-style-type: none">• Cardiovascular System• Respiratory System• Respiration• Homeostatic Mechanisms• Nutrition and Physical Exercise	External Written Examination 1 hour 30 minutes 33.33% of AS
Unit AS 3: Aspects of Physical Chemistry in Industrial Processes	<ul style="list-style-type: none">• Chemical Calculations• Volumetric Analysis• Energetics• Kinetics• Equilibrium• Industrial Processes	External Written Examination 1 hour 30 minutes 33.33% of AS

Assessment:

Formative assessment will take place continuously through class activities, oral questioning and written homework.

Autumn Assessment

Will be the average mark from four end of topic tests and two scientific reports.

Spring Assessment

Year 13 – two 1 hour papers and two scientific reports.

CCEA Examinations

Year 13 – May/June – pupils will sit the AS2 and AS3 module examinations.

Link to Awarding Body Specification - <https://ceea.org.uk/post-16/gce/subjects/gce-life-and-health-sciences-2016>

Contact Teachers: Ms Connolly (Head of Science), Mrs Longley and Ms Clancy

Economics

Examining Board: CCEA

!!!! UNIVERSITY ALERT!!!!

Did you know ECONOMICS is considered a SCIENCE subject (not a social science) for entry to leading universities?

What Do You Study?

As a student of AS ECONOMICS you will learn fascinating information on THE UK ECONOMY

Why do footballers earn so much money?

Why does Amazon get so much profit?

Why does the government not build more hospitals?

Why does the government not fund University Education?

Why are there lots of jobs in Financial Services, Digital Technology and Games Engineering

Why Study Economics?

Economics is a very highly rated subject and it is excellent if you want a career in:

Accountancy, Economics, Management, the Stock Market, Engineering, Actuarial Science, Engineering, Architecture, Law, the Stock Market.

Entry Requirements / Subject Considerations

It is required that students following the AS/A2 level courses will have achieved Grade B or better in GCSE English and GCSE Mathematics. You do ***not*** need to have GCSE ECONOMICS.

At AS level, you will study Economics and three other subjects. Economics is a good subject to study with any other AS SUBJECT. The following combinations are popular and work well with your UNIVERSITY APPLICATIONS

<i>I want to be a doctor.....then study</i>	ECONOMICS	BIOLOGY	CHEMISTRY	PHYSICS
<i>I want to be a pilot.....then study</i>	ECONOMICS	MATHS	PHYSICS	SOFTWARE SYSTEMS DEVELOPMENT
<i>I want to be a lawyer.....then study</i>	ECONOMICS	ENGLISH	HISTORY	POLITICS
<i>I want to manage GOOGLE.....then study</i>	ECONOMICS	BUSINESS STUDIES	ICT	SPANISH

<i>I want to run my own Physiotherapy Practice.....then study</i>	ECONOMICS	BIOLOGY	HEALTH AND SOCIAL CARE	SPORTS SCIENCE
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Specification at a Glance

AS 1: Markets and Market Failure	<ul style="list-style-type: none"> • Demand and Supply • How prices are set • Elasticity and the demand for all our goods and services • Consumer Surplus and Producer Surplus • The Economics of Football • Economic Rent and Transfer Earnings • Why markets fail in health care, petrol, agriculture, diesel. • Government Intervention and Government Failure 	50% of AS 20% of A2 1 hour 30 minute written papers containing structured and essay questions
AS 2: The National Economy	<ul style="list-style-type: none"> • Unemployment • Inflation • Fiscal Policy • Monetary Policy • Supply Side Policies • National Income Accounts • Government Economic Policy 	50% of AS 20% of A2 1 hour 30 minute written papers containing structured and essay questions
A2 1: Business Economics	<ul style="list-style-type: none"> • The Theory of the Firm • Perfect Competition • Monopoly • Monopolistic Competition • Oligopoly • The Growth of Firms 	30% of A2 2 hour exam
A2 2: Managing the Economy in a Global World	<ul style="list-style-type: none"> • Trade and Globalisation • Economic Development • Balance of Payments • Exchange Rates • The UK in the World Economy 	30% of A2 2 hour exam

Contact Teacher: Mrs J Sheridan (Head of Department)

English Literature

Examining Board: CCEA

As a student of English Literature you will be encouraged to develop interest in and enjoyment of Literature through reading widely, critically and independently, across centuries, genre and gender. You will be encouraged to understand and evaluate the significant of cultural, historical and social influences on literary texts and expected to consider the ways in which writers' choices of form, structure and language shape meanings.

Most students who study Literature at AS/A2 level will have opted to have studied English Literature at GCSE. This is strongly recommended as most of the concepts studied at AS/2 level are developments of ideas analysed as part of the GCSE Literature course particularly with regard to the study of poetry.

English Literature GCE

We follow the CCEA (NI) specification. The detail of the AS course is set out below. The A2 course involves the study of a wider range of texts and can be discussed with an English teacher if required.

Unit	Assessment Format	Weightings and Marks
AS Unit 1: The Study of Poetry 1900- Present and Drama 1900- Present	External written examination 2 hours Students answer two questions, one from Section A and one from Section B. Section A is open book. Section B is closed book.	60% of AS 24% of A level
AS Unit 2: The Study of Prose Pre 1900	External written examination 1 hour Students answer one question. Closed book	40% of AS 16% of A level

You will learn to read in a way that will help you to evaluate not just the set texts but any piece of writing and how to communicate your knowledge, understanding and insight into texts you have read, orally and in the form of essays. You will have opportunities to explore and comment on relationships and comparisons between texts.

A successful student of English Literature is not just someone who enjoys reading (although given the plethora of material that must be covered this is undoubtedly an advantage) but also one who has a questioning and analytical mind. The ability to relate texts to their place in time is given much importance at both AS and A2 and therefore an interest in History can be beneficial. The nature of this programme of study is one that promotes individual research on the one hand and close focus on primary texts on the other.

Students of English Literature are expected to write at least one essay each week in addition to answering short questions on texts they are currently studying. They are also encouraged to read critics' views of texts, other texts by authors studied and indeed texts which provide background information for example on genre, social/historical period etc. There are opportunities to go to the theatre and to

watch films of plays/novels studied and to use library and Internet facilities to help with their own research.

In today's fast-paced world, it is worthwhile exploring a part of our cultural heritage which can enrich our lives in all kinds of ways. The abundant variety of novels, poems and plays which constitute English Literature not only stirs us intellectually and emotionally, but also deepens our understanding of our history and society.

New worlds are opened up when studying Literature. Whether it is to get the most out of hobbies, interests or career development, immersion in English Literature helps our understanding of the world around us.

Subject Combinations

English Literature combines well with all subjects particularly History, Politics, Media Studies, Geography, Religion and Economics – indeed any subject that encourages students to read and express informed opinions. An increasing number of students combine English Literature with a Science subject or Mathematics to provide diversity in their studies.

Higher Education Opportunities

The first year of many degree courses in Literature is designed to give you an overview of poetry, drama and prose. During your second year you will begin to specialise in particular areas, such as a specific historical period, a particular author or genre. In the final year you may be able to focus on a single theme or author, perhaps writing a dissertation as part of your final assessment.

