



# Assumption Grammar School

Specialist School for Music and Physical Education

*Fully Alive*



A-LEVEL SUBJECT OPTIONS 2025

# Welcome

Since 1933, generations of students, staff and parents have been proud to be a part of this vibrant, caring and highly successful school. With a beautiful new building and state of the art facilities, we offer the advantages of a seamless education from Year 8 to Year 14.

Here we accept girls with wide-ranging talents and abilities and take great pride in our cultural diversity, welcoming students of all faiths and cultures. Assumption is a Specialist School for Music and Physical Education and is renowned for its quality learning and teaching. An inspired curriculum, coupled with a technology rich, purpose-built school, has resulted in our long history of outstanding achievement across the three curriculum strands:

- STEM
- Humanities
- Creative Arts

An extensive extra-curricular programme enriches and extends the curriculum, allowing each student to explore and develop her personal talents and interests. Wide ranging opportunities for leadership enable students to develop the skills, knowledge and qualities needed to be our leaders of the future.

We are proud of our “Fully Alive” ethos which is embedded in every aspect of school life. It is our firm belief that students thrive and achieve academic and personal success when they feel happy and safe. Whilst we expect all students to strive for academic excellence, we also highly value students’ personal development and their contribution to our school, local and international community. Students leave Assumption Grammar as mature, articulate and well-rounded young people, confident in their ability to succeed and make a significant contribution to the wider world. This is a result of over eighty years of dedication from our Trustees, the Missionary Sisters of the Assumption. Our ‘Fully Alive’ ethos, underpinned by Gospel values, keeps faith and moral development at the centre of everything we do.

## **Assumption Girls: Inspirational Women**

We believe every girl is inspirational in her own way and, as such, we value each individual and work to foster her self-confidence and success. We strongly believe that our true purpose is to give individual care and attention to our students. You will meet, as you explore this Centre of Excellence, highly qualified, talented and dedicated teachers who work respectfully and thoughtfully with our ‘Assumption Girls’ and their parents, to ensure we can meet the ever-changing needs of our students as they develop to become ‘Inspirational Women’. You will encounter, too, the student voice: confident and articulate young ladies who will provide you with real-life experiences, reassurance of positive outcomes that can never be encapsulated in a glossy brochure. There is certainly something exceptionally special about Assumption Grammar School and I am delighted to welcome you and your daughter into the heart of this unique community.

Mr Peter Dobbin  
Principal

# Introduction

Dear Pupils,

You are now approaching another important transition in your education, which will affect your chosen career path and future. Your choice of subjects is largely determined by your GCSE results but it is vital you consider possible third level courses you are applying for, and also explore what subjects you need for certain pathways and professions. I would advise you to do a great deal of research and look up the entry requirements for courses you are interested in.

I would recommend that you talk to teachers of a wide range of subjects during Options Morning in the second term, even if it is just to rule out certain subjects for you. You should also talk to our Head of Careers, Mr McCarthy, your parents, pupils currently studying the subjects you are interested in, and friends. They will all be able to give you information and direction. It is very important you make informed decisions as too often pupils choose the wrong subjects needed for certain courses. It is also important you choose subjects that you enjoy or for which you have an aptitude.

The aim of this book is to give you an overview of the subjects we offer in the Sixth Form. I would advise you to read over it carefully and if you have any further queries, ask the Head of Department or your subject teacher who will be more than willing to offer more information relating to their field. Course content, types of assessment, module and linear approaches are all things you might want to consider.

Please be aware the transition from GCSE to A level can be challenging, as you are expected to study in a more in-depth way and carry out much more independent study and revision. Assumption Grammar School has excellent study facilities and a full time Librarian who can assist you in developing a more disciplined approach to work and advise you on research materials. This is both an exciting and daunting time but please be assured the staff of Assumption are here to help guide you in your decisions.

Finally, can I wish you all well in your choices and success in your GCSEs. I have thoroughly enjoyed working with you all in Middle School over the last two years. Good luck for the next stage of your journey!

Mrs Anita McGinn  
[Assistant Principal \(KS4\)](#)

# Sixth Form in Assumption

Choosing to come to Assumption Grammar School for Sixth Form is a great decision! During these formative years, our students are carefully guided throughout their studies by their subject teachers and personally supported by the pastoral team. They are also given dedicated guidance to discern their future options for higher education and career pathways.

In Sixth Form, students are given greater independence in managing their own study time and workload. These years are an important transition period in which students have the opportunity to develop their research skills, time management and initiative, all of which are significant in later life. The school also offers extra support to students who may need further help in achieving their qualifications, including regular contact with parents.

## EXPECTATIONS ON STUDENTS

### A successful career in Sixth Form depends upon:

- Commitment to the course, e.g. effective use of private study time. Students will be treated as an adult by the staff and be expected to take more responsibility and control over their studies.
- High standard of attendance - the school expects a minimum of 95% attendance.
- Punctuality to school and lessons. Students on the school roll are still in full-time education and full attendance is required for all sessions. Punctuality and registration are part of their personal responsibility.
- Support for the school in its standards of uniform and behaviour.
- Students will be expected to put a significant amount of time into their studies by completing additional research at home.

## CAREERS GUIDANCE

All pupils in Years 13 and 14 have regular timetabled Careers lessons.

Year 13 is largely a preparation year for making choices and a considerable amount of time is devoted to researching options including university courses, higher-level apprenticeships and further education. Students receive presentations from a variety of universities including Queen's University, Ulster University, Cambridge University and many others, as well as from apprenticeship organisations. They also receive one-to-one interviews with their Careers teacher to help them discern their options. Many students will also take the opportunity to participate in work experience.

Year 14 focuses on facilitating students attending open days and then completing university and other applications. Students receive training and support for interviews from careers staff and from professionals invited into the school from a wide range of careers.

## Applying for a place

If you would like to take the opportunity to study at Assumption Grammar please email Rosemary Loughran at [rloughran236@c2ken.net](mailto:rloughran236@c2ken.net). Potential students are also most welcome to contact Mrs Linda McMenamin (Assistant Principal - Post 16) on (028) 9756 2250 with any questions about Sixth Form in the school and the subjects offered.

## Option Forms for current Year 12 students

All parents / guardians will be emailed an online Options Form during the second term. This should be completed by the date specified and according to the instructions given. Each student selects subjects in order of preference, indicating an extra subject that may be used in the rare instance that not all previous subjects may be accommodated on the timetable. Please note if the number of students choosing a particular subject is not sufficient to form a class, that subject may be withdrawn.

Entry into Sixth Form is dependent on students having shown a positive attitude to learning during Year 12. All students should have attained at least a Grade C in GCSE Mathematics and English Language and to have achieved a minimum of 15 points from their GCSE grades, using the points allocation below. Please note also the entry requirements for each individual subject at AS level in the pages that follow.

GCSE Points Allocation				
A* – 5 points	A – 4 points	B – 3 points	C* – 2 points	C – 1 point

# Guidance in Choosing Subjects

There are many differences which will make studying in Sixth Form a rewarding and enjoyable experience. In particular, this is by choosing subjects that students know will be formative for their futures; enabling them to pursue a range of careers and finding intellectual challenge in areas they enjoy.

When choosing subjects, students should consider the following questions:

## 1. 'How many subjects should I study?'

In Sixth Form, students study a maximum of four subjects. Those choosing four in Year 13 have the option to continue with all four in Year 14 or 'cash in' one subject at AS level and continue with the other three to A level.

**Most university courses require three A level grades.** Indeed, Oxford and Cambridge Universities prefer three very high grades to four lower grades. A small number of university courses may prefer four grades, though entry requirements can change and students should research their ideas well in advance.

Although in the past many university courses in the **Republic of Ireland** required students to study four A levels, admissions policies were updated in December 2023. Students from NI can now apply for many courses with three A level grades. For some of the more competitive courses, a score of 600 points can be achieved with three A levels and one AS level, and the maximum 625 points can be attained if one of the A levels is Mathematics. Students can research the point requirements for courses on university websites.

Students may also study four A levels to **keep more options open** or to include more subjects of interest but should be aware that this involves a **greater quantity of work** and need for effective time management.

## 2. 'Which subjects do I need for my future studies or career?'

It is vital for students to consider seriously what areas they would like to consider for higher education and future careers, and to **research the requirements for the courses in different universities**. Students should look at the webpages for different courses, reading the 'Entry Requirements' sections carefully. As the subjects named in entry requirements may be different for the same course in different universities, it is important to look at a variety.

For students focused on a particular career, they may also identify some **subjects that are relevant to their future career**, even if they are not a requirement. These subjects may offer an advantage and important skill set for students in their future studies or careers. For students considering more than one career area, they may wish to **keep their options open** by choosing courses that would lead into different areas.

## 3. 'In which subjects can I achieve a good grade?'

To access many university courses, students will need to achieve **as high a grade profile as possible** to meet the entry requirements and make a competitive application. As courses may only stipulate one or two particular subjects, students should then consider subjects in which they are likely to attain a high grade. Unless a university course specifies preferred or permitted subjects, then all other subjects are regarded as equal when making up the final required grades.

## 4. 'Which subjects do I enjoy?'

Studying an A level subject for two years requires a lot of work and commitment, so it is much easier if students have an **interest and passion for the subject** to begin with. It is also often easier for students to get strong grades in subjects they enjoy because they find the learning experience more enjoyable. Many of the topics students study at A level will spark a lifelong interest for their intellectual pursuits both inside and outside of their careers, making A level studies fulfilling for the individual. Subjects that students are also often indicators of their future career ambitions.

Students and parents are very welcome to speak to Mr McCarthy, the Head of Careers, for further advice in making subject choices. Even though their career plans may be at an early stage, students are responsible for researching the subject requirements for any university courses they are considering in advance of submitting their Options Forms.



attractive market  
Don't believe the critics!  
Investment  
...fail  
Full time, part time?

# Entrepreneur Hall Of Fame

AS Structure  
8 mark = 2 points /BLT  
10 mark = 3 points /BLT  
18 marks = 2 points /BLT /H.../G...  
A2 Structure  
15 mark = 2 points /BLT /H...  
20 mark = 2 points /BLT /H.../G...  
25 mark = 3 points /BLT /H.../G...

