Abbey Christian Brothers' Grammar School

A Level Subject Information
2024

Careers Department – additional information for potential university applicants

- Your GCSE grades are the ***only*** certified results a university has when you apply to UK-based universities through UCAS. For that reason, they are often the baseline deciding-factor on whether or not to offer you a place at university.

- Some universities only consider GCSEs at the first attempt for some competitive entry courses. E.g. Resits of GCSEs *may not be considered* for highly competitive courses of study such as **medicine or dentistry**. Please ensure you check entry requirements with individual universities. In addition, a minimum grade B in maths and English language can often be a requirement for courses, e.g. grade B in GCSE maths to study psychology at some universities.

- The threshold for courses such as medicine/dentistry/veterinary medicine can stand at **nine A grades** and above at GCSE. Universities take the **best NINE GCSE results** and add allocated points for each grade to points allocated to **additional tests** like the **UCAT** score for medicine and dentistry (maximum of six points available from the UCAT). GCSE A* = 4 points; A = 3 points etc.

- Students applying to medicine, veterinary medicine/science, dentistry, and some competitive entry courses **should consider completing four subjects at A Level** where they intend **to apply for Irish universities.** The points system is currently being changed with more weighting for three A Levels, however that is still subject to confirmation as of December 2023**.** CAO points are extremely high for such courses. UK universities usually make offers based on three A Level grades. **RELEVANT work experience** is also essential for the above candidates and for those applying to health-related careers and caring professions such as social work and initial teacher education. E.g. some veterinary medicine/science courses can require up to *six weeks* of completed work experience in a range of settings with small and large animals.

- **Aptitude tests for medicine** and other high demand courses, such as law, or for top universities form an **important part of the application process,** e.g. the University Clinical Aptitude Test (**UCAT**) or the BioMedical Admissions Test (**BMAT**) for medicine; the **HPAT-Ireland** for medicine in Irish universities. In addition, the universities of Oxford and Cambridge have a series of admissions tests in specific subject areas, e.g. Oxford's ELAT for candidates applying to study English, or the MAT for candidates applying to study mathematics. Achieving a high enough score in admissions tests like these, leads to an interview or multiple mini interviews as the final stage of the selection process.

- **The A* grade at A Level** may be specified as **part of an alternative offer** for a limited range of degree programmes**.**

- UCAS Applications to the UK are scored as follows:

UCAS Tariff Points from September 2017

A2 Grade	New Tariff	AS & AS VCE Grade	New Tariff	Pearson BTEC Subsidiary Diploma (QCF) Grade	New Tariff
A*	56			Distinction*	56
A	48	A	20	Distinction	48
B	40	B	16	/	/
C	32	C	12	Merit	32
D	24	D	10	/	/
E	16	E	6	Pass	16

Edexcel BTEC National Award

Grade	New Tariff
Distinction	48
Merit	32
Pass	16

Music Qualifications
Certificate in Graded Examination in Music Performance

Grade	Grade 8	Grade 7	Grade 6
Distinction	30	16	12
Merit	24	12	10
Pass	18	10	6

Certificate in Graded Examination in Music Theory

Grade	Grade 8	Grade 7	Grade 6
Distinction	10	8	6
Merit	9	7	5
Pass	8	6	4

Speech and Drama Qualifications
Graded Qualifications in Speech and Drama

Grade	Grade 8	Grade 7	Grade 6
Distinction	30	16	12
Merit	27	14	10
Pass	24	12	8

Speech and Drama: Performance Studies
Official title: LAMDA
Certificate in Speech and Drama: Performance Studies

Grade	Tariff
Distinction	24
Merit	16
Pass	8

Entry requirements for ALL university courses can be found online via the universities' websites or via UCAS (www.ucas.com) using its course finder tool.

Copies of prospectuses for all major UK and Irish universities and training colleges are available in Ms Reynolds' careers room for students to review.
Digital resources are in the **Careers Google Classroom**.
www.qub.ac.uk
www.ulster.ac.uk
www.ucd.ie
www.tcd.ie
www.dcu.ie
www.nuigalway.ie
www.maynoothuniversity.ie
www.ucc.ie
www.ul.ie

Applying to Irish universities

Applications through CAO are completed in the first week of January of 7th Year, at which stage **ALL UCAS applications will have been sent.**
CAO Applications to the Republic of Ireland are scored as follows:
Best FOUR subjects at A Level from ONE academic year;
OR
Best THREE at A Level from ONE academic year, **plus ONE AS** subject from either the same or preceding year only. (In other words from the same two-year certification cycle.)

Applicant Scoring for GCE/GCSE – for applicants from 2019

From 2019	Universities and associated colleges				Institutes of Technology & TU Dublin (other than DkIT)	
		4th Subject				
Grade	Best 3 A-Levels	A-Level	AS Level		First 3 A-Levels	AS Levels (& 4th A-level where presented)
A*	185	45	31†		185	74††
A	156	38	26		156	62
B	131	32	22		131	52
C	106	26	18		106	42
D	84	20	14		84	34
E	63	15	11		63	25

† Extended Project is now accepted and scored as AS. It is possible to attain an A* in this.
†† Applies to A-level only

Universities and associated colleges:

Applicants are scored on the basis of **their best four A levels or three A levels and an AS level in a different subject from the same or preceding year**.
The **maximum number of points that can be achieved is 600**.
Note: Applicants presenting Grade E or above in one of **A-Level Mathematics**, Further Mathematics or Pure Mathematics will have **25 points added to their score** for that subject. The bonus points will only be relevant where that subject is scored as one of the applicant's best four subjects for points purposes. This gives a maximum possible score of 625.

Institutes of Technology (other than DkIT) and other HEIs offering QQI HET awards: Applicants are scored on the basis of a maximum of 4 different subject results at A and/or AS level. For scoring purposes, the following combination of A Levels and AS Levels are permitted:

1. The best 4 A level results in a single sitting.
2. The best 3 A level results in a single sitting, plus the best AS level result from the previous or the same sitting.
3. The best 2 A level subject results in a single sitting, plus the best 2 results at AS level from the previous or the same sitting.
4. The best 1 A level subject result in a single sitting, plus the best 3 results at AS level from the previous or the same sitting.
5. The best 4 AS level subject results in a single sitting.

Important information for all GCE Applicants to Irish Universities:

- Certified and stamped photocopies of GCSE certificates showing GCSE qualifications achieved must be SENT to CAO in order to meet minimum entry requirements within 10 working days of your application – school transcripts will not be accepted.
- AS Levels entered must be in a different subject(s) to those taken at A-Level.
- Applicants must also advise CAO of any previous AS and A Level awards and provide certified photocopies of certificates/statements of results produced by an examining board to support their application.
- CAO advises GCE applicants to discuss their AS Level certification process with their school. In this school, **AS Level results are frequently cashed in along with A2 Level results in the final year.** As a result, candidates often will not have evidence of their AS Level results until the release of their A2 Level results in August. In this instance, CAO will expect to receive electronic notification of the AS Level results provided that the applicant has supplied their correct exam board, exam centre number and candidate number for all subjects that will be cashed in August of the year students complete A2 exams. This is the responsibility of the applicant.
- If a school cashes in AS Level results in the same year as A Level results, applicants must enter the remaining AS Level subject carried forward on their CAO application – applicants must use the space provided for 'Examinations to be taken' in the Qualifications & Assessments section.
- CAO must be informed if the candidate sat any AS or A2 Level examinations at a different school.

Please note: all applicants must check the matriculation and minimum entry requirements for all course.

Ms A. Reynolds

Head of CEIAG

Subjects on offer at A Level (from 2023)

Subject	Qualification	Type	Exam Board	Location
Art and Design	A Level	Modular	CCEA	Abbey
Biology	A Level	Modular	CCEA	Abbey
Business Studies	A Level	Modular	CCEA	Abbey
Chemistry	A Level	Modular	CCEA	Abbey
Computer Science	A Level	Modular	WJEC	Abbey
Construction (National extended certificate)	BTEC equivalent to 1 A' Level	Modular – a mix of externally marked assessments and coursework	Pearson	Abbey
Construction (National Diploma)	BTEC equivalent to 2 A' Levels	Modular – a mix of externally marked assessments and coursework	Pearson	Abbey
Design and Technology – Systems and Control	A Level	Modular	CCEA	Abbey
Drama and Performing Arts	A Level	Modular	CCEA	Abbey
Digital Technology	A Level	Modular	CCEA	Abbey
Economics	A Level	Modular	CCEA	Abbey
English Language	A Level	Linear	OCR	Abbey
English Literature	A Level	Modular	CCEA	Abbey
Environmental Technology	A Level	Modular	CCEA	Abbey
French	A Level	Modular	CCEA	Sacred Heart
Geography	A Level	Modular	CCEA	Abbey
Health & Social Care	A Level	Modular	CCEA	Sacred Heart
History	A Level	Modular	CCEA	Abbey
Information Technology (Extended Certificate NQF)	BTEC	Modular - coursework	Pearson	Abbey
Irish	A Level	Modular	CCEA	Abbey
Mathematics	A Level	Modular	CCEA	Abbey
Music	A Level	Modular	CCEA	Abbey
Nutrition & Food Science	A Level	Modular	CCEA	Sacred Heart
Physical Education Studies	A Level	Modular	WJEC	Abbey
Physics	A Level	Modular	CCEA	Abbey
Psychology	A Level	Modular	WJEC	Abbey
Government and Politics	A Level	Modular	CCEA	Abbey
Religious Studies	A Level	Modular	CCEA	Abbey
Spanish	A Level	Modular	CCEA	Abbey

Qualification in Art & Design

The study of GCE Art & 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.**
A wide range of STEM careers such as engineering now also require creative, artistic and design skills.
The creative and cultural industries are a fast growing area of the economy and are key to economic success.
A Level Art & Design 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.