Career Options

Opportunities for English graduates are many and varied for example, media, publishing, teaching, information systems, administration, advertising/copywriting, law, librarianship marketing and accountancy.

Contact Teachers: Ms R Trainor, Mrs N McArdle, Mrs S Phillips.

French

Examining Board: CCEA

In studying AS French you will build on the knowledge, understanding and skills developed within GCSE French at Higher Tier. AS further extends this understanding of the language and culture of French speaking countries.

The Advanced GCE specification (AS and A2 combined) is comprised of six modules. Both AS and A2 students benefit from a minimum of two periods each week with our French Language Assistant.

Subject content

AS AS students will explore issues in French such as:

- Relationships - Family life,
Personal and interpersonal relationships
- Health and Lifestyle - Physical and mental well-being,
Interests
- Young People in Society - Influences on young people
Education and career planning

Examination / Assessment

A2 FRENCH:

A2: 1 SPEAKING	A2 1: SPEAKING Students introduce and discuss one individual research project on either a historical, cultural or religious aspect of a French speaking country.	18% of A2
A2: 2	A2 2: LISTENING AND READING Students answer questions based on a recording and complete a translation exercise.	24% of A2
A2: 3	A2 3: EXTENDED WRITING	18% of A2

What skills and abilities do I need to succeed in this course?

From the experience of our own students in the Red High, "there is a significant leap from GCSE to A Level in languages which is possibly less evident in other subjects". In order to achieve success in this difficult, yet highly rewarding, subject it is essential that a student should have obtained a very good grade at GCSE with a minimum of a Grade B in both the reading and listening components of the exam.

A level French is highly regarded, gives students access to a wonderful culture and will prove advantageous when applying for future jobs. A genuine love of French as well as a gift for this subject is essential. Students must be prepared to be disciplined in their approach to learning grammar and vocabulary on a daily basis and are expected to avail of technology to enhance listening and reading skills independently.

Contact Teacher: Mrs Canavan (Head of Modern Foreign Language)

Geography

Examining Board: CCEA

We follow the CCEA specification which consists of three externally assessed written examinations. Fieldwork will be undertaken and assessed as part AS3.

Unit Assessment Weighting

AS 1 – Physical Geography Written paper: Tuesday 17th May (1hr 15 mins – 1.30pm) 40% of AS

AS 2 – Human Geography Written paper: Friday 27th May (1hr 15 mins – 9.15am) 40% of AS

AS3 – Fieldwork skills & Techniques Written paper: 1st June (1hr – 9.15am) 20% of AS

Topics Teaching Time

AS Module One

Processes that shape fluvial environments.

Human Interaction in fluvial environments.

Global Biomes & small-scale ecosystems

Weather & Climate

Global weather issues. September Oct-Nov Nov - Dec

AS Module 2

Population data, change and resources.

Settlement:

- Change
- Planning in rural environments
- Urban challenges

AS Module 3

Fieldwork Skills & Techniques Taught alongside AS1 & AS2

The learning objectives for each topic can be found in the CCEA Specification - <http://www.rewardinglearning.org.uk/microsites/geography/gce/index.asp>

Resources: Students will be provided with the CCEA AS Geography textbook and supplementary materials will be provided throughout the AS course.

Careers

Architecture, Agriculture, Leisure and Tourism, Environmental Science, Meteorology, Engineering, Conservation, Teaching, Environmental and Town Planning, Surveying, Marketing, Airline pilot, Cartography, Environmental Health, Geologist, renewable energy development, Oceanography, Botany, Landscape Architecture – and more!

Personal Qualities

Students should be highly motivated and display a natural consciousness of their environment. They should possess a self-motivated interest in the physical and human factors that determine their surroundings. They will have explored media coverage of the ever changing demographic of the modern world in relation to landscape, economic activities and people.

The A-level Geography course is rather wide; students are expected to undertake a considerable amount of independent research and reading and build up a selection of case studies required for the different units of study.

Contact Teachers: Mrs F Curran (Head of Department)

Government and Politics

Examining Board: CCEA **Subject Code:** 4830

Few subjects are as central to our everyday lives as Government and Politics. If you are interested in people, power, law, democracy, freedom, equality and justice then you will enjoy the study of Politics. As a student of A-level Politics you will be given the opportunity to study various political systems from around the world ranging from Northern Ireland to the USA. You will learn how our laws are made and compare different types of government, political parties and electoral systems. There will also be a focus on more general topics such as political power, political ideologies and of course the most recent political developments at home and abroad.

What do you Study?

You will follow CCEA's A-Level Government and Politics specification. In Year 13 you will study the following two modules:

AS 1: The Government and Politics of Northern Ireland

- Government of Northern Ireland since 1994
- The Good Friday Agreement and the St. Andrews' Agreement
- The five major Northern Irish political parties

AS 2: The British Political Process

- British system of government
- The powers and functions of the Prime Minister and Cabinet
- The functions of the House of Commons and the House of Lords
- The role of the judiciary
- Pressure groups

After successfully completing the two AS modules students may exit the course with an AS qualification in Politics. However, the majority of students decide to continue their studies to A2. In Year 14 you will study a further two modules:

A2 1: Comparative Government –USA and UK

- Government and politics of the USA
- Comparative analysis of the US President and UK Prime Minister
- Comparative evaluation of the US Congress and the UK Parliament

A2 2: Political Power

- Theories of political power including Marxism, Pluralism, Elitism and Feminism.
- Factors involved in the exercise of political power
- The basis of political authority, legitimacy and stability
- Case studies on political power from a wide range of countries such as the USA, China, Syria and North Korea.

Assessment

Assessment of A-Level Politics is by four written exams. There is no coursework. Assessment at AS involves two written papers. The AS 1 paper contains two source-based questions and a choice of essay questions. It lasts for 1 hour 15 minutes. The AS 2 paper consists of a range of short questions

and longer essay questions. It lasts for 1 hour 45 minutes. Assessment at A2 also involves two written papers which contain source-based questions and extended essay writing tasks.

How do you Study?

Various methods are used in the teaching and learning of Politics. Teaching is focused upon the acquisition of the knowledge and skills required to succeed in Politics. Teaching and learning will involve essay writing, group work, independent research, presentations, timed exam practice, extensive reading, debates, source evaluation and media analysis. There are a number of set texts used for the course but due to the dynamic nature of Politics it is imperative that students engage in additional reading from other texts, journals, quality newspapers and of course the Internet. You must also keep up-to-date with current affairs at home and abroad. There is very little happening around us which does not in some way involve Politics.

Qualities Required

To succeed in this subject, you need to enjoy analysing and evaluating information, using source material and weighing up arguments. You should also have a genuine interest in Politics and current affairs and be willing to engage in independent study. This will require not only the use of political texts but also the extensive use of the school library, the Internet and local and national newspapers. Students should also have an inquiring mind, be willing to listen to and respect differing viewpoints and want to learn more about how government works and how laws are made. To achieve a good grade in Politics you will be required to produce a high standard of written English and write in a highly structured and analytical fashion during the examinations.