Advertising  
Gross Profit  
Telephone  
Insurance  
Rates  
Opening  
Cost of Sales  
Net Profit  
Interest  
Wages  
Total Expenses

# Subject Contents

## **A level subjects**

8. Art and Design
9. Biology
10. Business Studies
11. Chemistry
12. Computer Science
13. Drama and Theatre
14. English Literature
15. French
16. Further Mathematics
17. Geography
18. Government and Politics
19. Health and Social Care (Single Award)
20. History
21. Irish
22. Life and Health Sciences (Single Award)
23. Mathematics
24. Moving Image Arts
25. Music
26. Nutrition and Food Science
27. Physical Education
28. Physics
29. Psychology
30. Religious Studies
31. Sociology
32. Spanish
33. Technology and Design

## **Cambridge Technical Level 3**

34. Applied IT

# AS/A2 Art and Design

The study of Art and Design creates a pathway to a future career in a creative or cultural field. This course allows students to develop an exciting and extensive range of creative and technical skills. They also gain a strong understanding of historic and contemporary visual art practice, through supporting contextual studies. Students build up a very personal and continually evolving body of practical work, guided and supported by their teachers. Individual exploration and development of their personal skills and creative directions is a special aspect of this subject.

**Entry requirements:** Grade B in GCSE Art and Design

## Content and assessment of AS/A2 Art and Design (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Experimental Portfolio (50% AS, 20% A level)</b>	Theme based: students will have the opportunity to develop, explore and record ideas. They will experiment with a wide range of observational drawing techniques and processes. Investigation of artists, designers and craftspeople is encouraged throughout Unit AS 1.	Teacher-assessed written record of ideas
	<b>AS 2: Personal Response (50% AS, 20% A level)</b>	In this unit, students respond to a theme that CCEA issue in a stimulus paper at the beginning of the AS course. It includes developing work into an outcome that stems from the research and exploratory work completed for Unit AS 1.	Controlled task completed during a 10-hour test
A2 LEVEL	<b>A2 3: Personal and Critical Investigation (36% A level)</b>	Students take inspiration from a stimulus paper that CCEA release at the beginning of the A2 course. Building on the skills and interests developed at AS level, they develop a personal investigation based loosely on an idea, issue, subject or concept inspired by this broad theme. This Unit includes investigation into the work of other practitioners. Students respond to the theme through their own independent contextual and practical research. They are also required to produce a written (1000–2000-word) investigation.	Practical work and written investigation
	<b>A2 4: Thematic Outcome (24% A level)</b>	Students develop a personal solution independently or create a design brief in relation to the theme released by CCEA. They produce a Statement of Intent to mark the beginning of Unit 2. This outlines how they plan to develop their work and ideas and explain how their outcome links to the knowledge, skills and ideas they generated during Unit 1.	Controlled task completed during a 15-hour test

### Skills required and developed

The study of Art and Design can help students develop transferable skills that they can take to any career or job. It will help: their research skills; help them to problem solve; develop their ability to work independently; train them to share ideas visually; nurture resourcefulness, resilience, imagination, empathy and innovation. Art and Design allows for personal responses and therefore is key in helping students explore their identity and their philosophical and spiritual relationships to the society in which they live. Higher order thinking skills such as researching, analysing and reflecting are embedded throughout this qualification.

### Career pathways from studying Art and Design

Art and Design provides a solid foundation for further study of art, craft and design at a higher level. Possible careers include advertising, architecture, art, curation, craft, jewellery, fashion design, car design, film, costume design, special effects, make-up, photography, graphic design, set design, furniture design, interior design, music, animation, performing arts, publishing, software design, toys and games design, TV, radio and video games design. A wide range of STEM careers such as engineering now also require creative, artistic and design skills.

### Pupil Voice – What do our students say?

- *“I feel art gives me freedom to express my creativity. I enjoy the wide variety of disciplines that I work in on a daily basis. It doesn’t matter if I make mistakes when I’m trying new processes. No other subject offers me this type of experience.”*

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Further information is available on the CCEA website ([ccea.org.uk/art-and-design](http://ccea.org.uk/art-and-design)).

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# AS/A2 Biology

Biology is the study of living organisms. It helps us to understand every organism alive, from bacteria to the blue whale, and their interactions with each other and the natural environment. Biologists are involved in researching and understanding some of the most controversial advances today, including stem cells, cloning of embryos, gene editing and genetically modified food. Biologists are also involved in finding solutions to worldwide problems such as global warming, the extinction of species and epidemic diseases.

Studying biology gives students a deeper knowledge of the human body and of other organisms that share our planet. The course also covers contemporary developments in biology, for example, how a disrupted cell cycle contributes to the development of cancer and how some anticancer medications work to bring the disease under control. Students learn how society makes decisions about scientific issues and how the sciences contribute to the success of the economy.

**Entry requirements:** Grade B in GCSE Biology / Grades BB in GCSE Double Award Science with a Grade B in the Biology units.

## Content and assessment of AS/A2 Biology (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Molecules and Cells</b> (37.5% AS, 15% A level)	This unit deals with molecules, enzymes, viruses, cells, cell physiology, continuity of cells, and tissues and organs. These are core topics in A level Biology and underpin many of the other topics studied.	Written examination of 1 hour 30 mins
	<b>AS 2: Organisms and Biodiversity</b> (37.5% AS, 15% A level)	This unit covers transport and exchange mechanisms in plants and mammals, adaptations of organisms and biodiversity, with an emphasis on local contexts.	Written examination of 1 hour 30 mins
	<b>AS 3: Practical Skills in Biology</b> (25% AS, 10% A level)	This unit includes a series of required practical assessments and a written examination. Students will complete seven practical tasks and record evidence of these tasks in their laboratory books for moderation by CCEA.	Practical assessment and written examination of 1 hour
A2 LEVEL	<b>A2 1: Physiology, Co-ordination, Control and Ecosystems</b> (24% A level)	In this unit, students learn about homeostasis, immunity, coordination and control in plants and animals and ecosystems.	Written examination of 2 hours 15 mins
	<b>A2 2: Biochemistry, Genetics and Evolutionary Trends</b> (24% A level)	In this unit students learn about; respiration, photosynthesis, DNA as the genetic code, gene technology, inheritance and plant and animal kingdoms.	Written examination of 2 hours 15 mins
	<b>A2 3: Practical Skills in Biology</b> (12% A level)	This unit includes a series of required practical assessments and a written examination. Students will complete five practical tasks and record evidence of these tasks in their laboratory books. Samples of laboratory-books will be requested by CCEA as part of the moderation process.	Practical assessment and written examination of 1 hour 15 mins

## Skills required and developed

Students acquire and develop skills that are valued in further and higher education, as well as in the workplace. These include analysis, evaluation, and research. Students also develop an ability to understand complex processes, along with practical skills such as using a microscope, carrying out fieldwork and handling apparatus.

## Career pathways from studying Biology

Biology can lead to a wide variety of careers, including medicine, dentistry, pharmacy, physiotherapy, veterinary medicine, forensic science, marine biology, biotechnology, conservation work and clinical science.

## Pupil Voice – What do our students say?

- *“I really enjoy the practical work in the AS course, it gives you the opportunity to develop skills that will be useful at university.”*
- *“I know that my A2 biology will be very helpful when I am studying medicine at university.”*

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Further information is available on the CCEA website ([ccea.org.uk/biology](http://ccea.org.uk/biology)).

# AS/A2 Business Studies

This A level gets students started in business and gives them the skills and knowledge to progress to Higher education. All businesses (and other organisations like charities and hospitals) need sound business skills behind them.

**Entry requirements:** Grade C in GCSE Mathematics and Grade C in English Language. This course can be studied without GCSE Business Studies, though students who did study at GCSE must have attained a Grade C.

## Content and assessment of AS/A2 Business Studies (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Introduction to Business</b> (50% AS, 20% A level)	This unit begins, as many businesses do, with the entrepreneur and what motivates individuals to develop business enterprises. Students become familiar with different business ownership structures and the key stakeholder groups that have an interest in how a business is managed. Students acquire a critical understanding of the importance of quality and its significance in the competitive marketplace, including recruiting and training a quality labour force and the production process and the impact of management.	Written examination of 1 hour 30 mins
	<b>AS 2: Growing a Business</b> (50% AS, 20% A level)	Students explore the role of technology in growing a business and how it helps with decision making. They also understand the impact of competition on a business. Students develop a critical understanding of the marketing process, marketing strategy and the use of e-business. Students also develop an appreciation of the role of accounting and financial information in business decision making and financial control.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 3: Strategic Decision Making</b> (30% A level)	Students identify business objectives and the potential for these to conflict with those of various stakeholder groups. Students analyse and evaluate stakeholder management strategies. Students gain an insight into business planning and the need to manage risk and uncertainty. They also analyse the importance of accounting and financial information in making strategic business decisions.	Written examination of 2 hours
	<b>A2 4: The Competitive Business Environment</b> (30% A level)	In this unit, students examine the macroeconomic framework that businesses operate in. They evaluate the impact of globalisation on business activities. Students develop an appreciation of the importance of ethics and sustainability on business decision making and culture. They evaluate the influence of stakeholders on business operations. Students examine how businesses are affected by and react to change in the dynamic and technology-driven business environment.	Written examination of 2 hours

### Skills required and developed

Business Studies allows students to develop a variety of transferable skills that will improve students' employability and stay with them for the rest of their lives, regardless of what career they choose. Business Studies develops the ability to make sensible, logical and informed decisions quickly and efficiently. It also develops numeracy skills by studying investment, funding and how to use and interpret financial data. Among the many benefits, this specification is designed to encourage candidates to develop real life skills needed for further study and future employment.

### Career pathways from studying Business Studies

Students have the opportunity to develop valuable transferable skills that will help them to access further education courses or become a valued employee. This course offers an excellent foundation for a career in marketing, finance, accountancy, management, human resource management or self-employment. It opens the door into many career pathways for those unsure of what they want to study.

### Pupil Voice – What do our students say?

- *“Business studies has opened up so many doors for me when applying to university. It is a subject that gives you invaluable skills for life that will help you in any career path.”*

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Further information is available on the CCEA website ([ccea.org.uk/business-studies](http://ccea.org.uk/business-studies)).

# AS/A2 Chemistry

Studying Chemistry at AS and A2 allows students to develop their interest in and enthusiasm for chemistry. It can help to open the door to a variety of university courses and careers.

**Entry requirements:** Grade B in GCSE Chemistry / Grades BB in GCSE Double Award Science with a Grade B in the Chemistry units.

## Content and assessment of AS/A2 Chemistry (CCEA)

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

### Skills required and developed

Students acquire valuable skills including practical and mathematical skills. They engage in higher-order thinking and develop their communication skills.

### Career pathways from studying Chemistry

Chemistry is often an essential requirement if students want to study medicine, dentistry, pharmacy and veterinary science. Higher-level apprenticeships are available in local companies such as Almac and Norbrook. Across the island of Ireland, there are large multinational pharmaceutical companies who employ analytical chemists, production chemists and pharmacologists.

### Pupil Voice – What do our students say?

- “A level Chemistry was a brilliant experience. We all worked very hard but had fun at the same time.”
- “I ended up studying languages at University but really enjoyed my A level Chemistry experience.”