AS Level

Unit AS 1: Experimental Portfolio

1. Unit AS1 is composed of an **Experimental Portfolio** where students develop, explore and record ideas. The Portfolio has a maximum mark of 72, a weighting of 50% of AS and 20% of the overall award.

2. This unit addresses 3 Assessment Objectives which are equally weighted.

AS 1	**Assessment Objectives:**	**Weighting**
AO1	Knowledge & Understanding	24
AO2	Creative Process	24
AO3	Skills	24
		Total: 72 Marks

3. Through their Experimental Portfolio students are encouraged to:

- Explore contexts and concepts; techniques, skills and media; visit museums and galleries; make field trips; attend workshops; and engage in any other relevant learning related to art, craft and design.
- This unit provides an opportunity for the student to develop as their practical and contextual investigations progress. This unit is designed to give students space to be creative and learn through visual enquiry without the burden of a specified outcome.
- Students work in a range of media, techniques and processes, traditional and/or digital, within their specialism. They record using drawing and other appropriate visual forms, including observations from primary sources.
- Students explore relevant contextual sources, analysing, discussing and evaluating images, objects and artefacts. They use their knowledge and understanding of the work of artists, designers and craftspeople to develop and extend their thinking and inform their own work and ideas. They must explore the work of at least 2 practitioners. To ensure breadth and relevance, at least one of the practitioners should be contemporary and have produced work within the last 30years.
- Students should present a portfolio of work that reflects their learning. They can present this as sketchbooks, written analysis, two-dimensional and three-dimensional experiments, photographs of processes, digital outcomes, and or time/based or multimedia experiments. Unsuccessful experiments and unresolved ideas are valuable in demonstrating learning and progress. Ideas that the student can take forward in Unit 2 should begin to emerge and form towards the end of Unit 1.
- This unit may contribute to a portfolio for presentation at interview for further study or for employment. It may also form a strong foundation for further study and development in Unit AS 2 and at A2.

The final presentation should reflect the student's potential, enjoyment and broad learning experience of Art & Design.

Unit AS 2: Personal Response

1. Students respond to a theme set by CCEA. Students should develop work into an outcome that stems from the research and exploratory work completed for Unit AS 1. Unit AS 2 has a maximum mark of 60, a weighting of 50% of AS and 20% of the overall award.

2.

AS 2	**Assessment Objectives:**	**Weighting**
AO1	Knowledge & Understanding	10
AO2	Creative Process	10
AO3	Skills	10
AO4	Outcome	30
		Total: 60 Marks

3. Through their Personal Response:

- Students produce a "Statement of Intent" to mark the beginning of Unit AS 2. This should outline how they plan to develop their work into an outcome and explain how their outcome links to their knowledge, skills and ideas they developed in Unit AS 1. The Statement of Intent is a flexible document and should not restrict students' creative process or discourage them from changing their intentions as their work progresses.
- Unit AS 2 should include a Visual Enquiry Sketchbook.
- Assessment is weighted towards presenting an outcome.
- Students are not expected to repeat elements of their exploration in Unit AS 1.
- Students should refine and bring together the best of their understanding, knowledge and skills and demonstrate their highest achievement through their outcome.
- The outcome may be started at any time during this period and is brought to completion during a **10 hour Controlled Assessment**.

A2 Level

Unit A2 1: Personal & Critical Investigation

1. Unit A2 1 is composed of a **Personal & Critical Investigation** where students demonstrate understanding through integrated practical and written forms. The Personal & Critical Investigation has a maximum mark of 108, a weighting of 60% of A2 and 36% of the overall award.

2. This unit addresses 3 Assessment Objectives which are equally weighted.

A2 1	**Assessment Objectives:**	**Weighting**
AO1	Knowledge & Understanding	36
AO2	Creative Process	36
AO3	Skills	36
		Total: 108 Marks

3.

As for Unit AS 1 students are not required to produce a completed outcome. CCEA issue a theme at the beginning of the A2 course. Building on the skills and interests developed at AS level, students develop a personal investigation including investigation into the work of other practitioners. They respond to the theme through their own contextual and practical research.

- Students produce a **Practical Investigation** in the form of sketchbooks, drawings, two and three dimensional experiments, photographs and digital outcomes. This work is marked internally and presented for moderation. This unit may contribute to a portfolio for presentation at interview for further study or for employment. It will also form the foundation for an outcome in Unit A2 2. The practical investigation should accurately represent the students' potential in Art & Design.

- Students produce a **Written Investigation** based on a recognised artist/designer/craftsperson/theme or movement. It links to the practical work, informing and reflecting the student's learning as it progresses. This 1,000-3,000 word essay is externally marked but a copy at moderation is presented with the Practical Investigation.

Unit A2 2: Thematic Outcome

1. Students respond to a theme set by CCEA. Students should develop work into an outcome that stems from the research and exploratory work completed for Unit A2 1. Unit A2 2 has a maximum mark of 60, a weighting of 40% of A2 and 24% of the overall award.

2.

A2 2	**Assessment Objectives:**	**Weighting**
AO1	Knowledge & Understanding	8
AO2	Creative Process	8
AO3	Skills	8
AO4	Outcome	36
		Total: 60 Marks

3. Through their Thematic Outcome:
Students develop a personal solution independently or create a design brief. They produce a "Statement of Intent" to mark the beginning of Unit A2 2. This should outline how they plan to develop their work into an outcome and explain how their outcome links to their knowledge, skills and ideas they developed in Unit A2 1. The Statement of Intent is a flexible document and should not restrict students' creative process or discourage them from changing their intentions as their work progresses.
Students may carry out additional work or research as necessary but assessment is weighted towards presenting an outcome. They can start the outcome at any time from the beginning of February in the year they are to be examined. The outcome must be brought to completion during a 15hour controlled test. Through this outcome students should draw together the knowledge, skills and understanding they have developed throughout the A level course and develop and present work for examination that reflects their strengths and interests.

Biology

Board: CCEA

Students can take:

- The AS course as a final qualification; or
- The AS units plus the A2 units for a full GCE A level qualification.

What the subject is about.

Specification Overview

AS1: Molecules and Cells
Written paper – $1^1/_2$ hours
37.5 % of AS level or 15% of A level
Assessed in May/June of Year 13

AS2: Organisms and Biodiversity
Written paper – $1^1/_2$ hours
37.5 % of AS level or 15% of A level
Assessed in May/June of Year 13

AS3: Practical Skills in Biology
* Written paper – 1 hour
* Internal Practical assessment
25 % of AS level or 10% of A level
Assessed in May/June of Year 13

A21: Physiology, Co-ordination and Control and Ecoystems
Written paper $2^1/_4$ hours
24% of A level
Assessed in May/June of Year 14

A22: Biochemistry, Genetics and Evolutionary Trends
Written paper $2^1/_4$ hours
24% of A level
Assessed in May/June of Year 14

A23: Practical Skills in Biology
* Written paper $1^1/_4$ hours
* Internal Practical assessment
12% of A level
Assessed in May/June of year 14

Today's biologists are involved in researching and understanding some of the most controversial advances in human knowledge. These include the cloning of embryos, designer babies and genetically modified food. Biologists are also involved in finding solutions to worldwide problems such as; global warming, the extinction of species, Ebola and other epidemic diseases, and MRSA and superbugs. Biology is a fascinating subject that allows us to make a difference to tomorrow's world by helping us understand the world we live in today.

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

Requirements for Entry to AS / A level course:

- Students studying GCSE Biology will need a minimum of a grade B to proceed to AS / A level Biology.
- Students taking Double Award Science at GCSE will need a grade BB or higher, (with a minimum of a B grade in the Biology component) to proceed to AS / A level Biology.

Career Opportunities:

Many of our students continue their studies of Biology into third level and pursue careers such as medicine, dentistry, veterinary, optometry, forensic science, sports science, food science, agricultural sciences, teaching, pharmacy, zoology, radiography and archaeology.