Subject Combination

A-Level Politics combines well with a wide range of A-Level subjects but in particular History and English. In the past many students have combined Politics with the Sciences and Maths to achieve a more balanced programme of study.

Career Options

Given the close relationship between Law and Politics many students at St Patrick's choose A-Level Politics with a view to studying Law at university. The study of Government and Politics can also provide you with a sound foundation for further study in a number of other fields at university such as Business, Finance, Education, Public Relations, Advertising, International Studies, Journalism and the highly regarded Politics, Philosophy and Economics (PPE) course. Previous students of Politics have also proceeded to university to study Politics on its own or in combination with subjects such as Law or History. Politics graduates are found in a diverse range of careers including the legal profession, teaching, lobbying, business, the civil service, journalism, broadcasting, pressure groups and of course politics itself.

Contact Teacher: Miss E Neill (Subject Coordinator)

Applied Health and Social Care

Examining Board: CCEA

Why study Health and Social Care?

Studying Health and Social Care is an enjoyable and illuminating experience. As a vocational subject, it offers students opportunities for the development of the transferable skills necessary in a changing and dynamic working environment. Students will examine the structures which exist within Northern Ireland in the Health and Social Care sectors and explore issues which have regional, national, European and global dimensions.

Many students with a GCE Health and Social Care qualification go on to undertake further study and have successful careers in a range of disciplines such as: *Educational Psychologist, Social Worker, Dietician, Nurse, Health and Safety Officer, Occupational Therapist, Health Education Officer, Speech and Language Therapist and Teaching.*

What do you study?

In Single Award Health and Social Care, you are required to study 6 units over the two-year course. The course that pupils will follow is the GCE Applied Health and Social Care. Four of these units will be assessed in Summer 2022.

The units studied are as follows:

AS Units:

Unit 1: Promoting Quality Care (Internal Assessment)

This unit gives students an opportunity to look at Care Value Base and also at legislation that promotes clients' rights.

Unit 2: Communication in Care Settings (Internal Assessment)

This unit gives you the opportunity to develop your communication skills. You will complete a report on communication skills. (This unit will not be assessed externally this academic year)

Unit 3: Health and Well Being (External Assessment)

This unit looks at different concepts of health and well-being and factors that affect health. It also examines people's attitudes to health.

UNIT	TITLE	MODE OF ASSESSMENT
AS/Unit 1	Promoting Quality Care	Internal Assignment
AS/Unit 2	Communication in Care Settings	Omitted from Assessment
AS/Unit 3	Health & Well Being	External Examination 2 hr written Examination

After successfully completing the three AS units, students may choose to leave the course with an AS qualification in Health and Social Care. However, the majority of students decide to continue their studies to A2. In Year 14, you will study a further three units.

A2 Units:

A2 1: Applied Research (Unit will not be assessed externally this year)

In this unit you are required to carry out a small research project on a health or social care issue e.g. smoking, and present the results of your research.

A2 3: Providing Services (External Assessment)

In this unit students look at a wide range of health and social care services and the roles of people who work within them e.g. a health centre. Students examine the role of the G.P., the nurse etc. They also study the history of the Health Service.

A2 5: Supporting the Family (Internal Assessment)

In this unit students look at two families and produce two case studies of the two different families. They examine their needs and what services meet these needs. They also examine poverty and domestic violence and what support there is for families who experience these problems.

This unit looks at different concepts of health and well-being and factors that affect health. It also examines people's attitudes to health.

After successfully completing the three AS units, students may choose to leave the course with an AS qualification in Health and Social Care. However, the majority of students decide to continue their studies to A2. In Year 14, you will study a further three units.

A2 Units:

A2 4: Health Promotion (Internal Assessment)

In this unit you are required to carry out a small research project on a health or social care issue e.g. smoking, and present the results of your research.

A2 3: Providing Services (External Assessment)

In this unit students look at a wide range of health and social care services and the roles of people who work within them e.g. a health centre. Students examine the role of the G.P., the nurse etc. They also study the history of the Health Service.

A2 5: Supporting the Family (Internal Assessment)

In this unit students look at two families and produce two case studies of the two different families. They examine their needs and what services meet these needs. They also examine poverty and domestic violence and what support there is for families who experience these problems.

UNIT	TITLE	MODE OF ASSESSMENT
A2 1	Applied Research	Unit has been omitted from Assessment
A2 3	Providing Services	External Assignment 2 hour written examination
A2 5	Supporting the Family	External Assignment (Coursework)

Contact teacher: Mrs R.McGuigan (Subject Coordinator)

History

Examining Board: CCEA

Subject Code: ASH

History is an absolutely essential subject to study if one is to understand many of the issues of our own day. Everyone has to live with History. We cannot begin to understand our own History without linking it to the past. Many of the skills that you have previously learned during your study of GCSE will be beneficial during your A-level study; however, many students have in the past achieved the top grade without having studied History at GCSE level. History can be a new start subject for students with good literacy skills who are interested in a wide variety of careers.

What do you Study?

There are four modules in A-level History - 2 A/S and 2 A/2 modules.

The AS modules are:

- 1: The Nazis and Germany 1919 - 1945
- 2: Revolutionary Change in Russia 19014 - 1941

The 2 A2 modules are:

- 1: The partition of Ireland 1900 - 1925
- 2: Irish Nationalism and Unionism 1800-1900

As you can see from these options there is a strong connection with the previously studied GCSE History course modules, AS1 and A21, and many of the skills learned at GCSE will be invaluable when you come to study A-level; there is a wide range of topics ranging from Modern Irish History to Modern European History.

How do you Study?

History involves reading and research. There are a number of set text books but there are also a virtually unlimited number of books on Irish and European History. Many of the topics covered are also covered in great depth through the Internet. The actual exam combines a number of source based papers with one module concentrating on essay writing. Students will have an opportunity to debate, role play, and research and develop their ICT and communication skills.

Higher Educational Options

History can be combined with many subjects but in particular Politics, English, and Religion. In many cases Science or Maths has been combined with History in order to study a wide range of courses.

Career Options

There are many careers which look for the historical skills of research, analysis and interpretation. Many history graduates directly go into public and private management and administration. History is also ideal preparation for those interested in a career in Law, Journalism the Media and Teaching. In a recent survey carried out among British universities over one third of History graduates found work or further study in marketing, finance and business. One of the biggest growth areas for History graduates is in IT and software publishing.

Assessment

These are 4 written papers in total ranging from source based papers in modern European history/modern Irish history to an essay paper on Irish Nationalism.

The papers range from 60 minutes to 90 minutes

AS 1 50% of AS / 20% of A level

AS 2 50% of AS / 20% of A level

A2 1 20% of A level

A2 2 40% of A level

Qualities Required

Students need to have a genuine interest in this subject and be willing to engage in independent study. This requires student to not only use class texts but to use the extensive historical resources in the school library. To achieve a good grade in History you will be required to produce a high standard of written English especially during examinations. Students may study History without it as a GCSE subject if they have good writing skills.

