



# Post 16 Prospectus 2018-19

CHRISTIAN BROTHERS  
GRAMMAR SCHOOL



[www.cbsonagh.org](http://www.cbsonagh.org)





Pupils who achieved at least 3 or more A grades in their A level examinations June 2017



A Streetcar Named Desire in the Strule Arts Centre 2017



2018 All Stars

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Dear Student,

Welcome to the Christian Brothers' Grammar School. I hope you will find our Post 16 Prospectus informative and interesting. Its purpose is to provide students with information on the range of courses available in 2018-19 in Senior School. Whatever you are seeking educationally from the next stage of your life, our Post 16 provision will meet your needs.

We offer an appropriate range of courses for students wishing to study at university or for those who may be seeking employment. Our Post 16 provision has an excellent track record of supporting students to achieve their goals. The recent excellent 2017 ETI report complimented the school in its wide-ranging intake and its consistency in high achievement in GCSE and A Level results. The Inspectorate report praised the school's 'broad and well balanced' curriculum, especially noting the 'extensive offer of vocational and academic subjects'. We offer 27 courses within Post 16 to meet the needs of all our students. You will have the option to choose from a range of academic courses, as well as BTEC qualifications in Agriculture, Construction, Engineering, Sport and IT Technicals Level 3.

We realise students make some important decisions during their time in Post 16 and we are committed to providing support throughout their time with us and beyond. Our Pastoral team is led by the Head of School, a Head of Year 14 and a Head of Year 13 who in turn lead a team of Form Teachers who manage the day-to-day pastoral needs of the students. In addition, we offer full support for University, College or Higher Level Apprenticeship admission including guidance on your personal statement, your choice of institution and course and interview preparation. We offer visits from course directors and professionals throughout the year and encourage work placements.

We warmly welcome new students from other schools who wish to continue their studies after GCSE and join our Year 13 year group. Students in Year 13 take a minimum of three Post 16 subjects, but may choose four, depending on their GCSE results. We continue to review the needs of our students in ICT provision within our two Post 16 study centres and now offer you the opportunity include the ability to bring your own devices, such as laptops, to avail of school wifi for study.

We also provide offer our students with a range of enrichment opportunities to complement their academic studies; developing personal qualities, aptitudes and new life skills are all a fundamental part of education in Senior School. Post 16 students take modules in an enrichment programme, enhancing their personal development. We encourage a spirit of volunteering and vibrant community involvement. We are continuing to offer the Pope John Paul II Programme and Millennium Volunteer Award and our extracurricular provisions encompass a wide variety of highly successful sports and arts opportunities.

Post 16 students in Omagh CBS are a special part of our school life. Each student entering Year 13 will leave, after two years here, a different person. As a young developing adult with your own beliefs, values, knowledge and skills, you will have made lifelong friendships, as well as having gained the skills, confidence and maturity to face the challenges in the years ahead.

I wish you success in your Post 16 studies. After reading through this booklet you may wish to gain further information on particular courses or aspects of life in Senior School. If so, please do not hesitate to contact our school; telephone number 028 8224 3567. Should you decide to follow your Post 16 studies at Omagh CBS, I look forward to meeting you in August 2018.

Miss Therese O'Connor  
Head of School, Post 16



*From Post 16  
Head of  
School  
Miss  
O'Connor*

# Welcome

# Head Prefect Orrin McAleer



Progressing into Post 16 education can be frightening, as suddenly you are one step closer to your future course or career. Some of you will already have a course or career in mind and it is important that your choices are catered to be beneficial to those courses or careers. However, most of you will still have no idea what you want to go on and pursue. But that's ok! What I have found and what you will all find, is that Post 16 is all about developing existing interests and harnessing new opportunities that will shape you into the best version of yourself heading into the world. Think carefully about your choices, but trust that whatever your decision, it will be the right decision for you.

One of most beneficial sides to our school, is the endless availability of support for not only advice on Post 16 choices, but for any concern. The Heads of Year at Post 16 and the Head of School only want success for every pupil and will go over and beyond what is required to help you achieve greatness.

Post 16 also offers limitless opportunities for extracurricular activities. These include, Young Enterprise, senior choir, traditional group, cross country, MacRory Cup, Pope John Paul II Award, Millennium Volunteers and drama club to name a few. As well as opportunities to become active within the school by getting involved in student council or as a hall monitor, maths tutor or senior prefect.

My own experience as a Post 16 student has allowed me to become involved with so many areas in, and outside of school and help me to discover what I truly want my future to hold and that there is nothing wrong with dreaming big as long as you are willing to put into the effort. I have found a greater sense of unity with my year group. We are all pushing each other along to strive for different futures and we appreciate each other's ambitions and genuinely are hoping for each other's success.