Contact Teachers: Mrs O Mc Ginley (Head of Department) / Mrs D McCorry / Ms V Magowan

Business Studies

CONTENTS	ASSESSMENT	WEIGHTING	AVAILABILITY
AS 1: Introduction to Business	External written examination 1 hour 30 minutes 2 compulsory structured data response question based on case study material. (40 marks each: 80 marks in total)	50% of AS 20% of A level	Summer Year 13
AS 2: Growing the Business	External written examination 1 hour 30 minutes 2 compulsory structured data response question based on case study material. (40 marks each: 80 marks in total)	50% of AS 20% of A level	Summer Year 13
A2 1: Strategic Decision Making	External written examination 2 hours 1 compulsory structured data response with 5 questions based on case study material. (90 marks)	30% of A level	Summer Year 14
A2 2: The Competitive Business Environment	External written examination 2 hours 1 compulsory structured data response with 6 questions based on case study material (This is a synoptic unit so students would be required to bring in knowledge from their previous three modules). (90 marks)	30% of A level	Summer Year 14

Development of Skills: Demonstrate and develop a knowledge of the world of business and current affairs, quantitative skills including calculating, analysing and interpreting statistical data, develop your problem solving, decision making, organisational, written & verbal communication skills and opportunities to improve on own learning and performance.
Career Opportunities: Careers would usually include accounting, advertising, banking, retail, management consulting, marketing, research, human resources, teaching, actuarial science, investment banking, construction management, business and IT, hospitality, self-employment as an entrepreneur.

Chemistry

Why choose A-Level Chemistry?

Chemistry is one of the most difficult A-levels and is undertaken by students who are smart, hard-working and interested in understanding the science of life. For this reason, it is a requirement for some of the most competitive degree courses such as Medicine, Pharmacy and Veterinary Medicine.

Other courses which students opt for include Biochemistry, Biomedical Science, Environmental Health, Food Science and Agriculture. There is also the option to complete a Higher Level Apprenticeship at local Pharmaceutical companies.

Assessment:

You will sit a total of eight examinations over the two years.

Y13:

- AS 1: Basic Concepts in Physical and Inorganic Chemistry
- AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry
- AS 3: Basic Practical Chemistry Booklet A (a practical examination)
- AS 3: Basic Practical Chemistry Booklet B
-

Y14:

- A2 1: Further Physical and Organic Chemistry
- A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
- A2 3: Further Practical Chemistry Booklet A (a practical examination)
- A2 3: Further Practical Chemistry Booklet B

What will I study?

You will find significant overlap between parts of your GCSE and A-level Chemistry. You will go into topics like Organic Chemistry, Redox reactions and Bonding and Structure in much greater depth. Chemistry is underpinned by logical concepts so you will find that your understanding gets much better with time and study.
There is significantly more practical work at A-level compared with GCSE. There is usually one practical activity every week.

What grade do I need at GCSE?
Minimum Grade B in GCSE Chemistry/ the Chemistry modules of Double Award Science.

Computer Science

Subject Title: Computer Science **Qualification:** GCE A-Level
What will I study? Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems Computer science demands both logical discipline and imaginative creativity in the selection and design of algorithms and the writing, testing and debugging of programs; it relies on an understanding of the rules of language at a fundamental level; it encourages an awareness of the management and organisation of computer systems; it extends the learners' horizons beyond the school or college environment in the appreciation of the effects of computer science on society and individuals.

Course structure

AS (2 units)

AS Unit 1
Fundamentals of Computer Science
Written examination: 2 hours
25% of qualification — 100 marks

This unit investigates computer architecture, communication, data representation, data structures, software applications, programs, algorithms, logic, programming methodologies and the impact of computer science on society.

AS Unit 2:
Practical Programming to Solve Problems
On-screen examination : 2 hours
15% of qualification — 60 marks

This unit consists of a series of set tasks completed on-screen by candidates. These tasks will assess the practical application of knowledge and understanding and will require the use of Visual Basic.NET, Python or Java as a programming language.

A Level (the above plus a further 3 units)

A2 Unit 3
Programming and System Development
Written examination 2 hours
20% of qualification — 100 marks

This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

A2 Unit 4
Computer Architecture, Data, Communication and Applications
Written examination: 2 hours
20% of qualification — 100 marks

This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.

Entry Requirements:

GCSE Computer Science desirable and obtained at least a grade B in Maths GCSE.

A2 Unit 5
Programmed Solution to a Problem
Non-exam assessment
20% of qualification 100 marks

Candidates discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by the candidate which must be solved using original code (programming).

This is a substantial piece of work, undertaken over an extended period of time.

Experience in textual programming e.g python, VB, C, Java

Future Study

Computer Science is regarded as a very useful qualification to support your entrance onto any degree programme or higher education course. Courses that relate specifically to the skills acquired on this course would include among others include; Computer Science, Game Development, Multimedia, Software Engineering, Computer Networking, and Web Technology. It can also lead to career opportunities within a wide variety of Information Communication Technology fields including networking, applications and systems analysis.

This course will be the best preparation for students who want to go on to study Computer Science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Computer Science gives students a real, in-depth understanding of computer technology works. It offers them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. Computer Science is a discipline, like Maths, Physics, or History. It has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime. The core skill-set of Computer Science is independent of new technologies and programming techniques.

Extra-Curricular Opportunities and Support

You will have access to a range of resources on the school network and VLE to support your studies.
Computer access will be given throughout the year for after school study.
We will be involved in several enrichment activities.
You will have access to enhanced careers information in this rapidly growing area and several local IT companies such as AllState are interesting in recruitment students with A-level Computer Science even before University.

If I have any further questions about this course, who do I speak to?

HOD Computer Science - Mr McGuire

Construction SA

Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment (360 GLH) (1 A Level equivalent)

Overview

The construction sector

Construction is a very important global industry and is worth £90 billion annually to the UK economy. At technician level and beyond, there is a diverse range of career pathways, with established professional entry and development routes in civil engineering, building services engineering, design/architecture and construction supervision/management. Currently, qualified construction technicians, managers and professionals are highly sought after in the UK industry, with demand for a greater number of professionals to implement and lead low carbon and sustainable building projects in an efficient, cost-effective way.

Who is this qualification for?

The **Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment** is intended as a Tech Level qualification, equivalent in size to **one A Level** and, as such, will be a two-year programme when studied alongside further A' Levels. As well as direct entry to employment, this qualification is ideal for post-16 students wanting to gain the core skills and knowledge required to progress to an apprenticeship or to a work-based training programme in the construction sector.

No prior study of the sector is needed, but students should normally have a range of achievement in GCSEs including English, mathematics and science. Students who have studied GCSE Construction would have a very good Foundation of knowledge in all aspects of this A' level course

What does the qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that it fully supports entry to the relevant range of specialist degrees. There are four mandatory units, which cover the following aspects of construction:

- construction principles
- construction design
- health and safety in construction
- construction technology.

The unit content ensures that you can focus on the key learning required to introduce technician-level theoretical principles, and enables further vocational study at level 3 and beyond. It will introduce your personal responsibilities for health, safety and welfare, the industry and legislative requirements for health and safety, and the application of organisational processes and risk management to ensure compliance.

The maths, science and materials skills you learn will give you the fundamental knowledge needed to enable you to apply skills in a context used within the sector and to progress to further study.

While the qualification has a strong focus on theoretical principles, the content is focused on the practical applications of the principles underpinning construction design, structural requirements and technology as applied in today's industry. While taking this qualification, you will be required to engage with sector employers as part of your course

What could this qualification lead to?
The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many construction courses When combined with other qualifications within a study programme, such as 2 A Levels or one A-level and another BTEC National Extended Certificate, you can progress to other areas of construction, such as architecture, via the stepping stone of higher education. Degree programmes that you could progress to include: BSc (Hons) in Quantity Surveying BSc (Hons) in Building Surveying Architectural Engineering Renewable Energies BSc (Hons) in Construction Management BSc (Hons) in Property Management (Building Surveying) BSc (Hons) in Architecture, if taken in combination with subjects such as science and art BSc (Hons) in Civil Engineering, if taken in combination with subjects such as science and mathematics HNC/D in Civil Engineering, if taken in combination with subjects such as science and mathematics HNC/D in Building Services Engineering, if taken in combination with subjects such maths and physics HND in Construction and the Built Environment, if taken in combination with subjects such as science and mathematics. You should always check the entry requirements for degree programmes at specific higher education providers.

Qualification structure

Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment
Mandatory units

Equivalent in size to **one A' Level**.
4 units all of which are mandatory and 2 are external.
Mandatory content (100%)
External assessment (66%).

Pearson BTEC Level 3 Extended Certificate in Construction and the Built Environment			
Unit title	**GLH 360 hrs**	**Type**	**How assessed**
Mandatory units – learners complete and achieve all units			
Construction Principles	**120**	**Mandatory**	External
Construction Design	**120**	**Mandatory and Synoptic**	External
Construction Technology	**60**	**Mandatory**	Internal
Health and Safety in Construction	**60**	**Mandatory**	Internal

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment 720 GLH (DA)

Equivalent in size to **two A' Levels**.
10 units of which 7 are mandatory and 2 are external.
Mandatory content (75%)
External assessment (33%).
The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may be studied in conjunction with other A Levels to support progression to higher education courses in construction areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This qualification can also be used to progress to Higher Level Apprenticeships.