Contact Teacher: Mr R Gallagher (Head of Department)

BTEC Level 3 National Extended Certificate in Information Technology

We follow the Pearson BTEC specification which consists of two units, one internally assessed, and one externally assessed. The structure of the AS course is summarised in the table below:

Unit	Assessment	Weighting
Unit 2 Creating Systems to manage Information	External assessment January 2024	50% of Certificate (Year 1)
Unit 3 Using social media in Business	Internal assessment	50% of Certificate (Year 1)

This qualification is graded: Pass, Merit, Distinction, Distinction*.

The table below shows the outline of the course as it will be delivered in St Patrick's:

Topics	
Term 1	<p>Unit 3 – Using social media in Business (portfolio – 4 lessons per week)</p> <ul style="list-style-type: none"> A. Explore the impact of social media on the ways in which businesses promote their products and services B. Develop a plan to use social media in a business to meet requirements <p>Unit 2 – Creating Systems to Manage Information (exam – 5 periods per week)</p> <p>AO1 - Demonstrate knowledge of database development terminology, standards, concepts and processes</p> <p>AO2 - Apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief</p> <p>AO3 - Analyse information about database problems and data from test results to optimise the performance of a database solution</p> <p>AO4 - Evaluate evidence to make informed judgements about the success of a database's design and performance</p> <p>AO5 - Be able to develop a database solution to meet a client brief with appropriate justification</p>
Term 2	<p>Unit 2 Practical Exam 16th January 2023 (PM) 17th January 2023 (AM)</p> <p>Unit 3 – Using social media in Business (portfolio – 4 lessons per week, then 9 lessons per week after exam)</p> <ul style="list-style-type: none"> C. Implement the use of social media in a business
Term 3	<p>Completion of Unit 3 portfolio (submission date w/b 27/3/23) Revision of Unit (if applicable)</p>

The learning objectives for each topic can be found in the BTEC Specification - <https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Information-Technology/2016/specification-and-sample-assessments/specification-pearson-btec-level-3-national-extended-certificate-in-information-technology.pdf>

Contact: Ms Quinn (Head of Department)

AQA AS Computer Science

We follow the AQA specification, which consists of both an external written exam and an on-screen exam. The structure of the AS course is summarised in the table below:

Unit	Assessment	Weighting
AS Paper 1: On-Screen Exam	Testing a student's programming ability as well as theoretical knowledge of Computer Science	50% of AS
AS Paper 2: Written Examination	Questions surrounding: Data Representation, Networks, Computer Systems and Ethical Implications	50% of AS

The table below shows the outline of the AS Computer Science course as it will be delivered in St Patrick's:

	Topics
Term 1	Topic 1 & 2: - Fundamentals of Programming - Fundamentals of Data Structures
	Topic 3 & 4: - Systematic Approach to Problem Solving - Theory of Computation
Term 2	Topic 5 & 6: - Fundamentals of Data Representation - Fundamentals of Computer Systems
	Topic 7 & 8: - Fundamentals of Computer Organisation and Architecture - Consequences of Uses of Computing
Term 3	Topic 9: - Fundamentals of Communication and Networking
	Exam Preparation: - Revision of all Topics - Review and preparation of AS pre-liminary material

Assessment: Pupils are assessed both formatively, during lessons and class-based tests and in summative assessments during periods of internal assessment in school before sitting their final AS exams in May/June.

Resources: Pupils are given an AQA approved AS/A-Level textbook for both years of the course. ZigZag resources are generally used in exam preparation and additional resources from CAS are available for students throughout the year.

Mathematics

Examining Board: CCEA

What do you study?

Mathematics is the study of numbers, measurement and shape. Some of the topics you study at AS/A2 level will be familiar to you from GCSE mathematics. Topics include trigonometry, algebra and co-ordinate geometry. If you are an additional mathematics student, then you will have met several of the topics already. As in GCSE Further Maths, you will study Pure Mathematics, Mechanics and Statistics. Being familiar with and confident in these areas will help ease your transition into AS/A2 level.

How do you study?

A very important aspect to learning mathematics is through lots of practice. Class work usually involves the introduction of new topics by the teacher followed by lengthy practice both in class and at home. This practice work will be based on questions on the topic from the textbook, review questions, exam style questions and past paper questions. ICT will also be used when appropriate.

Subject combinations

Mathematics is an involving and interesting subject in its own right and it is also a fundamental tool supporting the study of other subjects such as Physics and Technology. It is also used as a tool in other subjects such as Geography, Business studies, Economics, ICT and Biology. Mathematics can sensibly be combined with virtually any other subject. It may be desirable to have an A Level in Mathematics if applying for a university course such as engineering, actuary, accountancy, business studies or medicine.

Higher education

Mathematics degree courses available at university are very flexible especially in second or third year. Modules may usually be chosen from the areas of Pure, Applied, Statistics, Operational Research and Applicable. Again, as at A level, Mathematics can be combined with a wide range of other subjects for a degree.

Careers

A higher qualification in Mathematics is very flexible and can open up a large number of career areas. There are few jobs for which a sure command of Mathematics is not an advantage. There are many areas where you can use your skills and expertise developed during your degree for example in finance and accounting, computing, management technology, education and in research.

Qualities needed to do Mathematics

The successful mathematician has a strong background in the basic skills such as Algebra and Number. He/She is hardworking, persevering and able to think logically. He/She must be capable of taking skills learned and applying them to similar style problems and to questions that are less structured. The successful mathematician must be able to organise their own work, maintain the necessary self-discipline to work industriously throughout the course and have the essential motivation and determination to succeed. It is strongly recommended that students will have completed M4 and M8 Papers (or equivalent) at GCSE level.

Assessment

There are two exams at the end of each year (AS and A2), with 60% of the assessment comprising of pure maths and 40% applied maths. All questions are compulsory. There is no coursework element.

Summary of the specification content

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

Content	Assessment	Weightings
AS 1: Pure Mathematics	External written examination 1 hour 45 mins Students answer all questions.	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination 1 hour 15 mins Students answer all questions.	40% of AS 16% of A level
A2 1: Pure Mathematics	External written examination 2 hours 30 mins Students answer all questions.	36% of A level
A2 2: Applied Mathematics	External written examination 1 hour 30 mins Students answer all questions.	24% of A level

	Pure Mathematics
AS&A2 Pure 60% of final award	Indices, Quadratics, Simultaneous equations, Factor and Remainder Theorem, Functions, the straight line, Differentiation
	Co-ordinate geometry and the circle, Sequences, Arithmetic and geometric series, Binomial expansions, Radian measure and trigonometry, Laws of logs, Integration
	Partial fractions, Graphical transformations, Parametric and Cartesian forms, Further trigonometry, exponential curves, Further Differentiation and Integration, Numerical solution of equations
	Functions, Double and half angle formulae, Implicit and parametric differentiation, Integration by substitution and parts, Vectors
AS&A2 Applied 40% of final award	Uniform acceleration, Forces, Friction, Equilibrium, Moments, Newton's laws, Impulse and momentum
	Data, Measure of location and dispersion, Probability, variance, standard deviation, Poisson distributions, Normal distributions

An A grade is obtainable by averaging a minimum of 90% at A2 level.*

Contact Teacher: Mrs C Kennedy (Head of Department)

Music

Examining Board: CCEA

What the subject is about:

The AS and A2 Music courses aim to broaden the experience gained at GCSE level, develop imagination, foster creativity and promote personal and social development. These courses are also intended to support candidates' personal and social development through creating and performing music with others.