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Further information is available on the CCEA website ([cea.org.uk/chemistry](http://cea.org.uk/chemistry)).

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# AS/A2 Computer Science

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, the study of Computer Science, and particularly how computers are used in the solution of a variety of problems, is not only valuable to the learners but also essential to the future well-being of the country.

Computer Science integrates well with subjects across the curriculum. It 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.

**Entry requirements:** Grade B in GCSE Digital Technology (Programming) and Grade B in GCSE Mathematics

## Content and assessment of AS/A2 Computer Science (WJEC)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Fundamentals of Computer Science (62.5% AS, 25% A level)</b>	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.	Written examination of 2 hours
	<b>AS 2: Practical Programming to Solve Problems (37.5% AS, 15% A level)</b>	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.	On-screen examination of 2 hours
A2 LEVEL	<b>A2 3: Programming and System Development (20% A level)</b>	This unit investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.	Written examination of 2 hours
	<b>A2 4: Computer Architecture, Data, Communication and Applications (20% A level)</b>	This unit investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.	Written examination of 2 hours
	<b>A2 5: Programmed Solution to a Problem (20% A level)</b>	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).	Coursework

### Skills required and developed

Students develop an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. They also engage in the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so. Students develop the capacity for thinking creatively, innovatively, analytically, logically and critically, use mathematical skills and articulate the moral, legal and cultural opportunities and risks of digital technology.

### Career pathways from studying Computer Science

Never has the demand for IT professionals been so great, both locally and internationally. Career pathways include Computer Programmer, Software Developer, Network Engineer, Web Developer, Database Administrator, System Analyst. There are also many Higher-Level Apprenticeship opportunities for students with a background in Computer Science.

### Pupil Voice – What do our students say?

- “A brilliant foundation for any future IT or Software Engineering course.”
- “This subject teaches you new skills like computer programming and problem solving and develops your ability to think logically.”

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Further information is available on the WJEC website ([wjec.co.uk/qualifications/computer-science-as-A level](http://wjec.co.uk/qualifications/computer-science-as-A-level)).

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# AS/A2 Drama and Theatre

Studying Drama and Theatre develops students' understanding of performance techniques, practitioners and core theatrical values. For those who love to perform on stage, studying Drama and Theatre at A level is an excellent choice. Students who also have a passion for literature, play scripts in particular, may also find this course very rewarding.

Drama and Theatre is a great way to build upon teamwork skills as students work in a group with some of their peers. There is an opportunity for creative and persuasive writers to shine too, as students have to create an original script that addresses societal issues.

**Entry requirements:** Grade B in GCSE English Language. GCSE Drama is not a requirement. At least 90% attendance at Key Stage 4.

## Content and assessment of AS/A2 Drama and Theatre (WJEC)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Theatre Workshop (60% AS, 24% A level)</b>	Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text supplied by WJEC. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.	Internal assessment of performance, log and evaluation
	<b>AS 2: Text in Theatre (40% AS, 16% A level)</b>	In this unit, learners are required to study one complete text. Students demonstrate their knowledge, understanding and skills in interpreting a text for performance in a written examination. This includes issues such as performance style, design of set, costume and sound, performance space and relationships between performers and audience. Students look at how meaning is conveyed in the text and how texts are informed by social, cultural and historical contexts.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 3: Text in Action (36% A level)</b>	Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC: a devised piece using techniques and working methods of either an influential theatre practitioner or a recognised theatre company; and an extract from a text in a different style chosen by the student.	External assessment of live performance and report
	<b>A2 4: Text in Performance (24% A level)</b>	In this unit, learners are required to study two complete texts, with deeper understanding of the ideas explored in Unit AS 2. Students explore how the texts can be performed in the theatre, considering issues like interpretation of character, rehearsal techniques, vocal and physical performing skills, types of stage, and character position and movement.	Written examination of 2 hours 30 mins

### Skills required and developed

Drama and Theatre Studies instils numerous transferrable skills that can be utilised both in third level education and employment. The skills obtained are relevant for all disciplines, including public speaking, working as part of a team, thinking creatively, time management, communication, presenting information, and use of ICT.

### Career pathways from studying Drama and Theatre

Career pathways can include drama teaching, theatre director, stage manager, lighting or sound technician, actor, costume designer, set designer, solicitor and barrister.

### Pupil Voice – What do our students say?

- *“Drama has given me so much more confidence outside of the classroom – it really helped me with my job and teaching interviews!”*
- *“Impacting upon an audience, challenging their viewpoints and way of thinking is very much needed! I love how we got to tackle controversial issues like Brexit and transgenderism.”*

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Further information is available on the WJEC website ([wjec.co.uk/qualifications/drama-and-theatre-as-a-level](http://wjec.co.uk/qualifications/drama-and-theatre-as-a-level))

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# AS/A2 English Literature

This course will deepen students' interest, understanding and enjoyment of literature and encourage them to become accomplished and discerning readers. This course builds on skills developed in GCSE English Literature and English Language. Enjoyment of reading and discussing literature, along with a willingness to study independently, are essential for success in this subject.

**Entry requirements:** Grade B in English Literature and Grade B in English Language

## Content and assessment of AS/A2 English Literature (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: The Study of Poetry 1900-Present and Drama 1900-Present (60% AS, 24% A level)</b>	Students will respond to a range of poetry by two poets: either Robert Frost and Seamus Heaney or Ted Hughes and Sylvia Plath. Students will communicate their understanding of a play by the modern dramatist Tennessee Williams through the study of 'A Streetcar named Desire'.	Written examination of 2 hours
	<b>AS 2: The Study of Prose Pre 1900 (40% AS, 16% A level)</b>	In this unit, students communicate their knowledge and understanding of a novel. They can choose from a choice of six texts including Emily Brontë's 'Wuthering Heights' and Jane Austen's 'Emma'.	Written examination of 1 hour
A2 LEVEL	<b>A2 1: Shakespearean Genres (20% A level)</b>	In this unit, students will analyse a single play from a chosen Shakespearean genre (for example, Tragedy, Comedy, Problem Plays or Last Plays). Each question will offer an extract as a basis for answering the question on the play as a whole. The selected genre is Tragedy ('King Lear').	Written examination of 1 hour 30 mins
	<b>A2 1: The Study of Poetry Pre 1900 and Unseen Poetry (20% A level)</b>	Students will respond to a range of poetry by either Geoffrey Chaucer or Emily Dickinson, drawing on the skills developed in their AS study of poetry. Students will demonstrate their critical skills and personal engagement in response to an unseen poem, examining how poets use language to shape meaning. Students will experience and explore poems from different time periods and poems with various themes, forms and poetic styles.	Written examination of 2 hours
	<b>A2 1: Internal Assessment (20% A level)</b>	Students will engage in an independent and detailed study of two novels, one of which must be a 21st century text. They will explore a chosen theme which connects the novels and analyse how authors use language to shape meaning. They will also explore the contexts in which each novel was written and analyse connections across the texts. Possible themes could include Irish Life, Family, Dystopia and African Culture.	Internal assessment of 2,500 words

### Skills required and developed

English Literature develops the skills of spoken communication, the ability to work independently and critical thinking; skills which are highly valued by employers. Students will develop their ability to articulate creative and informed responses to literary texts and argue their viewpoint, using language in a dynamic and influential way.

### Career pathways from studying English Literature

A qualification in English Literature can be a useful springboard for future studies or career, often leading to a degree in Journalism, Law, the Arts, Education, Humanities, Business, Media or Communication. Many English graduates go into law, general management, human resources, research and marketing, and the public services.

### Pupil Voice – What do our students say?

- "It's really enjoyable at A level and the study of novels acts as a form of escapism from everything else. It really broadens your mind and helps in other areas of the curriculum due to the transferable skills involved."
- "Not only have I developed my communication skills but studying English Literature has helped me appreciate texts from the past and understand how they are still relevant today."

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Further information is available on the CCEA website ([ccea.org.uk/english-literature](http://ccea.org.uk/english-literature)).

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# AS/A2 French

French is a major language of international communication. It is the second most widely learned language after English and one of the most widely spoken languages in the world. It is both a working language (many multinational companies use French) and an official language of the United Nations, EU, NATO, and other global institutions. Learning a language boosts a student's potential in terms of employability, as it can offer that extra competitive edge over others.

Students study topics related to the experiences of young people at home and in France. Each topic is studied in the context of present-day life in France and French-speaking countries and extensive use is therefore made of up-to-date material in textbooks, magazines, videos and the internet. Students also receive one oral class per week with the French assistant on a one-to-one basis.

**Entry requirements:** Grade B in GCSE French

## Content and assessment of AS/A2 French (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Speaking (30% AS, 12% A level)</b>	At AS level, students explore two main topics: 'Relationships' and 'Culture and Lifestyle.' They learn about issues such as family structures, challenges for families, intergenerational issues, influences on young people, diet, exercise, risk-taking behaviour, dealing with stress, sports, music, art, cinema, fashion, social media and tourism.	Oral examination of 11 minutes
	<b>AS 2: Listening, Reading and Use of Language (40% AS, 16% A level)</b>	Students prepare a presentation on a topic that interests them as part of the oral examination.	Written examination of 2 hours
	<b>AS 3: Extended Writing (30% AS, 12% A level)</b>	Students study the film 'Manon des Sources' and prepare to write an essay in the examination.	Written examination of 1 hour
A2 LEVEL	<b>A2 1: Speaking (18% A level)</b>	At A2 level, students explore two main topics: 'Young People and Society' and 'Our Place in a Changing World.' They learn about issues such as education and employment, career aspirations, democracy, attitudes to young people, equality, discrimination and prejudice, poverty, cultural identity, conflict and environmental issues.	Oral examination of 15 minutes
	<b>A2 2: Listening and Reading (24% A level)</b>	Students introduce and discuss an individual research topic. The topics above form the basis for listening and reading.	Written examination of 2 hours 45 mins
	<b>A2 3: Extended Writing (18% A level)</b>	Students study the novel 'Thérèse Desqueyroux' and prepare to write an essay in the examination.	Written examination of 1 hour

### Skills required and developed

Universities, as well as employers, look for those skills which language students have developed: flexibility, openness to diverse people, decision-making, as well as top quality communication and literacy skills. These are the value-added qualities which go well beyond mere language fluency.

### Career pathways from studying French

Studying French at A level will provide a good basis for any course and career requiring a language background (e.g. translating, interpreting, teaching, working within businesses and organisations dealing with Europe or within a global institution or company). It also offers a worthwhile foundation for those students who wish to pursue courses in other careers such as law, business or international banking, travel and tourism, journalism and media.