I encourage you to grab hold of every opportunity available to you in Post 16, and I wish you all the best for the future which is in safe hands at CBS.

# What Omagh CBS Offers

Omagh CBS has a long established tradition of achievement, success, quality teaching and learning at Post 16 Level. The special features of Senior School include:

- Expert tuition in 28 subjects at A Level, OCR Technicals and BTEC.
- A friendly atmosphere where a committed team of teachers and support staff working in partnership with the students
- A tutorial programme designed to help each student achieve his full potential
- Specialist career guidance and advice on university applications and interviews
- Work Experience
- A Senior Prefect & Hall Monitor Team
- Involvement in the Student Council, the Pope John Paul II Award and the Millennium Volunteer Award
- Opportunities to develop and show leadership qualities
- An enrichment programme to broaden learning experiences
- An innovative R.E. programme
- A wide range of extra-curricular activities
- A fully equipped Home Economics suite
- Extensive IT facilities
- Excellent library facilities
- A separate study centre with IT facilities and kitchen attached
- Fully equipped Fitness Suites, Gym and 3G football pitch



# Post 16 Students

We offer a wide range of Advanced Level Subjects and you may choose from:

**Agriculture**  
**Art and Design**  
**Biology**  
**Business Studies**  
**Professional Business Services**  
**Chemistry**  
**Construction**  
**Digital Technology** (Formerly known as ICT)  
**Engineering**  
**English Literature**  
**Geography**  
**Government & Politics\***  
**History**  
**I.T. Technicals**  
**Irish\***  
**Journalism**  
**Mathematics**  
**Further Mathematics**  
**Media Studies**  
**Music**  
**Performing & Production Arts**  
**Psychology\***  
**Physics**  
**Religious Education**  
**Software Systems Development** (Formerly known as Computing)  
**Spanish**  
**Sport Studies**  
**Technology and Design**

\* Available if offered by the Omagh Learning Community

All A Levels and Applied A Levels are modular. The AS (Advanced Subsidiary) modules in each subject covered in Year 13 will be examined in that year and will constitute an AS Level (i.e. 40% of an A Level) in that subject.

A2 modules will be taken in each subject in Year 14, and these will then combine with the AS to produce a full A Level. AS and A Levels are graded on a scale of A-E. Students taking a BTEC course will be graded either Pass, Merit, Distinction or Distinction\* at the end of the two years study.

To give breadth and balance to your Post 16 subject choice we advise the following:

AS Business cannot be taken with AS Professional Business Services

Only one from Digital Technology, IT National or Software Systems Development may be chosen.

*A Wide  
Range of  
Post 16  
Subjects*

# Advice On Making Choices

## Your choice of subjects at Post 16 Level should take account of three important factors:

### Career Interests

If you have a definite career area in mind, it is vital that you choose subjects that are essential for entry into that career area, e.g. Maths and Physics or Maths and Technology are required for Electrical and Mechanical Engineering at Queen's. For Medicine you will need Chemistry and Biology. Pages 41-43 of this booklet show the subjects required for a range of degree courses. Our career guidance staff will help each student to decide on his choice of subjects. Final decisions will be made in August after GCSE results are published.

### Likes and Interests

You will be studying four or three subjects for the next two years. It is very important that you enjoy each subject. Your interest and enjoyment of the subject will help you to make progress at AS and A2 Level.

### Ability

There are no easy options at Post 16 Level. Whatever combination of AS subjects you select, you will need to have ability in the subjects and show a high level of commitment to your studies in order to fulfil your potential, achieve high grades and gain entry into the next stage of your career.

It is important to choose subjects which

- Are essential for the career you wish to pursue
- Match your interests and abilities
- You will enjoy studying

Perhaps you have not yet decided on a particular career. If so, you must try to keep your options open and choose a balanced range of subjects.

Take your time, research thoroughly, discuss the options with your parents, Form Teacher and our Career Advisers who will guide you to make informed decisions about your future.

The Enrichment Programme is designed to:-

- broaden and enhance your experiences in Years 13 and 14
- develop your personal skills and attributes
- prepare you for the world beyond the classroom
- help you to make informed choices
- prepare you for entry to Higher Education if desired

The Enrichment Programme helps to develop those essential transferable skills which

improve performance in subjects and are increasingly valuable in the world of work. Year 13 and 14 students are offered opportunities to complete the Pope John Paul Award, develop their skills and attributes through Young Enterprise and experience personal safety training on a range of issues e.g. drug awareness, internet safety, Personal Safety etc from a range of external agencies. Opportunities to develop other personal skills are also provided through the Peer Mentoring Programme in Maths and English, Volunteering and Outreach. Next year it is hoped to add Mandarin through the Omagh Learning Community as an additional option in our Enrichment Programme.