Performance

The AS standard of performance should be at a level equivalent to at least Grade 4 of the accredited graded music examination boards, and Grade 5 for the A2.

It is vital that students who are considering taking AS or A2 music already receive tuition on their instrument/voice.

Assessment Components	Requirements	Further detail
AS 1: Performing 35% of AS 14% of A2	<ul style="list-style-type: none"> • Solo • Viva Voce 	Grade 4 standard (minimum.) Performance lasting 5 to 7 minutes. Candidates whose performance is longer or shorter than the required duration will be penalised.
AS2: Composing 35% of AS 14% of A2	<ul style="list-style-type: none"> • A: Composition Task or • B: Composition with Technology Task • Written Commentary 	1 ½ to 2 ½ mins. duration. There is a 1000 word limit for the commentary. Candidates must use the commentary pro forma.
AS3: Responding to Music 30% of AS 12% of A2	Two external written examinations <ul style="list-style-type: none"> • Test of aural perception lasting 1 hour. • Written exam lasting 2 hours. <hr/> Area of Study 1: Music for Orchestra 1700– 1900 <ul style="list-style-type: none"> • Vivaldi: Concerto in G for Two Mandolins, first and second movements; • Mozart: Symphony No. 39 in Eb, (K543), first movement; • Beethoven: Eroica Symphony, No. 3, Op. 55 in Eb, fourth 	Area of Study 2: Sacred Vocal Music (anthems) <ul style="list-style-type: none"> • Gibbons: This is the Record of John • Handel: Zadok the Priest • Mendelssohn: Hear My Prayer • Rutter: A Clare Benediction and For the Beauty of the Earth Area of Study 3: Secular Vocal Music (Musicals) <ul style="list-style-type: none"> • Kern: Ol' Man River from Showboat • Rodgers and Hammerstein: Soliloquy from Carousel • Bernstein: Tonight (Quintet) from West Side Story • Schoenberg and Boubil: One Day More from Les Miserables

	<ul style="list-style-type: none"> movement; and Brahms: Violin Concerto in D, Op. 78, third movement 	
A2 1: Performing 21% of A2	<ul style="list-style-type: none"> Solo Performance Viva Voce 	<p>Minimum Grade 5 standard.</p> <p>Performance lasting 8-10 mins.</p>
A2 2: Composing 21% of A2	<ul style="list-style-type: none"> A: Composition Task or B: Composition with Technology Task Written Commentary 	<p>2-3 mins. in duration.</p> <p>There is a 1200 word limit for the commentary and a commentary pro forma that candidates must use for this aspect of the task.</p>
A2 3: Responding to Music 18% of A2	<p>Two external written examinations</p> <ul style="list-style-type: none"> Test of aural perception lasting 1 hour 15 mins. Written exam lasting 2 hours. <hr/> <p>Area of Study 1: Music for Orchestra in the Twentieth century</p> <ul style="list-style-type: none"> Debussy: Nuages from Three Nocturnes Ravel: Menuet and Rigaudon from Le Tombeau de Couperin Bartók: Concerto for Orchestra, first movement; and Bernstein: Three Dance Episodes from On the Town 	<p>Area of Study 2: Sacred Vocal Music (mass/requiem mass)</p> <ul style="list-style-type: none"> Byrd: Mass for Five Voices, Kyrie and Agnus Dei Mozart: Requiem Mass, Introit and Kyrie (orchestral score) Faure: Requiem Mass, Libera Me (orchestral score) Chilcott: A Little Jazz Mass, Kyrie and Agnus Dei (mixed voice version) <p>Area of Study 3: Secular Vocal Music, 1600 to the present day</p> <ul style="list-style-type: none"> Weelkes: Thule the period of cosmography /The Andalusian Merchant Handel: I Rage and O Ruddier than the Cherry from Acis and Galatea Schumann: Widmung (Ab major) and Ich Grolle Nicht (C major) Copland: Simple Gifts and 'I Got Me a Cat' from Old American Songs

Additional Requirements:

AS and A2 Music students are required to attend the school orchestra, school choir or suitable ensemble, e.g. String Quartet / Barbershop / Guitar Group etc. (depending on the type of instrument/voice studied.) Students should be prepared to support the musical extra-curricular life of the school, as they are the main core of Music personnel.

Contact Teacher: Mrs C McEvoy (Head of Department)

Sport Science and The Active Leisure Industry

Examining Board: CCEA

GCE Sports Science and the Active Leisure Industry are made up of two parts: AS and A2. Students may take the AS as a stand-alone qualification if they wish. To get the full GCE students must complete both AS and A2. AS and A2 each comprise two units. There are four units in all.

Unit AS 1 develops students' knowledge, understanding and skills involved in fitness and training. They administer a range of fitness tests and analyse the results. They devise a training programme and lead the sessions. This unit is internally assessed through a portfolio and externally moderated. **(60% of AS)**

Unit AS 2 introduces students to key concepts in health, fitness and lifestyle and explores the relationships between them. They study nutrition for health and exercise as well as components of fitness. They also analyse the health of the nation compared with other European countries. This unit is assessed by a written examination of short and extended questions and stimulus response questions. **(40% of AS)**

Unit A2 1 is designed to develop students' higher level skills through greater depth, complexity, and application of knowledge and understanding. It is internally assessed and externally moderated through an internal assessment portfolio. This unit provides students with the opportunity to organise and run an active leisure event. A2 1 helps students to prepare for employment in this industry by giving them the opportunity to develop essential workplace business skills. **(60% of A2)**

Unit A2 2 concentrates on examining the structure of the respiratory, circulatory, muscular and skeletal systems. Students learn about how these systems function during and after exercise, and at rest. They develop a knowledge and understanding of the structural apparatus of each system and discuss the functions. Students study how the acquisition of skills and the principles of learning are relevant to skilled performance. This unit is assessed by a synoptic written examination consisting of short and extended questions and stimulus response questions. **(40% of A2)**

Future Opportunities

You will develop your knowledge, understanding and skills in research, analysis, planning, time management, event management, problem solving and communication as a coach/instructor. Studying this course can open up a wide range of opportunities in higher education or in a successful career, for example, as a PE teacher, personal trainer, leisure centre manager or sports therapist.

Contact Teachers: Mr J Devlin (Head of Department)

BTEC Sport

What is BTEC?

BTEC qualifications have been developed to provide specialist work-related qualifications in a range of areas. The course offered is practical and will give you the opportunity to complete assignments and activities based on realistic situations linked to working in a variety of sports related environments. It will give you a good feel for what it will be like to be at work as well as developing your communication, number, IT, time management and teamwork skills. This course is studied over one/two years and is equivalent to one/two A-levels. It is a stepping stone to sports courses at University including sports studies, sports coaching and other fields. You will study 2 or 4 units of work a year covering a wide range of topics such as anatomy and physiology, training and fitness, business in sport and sports coaching.