### Pupil Voice – What do our students say?

- "I feel that studying French has helped me gain confidence when speaking to others and helped direct me in my career path. I have met new friends who share the same passion for languages as me. Although there are some challenges, I have found learning about other cultures very rewarding."
- "The course covers a wide range of topics, from the environmental crisis to social issues around the world, meaning that not only you will learn a new language and gain a deeper understanding of the culture, but become a lot more aware of the world around you."

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Further information is available on the CCEA website ([cea.org.uk/french](http://cea.org.uk/french)).

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# AS/A2 Further Mathematics

Further Mathematics is a very challenging course and is therefore very rewarding to those who take it. It is only taken by the very able students of mathematics, so a good grade in Further Mathematics will ensure they stand out. Further Mathematics may only be taken in conjunction with A level Mathematics, but it will be taught, and examined, independently of this.

**Entry requirements:** Grade B in GCSE Further Mathematics

## Content and assessment of AS/A2 Further Mathematics (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Pure Mathematics (50% AS, 20% A level)</b>	Students gain a further understanding of algebra and functions, including the relationship between roots and coefficients of a quadratic equation. They extend their study of matrices to include applications to linear transformations and learn how to interpret the value of a determinant in various contexts. The topic of complex numbers is introduced which extends the real number line to allow for square roots of negative numbers, and vectors are extended to 3D space.	Written examination of 1 hour 30 mins
	<b>AS 2: Applied Mathematics (50% AS, 20% A level)</b>	In this unit, students extend their study of mechanics to include applications in which modelling assumptions are relaxed, such as the inextensibility of a string. They use mechanical energy considerations to solve problems and learn about the relationship between work and energy. They also learn about motion in a horizontal circle. In the statistics section, students learn about discrete probability distributions in general terms with applications to specific instances such as the Binomial, Poisson and Geometric distributions. They study more complex applications of probability to scenarios involving permutations and combinations and evaluate sampling methods.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 1: Pure Mathematics (30% A level)</b>	This unit continues the study of calculus and algebra to include hyperbolic functions, polar coordinates, improper integrals and differential equations. Students learn about De Moivre's theorem and its use in finding the roots of any number and they learn to prove mathematical propositions using the method of induction.	Written examination of 2 hours 15 mins
	<b>A2 2: Applied Mathematics (20% A level)</b>	This unit extends the content of AS 2 and includes applications to simple and damped harmonic oscillations, calculation of an object's centre of mass and consideration of frameworks of light rods. The statistics section continues the work in AS 2 to include linear combinations of normal variables and the use of the Central Limit Theorem. Work on hypothesis testing is extended to include the $t$ -distribution and use of the chi-squared distribution.	Written examination of 2 hour 15 mins

### Skills required and developed

Students taking this course develop skills similar to those in Mathematics but to a greater extent. The course content is challenging and rewarding so perseverance and resilience are well developed. It also encourages students to think critically about their work.

### Career pathways from studying Further Mathematics

Like Mathematics, Further Mathematics offers access to a very wide range of Higher Education courses and employment pathways so is highly regarded by external stakeholders. Students often progress to careers in sciences, engineering, finance, actuarial science and business.

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Further information is available on the CCEA website ([ccea.org.uk/further-mathematics](http://ccea.org.uk/further-mathematics)).

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# AS/A2 Geography

With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is highly relevant to the world today. Students will learn about people and society, economies, cultures and the environment.

**Entry requirements:** Grade B in GCSE Geography

## Content and assessment of AS/A2 Geography (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Physical Geography (40% AS, 16% A level)</b>	This unit explores aspects of physical geography including river systems, ecosystems and atmospheric systems.	Written examination of 1 hour 15 mins
	<b>AS 2: Human Geography (40% AS, 16% A level)</b>	This unit looks at elements of human geography including population, settlement and development.	Written examination of 1 hour 15 mins
	<b>AS 3: Skills and Techniques (20% AS, 8% A level)</b>	This unit develops students' geographical skills and techniques, including fieldwork and data collection, map analysis and interpretation, and statistical analysis and interpretation.	Written examination of 1 hour
A2 LEVEL	<b>A2 1: Physical Geography (24% A level)</b>	Students learn about plate tectonics and the potential beneficial and detrimental outcomes of natural hazards. They develop understanding of tropical ecosystems in terms of their nature and sustainability.	Written examination of 1 hour 30 mins
	<b>A2 2: Human Geography (24% A level)</b>	In this unit, students look at planning for sustainable settlements, including the impact of urban systems, transport and the environment. They develop understanding of tourism, its role in the global economy and challenges that arise.	Written examination of 1 hour 30 mins
	<b>A2 3: Decision-Making (12% A level)</b>	In this unit, students will learn how to evaluate the impact of a proposed development on the economy, society and the environment. In the exam, students will use a range of resources and the skills and techniques they have developed to evaluate an unseen real-world development.	Written examination of 1 hour 30 mins

### Skills required and developed

Students develop a wide range of transferable skills including data collection, manipulation and analysis, teamwork, ICT, GIS, research skills, decision making and problem solving. They engage in fieldwork skills, map reading, essay and report writing and evaluation skills.

### Career pathways from studying Geography

Career opportunities for students of Geography include agriculture, statistical analysis, estate management, international development work, environmental work, recreational management, cartography and surveying, teaching, urban planning, housing management, transport management, renewable energy design, GIS Systems, working with aid charities, community work and climate science.

### Pupil Voice – What do our students say?

- *“I am hoping to study Geography at university. I really enjoy the subject because it is so varied and interesting, a great mix of the history of the planet with the future of our world. Although the course is tough sometimes, it is definitely worth it.”*
- *“Geography is all to do with the future, so it is fascinating!”*

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Further information is available on the CCEA website ([ccea.org.uk/geography](http://ccea.org.uk/geography)).

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# AS/A2 Government and Politics

In an era when political earthquakes like the 2024 American Presidential Election of Trump vs Harris, the Brexit referendum and the Northern Ireland Assembly's handling of the COVID-19 crisis occur, it is important to be well informed and to understand how such decisions come about. The aim of this subject is to give students a deeper and more informed insight into the political institutions and politics which govern us.

Government and Politics is more than just a textbook subject. It is current and ever-changing, requiring engagement and discussion. We provide annual trips to Stormont and Westminster to see government in action (or inaction as the case may be). We also provide a number of events for students that will help develop presentation and debating skills like the EU Mock Parliament and Supreme Court Debating workshop in London where highly experienced lawyers provide insights and training. For students who have an interest in how the world operates, and a desire to find out more about who holds power and why, this is a fascinating and relevant subject to pursue.

**Entry requirements:** Grade B in GCSE English Language

## Content and assessment of AS/A2 Government and Politics (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: The Government and Politics of Northern Ireland (40% AS, 16% A level)</b>	This unit looks at the Northern Ireland Assembly and Executive, and the Political Parties which operate within it. Students question ideas like: why do the DUP and Sinn Féin believe different things? Why does Stormont keep collapsing? Students will meet MLAs and Stormont leaders during the course.	Written examination of 1 hour 15 mins
	<b>AS 2: The British Political Process (60% AS, 24% A level)</b>	This unit assesses the House of Commons, House of Lords, British Government, and the Legal system (Judiciary). It questions whether the UK Parliament is controlled by the Executive. A visit to Westminster and the Supreme Court during Year 13 helps bring that to life.	Written examination of 1 hour 45 mins
A2 LEVEL	<b>A2 1: A Comparative Study of the Government and Politics of the USA and the United Kingdom (35% A level)</b>	This unit looks at the US Congress and the President and compares the American system of Government with that of the UK.	Written examination of 2 hours 15 mins
	<b>A2 2: Political Power (25% A level)</b>	This unit analyses power and authority – who has power and what do they do with it? Why do some leaders abuse power? Why do some states survive and some collapse? Why are some states legitimate and some are not? Students look at many case studies, including Iraq, North Korea and Syria.	Written examination of 1 hour 30 mins

### Skills required and developed

Skills developed include critical evaluation, clear and logical thinking, literacy and expression, communication, negotiating, organising and planning, time management, researching, managing information, decision making and problem solving.

### Career pathways from studying Government and Politics

Government and Politics is a subject which is very useful for a variety of career paths as it involves the study of leadership and decision making in society. It develops many skills such as presenting a case, debating, analysing, evaluating actions and making decisions. It is particularly suitable for those seeking to study Law, Economics, Business, Philosophy, History, Sociology, Geography or Journalism. It is relevant for jobs in the media, teaching, public relations, business, management and the civil service.

### Pupil Voice – What do our students say?

- *“I put Politics down as my fourth choice predicting it would be my ‘extra’ subject, but it has become my favourite and one that I am doing best in. The content is really interesting, there is a lot of discussion and the teaching of the course is enjoyable with really detailed notes. The London Trip has been the highlight of my time at Assumption.”*

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Further information is available on the CCEA website ([cea.org.uk/government-and-politics](http://cea.org.uk/government-and-politics)).

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# AS/A2 Health and Social Care (Single Award)

Health and Social Care appeals to students with an interest in health, well-being and caring for others. It gives students the opportunity to study a diverse range of subjects, including communication, social policy and health promotion, and develop skills in research, investigation and analysis.

Students embark on two placements in Year 13, traditionally in local residential care homes and nursery schools. The course is 50% coursework, which many students prefer as they can work consistently over the two years, and not rely solely on the results of examinations. Pupils will receive excellent support from their teachers and benefit from the array of speakers and industry experts that come in to talk about their expertise in the health and social care field.

**Entry requirements:** Grade B in GCSE English Language

## Content and assessment of AS/A2 Health and Social Care (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Promoting Quality Care</b> (25% AS, 10% A level)	In this unit, students explore values of care. By investigating practices in a selected health, social care or early years setting, students learn how care workers apply the values.	Internal assessment
	<b>AS 2: Communication in Health, Social Care and Early Years Settings</b> (25% AS, 10% A level)	In this unit, students explore communication skills and techniques used in a health, social care or early years setting and develop their communication skills. Students gain an understanding of how important effective communication skills are in developing good relationships and promoting quality care.	Internal assessment
	<b>AS 3: Health and Well-Being</b> (50% AS, 20% A level)	This unit investigates a range of factors that affect health and well-being, health promotion, related organisations, and discrimination and anti-discriminatory practice.	Written examination of 2 hours
A2 LEVEL	<b>A2 3: Providing Services</b> (30% A level)	In this unit, students learn about how services have developed and how they are structured, regulated and funded. They examine how policy, legislation and demographic characteristics can influence service provision. Students also explore the role of practitioners and how they work in partnership to identify and meet service users' needs.	Written examination of 2 hours
	<b>A2 4: Public Health and Health Promotion</b> (15% A level)	In this unit, students develop an understanding of public health issues in the UK and how they are being addressed in Northern Ireland. They plan, implement and evaluate a small-scale health promotion activity either individually or in a group of no more than five.	Internal assessment
	<b>A2 5: Supporting the Family</b> (15% A level)	In this unit, students learn about the effects of legislation and policy on service provision, meeting individual needs, overcoming barriers, roles of practitioners, working effectively in teams, and quality assurance.	Internal assessment

### Skills required and developed

Students develop knowledge, understanding, independent learning, creative thinking and problem solving, all relevant to employment in the health, social care and early years sectors. They carry out research using a variety of sources and presenting their findings in different formats, using technology and working with others.