The course may include:

- Moving On - University Life
- Personal Development
- Study and Online Skills
- Health and Lifestyle
- General R.E. Programme
- Money Management
- Interview Skills / Public Speaking

# The Enrichment Programme



*Knights of Columbanus Competition*



*Pope John Paul II Awards 2017-18*



*Year 14 pupils undertaking interview preparation for university and beyond. They work in groups, to greet, interview and assess each other*

# Careers Education

Careers education and guidance plays a vital role in the preparation of our Post 16 students for life after school. All students will follow a structured careers programme through their weekly Careers classes where they will be carefully guided through the UCAS, CAO, further education and apprenticeship process. This begins with students learning more about their own particular skills and qualities and matching these with possible career opportunities.

Great emphasis is also placed on personal career planning and extensive research is carried out on suitable courses and institutions before completing the UCAS or further education forms. Students will also use specialist careers software to help focus their own personal career planning. Students meet individually with one of the Careers advisors in the school who will discuss the student's particular educational and vocational choices on a one-to-one basis.

To further prepare students for the important decisions they will have to make in Sixth Form, a range of career activities are organised throughout Years 13 and 14, including lectures by Admissions Tutors from various universities throughout the UK and Ireland and attendance at focussed career workshops. Mock interviews are arranged to help the students develop the necessary skills and confidence to gain a place in their chosen degree course and in the world of work.

We appreciate the importance of ongoing contact with parents in this important aspect of school life and parents are welcome to attend their son's individual careers interview(s) or contact the careers department if they have any queries or concerns.  
(For careers advice and subject/ entry requirements please see pages 41-43)

# Work Experience

We have built strong links with local businesses and outside agencies that provide us with ongoing assistance in facilitating the development of our students in Sixth Form. Students are offered the opportunity to attend workshops and seminars in a range of career areas and every student will undertake at least one work experience in Year 13. Students are carefully prepared for work experience and employers provide a report to the school on the student's progress. Since universities place a lot of emphasis on the value of relevant work experience, it forms an important part of our Careers programme. Students are encouraged to reflect on their experiences whilst on placement and examine their career choice in light of their work experiences in a career area.