Who is this qualification for?

The Pearson BTEC Level 3 National Diploma in Construction and the Built Environment is intended as a Tech Level qualification, equivalent in size to two A Levels. It is designed to meet two-thirds of a full-time curriculum. It allows learners to develop significant core knowledge and provides an extensive range of optional areas to allow more depth in areas of their choice.

No prior study of the sector is needed but learners should normally have a range of achievement at GCSE, including English, mathematics and science.

What does the qualification cover?

- The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that it fully supports entry to the relevant range of specialist degrees.
  The qualification provides the essential knowledge, understanding and skills that will allow learners to progress directly to employment or an Apprenticeship in the construction sector.
  There are five mandatory units, which cover the following aspects of construction:
  - construction principles
  - construction design
  - health and safety in construction
  - construction technology
  - surveying in construction.

The mandatory units will introduce learners to personal responsibilities for health, safety and welfare, the industry and legislative requirements for health and safety, and the application of organisational processes and risk management to ensure compliance.
Learners will study three of the optional units focusing on:

Management of a Construction project

Building Surveying in Construction

Management Techniques in Construction

These units offer learners the opportunity to gain specialist skills and knowledge, which they will need as part of their wider work or for progression to further study. Learners will be required to engage with sector employers as part of their course. This could include work experience with an employer in the sector, where they will be given opportunities to develop practical skills in preparation for employment.

What could this qualification lead to?

This qualification will prepare learners for direct employment in the construction and built environment sector, and is ideal if they wish to enter a particular specialist area of work, such as:

- estimator (if taken alongside an A Level in maths)
- buyer (if taken alongside an A Level in maths)
- construction project technician
- site technician
- trainee site supervisor.

The optional units give learners the chance to learn about a particular aspect of construction in more detail, but because the mandatory content makes up two-thirds of the qualification, they will be prepared for all these roles whichever optional units they choose.

There are many roles in this sector where recruitment is at graduate level. The qualification carries UCAS points and is recognised by higher education providers as contributing to the admission requirements to many relevant courses, for example:

- BSc (Hons) in Quantity Surveying
- BSc (Hons) in Building Surveying
- Architectural Engineering
- Renewable Energies
- Environmental Planning and Business Management
- BSc (Hons) in Construction Management, if taken in combination with subjects such as business and mathematics
- BSc (Hons) in Property Management (Building Surveying), if taken in combination with subjects such as science and mathematics
- BSc (Hons) in Architecture, if taken in combination with subjects such as science and art
- BSc (Hons) in Civil Engineering, if taken in combination with subjects such as science and mathematics
- HNC/D in Civil Engineering, if taken in combination with subjects such as science and mathematics
- HNC/D in Building Services Engineering, if taken in combination with subjects such as mathematics and physics
- HND in Construction and the Built Environment, if taken in combination with subjects such as science and mathematics.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

Qualification structure

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment Mandatory units

There are seven mandatory units, five internal and two external. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units in group A. Learners must complete all units in group B.

Optional units Learners must complete the three optional units chosen by the Abbey.

Pearson BTEC Level 3 National Diploma in Construction and the Built Environment				
Unit number	**Unit title**	**GLH 720 hrs**	**Type**	**How assessed**
	Mandatory units group A – learners complete and achieve all units			
1	Construction Principles	**120**	**Mandatory**	External
2	Construction Design	**120**	**Mandatory and Synoptic**	External
4	Construction Technology	**60**	**Mandatory**	Internal
	Mandatory units group B – learners complete all units			
5	Health and Safety in Construction	**60**	**Mandatory**	Internal
6	Surveying in Construction	**60**	**Mandatory**	Internal
7	Graphical Detailing in Construction	**60**	**Mandatory**	Internal
8	Building Regulations and Control in Construction	**60**	**Mandatory**	Internal
	Optional units chosen by the Abbey			
9	Management of a Construction Project	**60**	**Optional**	Internal
10	Building Surveying in Construction	**60**	**Optional**	Internal
13	Measurement Techniques in Construction	**60**	**Optional**	Internal

Acceptance by local Universities

Both Queens and University of Ulster accept BTEC Construction and the Built Environment qualifications, as does St. Mary's University Teacher Training College and Dundalk Institute of Technology

In need of any more information or clarification?
Contact Mr. Savage

Design and Technology

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

Our pupils will have the opportunity to complete CCEA Systems and Control syllabus with the emphasis on electronics. This will provide important grounding in all aspects of engineering and design. Students who have taken Technology at GCSE level should have a Grade C or better if they are to proceed to A Level.

Specification Overview CCEA

- The AS represents the first half of an Advanced GCE course and contributes 40% of the specification content, the foundation for the A2 year units.
- The A2 represents the second half of Advanced GCE course and contributes the other 60% of the specification content, which builds on the AS units to achieve the full Advanced GCE standard.

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

CCEA Systems and Control

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

In the Abbey, we specialise in the Electronic and Microelectronic Control System option.

Career Opportunities:

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

Digital Technology CCEA Board

At AS level you will learn about the ways in which computer systems can be developed as well as studying the essential Digital Technology concepts involved. You will complete two AS units, each with a written exam. These contribute overall to 40% of the A level award.

At A2 level you will complete two additional units, one with a written exam, the other involving coursework. These contribute to 60% of the A level award. For the written exam you will study computerised information systems in detail. In the coursework unit you will have the opportunity to apply the Digital Technology knowledge and skills that you have acquired to develop and implement a computerised information system.

Why study Digital Technology?

Digital Technology explores how information and communication technology is used to store, process and present information efficiently and accurately.

The influence of Digital Technology in all aspects of our lives continues to accelerate. Current and emerging technologies and information services are transforming how we communicate with each other, how we work and the ways we learn. It is essential that we can understand how this technology works in order to make proper use of it. It is also necessary to investigate and understand security issues in order to keep our data and information systems secure from hackers or to recover data in the event of a disaster.

This qualification is for students who are interested in current and emerging technologies and the impact they have on our business and social lives and who wish to utilise them effectively. It is likely to appeal to all, but particularly those students who enjoyed studying Computer Science, Digital Technology, Mathematics, the Sciences or Technology and Design at GCSE.

What will I study?

Unit	Areas of Study
AS 1 Approaches to System Development	In this unit you will learn about: • The system development process with particular focus on the analysis, design and implementation stages. • Alternative development approaches, which will be compared. • Software projects. • Security issues • Programming concepts.
AS 2 Fundamentals of Digital Technology	In this unit you will learn about: • Data representation. • Data and information. • Computer architecture. • Hardware and software components. • Processing systems; and • Web technology and multimedia.

A2 1 Information Systems	In this unit you will learn about: • Networks. • Databases. • Expert systems. • Applications of digital technology. • Mobile technologies. • Cloud computing; and • Individual, social, and legal considerations.
A2 2 Application Development	In this unit you will complete a detailed project. The project brief will be provided annually by CCEA. You will identify and research a realistic problem. You will then design a solution, implement, and test your solution, and document and evaluate your solution.

How will I be assessed?

Unit	Assessment Description	Weighting
AS 1 Approaches to Systems Development	1 hour 30 minutes external examination paper	50% of AS 20% of A level
AS 2 Fundamentals of Digital Technology	1 hour 30 minutes external examination paper	50% of AS 20% of A level
A2 1 Information Systems	2 hour 30 minutes external examination paper	40% of A level
A2 2 Application Development	Internal assessment of a project	20% of A level

What can I do with a qualification in Digital Technology?

There is a wide range of digital technology related courses available for further study at university. By completing the full GCE (both the AS and A2 courses) you will receive a good foundation to go on to further study at higher education. If you wish to pursue an IT career this A 'Level in Digital Technology will help you identify areas of IT that you would like to pursue at university or as a career.

Digital Technology would be beneficial in a wide range of careers. The IT industry now accounts for a significant proportion of our economic output. It is a sector with salaries higher than the Northern Ireland average and job opportunities are increasing rapidly. The IT industry in Northern Ireland is forecast to grow at 2.4% per year from 2006 to 2021, over three times the rate of overall employment growth in Northern Ireland. (www.bringitonni.info/parents--guardians/key facts/) accessed December 2015.

In fact, almost every organisation will use IT to conduct their daily operations. As a result, almost all organisations will value the knowledge, understanding and skills that GCE Digital Technology develops. Skills that you will acquire include research, investigation, analysis, communication, problem-solving, time management and working with others. You will also develop practical skills in programming concepts and databases.