### Career pathways from studying Health and Social Care

This course is particularly appropriate in preparation for careers in health and social care field. Relevant careers include nursing, midwifery, social work, occupational therapy, speech and language therapy, teaching and health promotion.

### Pupil Voice – What do our students say?

- *“If you are interested in a career involving childcare, this is definitely the A level for you! Even if you haven’t done it for GCSE it is easy to pick up at A level.”*
- *“I really enjoyed the coursework, especially researching health promotion and organisations that support families. We had supportive opportunities to get feedback from the teachers to help improve it.”*

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Further information is available on the CCEA website ([ccea.org.uk/health-and-social-care](http://ccea.org.uk/health-and-social-care)).

# AS/A2 History

Knowledge of what has gone before is of fundamental importance to every human being in so many ways. Many of us are very interested in our family histories and people spend a lot of money researching their ancestry. The study of history allows us to satisfy that innate curiosity we all possess. One only has to look at how often history is depicted in films, TV dramas and books to see how relevant it is. The study of history can also help us learn from humanity's failings in the past. Students choose History A level because they have enjoyed GCSE History and want to extend their knowledge and expertise.

**Entry requirements:** Grade B in GCSE History. Students who have not studied GCSE History will be considered on their broader GCSE grade profile.

## Content and assessment of AS/A2 History (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Germany 1919-1945</b> (50% AS, 20% A level)	This popular course revisits much of what is studied in Year 11. Before looking in more detail at life in Nazi Germany, students will learn about how Germany coped with defeat in WW1 and how Hitler rose to power in 1933.	Written examination of 1 hour 30 mins
	<b>AS 2: Russia 1914-1941</b> (50% AS, 20% A level)	This unit looks at the Russian Revolutions of 1917, the collapse of the Tsarist regime, the seizure of power by the Bolsheviks, Lenin's economic policies and Stalinist Russia.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 1: The American Presidency 1901-2000</b> (20% A level)	Students examine how the presidency was invigorated by the two Roosevelts and Woodrow Wilson in the context of the two World Wars and the Great Depression. They also investigate how presidential power was greatly increased in the nuclear age and how this trend was halted, if not reversed, by the experiences of Vietnam and Watergate. Students look at the revival under Ronald Reagan and his immediate successors.	Written examination of 1 hour 15 mins
	<b>A2 2: Partition of Ireland 1900 -1925</b>	We look at how the Home Rule Crisis played out in Ireland, the impact of the First World War, the Easter Rising, the rise of Sinn Fein in December 1918, how the Anglo-Irish War emerged, the Treaty split, the Irish Civil War of 1922-1923 and the creation of Northern Ireland under the Government of Ireland Act.	Written examination of 2 hours 30 mins

### Skills required and developed

Students of History develop and enhanced vocabulary, presentational skills, source analysis, evaluative skills, and the ability to construct fluent prose.

### Career pathways from studying History

There is a wide variety of career pathways open to students of History, including law, teaching, research, journalism, archive work, tourism, museum curation, media broadcasting, auctioneer or valuer, costume or set design, author, politician, architecture, conservation, heritage, restoration and archaeology.

### Pupil Voice – What do our students say?

- *“History helps me understand contemporary affairs and how past events have shaped the world.”*
- *“History is fascinating! It is the story of us – our best and our worst. We can all learn important lessons from studying it.”*

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Further information is available on the CCEA website ([ccea.org.uk/history](http://ccea.org.uk/history)).

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# AS/A2 Irish

The study of AS and A2 Irish allows students to attain a high command of the spoken and written language as well as acquiring other valuable skills which are well regarded by universities and in the workplace. Students will also deepen their knowledge and awareness of Irish social and cultural issues as well as gaining an understanding of the Irish speaking community and its activities at a local, national and global level. Students have opportunities to take part in the annual All-Ireland #Gaeilge24 challenge, visit BBC Gaeilge, attend the annual AS/A2 Donegal Gaeltacht Residential and assist with school Irish-language events.

*“Not to learn Irish is to miss the opportunity of understanding what life in this country has meant and could mean in a better future. It is to cut oneself off from ways of being at home. If we regard self-understanding, mutual understanding, imaginative enhancement, cultural diversity and a tolerant political atmosphere as desirable attainments, we should remember that a knowledge of the Irish language is essential in their realisation.”* Seamus Heaney

**Entry requirements:** Grade B in GCSE Irish

## Content and assessment of AS/A2 Irish (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Speaking (30% AS, 12% A level)</b>	At AS level, students explore two main contexts: ‘Relationships’ and ‘Culture and Lifestyle.’ This includes issues such as family structures, challenges for families, intergenerational issues, influences on young people, diet, exercise, risk-taking behaviour, dealing with stress, sports, music, art, cinema, fashion, social media and tourism.	Oral examination of 11 minutes
	<b>AS 2: Listening, Reading and Use of Language (40% AS, 16% A level)</b>		Listening and written examination of 2 hours
	<b>AS 3: Extended Writing (30% AS, 12% A level)</b>	Students study the film ‘ <i>Yu Ming is Ainm Dom</i> ’ or ‘ <i>Clare sa Spéir</i> ’ and prepare to write an essay in the examination.	Written examination of 1 hour
A2 LEVEL	<b>A2 1: Speaking (18% A level)</b>	At A2 level, students explore two main contexts: ‘Young People and Society’ and ‘Our Place in a Changing World.’ This includes issues such as education and employment, career aspirations, democracy, attitudes to young people, equality, discrimination and prejudice, poverty, cultural identity, conflict and environmental issues.	Oral examination of 15 minutes
	<b>A2 2: Listening and Reading (24% A level)</b>		Listening and written examination of 2 hours 45 mins
	<b>A2 3: Extended Writing (18% A level)</b>	Students study one literary text, the play ‘ <i>Lá Fhéile Míchil</i> ,’ and prepare to write an essay in the examination.	Written examination of 1 hour

### Skills required and developed

The skills that students acquire while studying Irish at A level include interpersonal skills (such as listening, clarifying, questioning), research skills, a comprehensive command of grammar and vocabulary, the ability to organise and memorise detailed information, evaluative and analytical skills, problem solving, self-reliance, and cultural awareness.

### Career pathways from studying Irish

Students of Irish have pursued careers in arts development, the civil service, tourism and heritage, event management, teaching, translation, media and journalism. The appointment of an Irish Language Commissioner in Northern Ireland shows the dedication to the promotion of the language, leading to increased employment opportunities.

### Pupil Voice – What do our students say?

- *“I chose A level Irish as when I played for the U10s. My Camogie Manager was fluent in Irish and would say wee phrases to us in Irish at matches and training and from that I have always wanted to be able to speak it. When I started learning Irish in Assumption I just loved it and it has been one of my favourite subjects ever since.”*
- *“I chose A level Irish because I enjoyed the content at GCSE and wanted to further develop my knowledge in these areas and in new topics. I also liked the idea of improving my communication skills and fluency in the language.”*

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Further information is available on the CCEA website ([ceea.org.uk/irish](http://ceea.org.uk/irish)).

# AS/A2 Life and Health Sciences (Single Award)

This course was developed with industry in response to the needs of the growing life and health sciences sector in Northern Ireland. Life and health science industries make up over 25% of Northern Ireland's total economic output, offering excellent career prospects to students with a broad scientific knowledge base and an understanding of how to test and develop processes through scientific techniques and experimentation. The course includes practical skills components which can stimulate enthusiasm and offer fresh insight into the industry.

**Entry requirements:** Grade B in any science subject / Grades BB in GCSE Double Award Science. Also requires Grade C in GCSE Mathematics.

## Content and assessment of AS/A2 Life and Health Sciences (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Experimental Techniques</b> (33% AS, 13% A level)	Students complete a portfolio of evidence based on experimental techniques useful in biology, chemistry and physics.	Internal assessment
	<b>AS 2: Human Body Systems</b> (33% AS, 13% A level)	This unit gives students the opportunity to learn about how human body systems work and how they support good health, as well as the consequences of balanced diet and physical exercise.	Written examination of 1 hour 30 mins
	<b>AS 3: Aspects of Physical Chemistry in Industrial Processes</b> (33% AS, 13% A level)	In this unit, students develop skills in performing calculations in chemistry. Students can also apply their knowledge of energetics, kinetics and equilibrium in the industrial manufacture of chemicals.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 1: Scientific Method, Investigation, Analysis and Evaluation</b> (20% A level)	Students demonstrate an understanding of what makes an investigation scientific by completing a portfolio of evidence that includes an essay, plans, a lab book, and a report with analysis and evaluation.	Internal assessment
	<b>A2 2: Organic Chemistry</b> (20% A level)	In this unit students focus on basic reactions within organic chemistry in three areas: nomenclature, structure and isomerism within organic compounds; uses of alkanes, alkenes and alcohols in industry; and common polymers, their uses and safe disposal.	Written examination of 1 hour 45 mins
	<b>A2 5: Genetics, Stem Cell Research and Cloning</b> (20% A-Level)	In this unit students learn about the make-up of deoxyribonucleic acid (DNA) and how evidence for its structure was determined. They have the opportunity to discuss DNA replication and how it links to genetic engineering and gene therapy. They can also evaluate the social, ethical and economic implications of genetic engineering and relate these to modern day uses of genetics in the form of genetic fingerprinting and stem cell technology.	Written examination of 1 hour 45 mins

### Skills required and developed

Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and teamwork.

### Career pathways from studying Life and Health Sciences

Career opportunities include a diverse range of public and private businesses, including pharmaceutical, chemical, agricultural, dental, nursing, environmental and allied health professions.

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Further information is available on the CCEA website ([ccea.org.uk/life-and-health-sciences](http://ccea.org.uk/life-and-health-sciences)).

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# AS/A2 Mathematics

Mathematics continues to be one of the most popular subjects taken at A level at Assumption Grammar School. A good grade in A level Mathematics is highly regarded by employers and universities, including gaining extra points in applications to universities in the Republic of Ireland. It is an excellent course for those who enjoy problem solving in challenging contexts.

**Entry requirements:** Grade B in GCSE Mathematics (including Unit M8). Preferable: Grade B in GCSE Further Mathematics.