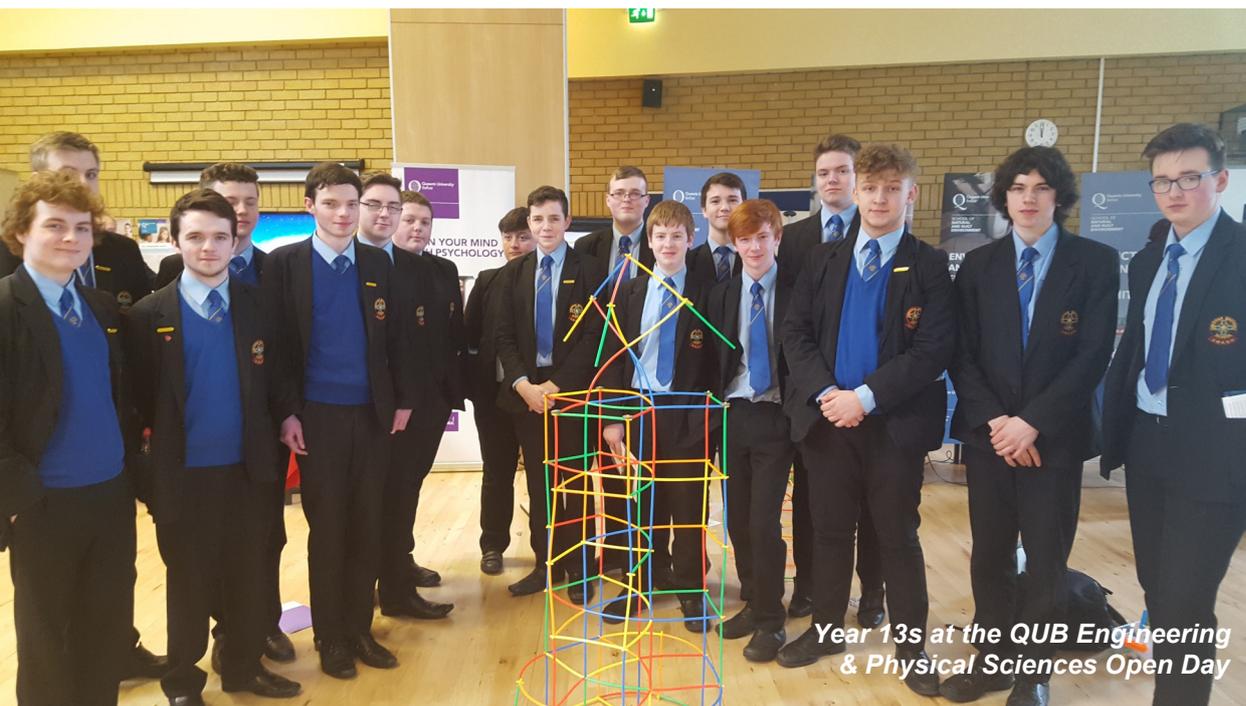


*Year 13 Work Experience at AllState NI*

Further work experience placements can be arranged if required.

## **Volunteering and Work Experience**

As competition for jobs and places at reputable universities increases it is becoming even more important that students participate in extra-curricular activities, volunteering, fundraising and/ or community work both through and outside school. During their time in Post 16 students will be offered numerous opportunities to get involved in voluntary/community/charity work. Students interested in pursuing a health/ caring role must ensure they gain plenty of volunteering in a hospital/ care setting and relevant work experience.



*Year 13s at the QUB Engineering & Physical Sciences Open Day*

# Pastoral Structure

Although our Senior School is a large community (about 260 students), we aim to ensure that each student feels part of a small group and individually valued. At the start of Year 13 you will be assigned to a form class of approximately 24 students, and will remain with the same Form Teacher throughout your two year course.

The Form Teacher will see the students each morning from 9.00 - 9.15 for Registration and can offer advice, support and guidance on an individual basis. Other activities that take place during tutorials are group discussions on topics such as study skills and learning styles, revision techniques, career planning, money management and how to cope with life away from home at 18.

In addition, we provide a mentoring service to assist your learning and achievement by offering support to deal with personal problems which could hinder academic progress. We have a full time learning mentor who will work closely with individual pupils to help them overcome barriers to their learning.

We also employ a fully qualified nurse who is available to all students who experience medical problems during the school day.

We also have a qualified counsellor from "New Life Counselling," Bernie McCullagh, who is available in school every Thursday from 9.15 until 1.00pm who can help support any student who is going through a difficult time. Students can be referred to this support by the Mr White, Head of Pastoral Care, their form teacher or Head of School. Alternatively they can refer themselves by filling in a self-referral form and dropping it in Bernie's post or by e-mailing her directly at [berniemccullagh@newlifecounselling.net](mailto:berniemccullagh@newlifecounselling.net)

All meetings will remain confidential unless it is in the best interest of the pupil to discuss a matter with some one else.

If a parent has a concern, they can contact the school directly and speak to the Head of School or Mr White, the Vice Principal with responsibility for Pastoral Care.



*McRory Cup Team Members with Sponsor*



*NSPCC Street Collection*



*Gallows Hill Clean Up*

As senior members of the school community, Post 16 students are role models for younger students. There will be opportunities to put your talents and experience to good use and, in so doing, you will be contributing to the management of the school. By working hard, and developing the skills, personal qualities and confidence which will guide you in the future, senior students not only help to maximise their own leadership skills, but also contribute to the promotion of a positive learning environment throughout the school. We aim to help each student to develop all his talents and abilities to the full. A wide range of extra-curricular activities is an integral part of life in Senior School and students are encouraged to participate. A feature of our Annual Prizegiving is to recognise and reward senior students for their involvement in school life.

**Business—Young Enterprise**

**Creative and Expressive**

Drama, Poetry, Public Speaking, Bar Mock Trials, Debating, Peer Tutoring Clubs and Weekly Newsletter (Saine Weekly), Art Club

**Community Involvement**

Millennium Volunteer Award, St Vincent De Paul, Blessed Edmund Rice Summer Camp, Pope John Paul II Award, Charity Projects

**Music**

School Band, Choir, Traditional Group

**Leadership Team**

Senior Prefects, Hall Monitors, The Student Council, Peer Mentoring

**P.E. and Games**

Athletics, Badminton, Gaelic Football, Golf, Handball, Hurling, Rugby, Soccer, Swimming, Tennis



# Extra Curricular Activities

*Opportunities to Develop Leadership and Teamwork Skills*

# Agriculture

In Northern Ireland it has been recognised that the Agri-Food Industry sector offers the greatest opportunity for economic growth in the present circumstances. This BTEC Level 3 Subsidiary Diploma in Agriculture offers an engaging programme for those who are clear about the area of employment that they wish to enter. Agriculture has been developed to provide entry and progression into and within the animal and plant production and land management industries. The skills required by employers are included in the units that make up this qualification. It is not necessary to have completed the GCSE in Agriculture to choose BTEC Agriculture for Post 16. BTECs are accepted by universities when selecting students through the UCAS process.