Drama and Performing Arts

Examining Board: CCEA

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
Communication skills	Opportunities to meet and work with professionals
A clear understanding of your presentational skills	Creative control of your course

Content and Assessment

Content	Content Summary	Assessment	Weightings	Availability
AS 1: Choice and development of one discipline (Performance or Production)	• Skills research and audit of chosen discipline • Exploration and presentation of two contrasting extracts of repertoire • Ongoing self-evaluation	Internally assessed Externally moderated A portfolio, including a summary of research, skills audit, action plan, record of work, risk assessment, live performance or production, presentation, and evaluation	60% of AS 30% of A Level	Every Summer (beginning in 2014)
AS 2: Planning and Realising a Performing Arts Event	• Research of a range of performing arts events • Planning and preparation for the performance or production • Evaluation of contributions to the performing arts event	Externally set Externally assessed Supporting document in three sections produced under controlled conditions, live performance and/or presentation	40% of AS 20% of A Level	Every Summer (beginning in 2014)
A2 1: Planning for Employment	• Investigation of employment opportunities • Preparation of a portfolio for prospective employers • Participation in an audition/presentation and interview • Final evaluation	Internally assessed Externally moderated A record of work, including a written report, employment plan, promotional portfolio, audition/presentation and interview and evaluation	30% of A Level	Every Summer (beginning in 2015)
A2 2: Performing to a Commission Brief	• Formation of a production company • Analysis of professional practice • Research, planning and promotion and performance/production of an original event • Evaluation of problems and solutions, and individual contributions	Externally set Externally assessed A record of work, including a research report, evidence of tasks completed and evaluation, live performance and/or presentation. The evaluation is to be produced under controlled conditions	20% of A Level	Every Summer (beginning in 2015)

As with all GCEs the guided learning hours for this specification are: **180 hours** for the Advanced Subsidiary Award, and **360 hours** for the Advanced Level Award

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

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 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 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.

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, and a Drama A Level is a sought-after qualification by many universities and in many workplaces, but also, 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 Drama to make sure YOU are the first choice!

Economics

Examination Board: CCEA

Economics aims to encourage students to:
• develop an interest in and enthusiasm for economics;
• appreciate how the subject contributes to the understanding of the wider economic and social environment;
• adopt a critical approach to studying economics and develop an ability to think as an economist;
• develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Content	Assessment	Weightings
AS 1: Markets and Market Failure	Written examination 1 hour 30 mins In Section A, students complete four short answer questions. In Section B, students answer one case study question broken down into a number of parts. In Section C, students answer one extended open response question from a choice of two.	50% of AS 20% of A level
AS 2: Managing the National Economy	Written examination 1 hour 30 mins In Section A, students complete six short answer questions. In Section B, students answer one case study question broken down into a number of parts. In Section C, students answer one extended open response question from a choice of two.	50% of AS 20% of A level
A2 1: Business Economics	Written examination 2 hours In Section A, students complete three short answer questions. In Section B, students answer one case study question broken down into a number of parts. In Section C, students answer one open response question from a choice of two.	30% of A level
A2 2: Managing the Economy in a Global World	Written examination 2 hours In Section A, students complete four short answer questions. In Section B, students answer one case study question broken down into a number of parts. In Section C, students answer one extended open response question from a choice of two.	30% of A level

Career Pathways:

- Actuary
- Consultancy
- Finance
- Economic Advisor
- Management
- Leadership
- Data analytics

Key Skills:

- Critical Thinking
- Problem-solving
- Self-management
- Active learning
- Independent inquiry
- Researching

Admission Criteria

- An 'A' in at least one of English Lit/Lang, Mathematics or Business Studies
- A 'B' in English Lit/Lang or Mathematics
- Business Studies is not compulsory for the study of Economics at A-Level

English Language & English Literature

Why Study English Language or English Literature at A level?

These subjects…

- Overtly develop **communication skills** (reading/writing/presentations);
- Give pupils **confidence** and a **quality of written expression** that **will improve work in other A Levels**- in essay work and coursework;
- Develop **creative and analytical thinking** and are a great benefit to pupils when writing up essays and theses at university and college;
- Improve **literacy and communication skills** for sitting SATs exams and entry level exams for teaching colleges such as St. Mary's in Belfast;
- Are **highly valued** by the Russell Group of Universities within the UK;
- Are taught by a team of teachers who have worked externally with exam boards;

And…

- The **Abbey English Department** was described as being **'outstanding'** in our last school inspection report;
- ***The pass rates at A Level for English Language and English Literature are significantly higher than the average for comparable boys' grammar schools, with pupils often scoring full marks in modules***;
- Increasingly **employers are seeking employees with excellent communication/literacy skills** to be part of their work teams;
- In the last decade several **Abbey pupils have been ranked in the top three pupils in N. Ireland for GCSE and/or A level English Language and Literature**.

What's Involved in A Level English Language?

The course incorporates a variety of assessment types suitable for the concept or topic assessed, and there's a clear sense of development throughout the course, culminating in the opportunity to ***undertake a creative, personal, investigative study. This allows students to pursue more detailed*** work in a field of particular personal interest, offering excellent preparation for study at undergraduate level. E.g. ***An exploration of the language used by Donald Trump on the day of the Capitol Riots.***
There are opportunities for students to demonstrate their engagement with language in the real world – including attitudes to current language issues e.g. language and gender, technology, political correctness, as well as exploring language in particular contexts.
A Level English Language gives students the practical 'tools', whether for the workplace or for higher education, to become independent, critical readers and analysers of language use in the 21st century. Two exams are taken in Year 14 along with a language investigation. These are worth 100% of the course.

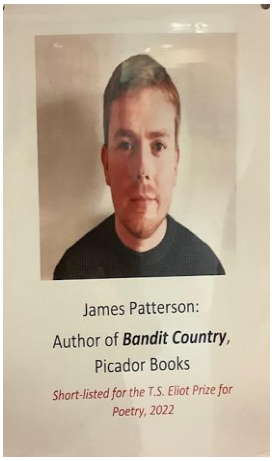
What's Involved in A Level English Literature?

At AS pupils will study the poetry of Robert Frost and Seamus Heaney, *Frankenstein,* as well as a play, *Translations* by local playwright, Brian Friel. Two exams are worth 40% of the course. At A2 pupils study the poetry of John Donne, Shakespeare's *King Lear* and are able to complete coursework on books and a title of their choosing in relation to prescribed themes e.g. *the Outsider in English Literature*. A2 exams are worth 60%.

In recent years many of our students have gone on to study Law, Politics, Business, Media and Film, Creative Writing, PPE, Journalism and Education.

Arts and Humanities Graduates: Where do our pupils go after A Level Study?

Eoin Monaghan begins his studies at Oxford University whilst Gareth Deane argues his case in the Supreme Law Court



A few examples:

- Niall McArdle (former Abbey debater and head boy) graduated in Law from the University of Nottingham. He is now employed by First Derivatives as a 'business development executive.'
- Michael Haddad (former Abbey debater and drama aficionado) graduated in English Literature from the University of Warwick – now works for PWC.
- Daniel Sutherland (former Abbey debater) graduated in English Literature and Creative Writing from the University of Warwick. He did a diploma in journalism and was a trainee reporter for The Wharf, part of Trinity Mirror Group. He was communications assistant for London Ambulance Service for two years and is currently the media officer for the British Medical Association in London.
- Eoin Monaghan studied PPE at Oriel College, Oxford.
- Cormac Rea – went to East Anglia to study English Literature (American) and Creative Writing – awarded Arthur Miller prize £1000.
- Mark McMahon is currently studying Accounts in an HLA programme in Belfast with Deloitte;
- Patrick Larkin is currently studying Computer Science on an HLA programme in Leeds.
- James Hamill is currently studying English Literature at QUB;
- Lorcan Keane is currently studying at Met Film School in London.

Environmental Technology

Why choose A-Level Environmental Technology?

The 'Green Economy' is a key sector offering important job creation potential as many governments and industries seek to reduce reliance on imported fossil fuels and tackle climate change.

This course focuses on the technological solutions to the energy and environmental problems facing the world today. This A-level provides a sound basis for study in further and higher education either at a design or technical level and is an option for students who wish to study a science subject but do not have a strong GCSE science foundation.

Assessment:

You will sit a total of two examinations and you will complete two coursework tasks over the two years.

Y13:

- AS1 The Earth's Capacity to Support Human. Examination in the summer.
- AS2 Renewable Energy Technologies. Coursework.
-

Y14:

- A21 Building and Managing a Sustainable Future. Examination in the summer.
- A22 Environmental Building Performance and Measurement. Coursework.

What will I study?

You will study how electricity and heat are generated from renewable sources such as wind, wave, solar and biomass technologies and you will apply this knowledge to a real life scenario during your AS coursework task. You will learn about low carbon alternatives within transportation, manufacturing and waste management systems. You will also study how the design of the built environment drives energy efficiency and promotes energy conservation and you will apply this to a real life scenario in your A2 coursework task.

What grade(s) do I need at GCSE?

There is no specific requirement. If oversubscribed, preference will be given to students with B in Mathematics, B in English and B in any science at GCSE.

French

A Level French will give you a fascinating insight into the world of French. Whilst developing the ability to communicate confidently and effectively in French in both speech and writing, you will also learn about the contemporary society, cultural background and heritage of not only France but of other countries and communities where French is spoken. The AS units can be taken separately as a stand alone qualification or you can take the AS units combined with the A2 units to gain the full A Level qualification.