## Content and assessment of AS/A2 Mathematics (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Pure Mathematics (60% AS, 24% A level)</b>	This unit includes topics such as: algebra and functions; co-ordinate geometry in the $(x, y)$ plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration; and vectors.	Written examination of 1 hour 45 mins
	<b>AS 2: Applied Mathematics (40% AS, 16% A level)</b>	In the Mechanics section, students learn about quantities and units in mechanics, kinematics, and forces and Newton's laws. In the Statistics section, students learn about statistical sampling, data presentation and interpretation, probability, and statistical distributions.	Written examination of 1 hour 15 mins
A2 LEVEL	<b>A2 1: Pure Mathematics (36% A level)</b>	This unit includes topics such as: algebra and functions; co-ordinate geometry in the $(x, y)$ plane; sequences and series; trigonometry; differentiation; integration; and numerical methods.	Written examination of 2 hours 30 mins
	<b>A2 2: Applied Mathematics (24% A level)</b>	In the Mechanics section, students gain a greater understanding of kinematics, moments, and impulse and momentum. In the Statistics section, students learn more about probability, statistical distributions, and statistical hypothesis testing.	Written examination of 2 hour 30 mins

### Skills required and developed

Throughout the course we aim to establish a sound foundation of mathematical knowledge and skill which will be of benefit to students pursuing a wide range of career paths, have students appreciate the logical and coherent nature of mathematics, ensure that students are self-motivated, resilient and independent learners, develop every student's ability to diagnose and analyse problems in a logical manner, recognise when and how a context may be modelled using appropriate mathematics and apply the correct techniques and reasoning to solve these problems.

### Career pathways from studying Mathematics

Mathematics offers access to a very wide range of Higher Education courses and employment pathways so is highly regarded by external stakeholders. Many students go into careers such as business, finance, accountancy, actuarial science, and computer science.

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Further information is available on the CCEA website ([ccea.org.uk/mathematics](http://ccea.org.uk/mathematics)).

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# AS/A2 Moving Image Arts

This course is a great opportunity for students to acquire and develop the creative and practical skills necessary for making Moving Image Arts products. It will be of particular interest to any creative student with a keen interest in film and television. Whether accessed through Cinema, Television, DVD or the Internet, moving images act as a primary source of information and knowledge about the world around us. Visual literacy is now critical to understanding and interpreting contemporary society.

This course will suit creative students who love watching films and are interested in how and why they are made, have always wanted to make their own film, and are interested in a career in the media, theatre, television and film production.

**Entry requirements:** Grade B in GCSE English Language and Grade B in any of GCSE Art and Design, Drama, Music, English Literature, Digital Technology or Technology and Design. As this course has a high level of technical requirements, numbers are restricted.

## Content and assessment of AS/A2 Moving Image Arts (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Realist and Formalist Techniques and the Classical Hollywood Style: Foundation Portfolio (60% AS, 24% A level)</b>	Students study three areas of film style: Classical Hollywood Style; Formalism; and Realism. Students produce a portfolio including a Statement of Intention (including a synopsis and evaluation), pre-production materials and one 3-4 minute narrative film sequence or 1½-2 minute animated sequence.	Portfolio
	<b>AS 2: Critical Response (40% AS, 16% A level)</b>	In this unit, students will study the following styles and movements to prepare for their online examination: <ul style="list-style-type: none"> <li>• Classical Hollywood Style and Alfred Hitchcock;</li> <li>• Formalism in Early European Cinema including German Expressionism and Soviet Montage;</li> <li>• American Expressionism and Film Noir.</li> </ul>	Online examination of 1 hour 30 mins
A2 LEVEL	<b>A2 1: Creative Production and Research: Advanced Portfolio (36% A level)</b>	Students produce a portfolio exploring their own original creative idea and researching the techniques of a chosen film practitioner including an illustrated essay (including synopsis and evaluation), pre-production materials and one 4-7 minute narrative film sequence or 2-3½ minute animated sequence.	Portfolio
	<b>A2 2: Advanced Critical Response (24% A level)</b>	In this unit, students will study the following styles of Realism in World Cinema to prepare for your online examination: <ul style="list-style-type: none"> <li>• Italian Neo-Realism;</li> <li>• French New Wave and Cinéma Vérité;</li> <li>• Poetic Realism.</li> </ul> Students will also study ways in which filmmakers have tried to experiment with narrative and will learn about writing director's notes in response to unseen script material.	Online examination of 2 hours 15 mins

### Skills required and developed

The wide variety of skills developed and employed, are ideally suited to work in the creative industries and these include leadership, enterprise, creative vision and teamwork.

### Career pathways from studying Moving Image Arts

In Northern Ireland, the film and television industry is a rapidly growing sector, which is now providing a variety of employment opportunities for those with knowledge of the industry and applicable skills.

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Further information is available on the CCEA website ([ccea.org.uk/moving-image-arts](http://ccea.org.uk/moving-image-arts)).

# AS/A2 Music

Studying A level Music develops a deep understanding of musical culture and history as well as looking at how music is structured and allowing students to use their experience to perform and produce creative work. Students who actively participate in music can enjoy the course and are encouraged to take part in all aspects of music making in the Music Department. There are lots of opportunities to play in groups of all sorts and both attend and participate in concert performances in school and a variety of other venues including the main concert halls in Belfast. As students complete music grade exams at Grade 6 and beyond, they also earn further UCAS points, helping students' university applications to stand out.

A level Music can certainly lead to a career in the creative arts, but it is also enjoyed and appreciated by those who wish to maintain and develop their own interest in music, their creativity and to extend their cultural interest and awareness. This course develops an appreciation of the arts and both historical and contemporary culture.

**Entry requirements:** Grade B in GCSE Music

## Content and assessment of AS/A2 Music (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Performing</b> (32.5% AS, 13% A level)	Students prepare a solo performance on their voice or instrument of 5-7 minutes to a minimum of Grade 4 standard. The highest marks are available for Grade 6 standard or above.	Solo performance of 5-7 mins and viva voce
	<b>AS 2: Composing</b> (32.5% AS, 13% A level)	Students compose one composition, choosing their own brief, compositional style and resources. They explore the creation and development of ideas, use of resources and use of harmony.	Composition of 1½ - 2½ minutes with written commentary
	<b>AS 3: Responding to Music</b> (35% AS, 14% A level)	This unit focuses on listening to music from a wide range of styles, concentrating on aural analysis and appreciation. They study musical works from three areas: orchestral music, sacred vocal music, and musical theatre.	Two written examinations of 3 hours in total
A2 LEVEL	<b>A2 1: Performing</b> (19.5% A level)	Students prepare a solo performance on their voice or instrument of 8-10 minutes to a minimum of Grade 5 standard. The highest marks are available for Grade 7 standard or above.	Solo performance of 8-10 mins and viva voce
	<b>A2 2: Composing</b> (19.5% A level)	Students compose one composition, choosing their own brief, compositional style and resources. They explore the creation and development of ideas, use of resources and use of harmony.	Composition of 2-3 minutes with written commentary
	<b>A2 3: Responding to Music</b> (21% A level)	This unit focuses on listening to music from a wide range of styles, concentrating on aural analysis and appreciation. They study musical works from three areas: orchestral music, sacred vocal music, and secular vocal music.	Two written examinations of 3 hours 15 mins in total

### Skills required and developed

Participating in music ensembles develops students' capacity to work in a team and use initiative to come up with ideas and solve problems on the spot. Students' communication skills are honed through performing, making presentations and writing essays. They will become used to performing under pressure and maintaining a high level of self-discipline and time management – all essential to attaining high technical standards and balancing the demands of study, practice and performance.

### Career pathways from studying Music

Students or graduates who want to use their music in their work often progress to become self-employed musicians, performers, composers, teachers, academics, music therapists, studio managers or sound engineers. Other opportunities related to music include arts administration, music production, journalism, or music publishing. Skills acquired in this course can also lead into software or film production, events management and marketing.

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Further information is available on the CCEA website ([ccea.org.uk/music](http://ccea.org.uk/music)).

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# AS/A2 Nutrition and Food Science

Nutrition and Food Science at AS and A2 level builds upon the knowledge, understanding and skills developed in GCSE Food and Nutrition. The specification focuses on good nutrition as an important part of leading a healthy lifestyle. Eating healthy food can help to reduce the risk of chronic illness and promote overall health in both the short and long term.

This qualification provides a basis for further study of health, nutrition and food science, and related subjects.

**Entry requirements:** Grade B in GCSE Food and Nutrition and Grade B in any GCSE science subject

## Content and assessment of AS/A2 Nutrition and Food Science (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Principles of Nutrition (50% AS, 20% A level)</b>	Students examine macro and micro-nutrients, including protein, fat, carbohydrate, vitamins, minerals, water and other fluids. They study nutrition through life and nutrient requirements.	Written examination of 1 hour 30 mins
	<b>AS 2: Diet, Lifestyle and Health (50% AS, 20% A level)</b>	This unit looks at current research in relation to eating patterns, energy balance, diet-related disorders including overweight and obesity, cardiovascular disease, cancer and type 2 diabetes. Students look at alcohol consumption and health consequences, and the connection between physical activity and health.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 1: Food Safety and Quality (30% A level)</b>	This unit looks at food safety as a public health priority, safety through the food chain, microbiological contamination of food, chemical contamination of food, food additives, food allergens and food safety controls and legislation.	Written examination of 2 hours 30 mins
	<b>A2 2: Research-based Assignment (30% A level)</b>	Students complete a 4,000-word research-based project, choosing a research area from a previous unit.	Internal assessment

### Skills required and developed

Students will acquire skills that are valued in further and higher education, as well as in the workplace. These include research, investigation, analysis, communication, problem solving and working with others.

### Career pathways from studying Nutrition and Food Science

Career opportunities include dietetics, nutrition, sports nutrition, health promotion, food technology, food science, food safety and quality assurance, medicine, nursing, health visitor, food marketing, environmental health officer, teaching and food product development.

### Pupil Voice – What do our students say?

- *“What I love most about Nutrition and Food Science is learning about dietary disorders, how they are caused and ways to prevent harm to health. It provides insight into the role of health professionals, which is what I aspire to become.”*
- *“I enjoy the Biology aspect of Nutrition and Food Science, such as the use of veterinary medicines in food production and the potential impact on our health. The teachers are very supportive and are willing to help at any point if I don’t understand.”*

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Further information is available on the CCEA website ([ccea.org.uk/nutrition-and-food-science](http://ccea.org.uk/nutrition-and-food-science)).

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# AS/A2 Physical Education

Physical Education enables students to develop leadership and teamwork skills which are needed in the world of work. It provides a pathway into the many careers that involve working with people, such as education, health, justice, and social services. Physical education will empower students to become a confident, connected, actively involved, lifelong learners, who lead a physically active life at school and for the rest of their lives.