The Edexcel BTEC Level 3 Subsidiary Diploma in Agriculture is equivalent to **one GCE 'A' Level**. Students will study one mandatory unit plus optional units that provide for 60 Credits in total.

All students will complete 10 credits through studying the following **mandatory unit**:

Unit 1: Understand Animal Anatomy and Physiology (10 credits)

In addition students will complete 50 credits by studying 5 units from the following **Optional Units**;

- Understand Livestock Breeding and Nutrition
- Understand Grassland Management
- Understand the principals of Plant Science
- Understand the principals of Soil Science
- Understand Agriculture Forage Production
- Understand Farm Habitat Management
- Understand the Principles of Animal Biology

There are other units that may be considered also.

## Assessment and Grading

All units are internally assessed by the teacher.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at **Pass, Merit, Distinction or Distinction\***.



# Art & Design

The revised GCE Art and Design is available at two levels, AS and A2. Students can take:

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

The full advanced GCE award is based on students' marks from the AS (40%) and A2 (60%).

Students may follow a broad pathway through Art, Craft and Design – Combined Studies, or choose from one of three specialisms:

- Photography and Lens-Based Media;
- Three-Dimensional Design; or Textiles.

The course has four units: two at AS level and two at A2:

AS 1: Experimental Portfolio

AS 2: Personal Response

A2 1: Personal and Critical Investigation (including a 1000-3000 word written investigation)

A2 2: Thematic Outcome

## Skills Developed

Students will work with a wide variety of materials and develop a broad range of associated skills and technical competencies. It is available as a General Art and Design (combined studies qualification) or as a specialism in Photography and Lens Based Media, Three Dimensional Design or Textiles.

As well as developing Key skills in Application of Number, Communication, Improving own Learning and Performance, Information and Communication Technology, Problem Solving and Working with Others, studying art and design also helps develop key transferable skills and qualities which are highly sought after by employers. These include creativity, problem-solving, resilience, imagination, empathy and innovation. It also promotes:

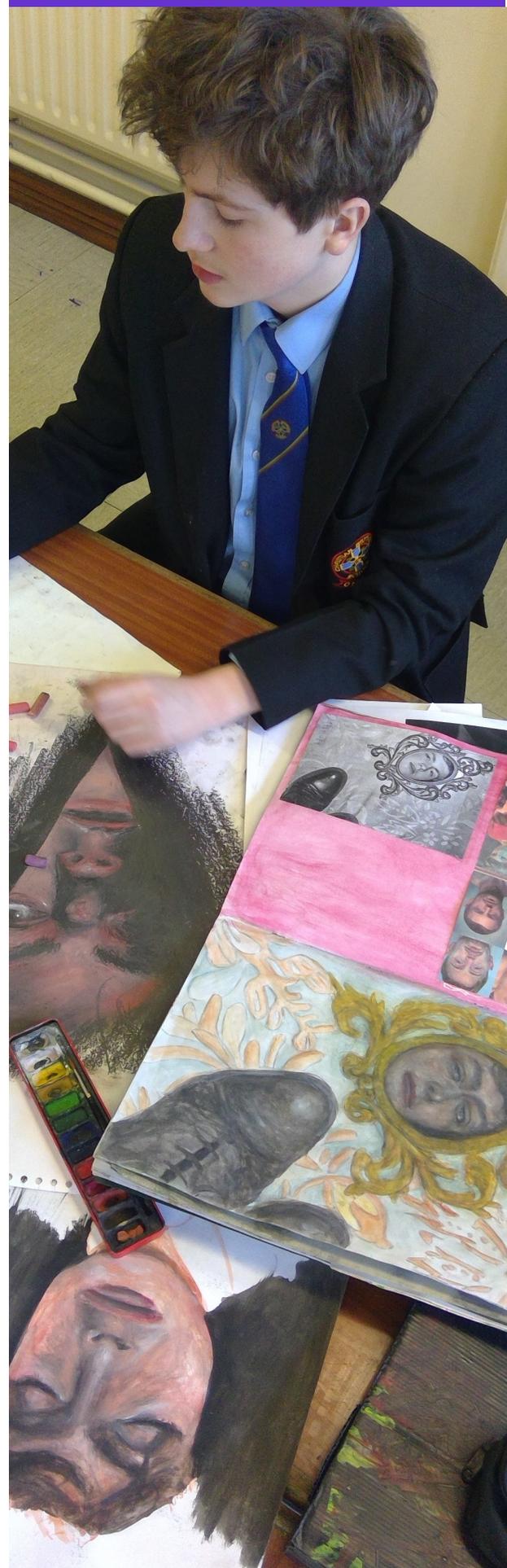
- independent learning;
- personal development and motivation;
- the ability to find alternative approaches and take risks in creative pursuits; and
- aesthetic and intellectual capacities.