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

EXAMINATION AT A GLANCE

	AS	A2
Paper 1 *(oral)*	1) 3 minute presentation 2) 8 minute conversation	1) 3 minute presentation 2) 3 minute discussion based on presentation 3) 9 minute conversation
Paper 2 *(listening, reading & translation)*	1) Section A – Listening 2) Section B – Reading comprehension & Translation from French to English	1) Section A – Listening 2) Section B – Reading comprehension & Translation from English to French
Paper 3 *(extended writing)*	1) Essay of 300 words approx.	1) Essay of 350 words approx. based on a literary text

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

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

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

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

Geography

To study A Level Geography is to explore the world around us. Geography helps us understand where and how people live. It helps us understand the worlds physical features and also includes the study of people and cultures that inhabit our world.
Studying Geography can provide students with good skills and a strong base for life long learning that employers will admire:

- The ability of work as a team
- Good communication skills
- Problem solving and logical reasoning
- Environmental and social awareness
- Managing information
- Flexible thinking

Geography at A Level provides an opportunity for students to build upon the knowledge and skills obtained at GCSE. The topics studied are as follows:

Title of AS Module	**Topics Studied**	**Title of A2 Module**	**Topics Studied**
AS 1 Physical Geography	Rivers Ecosystems Atmosphere	A2 1 Physical Processes, Landforms & Management	Plate Tectonics Theory Tropical Ecosystems or Coastal Environments
AS 2 Human Geography	Population Settlement Development	A2 2 Processes and Issues in Human Geography	Sustainable Settlements or Cultural Geography Ethnic Diversity or Tourism
AS 3 Fieldwork skills and Technique	Data collection, analysis, interpretation, conclusions.	Decision Making in Geography	Skills of analysis of unseen material to produce a written report to support a final decision made in relation to an issue.

Career Opportunities
Geography is a facilitating subject which can open doors to a variety of degree courses and careers. It can be easily combined with almost all A level subjects and therefore can widen your career choice. A level Geography allows students to proceed to careers as diverse as Law, Urban Planning, Quantity Surveying, Pharmacy, Environmental Science, Environmental Health, Sustainability consultant, Architecture, Marketing, Teaching, Engineering, Finance and the Travel and tourism sector. Geography is about the future and encourages flexible thinking. Geography graduates have one of the highest rates of graduate employment, the skills acquired are transferable which is an asset in the complex world of work today.

Health and Social Care

CONTENTS	ASSESSMENT	WEIGHTING	AVAILABILITY
AS 1: Promoting Quality Care (Compulsory)	Internal assessment: students produce a written report on a health, social care or early years setting that they have experienced. They also research an example of poor practice in a health, social care or early years setting in the UK.	25% of AS 10% of A level	Summer Year 13
AS 2: Communication in Health, Social Care and Early Years Settings (Compulsory)	Internal assessment: students produce a written report on a health, social care or early years setting that they have experienced. They also produce a critical appraisal of their own communication skills in a one to one or group interaction.	25% of AS 10% of A level	
AS 3: Health and Well-Being (Compulsory)	External written examination: 2 hours Students answer three compulsory questions.	50% of AS 20% of A level	
A2 2: Body Systems and Physiological Disorders	Internal assessment: students carry out a practical investigation of the physiological status of individuals and research the diagnosis and treatment of a physiological disorder.	15% of A level	Students must study AS level to carry on to A2 in Year 14.
A2 3: Providing Services (Compulsory)	External written examination based on pre-release material: 2 hours Students answer three compulsory questions.	30% of A level	
A2 5: Supporting the Family	Internal assessment: students produce a review of changes to family structures, a case study of a family and a report on services for families experiencing issues.	15% of A level	

Development of Skills:
Health and Social Care gives students the opportunity to study an eclectic range of areas relevant to the health and social care sector, including communication, physiology, social policy, family issues and research methods.
Students will:

- develop knowledge, understanding, values and skills relevant to employment in the health, social care and early years sectors.
- develop their thinking skills, including independent learning, creative thinking and problem-solving; and
- develop a range of work-related skills including carrying out research using a variety of sources and presenting their findings in different formats, using technology and working with others.

Career Opportunities:

The health, social care and early years sectors are major employers in the public, voluntary and private sectors in Northern Ireland. The qualification will appeal to students with an interest in health and well-being and caring for others including careers in nursing and the allied health professions, social work and social sciences and policy, early years childcare and development, and teaching.

History

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

These modules are as follows:

Module 1: Germany 1919-1945

Module 2: Russia 1914-1941

Module 3: The American Presidency 1900-2000

Module 4: The Partition of Ireland, 1900-25.

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

CHOICE OF HISTORY AND CAREER OPPORTUNITIES:

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

It should be noted that History is one of the Russell Group universities' facilitating subjects. The Russell Group is a group of the 24 leading universities in the UK, (of which Queen's University, Belfast is a member). With history seen as a 'facilitating subject' ; they see the study of the subject as opening doors to more degrees and more professions.

CAREER OPPORTUNITIES:

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

It is worth noting that in the past ten years History has produced some of the best 'A' Level results in the school and pupils have regularly gained CCEA top 3 placings in Northern Ireland.

BTEC Information Technology NQF - Extended Certificate Level 3

(This qualification carries UCAS points and is equivalent in size to one A'Level.)

1. Qualification Details

BTECs are work related qualifications which provide a more practical, real-world approach to learning alongside a key theoretical background. BTECs are different from traditional A levels however you will still have an external exam as well as assignments that are internally/externally moderated.

You are studying towards a BTEC L3 Extended Certificate in Information Technology. In order to achieve this qualification, you will have to complete **FOUR** different units.

2. Programme Overview

In your BTEC L3 Extended Certificate in Information Technology you will be required to complete the following units:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information (Databases)
- Unit 3: Using Social Media in Business
- Unit 6: Website Development

In order to achieve the qualification, you are required to complete all the units.

3. Programme Timetable

Please see below for when you will be completing each unit:

Year 13	Unit 2: Creating Systems to Manage Information Unit 3: Using Social Media in Business
Year 14	Unit 1: Information Technology Systems Unit 6: Website Development

4. Unit Details

Unit 1: Learners study the role of Computer systems and the implications of their use in personal & professional studies (Exam Unit- externally assessed)
Unit 2: Learners study the design, creation, testing and evaluation of a relational database system to manage information (Examination – externally assessed)

Unit 3: Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements.
Unit 6: Learners investigate website development principles. They will design and develop a website using scripting languages.

5. BTEC Assessment Information

For Units 3 and 6 you will have a series of assignments that you must complete by the set deadline. Your teacher will mark each assignment, and in some cases, they will be marked again by another teacher (internal verification). This is a normal part of the BTEC assessment process.

For units that are purely coursework based, there is a set of criteria that your assignments must meet. A final unit grade will be awarded at Pass, Merit or Distinction:

- To achieve a Pass, you must have satisfied all of the Pass assessment criteria in each assignment.
- To achieve a Merit, you must have satisfied all of the Pass and Merit assessment criteria in each assignment.
- To achieve a Distinction, you must have satisfied all of the Pass, Merit and Distinction assessment criteria in each assignment.

To calculate the final grade for the qualification a points system is used based on the individual unit grades obtained. All of your assignment/unit grades will be tracked using an electronic tracker, which your teacher will show to you.

6. Grading

The final grade awarded for a qualification represents an aggregation of your performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*

7. Acceptance by local Universities

Both Queens and Ulster accept BTEC qualifications, as does St. Mary's teacher training college, as does Dundalk Institute of Technology.

8. What could this qualification lead to?

When taken alongside other Level 3 Qualifications, including complementary or contrasting subjects, the qualification gives learners the opportunity to progress to a degree in an Information Technology discipline or a degree where Information Technology related skills and knowledge may be advantageous.

Irish

THE SYLLABUS:

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

AS Level Irish is comprised of 3 modules – AS1: Speaking (30% AS (12% Overall)) AS2: Listening, Reading and Use of Language (40% AS (16% Overall)). AS3: Extended Writing (30% AS (12% Overall)).

A2 Level Irish is also comprised of 3 modules – A21: Speaking (18% of A level) A22: Listening, Reading and Summary skills (24% of A2). A23: Extended Writing (18% of A level).

Layout of lessons:

8/ 9 Periods per week, 2 periods per week with the language assistant,
Pupils read through articles online.
Pupils watch DVDs on Irish Language Short Films.
Extra-Curricular opportunities include Gaeltacht / Public Speaking / Irish Drama Festival for those interested.

REASONS FOR CHOOSING IRISH:

As a Christian Brothers' School, the Irish Language holds a special place in the ethos of our school. The Gaelic revival in Newry coincided with the arrival of the Christian Brothers to the town and since then the Abbey has been instrumental in producing generations of students that have gone on to make major contributions to the development of the language in Newry and further afield.

As well as having a proven track record of academic success at A-level, being an A level student in the Irish Department opens the door to fluency and a strong personal identity as a Gaeilgeoir, that our students treasure and take throughout the world.