This course is ideally suited to those with a genuine interest in sport and related activities but also have the ability to succeed on this academic course.

Pathways

- **Level 3 National Extended Certificate in Sport** - 4 units studied over 2 years and is the equivalent to one A Level.
- **Level 3 National Diploma in Sport** - 9 units studied over 2 years and is the equivalent to two A Levels

Units

- You will be taught each unit by a member of the PE department who will be responsible for assessing and overseeing your performance in that unit.
- Each unit will be divided into different assignments – you must complete all the assignments in order to pass the unit.
- Each assignment has strict deadlines that must be met in order for you to pass the unit – **please reference the assessment policy in this booklet.**
- Each unit is assessed via determined success criteria provided by the awarding body Edexcel. This is divided into **PASS, MERIT** and **DISTINCTION** criteria. Guidance on how to achieve the different criteria is included at the back of this booklet.
 - In order to achieve a PASS grade for the unit you must meet all the PASS criteria.
 - In order to achieve a MERIT you must meet all the PASS & MERIT criteria.
 - In order to achieve a DISTINCTION you must meet all the PASS, MERIT & DISTINCTION criteria.

Units Studied

Level 3 National Extended Certificate in Sport	Level 3 National Diploma in Sport
<ul style="list-style-type: none"> • Year 1 <ul style="list-style-type: none"> • Unit 1 Anatomy and Physiology (Externally Assessed Exam) • Unit 3 Professional Development in Sport 	<ul style="list-style-type: none"> • Year 1 <ul style="list-style-type: none"> • Unit 1 Anatomy and Physiology (Externally Assessed Exam) • Unit 3 Professional Development in Sport • Unit 4 Sports Leadership • Unit 8 Coaching for Performance

- Year 2
 - Unit 2 Fitness Training & Programming (Externally Assessed Case Study)
 - Unit 5 Application of Fitness Testing

- Year 2
 - Unit 2 Fitness Training & Programming (Externally Assessed Case Study)
 - Unit 5 Application of Fitness Testing
 - Unit 7 Practical Performance in Sport
 - Unit 22 Investigating Business in Sport (Externally Assessed Case Study)
 - Unit 23 Skill Aquisition

ELITE ATHLETE ENTRY – We will consider applications from students who fall in line with the Elite Athlete portfolio. This is assessed in line University of Ulster criteria. Entrance criteria **may** be reduced accordingly.

<https://www.ulster.ac.uk/sport/performance-sport/programmes/talented-athlete-scheme>

Contact Teachers: Mr J Devlin (Head of Physical Education)

Performing Arts

Examining Board: CCEA

You only get one chance to make a first impression!

What will I gain from an AS / A-Level in Performing Arts?

Confidence	Exciting and diverse subject matter
Presentation skills	Experience of being in charge of projects
Interview technique	Industry experience
Interpersonal skills	Organisational and managerial skills
Creative control of your course	Opportunities to meet and work with professionals
Development of your individual Performing Arts skills set	SUCCESS! SUCCESS! SUCCESS

How will it help me get a job, or onto the course of my choosing?

In today's world, competition is so intense for every university place, training course and job, that you need something special to make YOU stand out from the rest. Of course you need academic qualifications, but in a situation where there are two equally qualified candidates, the individual who can show themselves to be engaging, personable, dynamic and articulate will undoubtedly be the first choice! Choose Performing Arts to make sure you are always first choice!

Is Performing Arts A level only relevant if you want to work in the Performing Arts Industry

A: NO, NO, NO!!

Performing Arts will hone essential skills needed in almost every profession you can name. As well as being instrumental in developing the initial skills necessary to actually *get* the job you want, it is also invaluable for anyone who wants to progress along the career ladder in their chosen profession. If you are an ambitious person who wants to be successful, there will inevitably come the day when you need to pitch an idea in a meeting; sell a product; address an audience; train groups of staff; convince a panel that YOU should be CEO!

The basic grounding that Performing Arts offers in how to use vocal and physical skills in conjunction with strong interpersonal qualities will ensure you make a lasting impression.

Performing arts is a growth industry in Northern Ireland. It encompasses drama, dance, music and any genre that involves performing to an audience. From the latest global blockbuster to local drama groups and street theatre, performing arts forms an important part of our leisure industry.

Performing arts relies as much on production as performance. The show can't go on without the work of technicians, managers, choreographers, designers, promoters, agents and administrators. Performing arts offers roles for those who prefer the technical aspects as well as those who aspire to entertain others with their talents.

Participating in performing arts develops self-confidence, self-awareness, personal discipline and creativity. Studying the performing arts enhances our ability to:

- interpret and apply ideas;
- receive direction and criticism; and
- understand the demands placed on professionals in the industry.

Performing arts is a collaborative discipline involving teamwork and self-management, which are important aspects of any role. It offers students the opportunity to develop production and performance skills and their own personal style.

The performing arts industry offers diverse employment opportunities in, for example, dance, drama, music, theatre, film, television, puppetry, costume design, set design, direction, sound engineering, lighting, make-up or special effects.

Course Overview

GCE Performing Arts has two levels: AS and A2. Students can choose to take the AS course as a stand-alone qualification without progressing to A2. To obtain the full A Level qualification, they must also complete the A2 course.

In Unit AS 1, students develop their skills and apply them to practical contexts. They must produce a portfolio of evidence, including research, a skills audit, a risk assessment and a record and evaluation of their work.

Unit AS 2 consists of planning and realising a performing arts event. Students produce a supporting document to record their work as they plan, develop and realise their performing arts event.

In Unit A2 1, students learn about planning for employment in the performing arts industry. They produce a promotional portfolio and take part in an interview. Performance students have an audition and production students give a presentation.

In Unit A2 2, students form a production company to research, plan, promote and realise a performing arts event in response to a commission brief. They produce a record of work, which includes a research report, promotional materials and evidence of tasks completed. Students continue in their production or performance role and, as a group, perform their arts event.

Contact teacher: Ms S O'Toole (Head of Drama)

Physics

Examining Board: CCEA

We follow the CCEA specification which consists of three externally assessed written examinations and an externally assessed practical component.

Unit	Assessment	Weighting
AS 1 – Forces, Energy & Electricity	Written paper: 1hr 45 mins	40% of AS
AS 2 – Waves, Photons & Astronomy	Written paper: 1hr 45 mins	40% of AS
AS 3 – Assessment of Practical Skills	Practical Paper: four 15 min practicals (1 hour exam) in early May	10% of AS
AS 3 – Data Analysis	Written Paper: 1 hour	10% of AS

The table below shows the AS Physics course as it will be delivered in St Patrick's:

	Topics	Teaching Time
Term 1	Units and Vectors	2 weeks
	Linear Motion & Projectiles	3 weeks
	Newton's Laws & Moments	2 weeks
	Work, Energy and Power	1 weeks
	Linear Momentum & Impulse	2 weeks
	Electricity	4 weeks
Term 2	Waves & Refraction	2 weeks
	Lenses	2 weeks
	Superposition & Interference of Waves & Diffraction	2 weeks
	The Photon Model	1 week
	Quantum Physics & Wave Particle Duality	2 weeks
	Astronomy	2 weeks
Term 3	Practical work and Past Paper Revision, (also throughout the year)	1 week

The learning objectives for each topic can be found in the CCEA Specification - <https://ccea.org.uk/post-16/gce/subjects/gce-physics-2016>

Resources: Students will be provided with the CCEA AS Physics textbook and Student Guide/Revision book. Supplementary materials will be available on Teams to accommodate independent learning and assist with assessment of learning.