Higher order thinking skills such as researching, analysing and reflecting are fundamental to this qualification. It provides students with opportunities to develop key skills needed for the world of work, Further and Higher Education and provides a pathway to a future career in a creative or cultural industries-related field.

## Career Opportunities

Courses in AS and A2 Art and Design are aimed at students who will take up careers for which Art and Design is relevant, those who have an interest in the subject, those who will benefit from it yet will not study it further, or those who will go directly to employment. Success in this subject can lead to a wide variety of opportunities at third level. The huge range of potential careers includes: Advertising, Architecture, Animation, Computer aided design, Conservation Specialist, Education, Interior Design, Museum Work, Theatre Work (e.g. Stage), Community Art, Fashion, Film and Media, Graphic Design, Industrial Designer, Illustration, Jewellery Design, Occupational Therapy, Art Therapist, Photography and Printing to name just a few.

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



# Biology



The CCEA specification builds on the knowledge and understanding of Biology as represented in the GCSE Double Award Science course or the GCSE Science Biology course. The specification includes elements of Biochemistry and Statistics so a good understanding of Chemistry and Mathematics at GCSE is desirable.

## Skills Developed

The work involved in A Level Biology develops a student's ability to handle quantitative data, to solve numerical and practical problems, to use and manipulate a wide range of equipment and in presenting their findings, to communicate effectively both orally and in writing. Studying Biology develops a logical and analytical mind and promotes good social skills through teamwork and inter-group co-operation.

## Career Opportunities

A selection of careers which require a Biological background includes: Agriculture, Horticulture, Forestry, Food Processing Industry, Catering Industry, Medical - Medicine, Dentistry, Veterinary Science, Pharmacy, Physiotherapy, Occupational Therapy, Speech Therapy, Chiropody, Radiotherapy, Biochemistry, Nursing, Optometry, Education, Psychology, Bio-Geography, Zoology, Genetics, Sports Studies, Biomedical Engineering, Engineering, Biotechnology and Laboratory Technician.

## Assessment

Advanced Subsidiary (AS) consists of three modules:

AS Module 1: Molecules and Cells Molecules, Enzymes, DNA technology, Cells and cell physiology, Tissues and organs

37.5% of AS, 15% of A Level Marks

AS Module 2: Organisms and Biodiversity, Transport and exchange mechanisms in plants and animals, Adaptation of organisms, Biodiversity, Human impact on Biodiversity

37.5% of AS, 15% of A Level Marks

AS Module 3: Assessment of Practical Skills in AS Biology  
External written practical exam  
Internal practical assessment

25% of AS, 10% of A Level Marks

Advanced GCE (A2) consists of a further three modules:

A2 Module 1: Physiology and Ecosystems  
Homeostasis, Immunity,  
Co-ordination and control in plants and animals  
Ecosystems

24% of A Level

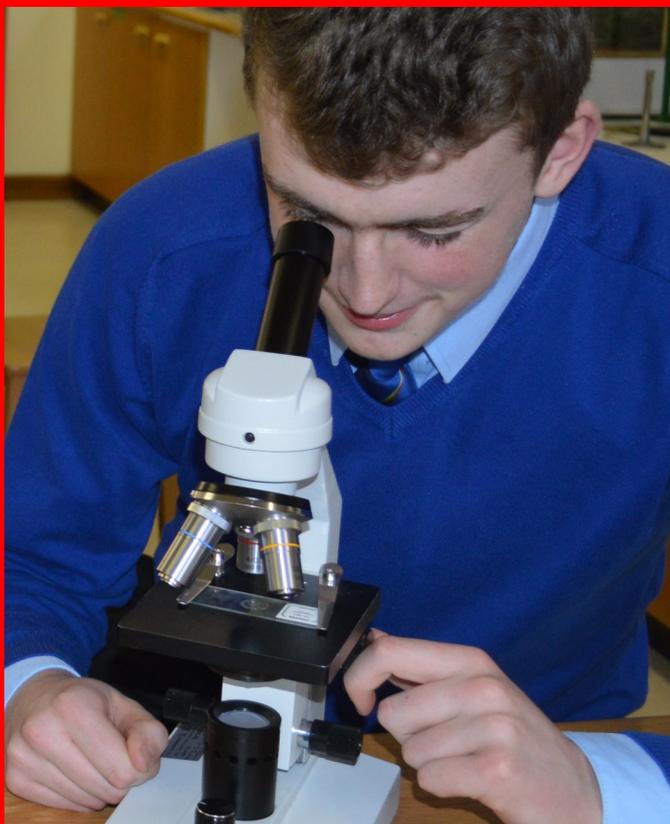
A2 Module 2: Biochemistry Genetics and Evolutionary Trends,  
Respiration, Photosynthesis, DNA as the genetic code,  
Patterns of inheritance, Mechanisms of change,  
Taxonomy