Irish is the 21st Official Language of the European Union since 2007

- We provide Abbey Students with essential skills for the modern workplace. By studying Irish at AS Level you will develop:
  - Presentation skills
  - Good spoken / written communication skills
  - Interview skills
  - Research / analytical skills
  - Critical thinking skills
  - Translation skills
  - Increased Fluency in a Modern European Language
- There is currently a massive increase in a range of University Courses and Jobs – please check out the following website for a wide range of opportunities https://gradireland.com/sites/gradireland.com/files/public/Your-career-with-Irish.pdf
- There is currently a shortage of Irish Language Translators in the EU. Full-time EU translators/administrators earn between €54,000 to €192,000 per year.

According to the Russell Group of Universities - Irish is a 'Facilitator Subject' *(QUB is a member of the Russell Group)*

"Our consistent advice is that taking two facilitating subjects will keep a wide range of degree courses and career options open to you. This is because these are the subjects most commonly required by our universities and hundreds of courses require one or more facilitating subjects."

Dr Wendy Piatt, Director General of the Russell Group

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

Recent census results have revealed that 350,000 people in the Republic of Ireland use Irish daily, 180,000 people in Northern Ireland can speak Irish and 25,000 in the USA use Irish daily. With the current rise in popularity of Irish-Medium Education 4000 children are currently being educated in Irish Medium Schools and this is predicated to rise to 10,000 by 2016. Currently government spends approximately £34 million on Irish Language Services in Northern Ireland each year. Foras na Gaeilge, a cross-border language body, receives a budget of £14million, while TG4 receives €28million as part of its budget from the Irish Government.

CAREER OPPORTUNITIES:

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

Currently vacancies are available in every aspect of the Media, acting, producing, directing etc. Job opportunities exist in Education, Childcare, Publishing, Science, Technology, Marketing, Finance, Personnel, Advertising and many more. There is currently a major recruitment drive by the European Union to recruit Irish Language translators to work in Brussels. Knowledge of Irish can bring success in employment in many areas throughout Ireland, north and south.

Mathematics

Students, who want to have some A Level Maths, but who do not need the full A Level course, may do an AS Level which has only two modules. The AS Level is accepted by universities as half an A Level.

1. **ENTRANCE TO A LEVEL MATHS –**

Students in the Abbey **must have obtained a grade A in GCSE Mathematics and have studied module M4 & M8 combination at GCSE** if they are to proceed to A Level; they do **NOT** need GCSE Further Mathematics, although it is a major advantage to have already studied this course. However, if they do not have GCSE Further Maths (Additional Maths) and wish to do the A Level or AS Level course, they **must** study GCSE Further Maths in Lower Sixth Year alongside their A level courses.

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

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

2. **SKILLS DEVELOPED** -

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

3. **KEY FEATURES –**

The following are important features of this specification.

- It includes four externally assessed assessment units.
- It allows students to develop their subject knowledge, understanding and skills.
- Assessment at A2 includes more demanding question types and synoptic assessment that encourages students to develop their understanding of the subject as a whole.
- It gives students a sound basis for progression to higher education and to employment.

4. **CAREERS –**

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

Music

The AS and A2 music courses are challenging in terms of the breadth and depth of their content. The students taking music at AS Level will be interested in the subject and will also be accomplished performers at Grade 5 level and higher while those opting for A2 Level may even be considering music as a career or as an option in third level education.

AS 1	**Performance:** *Externally assessed by visiting examiner.* Solo performance (Minimum of Grade 5 standard and should last 5-7 minutes) Viva Voce		32.5% of AS
AS 2	**Composition:** *Internally assessed.* A: Composition Task (1 ½ - 2 ½ minutes) **Or** B: Composition Task with Technology (1½ - 2 ½ minutes plus 4 independent parts) Written commentary		32.5% of AS
AS 3	2 external written examinations • Test of aural perception **1 hour** • Written examination **2 hours**	Music for Orchestra 1700 – 1900, Sacred Vocal Music (Anthems) Secular Vocal Music (Musicals.)	35% of AS

A2 1	**Performance:** *Externally assessed by visiting examiner.* Solo performance (Minimum of Grade 6 standard and should last 8-10 minutes) Viva Voce		19.5% of A Level
A2 2	**Composition:** *Internally assessed.* A: Composition Task (2-3 minutes) **Or** B: Composition Task with Technology 2-3 minutes plus 6 independent parts) Written commentary		19.5% of A Level
A2 3	2 external written examinations • Test of aural perception **1 hour 15 minutes** • Written examination **2 hours**	Music for Orchestra in the 20th Century, Sacred Vocal Music (Mass/ Requiem Mass) Secular Vocal Music (1600 to the Present Day.)	21% of A Level

CAREER OPPORTUNITIES

Students taking AS or A2 Music will use the grades gained to support their applications for third level education. Points are also awarded for practical and

theory grades. A number of course options are open to those wishing to specialise in music: universities, conservatoires and teacher training colleges.

For further information please contact Mrs C Keenan at ckeenan942@c2ken.net

Nutrition and Food Science

The above A level was introduced by CCEA in September 2016, to replace the GCE Home Economics course. The main changes are a greater focus on food science, in line with industry demands for this skill set. The weightings of the new GCE are outlined below:

Content	Assessment	Weightings
AS 1: Principles of Nutrition	External written examination 1 hour 30 minutes Students answer all short questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS 20% of A level
AS 2: Diet, Lifestyle and Health	External written examination 1 hour 30 minutes Students answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS 20% of A level
A2 1: Option A: Food Security and Sustainability or Option B: Food Safety and Quality	External written examination 2 hours 30 minutes Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
A2 2: Research Project	Internal assessment Students complete a 4000 word research-based project. Teachers mark the projects, and we moderate the results.	30% of A level

AS1 covers the various elements of nutrition including Protein, Carbohydrates, Fats, Vitamins, Minerals etc. AS2 focuses on diet related conditions such as Obesity, CHD, Cancer, Diabetes etc. The new A2 1 focuses on food safety – food poisoning, chemicals in food, pesticides, additives, allergens etc. The final piece is a research based project linked to one of the above modules.

Requirements

Students interested in this course would preferably have a Grade A or above in GCSE Home Economics, although a grade B could be considered if the breakdown of marks at GCSE were acceptable. In addition to this, Grades AA in Double Award Science would be advantageous for the student.

Students would need to be aware this A Level is significantly different to the GCSE in Home Economics, particularly the Nutrients section, which is very detailed and requires an in depth understanding of the chemical composition of nutrients. Anyone who struggles in Science subjects would be unsuitable for this course.

Physical Education Studies

This WJEC AS and A level in physical education will enable learners to:

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

AS (2 units)

AS Unit 1: Exploring physical education
Written examination: 1 ¾ hours **24% of qualification** **72 marks**
To assess all AS Subject content
AS Unit 2: Improving personal performance in physical education
Non-exam assessment **16% of qualification** **48 marks**
To assess

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

A Level Units (AS units plus a further 2 units)

A2 Unit 3: Evaluating physical education
Written examination: 2 hours **36% of qualifications** **90 marks**
To assess all A level subject content
A2 Unit 4: Refining personal performance in physical education
Non-exam assessment **24% of qualification** **60 marks**
To assess

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

Subject Content

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

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

Physics

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

Physics is concerned with things which vary in size from atoms to galaxies. Atoms which are far too small to be seen directly by the human eye are the building of blocks of all living and non-living things in the universe. Galaxies are enormously large collections of stars which can be so far away from us that they are only seen as tiny patterns of bright points of light. The new AS/2 ccea syllabus includes a large section on astrophysics and cosmology.

The syllabus is divided into ten major components:

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

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

The full A2-level examination will consist of three written 2 hour modular tests. The last of which examines practical skills in the laboratory.

An AS level is awarded for three written 1.45 hour module tests. The last of which examines practical skills in the laboratory. A data and formulae sheet will be provided for all papers.

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

REQUIREMENTS:

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

SKILLS DEVELOPED:

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

<u>CAREER OPPORTUNITIES:</u>

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

Specification at a Glance

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

Content

Assessment

Weightings
AS 1: Forces,
Energy and
Electricity
1 hour 45 mins
Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.
Externally assessed written paper
40% of AS
16% of
A level
AS 2: Waves,
Photons and
Astronomy
1 hour 45 mins
Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.
Externally assessed written paper
40% of AS
16% of
A level
AS 3: Practical
Techniques and
Data Analysis
2 (1 hour) components
Students complete an externally assessed test of practical skills consisting of short tasks, and a separate paper requiring the analysis of experimental results.
Externally assessed
20% of AS
8% of
A level
A2 1:
Deformation of
Solids, Thermal
Physics,
Circular
Motion,
Oscillations and
Atomic and
Nuclear Physics
2 hours
Students complete a written examination consisting of compulsory short answer questions and some that require extended writing. The questions have elements of synoptic assessment,

drawing together different strands of the specification.

Externally assessed written paper

24% of
A level

A2 2: Fields,
Capacitors and
Particle Physics
2 hours

Students complete a written examination consisting of compulsory short answer questions and some that require extended writing.
The questions have elements of synoptic assessment, drawing together different strands of the specification.