**Entry requirements:** Grade B in GCSE Physical Education

## Content and assessment of AS/A2 Physical Education (WJEC)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Exploring physical education (60% AS, 24% A level)</b>	This unit deals with exercise physiology, sports psychology, skill acquisition, and sport and society.	Written examination of 1 hour 45 mins
	<b>AS 2: Improving personal performance in physical education (40% AS, 16% A level)</b>	Students demonstrate and apply relevant skills as a player/performer and as a coach/official in one activity. They create a personal performance profile analysing their chosen practical activity.	Practical performance and Personal performance profile
A2 LEVEL	<b>A2 3: Evaluating physical education (36% A level)</b>	This unit examines exercise physiology, performance analysis and training; sports psychology; skill acquisition and sport and society in greater detail.	Written examination of 2 hours
	<b>A2 4: Refining personal performance in physical education (24% A level)</b>	Students demonstrate and apply relevant skills as a player/performer and as a coach/official in one activity. They conduct investigative research into theoretical subject content.	Practical performance and Investigative research

### Skills required and developed

Students develop skills in teamwork, leadership and interpersonal skills. They build movement competence and confidence. Students explore and develop decision-making and risk management skills.

### Career pathways from studying Physical Education

Physical Education can lead to various challenging careers. Those in sports and fitness include sports scientists, professional sportsperson, sports coach or consultant, personal trainer or sports policy adviser. Related careers also include working as a physiotherapist, nutritionist, and chiropractor.

### Pupil Voice – What do our students say?

- *“A level PE allows you to learn about the scientific side to sport and enables you to understand why your body does what it does. It also puts the facts about sport into practical situations, making it easier and more enjoyable to learn. The PE class is never boring and it’s one you want to be in.”*
- *“A level PE is very interesting and gives you an insight into the reasons why we do things and why some people perform differently, both physically and mentally. You can easily interpret the facts you learn about sport into your own situation of playing, which makes it very enjoyable and much easier to understand.”*

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Further information is available on the WJEC website ([wjec.co.uk/qualifications/physical-education-as-A level](http://wjec.co.uk/qualifications/physical-education-as-A-level))

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# AS/A2 Physics

Physics investigates the limits of space, the beginning of time and everything in between. Studying Physics deepens our understanding of the smallest detail of the world around us. Physicists are at the forefront of the pursuit of solutions to some of the biggest questions facing the STEM sectors today. This qualification is for students with an interest in science and strengths in mathematics, chemistry, or computer science.

*“Physics allows us to write with a piece of chalk on a blackboard the very structure of the universe and the shape of it. I mean ... what’s not to love?”* Dara O’Brian

**Entry requirements:** Grade B in GCSE Physics / Grades BB in GCSE Double Award Science with a Grade B in the Physics units and Grade B in GCSE Mathematics.

## Content and assessment of AS/A2 Physics (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Forces, Energy and Electricity</b> (40% AS, 16% A level)	This unit teaches students to deal with physical quantities and scalars and vectors, which are required in all branches of the subject. Students build on their knowledge and understanding of Newtonian mechanics and electricity to explain many economic and social applications of physics.	Written examination of 1 hour 45 mins
	<b>AS 2: Waves, Photons and Astronomy</b> (40% AS, 16% A level)	The ideas about waves in this topic provide vital links to the study of light and sound. In studying photons, students are introduced to the quantum theory and the concept of wave-particle duality.	Written examination of 1 hour 45 mins
	<b>AS 3: Practical Techniques and Data Analysis</b> (20% AS, 8% A level)	In this unit, students acquire essential practical techniques, including implementing, analysis, evaluation, design and communication.	Practical assessment and written examination of 2 hours
A2 LEVEL	<b>A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b> (24% A level)	This unit’s content on circular motion and oscillations extends the mechanics foundation included in AS 1. Thermal physics connects the properties of gases to the basic principles of kinetic theory. The section on atomic and nuclear physics has important social and economic applications and leads to an introduction to particle physics.	Written examination of 2 hours
	<b>A2 2: Fields, Capacitors and Particle Physics</b> (24% A level)	Field is a fundamental area of physics that has numerous applications in everyday life. Students learn about action-at-a-distance forces that arise between bodies that are separated from one another.	Written examination of 2 hours
	<b>A2 3: Practical Techniques and Data Analysis</b> (12% A level)	In this unit, students build on the essential practical techniques, including implementing, analysis, evaluation, design and communication.	Practical assessment and written examination of 2 hours

### Skills required and developed

Students develop competence in a range of research, practical problem solving and mathematical skills. All of these are highly regarded in further and higher education as well as in the workplace.

### Career pathways from studying Physics

Students of A level Physics have progressed a range of careers including research, teaching, astronomy, geothermal physics, manufacturing, finance, accountancy, actuarial science, mathematics, medicine, engineering, computer science, forensic science, and veterinary science.

### Pupil Voice – What do our students say?

- *“I was always interested in how the world worked: from why objects fall to what was at the ‘edge’ of the universe. Physics answers lots of these questions.”*
- *“I really enjoyed Nuclear Physics; I wasn’t expecting to learn about this topic to such a high level. It also overlaps with Mathematics and Technology, which is a great advantage.”*

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Further information is available on the CCEA website ([ccea.org.uk/physics](http://ccea.org.uk/physics)).

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# AS/A2 Psychology

Psychology is the study of people – how they think, act, react and interact. It focuses on aspects of behaviour and the thoughts, feelings and motivations behind those behaviours. It involves performing and reviewing experiments, analysing results, researching and evaluating previous studies across a wide range of areas.

Psychology is a popular degree choice as it addresses an area which is of obvious interest to many students. In addition, it provides skills and knowledge that employers value, while also giving flexibility in terms of future career choices. It is also often accepted as a science subject where one is required for many degree programmes.

**Entry requirements:** Grade B in GCSE English Language, Grade B in GCSE Mathematics and Grade B in any GCSE science subject.

## Content and assessment of AS/A2 Psychology (WJEC)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Past to Present (50% AS, 20% A level)</b>	This unit gives a solid grounding in some core elements of psychology. Students study five psychological approaches: biological, psychodynamic, behaviourist, cognitive and positive.	Written examination of 1 hour 30 mins
	<b>AS 2: Using Psychological Concepts (50% AS, 20% A level)</b>	Students look at contemporary debates from a psychological perspective, including the ethical, economic and social implications. They look at principles of research and apply these research methods.	Written examination of 1 hour 30 mins
A2 LEVEL	<b>A2 3: Implications in the Real World (40% A level)</b>	Students apply their knowledge and understanding to human and animal behaviours, explaining their causes and considering the impact on society by developing methods of modifying behaviour. Learners explore five controversies that continue to pose challenges for psychology today.	Written examination of 2 hours 30 mins
	<b>A2 4: Applied Research Methods (20% A level)</b>	Students conduct two investigations, demonstrating their understanding of hypotheses, variables, methodology, sampling, statistics, validity and ethics. They then apply their knowledge and understanding to novel research scenarios.	Written examination of 1 hour 30 mins

### Skills required and developed

Skills acquired in this course include communication skills, interpersonal skills, leadership skills, analytical skills, statistics and research design and business sense.

### Career pathways from studying Psychology

Some examples of related professions include clinical psychology, forensic psychology, educational psychology, occupational health, nursing, teaching, human resources officer, management, and advertising.

### Pupil Voice – What do our students say?

- *“Psychology is definitely my most interesting subject. I really enjoy it because you learn about how humans work and why and how they react to certain situations.”*
- *“It gives you a strong insight into many relevant topics that affect us all and no other subject can match that. It is also useful for lots of different career paths.”*

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Further information is available on the WJEC website ([wjec.co.uk/qualifications/psychology-as-A level](http://wjec.co.uk/qualifications/psychology-as-A-level)).

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# AS/A2 Religious Studies

For students who are interested in learning about religious traditions and beliefs, as well as reflecting on the relevance of moral values, this course is highly relevant. By studying Religious Studies, students will be able to engage with challenging questions concerning the meaning and purpose of life which will help them develop their own beliefs and values.

**Entry requirements:** Grade B in GCSE Religious Studies and Grade B in GCSE English Literature

## Content and assessment of AS/A2 Religious Studies (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 2: An Introduction to the Acts of the Apostles (50% AS, 20% A level)</b>	This unit explores the beginnings of the Church of the New Testament, tracing the journey of the gospel. Students identify the role and importance of key individuals in the growth and expansion of the church, including Peter, Stephen, Philip and Paul.	Written examination of 1 hour 20 mins
	<b>AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics (50% AS, 20% A level)</b>	This unit explores a number of themes and principles that are foundational to religious ethics: foundations, natural law, situation ethics, bioethics, sexuality and life after death issues.	Written examination of 1 hour 20 mins
A2 LEVEL	<b>A2 2: Themes in the Selected Letters of St Paul (30% A level)</b>	This unit builds on the study of Paul's missionary activity completed in AS level. Students explore Paul's role as a Christian evangelist in greater depth through his letters to the churches established during his missionary journey in Acts.	Written examination of 2 hours
	<b>A2 7: Global Ethics (30% A level)</b>	Students explore moral theories including virtue ethics, determinism and libertarianism. They learn about global rights and issues including those of sexual identity and gender, justice and warfare. Students consider the themes of conscience, freedom and tolerance.	Written examination of 2 hours

### Skills required and developed

Skills developed include critical evaluation, clear and logical thinking, literacy and expression, communication, negotiation, organising and planning, time management, research, managing information, decision making and problem solving.

### Career pathways from studying Religious Studies

Students of Religious Studies have found this course useful when pursuing careers in teaching, medicine, public service, law, counselling, journalism, politics, social work, nursing, charity organisations, and youth or community work. Religious Studies will allow students to go on to study Theology and Philosophy. There are an increasing number of students in Ireland taking chaplaincy courses, leading to employment in schools, hospitals and the other medical institutions.

### Pupil Voice – What do our students say?

- *“RE is a great option as an A level when studying the sciences as it gives your work a balance and it also develops your literary skills which will be important for completing assignments at university.”*
- *“I have really enjoyed my RE classes. It opens up a world that you don't get to think about. The combination of modules works well. I found the module on Medical Ethics very interesting as I hope to apply for Nursing.”*

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Further information is available on the CCEA website ([ceea.org.uk/religious-studies](http://ceea.org.uk/religious-studies)).

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# AS/A2 Sociology

Sociology is the study of society – how people are a product of their culture and socialisation as well as having the agency to change society through everyday interaction and social activities. Studying sociology offers insights into social and cultural issues. It helps students develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, childhood and social power. More than once during the course students are bound to ask themselves the question, “why have we developed like this? Poverty, ignorance, crime, injustice... shouldn’t we have left them in the Stone Age?”