24% of A Level

A2 Module 3: Assessment of Investigational and Practical Skills in Biology

External written exam  
Internal practical assessment

12% of A Level



# Business Studies

This qualification engages students in the study of a range of business topics impacting on today's society. Students will take a holistic approach to studying the diverse nature of business organisations. The qualification is underpinned by 3 core business issues: globalisation, digital technology and stakeholder influence. The qualification will require students to develop decision making skills and engage in critical thinking and analysis of core business functions, which will equip them for further study and employment in business-related areas.

## Aims

The specification aims to encourage students to:

- Develop a lifelong interest in business;
- Gain a holistic understanding of business and the international marketplace;
- Develop a critical understanding of organisations and their relationship with key stakeholders;
- Evaluate the role of technology in business communication, business operation and decision-making;
- Generate enterprising and creative solutions to business problems and issues;
- Understand the ethical dilemmas and responsibilities faced by organisations and business decision makers;
- Develop advanced study skills that help them prepare for 3<sup>rd</sup> level education and
- Acquire a range of relevant business and generic skills including decision making, problem solving and interpretations of management information.

## Career Opportunities

Business Studies can open up a wide range of opportunities for further and higher education and lead to a rewarding career such as accountancy or law, banking, city markets, systems/business analysts, insurance and the media. Actuarial Mathematics and Statistics, Biomedical Sciences, Finance, Quantity Surveying, Property Investment and Development or Management. It also assists students with a wide range of degree courses which may contain a business related module or you may of course decide to use the knowledge and skills gained through studying this course with a view to starting up your own business.

AS 1: Introduction to Business

External written paper 1.5 hours    50% AS    20% A2

AS 2: Growing the Business

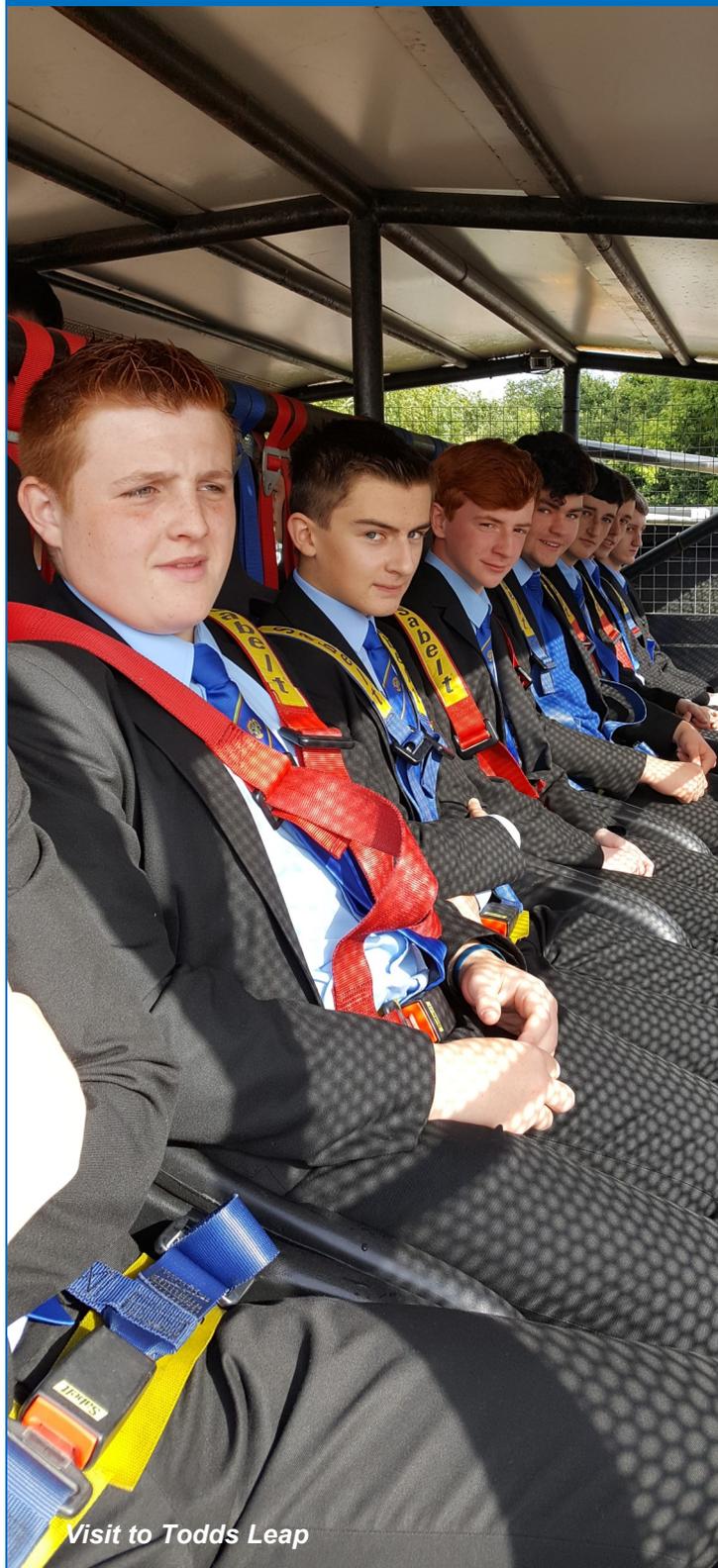
External written paper 1.5 hours    50% AS    20% A2