Assessment: Summative assessment will take place through a formal examination in January and regular topic tests using past paper questions will be used to determine knowledge and understanding of course content.

Contact Teacher - Mr McNamara (Head of Department)

Religious Studies

Examination Board: CCEA

Subject Code: ASR4 and 7

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course. The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a “stand-alone” qualification without progression to A2. The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge. The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%). An A* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

Aims:

Candidates should be encouraged 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 learning.

Assessment Objectives:

The assessment objectives of the specification are listed below:

- Select and demonstrate clearly relevant knowledge and understanding through the use of evidence, examples and correct language and terminology appropriate to the course of study (AO1);
- In addition, for synoptic assessment, A Level candidates should demonstrate knowledge and understanding of the connections between different elements of their course of study (AO1);
- Critically evaluate and justify a point of view through the use of evidence and reasoned argument (AO2); and
- In addition, for synoptic assessment, A Level candidates should relate elements of their course of study.

Knowledge, Understanding and Skills:

Both the AS and the A2 specification require candidates to acquire knowledge and understanding of:

- The key concepts within the chosen area(s) of study, (e.g. religious beliefs, teachings, doctrines, principles, ideas and theories) and how these are expressed in texts, writings and/or practices;
- The contribution of significant people, traditions or movements to the area(s) studied;
- Religious language and terminology;
- Major issues and questions arising from the chosen area(s) of study; and
- The relationship between the chosen area(s) of study and other human experience.

Both the AS and the A2 specification require candidates to develop the following skills:

- Reflect on, select and deploy specified knowledge;
- Identify, investigate and analyse questions and issues arising from the course of study;
- Use appropriate language and terminology in context;

- Interpret and evaluate religious concepts, issues, ideas, and the relevance of arguments and the views of scholars;
- Communicate, using reasoned arguments substantiated by evidence; and
Make connections between the area(s) of study chosen and other aspects of human experience.

Course Content:

AS Units: Two 1 hour 20 minutes externally assessed written papers. Each paper is worth 50% of AS 25% of A Level. Options include

AS 4 The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure outreach (candidates will answer two questions (one from two in Part A and one from two Part B, which will demand the relating of the topic to wider aspects of human experience)

AS7 Religious Ethics: Foundations, Principles and Practice. Candidates explore a number of themes and principles that are foundational to religious ethics: foundations, natural law, situation ethics, bioethics, sexuality and life and death issues. In addition, at AS Level candidates are required to explore the relationship of this unit with other aspects of human experience.

A2 Units: Two 2 hour externally assessed written papers. Each paper is worth 25% of the A Level.

A2 4 The Continued Development of the Christian Church in the Roman Empire to AD 325 (candidates will answer any two of the four questions in Part A and the compulsory Synoptic Assessment question in Part B)

A2 7 Ethics and Society

This unit explores the contrasts and similarities between religious and non-religious ethics across a range of issues: human rights, environmental ethics, war and peace issues and the ethics of punishment. In addition, candidates are required to explore connections in this unit with another area of study and other aspects of human experience.

How Do You Study?

Candidates will be assessed on their ability to demonstrate their knowledge and understanding and their ability to sustain a critical line of argument, therefore a good grasp of reading and essay writing skills are essential. It is recommended alongside a grade A/B in Religious Education, students will have the stated grades in English Language also to support their construction of essays. A small portion of reading is class based from the basic texts. However, the majority of information required will be gleaned through personal reading. This is teacher guided in most cases. A significant amount of time is devoted to helping the student develop their essay writing skills. He/she must be well motivated outside the classroom and have the initiative and perseverance to work independently. A lot of time is also taken up by preparing the materials covered in class to suit the demands of past paper questions. These are often completed in class under examination conditions.

Subject Combinations

Religious Studies can be successfully combined with almost any other subjects (e.g. English, History, Politics etc). However, it must be remembered that other arts subjects also contain a significant amount of reading and writing, therefore you may wish to look at those subjects which provide a contrast in a more practical way (e.g. Physics, Art etc). You must be prepared to spend 4 hours in reading preparation alongside redrafting essays each week

Higher Education

It is not essential to have an A-level in Religious Studies in order to study it at a higher level. There are many joint degree courses available and you can combine Theology or Religious Studies with almost any other subject. Religious Studies is acceptable as an entry qualification for any humanities or social science course. The reading and writing skills developed will be beneficial to students pursuing such degrees.

Career Options

There are a number of careers related to Religious Studies and Theology degrees, e.g. RE teaching in schools, museum work, research in universities, pastoral work, retreat leaders, religious correspondent both in the Media and Civil Service. Students studying medicine and law who opt for the Ethics module will study foundational information in relation to a variety of ethical areas.

Contact teacher: Miss Magill (Head of Department)

Sociology

Examining Board: CCEA

What is Sociology?

Sociology is the study of the social world. It involves the studying of human beings and their patterns of behaviour. In order to do this, we focus on the way people form relationships and how these relationships, considered in their totality, are represented by the concept of a 'society'. In this respect, the focus of the sociologist's attention is group behaviour. That is, the effects that the groups people join or are born into (family, the workplace, education etc.) have upon social behaviour. Two ways in which a sociologist studies social behaviour is by applying an objective and systematic approach.

An objective approach basically means that the sociologists try to create knowledge that is factual, rather than is simply based on opinion. In simple terms, sociologists try to avoid personal bias intruding into their research. To do this they use systematic ways of studying social behaviour. By this, sociologists try to use methods of research (questionnaires, observations, experiments and so forth) that are governed by certain rules of evidence. For example, a sociologist will try to test his or her ideas in some way.

The specification requires you to understand what are known as 'core themes' in sociology. At this level, candidates will acquire knowledge of contemporary social processes and social changes. Candidates will be encouraged to develop their own social awareness through active engagement with the contemporary social world.

Entry Requirements

You should have a minimum of appropriate GCSEs at grades A*-C, including English Language at Grade B or higher.

AS Examinations

Unit 1: Acquiring Culture

Section A: Cultural Socialisation & Identity

Section B: Families and Households

Written Paper: 1 Hour 15 minutes

60 marks

15% of Qualification

Unit 2: Understanding Society and Methods of Sociological Enquiry

Section A: Methods of Sociological Enquiry

Section B: Understanding Society & Education

Written Paper: 2 Hours

90marks

25% of Qualification

A2 Examinations

Unit 3: Power and Control

Crime and Deviance

2 hour written exam

70marks

25% of A-level

Unit 4: Social Inequality and Applied Methods of Sociological Enquiry

Section A: Applied Methods of Sociological Enquiry

Section B: Social Inequality

2 hour 15 minutes written exam

100marks

35% of A-Level

Career Options

An A Level in Sociology can lead to university studies and a career in any of a wide variety of careers, such as social welfare, healthcare, politics and the media. If you want to enter or progress in employment, you'll find your A Level Sociology will demonstrate to employers that you have an understanding of people and the ability to commit to learning, and have acquired good reasoning and analytical skills - essential in practically every walk of life.