Externally assessed written paper

24% of
A level

Content
Assessment
Weightings

A2 3: Practical
Techniques and
Data Analysis
2 (1 hour) components

Students take an externally assessed test of practical skills, consisting of **two** experimental tests, and a separate paper requiring the analysis of experimental results.

Externally assessed

12% of
A level

Politics

Why Politics?

- If you have an interest in current affairs or have strong opinions, or would like to develop better informed opinions then politics is for you.
- Politics is the study of many of the big issues of our time, including
  - Covid-19 and the response of governments to the pandemic
  - The consequences of Brexit
  - Climate Change : How are governments responding to the greatest challenge facing the planet?
  - The power of the British PM vs the power of Parliament
  - The US Congress and the effectiveness of the US Presidency
  - You will learn about how parliaments, governments and political parties work; all within the context of current political events

Skills developed

- You will develop a range of skills whilst studying politics, which are highly valued by universities and employers alike.
  - Analysis skills
  - Evaluative skills
  - Critical Thinking skills
  - Independent thinking skills
  - Being able to construct a well – informed and logical argument
- Politics complements other literary subjects in the 6th form curriculum, such as History, English Literature and Business Studies.
- It is also a great 'contrast' subject for those studying STEM subjects. It adds to your skillset and shows your versatility. In short, it means that you have another 'string to your bow'. Politics students from the Abbey have went on to study law, medicine, engineering, actuary, accounting, finance, journalism, broadcast media, business management and many others

Areas of Study

AS1 : The Government and Politics of Northern Ireland
AS2 : The British Political Process
A21 : A Comparative Study of the Government and Politics of the US and UK
A22 : Political Power

Entry Requirements

- Owing to sophisticated and technical language, at least a B grade in English Language and / or History

Psychology

Contact: Mr E McGivern emcgivern036@c2kni.net
Exam Board: WJEC
What skills will I get from studying psychology?
If you study Psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data.
Learning about human behaviour can also help to build communication, teamwork and leadership skills.

What careers can I do with Psychology?
Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. Psychology is also useful for jobs that require information and data handling such as in the financial sector. People with skills in Psychology are sought after in business, management, teaching, research, social work, medicine and healthcare.

Degrees that A Level Abbey Psychology students have gone on to study at University ... Medicine, Neuroscience, Educational Psychology, Finance, Quantity Surveying, Chemical Engineering, Law, History, Software Engineering, Radiography, Teaching Primary, Teaching Secondary, Geography, Architecture, Actuary, Accounts, Criminology, Construction Engineering, History, Psychology, Social Work, ICT, Sports Science, Finance, Environmental Planning, Business Management, Computer Science.

Psychology at Queen's University Belfast
The Abbey Psychology Department has close links to the Psychology Department in QUB. Prior to Covid Abbey students would spend a day at Queen's meeting lecturers and attending lectures as part of a specially devised programme. Many of the Abbey's A Level pupil have gone on to study Psychology at QUB. Pupils with A Level Psychology have been offered places in QUB Psychology Department on reduced A Level Grades (though this can change from year to year). Note that from 2023 a Grade B in Maths is a minimum requirement to study Psychology at QUB.

Psychology A Level September 2024
Exam Board: **WJEC**
Exams:

Sixth Year AS Level	Unit 1	90 minutes	80 marks	20% of overall A Level
Sixth Year AS Level	Unit 2	90 minutes	80 marks	20% of overall A Level
Seventh Year A2	Unit 3	150minutes	100 marks	40% of overall A Level
Seventh Year A2	Unit 4	90 minutes	60 marks	20% of overall A Level

Unit 1: **Sixth Year** **The Five Approaches in Psychology**

1. The Biological approach which says human behaviour can be explained by biology such as genes, hormones and chemicals in the brain.
2. The Behaviourist approach which says human behaviour can be explained by life experiences.
3. The Psychodynamic approach which says human behaviour can be explained our unconscious mind, the events of early childhood (especially trauma) and sexual drives.
4. The cognitive approach which says human behaviour can be explained by internal mental processes (pretty much like a computer).
5. The Positive approach which takes a broader less scientific approach to explaining human behaviour.
6. You'll need to understand how each approach differs in terms of its attitude to how far humans are truly free or determined. Also, the attitude of each approach to the nature vs nurture debate.
7. Within the five approaches the following are studied:
   The ethics of neuroscience (Biology)
   The mother as primary care-giver of an infant (Psychodynamic)
   Using conditioning techniques to control the behaviour of children (Behaviourism)
   Reliability of eye-witness testimony including children (Cognitive)
   Relevance of positive psychology in today's society (Positive)

Unit 2: Sixth Year Research Methods

Learning about the scientific method as used in research such as experiments and observations.

Unit 3: Seventh Year Optional Topics

You'll study three of the six following topics:

1. **Addiction**
2. **Autism**
3. Bullying
4. Criminal Behaviour
5. **Schizophrenia**
6. Stress

I'm open to negotiation on Autism (but Addiction & Schizophrenia are definitely studied).

7. Cross cultural & gender issues, the ethics of research including animal research. Compulsory.

Unit 4: Seventh Year Personal Investigation

Summer 2024

An experiment on a context dependent memory task.

A non-participant observation of mobile phone use.

Summer 2025
A quasi-experiment on age and sleep.
A correlational study involving a Stroop test.

Entry Requirements:
Strong GCSE results. The ideal pupil will have at least 4 Grade A, one Science subject and Maths. Biology or Double Award Science is desirable but not essential. Keep in mind that there is no coursework. If exams are not your strong point you'd need to think carefully about choosing Psychology.

Equipment You must buy …
An A4 Lever Arch File for each of the four units (they're about £4 each in Tesco/Amazon).
A 100 pack of A4 Polypockets (a pack of 100 is about £8 in Tesco/Amazon).
You'll need to bring the Lever Arch File to each class. Psychology A Level success is partly about your intelligence but mostly about your willingness to work hard and to be well organised.

Any further Questions or Issues …
If there is anything that you're not sure about or need clarification on, you or your parents can contact MrMcGivern by phoning the school or emailing emcgivern036@c2kni.net.

Religious Studies

Board: CCEA
Students can take:

- The AS course as a final qualification; or
- The AS units plus the A2 units for a full GCE A Level qualification.

What RS is about:

AS 7: Foundations of Ethics with Special Reference to Medical Ethics at AS Level:

- Deontological Approaches to Moral Decision Making, Teleological Approaches to Moral Decision making, Life and Death Issues, Developments in Bioethics, Other Aspects of Human Experience

AS 4: The Origins and Development of the Early Church to AD 325

- The development of the Early Church, Developing Christian belief and practice, Early Christian writers, Constantine and the Church, Other aspects of human experience

A2 7: Global Ethics

- Moral Theology, Global Rights, Global Issues, Synoptic Assessment Theme: Conscience, Freedom and Tolerance

A2 4: Themes in the Early Church and the Church today

- Church authority and division, Early Christian literature, Belief and belonging in the modern world, Synoptic Assessment Theme: Faith, Morality and the State.

Assessment Opportunities:
AS Level:
One 1hour 20 minutes paper (Medical Ethics) 20% of overall A Level
One 1 hour 20 minutes paper (Early Church) 20% of overall A Level

A2 Level:
Two Hour paper (Ethics) 30% of A2
Two Hour paper (Early Church) 30% of A2
Each paper is worth 30% of A2 but overall 60%each of A Level

Pupils will answer 3 questions on each paper. The third question on each paper will be a synoptic question based on a specific theme.

Career Opportunities:
This subject is recognised by all third level institutions as a well-developed Arts based Advanced Level option.

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

Spanish

Students can take:
• the AS course units as a final qualification; or
• the AS course units plus the A2 units for a full GCE A level qualification.
GCE Spanish gives students the opportunity to explore two broad areas of interest.
These are:
• social trends and issues; and either
• political culture, intellectual culture or artistic culture.
Students explore the areas of interest by studying four themes:
• Relationships (AS);
• Culture and Lifestyle (AS);
• Young People in Society (A2); and
• Our Place in a Changing World (A2)
There are six assessment units: three at AS level and three at A2:
Unit 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: General conversation (approximately 8 mins) Total time: 11 mins
Unit AS 2: Section A – **Listening,** Section B – **Reading** and Section C – **Use of Language**
Unit AS 3: Extended Writing; Students write one essay in Spanish in response to a set **film**.
Unit A2 1: Speaking
Question 1: students introduce and discuss one individual research project based on either: • a cultural aspect of a Spanish-speaking country or community; or
• a historical period from the twentieth century of a Spanish-speaking country or community; or
• a region of a Spanish-speaking country or community. (approximately 6 mins)
Question 2: General conversation (approximately 9 mins) Total time: 15 mins
Unit A2 2: Section A – **Listening** and Section B – **Reading;**
Unit A2 3: **Extended Writing**. Students write one essay in Spanish in response to a set literary text.