**Entry requirements:** Grade B in GCSE English Language

## Content and assessment of AS/A2 Sociology (WJEC)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Acquiring Culture (37.5% AS, 15% A level)</b>	This unit focuses on the theme of socialisation, identity and culture. The first section focuses on the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity. This section focuses on the topic of the family and its impact on society.	Written examination of 1 hour 15 mins
	<b>AS 2: Understanding Society and Methods of Sociological Enquiry (62.5% AS, 25% A level)</b>	This unit examines methods of sociological enquiry. Students look at key themes of socialisation, culture and identity, and at differentiation, power and stratification through the topic of education.	Written examination of 2 hours
A2 LEVEL	<b>A2 3: Power and Control (25% A level)</b>	This unit focuses on the topic of ‘Crime and Deviance’, looking at sociological perspectives on why crime exists and the belief by some that it is ‘necessary for society’.	Written examination of 2 hours
	<b>A2 4: Social Inequality and Applied Methods of Sociological Enquiry (35% A level)</b>	This unit covers research methods and the topic of social inequality, focusing on gender, race, class and other areas.	Written examination of 2 hours 15 mins

### Skills required and developed

Skills acquired in this course include communication skills, interpersonal skills, leadership skills, analytical skills, statistics and research design, cross-cultural understanding, and business sense.

### Career pathways from studying Sociology

Sociology provides a pathway to law, economics, social work, sports studies, nursing, teaching, medicine, journalism and many other career avenues. Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counselling. Practising sociologists with advanced degrees may be called research analysts, survey researchers, gerontologists, statisticians, urban planners, community developers, criminologists, or demographers.

### Pupil Voice – What do our students say?

- *“I love studying Sociology because it is interesting to learn about why the society we have grown up in is the way it is. It has helped me better understand the world around in a more engaging and unique way.”*
- *“I find Sociology challenging yet interesting. My favourite module has been ‘Crime and Deviance’. I have enjoyed thinking critically about normal, everyday issues!”*

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Further information is available on the WJEC website ([wjec.co.uk/qualifications/sociology-as-A level](http://wjec.co.uk/qualifications/sociology-as-A-level)).

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# AS/A2 Spanish

Spanish is a beautiful language which has one of the most logical, regular and standardised grammar systems of any modern language. It is the second largest native language in the world and is growing fast. Learning Spanish will enable students not only to converse and read, but to gain a passport to a future in which they will know and love the culture of a huge quotient of the world with which businesses and organisations are trying to develop links.

**Entry requirements:** Grade B in GCSE Spanish

## Content and assessment of AS/A2 Spanish (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Speaking</b> (30% AS, 12% A level)	At AS level, students explore two main topics: 'Relationships' and 'Culture and Lifestyle.' They learn about issues such as family structures, challenges for families, intergenerational issues, influences on young people, diet, exercise, risk-taking behaviour, dealing with stress, sports, music, art, cinema, fashion, social media and tourism.  Students prepare a presentation on a topic that interests them as part of the oral examination.	Oral examination of 11 minutes
	<b>AS 2: Listening, Reading and Use of Language</b> (40% AS, 16% A level)		Written examination of 2 hours
	<b>AS 3: Extended Writing</b> (30% AS, 12% A level)	Students study the film 'Solás' or the book 'Como agua para chocolate,' and prepare to write an essay in the examination.	Written examination of 1 hour
A2 LEVEL	<b>A2 1: Speaking</b> (18% A level)	At A2 level, students explore two main topics: 'Young People and Society' and 'Our Place in a Changing World.' They learn about issues such as education and employment, career aspirations, democracy, attitudes to young people, equality, discrimination and prejudice, poverty, cultural identity, conflict and environmental issues.  Students introduce and discuss an individual research topic. The topics above form the basis for listening and reading comprehensions.	Oral examination of 15 minutes
	<b>A2 2: Listening and Reading</b> (24% A level)		Written examination of 2 hours 45 mins
	<b>A2 3: Extended Writing</b> (18% A level)	Students study the play 'La Casa de Bernarda Alba,' and prepare to write an essay in the examination.	Written examination of 1 hour

### Skills required and developed

Apart from the obvious key communicative skills of listening, reading, writing and speaking, students will also increase their cultural and global awareness, have a greater grammatical awareness, and develop organisational skills.

### Career pathways from studying Spanish

Spanish graduates can expect to work in a wide range of jobs, including in diplomacy (such as working in the Foreign and Commonwealth Office or Department of Foreign Affairs), international business, translation, media (including for the BBC or RTÉ), travel, teaching, politics, and law.

### Pupil Voice – What do our students say?

- "Spanish is challenging, but your hard work pays off. You end up with good fluency and you learn a lot about other cultures and ways of thinking. It is highly enjoyable, and I would really recommend it."

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Further information is available on the CCEA website ([ccea.org.uk/spanish](http://ccea.org.uk/spanish)).

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# AS/A2 Technology and Design

This course appeals to those who have an enquiring mind, a desire to solve problems and a sense of how the modern world deals with changing trends and demands. It will also appeal to those who enjoy working in a practical environment, learning new life skills and who have an interest in STEM. In this course, students develop their knowledge and understanding of products, materials and processing techniques, and have the opportunity to learn about electronics and programming. During their studies, students enhance their knowledge of technological advances and how they will impact upon their future.

**Entry requirements:** Grade B in GCSE Technology and Design. For students who did not study GCSE Technology and Design, they must have attained Grade A in GCSE Mathematics and either Grade A in GCSE Physics or Grade B in Physics units of GCSE Double Award Science.

## Content and assessment of AS/A2 Technology and Design (CCEA)

	UNIT	DESCRIPTION	ASSESSMENT
AS LEVEL	<b>AS 1: Design and Materials, Systems and Control (50% AS, 20% A level)</b>	In 'Design and Materials', students learn about material selection, methods of processing materials, product analysis, and design. In 'Systems and Control', students focus on electronic and microelectronic systems.	Two written examinations of 1 hour each
	<b>AS 2: Coursework: Product Development (50% AS, 20% A level)</b>	The emphasis in this unit is on the analysis and development of an existing product with a view to redesigning either the product or an aspect of it, including producing a model or prototype and submitting a portfolio.	Internal assessment
A2 LEVEL	<b>A2 3: Systems and Control (30% A level)</b>	In this unit, students explore electronic and microelectronic control systems in greater detail.	Written examination of 2 hours
	<b>A2 4: Coursework: Product-System Design and Manufacture (30% A level)</b>	In this unit, students design and make a product that includes a technological system or a range of product design features. Students should submit a portfolio with the practical component.	Internal assessment

### Skills required and developed

Students will develop the ability to investigate, analyse and experiment with ideas through the design and manufacture of products which reflect the theory. They will develop a wide range of transferable skills such as research, problem solving, decision making, evaluation, and time management.

### Career pathways from studying Technology and Design

Technology and Design is ideal for design-based career paths such as mechanical and manufacturing engineering, product engineering, mechatronic engineering, electrical and electronic engineering, software engineering, architectural engineering, engineering management, biomechanical engineering, biomedical engineering, architecture, animation, product design, graphic design, cad design, interior design, special effects design, games design, and advertising.

### Pupil Voice – What do our students say?

- *“Out of all my A level subjects, Technology and Design was by far the most useful course for my engineering degree. I was far ahead of my peers who did not study Technology and Design for A level.”*

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Further information is available on the CCEA website ([ceea.org.uk/technology-and-design](http://ceea.org.uk/technology-and-design)).

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# Cambridge Technical Level 3: Applied IT

Cambridge Technicals are vocational qualifications at Level 3 for students aged 16+. They are designed with the workplace in mind and provide a high-quality alternative to A levels. This is a vocational qualification focused on educating students in the knowledge and skills required for employment and for the community. It is also designed to develop behaviours and attributes needed to progress and succeed in education and in work. This course consists of a wide range of topics including Information Systems, Creating a Website, Game Development, Using Databases and Spreadsheets, and Digital Graphics.

**Entry requirements:** Grade B in GCSE Digital Technology (Programming or Multimedia) or Grade C in GCSE English Language and Grade C in GCSE Mathematics

## Content and assessment of Cambridge Technical Level 3: Applied IT (OCR)

	UNIT	DESCRIPTION	ASSESSMENT
YEAR 13	<b>Unit 1: Communication and Employability Skills for IT</b>	This unit identifies the principles for effective communication and introduces students to the interpersonal skills (communication skills) and attributes required within a work place and how different combinations and approaches are required for a range of job roles, through the use of IT.	Internal assessment of coursework
	<b>Unit 2: Information Systems</b>	The purpose of this unit is to demonstrate the information organisations hold and how this is valuable. This unit will help students understand the legislation governing information which flows into and out of an organisation and its limitations.	Internal assessment of coursework
	<b>Unit 12: Website Production</b>	This unit will prepare students to design, create and test a fully functioning website, while also providing essential grounding knowledge on the architecture, design and security issues that need to be considered.	Internal assessment of coursework
YEAR 14	<b>Unit 10: Developing Computer Games</b>	This unit introduces learners to the creativity of the games industry, allowing them to explore the industry, the impact on society and the position within the marketplace for a game based on its genre and purpose. The learner will design and develop a game to an identified specification, using appropriate programming techniques.	Internal assessment of coursework
	<b>Unit 19: Spreadsheet Modelling</b>	This unit will provide students with the skills to enable them to create and use a complex spreadsheet model to solve complex problems. Students will learn how to use a range of formulae and functions. Students will also learn how to automate and customise their spreadsheet models. Finally, they will learn how to test and create user and technical documentation.	Internal assessment of coursework
	<b>Unit 27: Digital Graphics</b>	This unit helps students to understand the different hardware and software that is available for working on graphic images and the file formats that exist. They will be able to use the hardware and software needed to create, modify and manipulate images in accordance with clients' requirements.	Internal assessment of coursework

### Skills required and developed

Students will develop practical skills in using software and IT systems in the world of work. They will also reflect on and develop the communication and employability skills expected of them in the workplace.

### Career pathways from studying Applied IT

This qualification is suitable for careers in IT in many private and public institutions.

### Pupil Voice – What do our students say?

- *“I love this course. It’s all about time management and really helps you develop your organisational skills which really helps me in other subjects. Because it is all coursework-based assignments and deadlines throughout the year it really helps prepare you for further education or going straight into employment.”*
- *“Applied IT is great as there is a lot less stress during examination times and you know your results by the end of the course!”*

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Further information is available on the OCR website  
([ocr.org.uk/qualifications/cambridge-technicals/information-technology-2012](http://ocr.org.uk/qualifications/cambridge-technicals/information-technology-2012)).

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# Assumption Grammar School

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