Subject Combinations and Progression

The subject matter of Sociology has links with Psychology, Geography, Media Studies, Film Studies, English, History, Politics, Law, Citizenship and General Studies. In terms of subject combinations, it combines well with most subjects and provides a useful insight into aspects of society. Students who study Sociology go on to study an enormous range of subjects including the vast range of Social Science based courses.

Expected workload

Independent learning is an important skill to develop at A-level, especially for students who plan to continue onto University. The study of Sociology generally requires the completion of 2 homework's per week; the first homework is normally a research task or other piece of independent study relevant to the week's topics; the second is normally an essay which brings together what you have learnt that week and provides exam practice. Homework can be individual, or group based – for example to produce a presentation.

Contact Teacher: Mrs R.McGuigan (Subject Coordinator)

Spanish

Examining Board: CCEA

In studying AS Spanish you will build on the knowledge, understanding and skills developed within GCSE Spanish at Higher Tier. AS further extends this understanding of the language and culture of Spanish speaking countries. The Advanced GCE specification incorporates the AS.

Both AS and A2 students benefit from a minimum of two periods each week with our Spanish Language Assistant.

Subject content

AS AS students will explore issues in Spanish such as:

- Relationships - Family life,
Personal and interpersonal relationships
- Health and Lifestyle - Physical and mental well-being,
Interests
- Young People in Society - Influences on young people
Education and career planning

Examination / Assessment

Content	Assessment	Weightings
AS 1: Speaking	AS 1: Speaking Question 1: students give a presentation based on an AS level theme related to an aspect of a Spanish-speaking country or community. (approximately 3 mins) Question 2: conversation (approximately 8 mins) Total time: 11 mins	30% of AS level 12% of A level
AS 2: Listening [A], Reading [B] and Use of Language [C]	AS 2: Section A – Listening Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Spanish. Recording 2: students answer in English. (40 mins) AS 2: Section B – Reading Question 1: students answer one set of questions in Spanish based on one passage. Question 2: students translate a passage from Spanish into English. (50 mins) AS 2: Section C – Use of Language Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences from English into Spanish. (30 mins) Total time: 2 hours	40% of AS level 16% of A level

Content	Assessment	Weightings
AS 3: Extended Writing	AS 3: Extended Writing Students write one essay in Spanish in response to a set film or literary text. Total time: 1 hour	30% of AS level 12% of A level AS: 40% of A level

What skills and abilities do I need to succeed in this course?

From the experience of our own students in the Red High, "there is a significant leap from GCSE to A Level in languages which is possibly less evident in other subjects". In order to achieve success in this difficult, yet highly rewarding, subject it is essential that a student should have obtained a very good grade at GCSE with a minimum of a Grade B in both the reading and listening components of the exam. A level Spanish is highly regarded, gives students access to a wonderful culture and will prove advantageous when applying for future jobs. A genuine love of Spanish as well as a gift for this subject are essential. Students must be prepared to be disciplined in their approach to learning grammar and vocabulary on a daily basis and are expected to avail of technology to enhance listening and reading skills independently.

Contact teacher: Mrs Canavan (Head of Modern Foreign Languages)

Technology and Design

Examining Board: CCEA

- ❖ The CCEA specification builds upon the broad Technology and Design experience that is gained by students at GCSE level.
- ❖ It promotes a broad Technology and Design experience for AS, and a more focused experience, related to candidate preferences, for Advanced GCE.
- ❖ It includes project work, which enables candidates to explore areas of the subject, which are of particular interest to them.
- ❖ The course provides a solid foundation for study at a higher level in a range of engineering and industrial design areas of practice, or in areas of study related to engineering and design.

Course Format

The AS is the first part of the full Advanced GCE course. This may be taken as a ‘stand-alone’ qualification without progression to A2. The A2 is taught in the second year of study and the final award is based on the aggregation of marks from the AS and the A2.

AS QUALIFICATION

Unit AS 1: Product Design and Systems Control

This unit is a study of product design including materials and their processing with an area of systems control. This consists of one external written examination with 2 papers of 1hr duration each. The Systems and control option that we follow is Mechanical/Pneumatic control. This carries 50% of the AS mark and 20% of the overall A level.

Unit AS 2: Coursework: Product Development

The emphasis is on an existing product or system with a view to either developing the product or an aspect of it. Students will produce a 3-dimensional model together with a portfolio of a 10 A3 pages. This unit draws on the knowledge and skills covered in unit 1 and should represent approximately 45 hours work. This unit is worth 50% of the AS level and 20% of the overall A level.

A2 QUALIFICATION

Unit A2 1: Systems and Control

An in-depth study of systems and control - focusing on Mechanical and Pneumatic Control systems. This is a 2hr examination and carries a weighting of 30% of Advanced GCE. This unit is available to sit in the summer period.

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. The final prototype should be fully functional and reflect the level of knowledge gained in unit A2 1. A maximum of 20 A3 design pages must be presented in a portfolio. This unit should represent approximately 60 hours of work and will be internally assessed and externally moderated. It carries a weighting of 30% of the Advanced GCE.

Subject Combinations

Good subject combinations include: Mathematics, Physics, Art and ICT. A-level technology includes a combination of skills across this range of subjects.

What is Required from Students

- ❖ A good grade at GCSE is required. Students who take the subject on at this level should have at least achieved a grade B at GCSE.
- ❖ Students need to have a very high interest in the subject area.
- ❖ Students will be expected to carry out individual research and investigation.
- ❖ A-level students are expected to work independently throughout both years.

Qualities and Skills Required

- ❖ Students need to be innovative and creative.
- ❖ Safe working practice is of utmost importance in the workshop.
- ❖ Manufacturing skills need to be at a very high standard.
- ❖ Students need to be able to set themselves targets and meet deadlines set by the class teacher.
- ❖ Excellent planning skills and organisation is critical. With the AS and A2 specifications 'Time' is very limited.
- ❖ A-level students need to set themselves a high standard in relation to practical activity as 'Finish' is very important.
- ❖ Students need to be self-evaluating. Evaluation is important not only at the end of the coursework but throughout it.
- ❖ For both the AS and A2, artistic design skills are an important essential. Students need to be able to sketch ideas and designs fluently and quickly.
- ❖ Students should be ICT competent and have the ability to include computer generated images into their coursework portfolio.

Final Overview

Technology and Design is a very rewarding subject to take on at both AS and A2 level. Students need to be very committed and dedicated to the subject. Students need to be prepared to complete coursework at home and be actively involved in revision throughout the year.

Contact teacher: Mr G Tumelty (Head of Department)