A2 1: Strategic Decision Making

External written paper 2 hours    30% A2

A2 2: The Competitive Business Environment

External written paper 2 hours    30% A2



Visit to Todds Leap

# Professional Business Services

Professional Business Services collaborates with:



## Why Study Professional Business Services?

By studying this course you will gain an insight into the range of services that professional business service firms provide for their clients, for example:

- Management Consultancy;
- Human Resource Services;
- Financial Decision Making;
- Technology Services;
- Leadership & Management; and
- Project Management.

This course will give you the opportunity to develop a variety of skills in communication numeracy, problem-solving and decision-making. You will also have the opportunity to develop practical skills in research, report writing and project management. These skills will be invaluable in higher education and in the world of work.

This course is an industry-endorsed specification, appropriate for those considering entry into bespoke business training programmes or apprenticeships, as well as those seeking progression to relevant Higher and Further Education programmes.

## What can I do with a qualification in Professional Business Services?

This qualification in Professional Business Services will provide you with a broad experience of the range of services provided by this growth industry. You will acquire knowledge and skills in key areas within professional business services that could lead to future study and/or related employment or apprenticeship.

## How will I be assessed?

Unit	Assessment Description	Weighting
<b>AS 1</b> Introduction to Professional Business Services	External Assessment Written examination paper 1 hour 30 mins (80 marks)	30% of AS  12% of A Level
<b>AS 2</b> Human Resource Services	Internal Assessment Portfolio based on a pre-leased case study (100 marks)	40% of AS  16% of A Level
<b>AS 3</b> Financial Decision Making	External Assessment Written examination paper 1 hour 30 mins (80 marks)	30% of AS  12% of A Level
<b>A2 1</b> Technology in Business	External Assessment Written examination paper 2 hours (90 marks)	18% of A Level
<b>A2 2</b> Leadership & Management	External Assessment Written examination paper 2 hours (90 marks)	18% of A Level
<b>A2 3</b> Project Management Skills & Processes	Internal Assessment Portfolio of evidence for a project management task (120 marks)	24% of A Level

## What will I study?

Unit	Area of Study
<b>AS 1</b> Introduction to Professional Business Services	In this unit you will study the business environment that professional business services firms operate in. You will investigate the consultancy process they use and explore the range of techniques used to inform the advice professional business services firms provide for their clients.
<b>AS 2</b> Human Resource Services	In this unit you will explore human resource management and how to improve human resources processes in a business. You will investigate areas such as organisational structure and culture, recruitment, learning and development, employee well-being, motivation and managing conflict. You will also carry out research into these areas to inform a report for a client.
<b>AS 3</b> Financial Decision Making	In this unit you will explore financial decision making in a client business. You will examine key areas of financial management including sources of finance, budgeting and cashflow. You will also analyse and interpret final accounts using ratio analysis and use investment appraisal to inform advice to clients.
<b>A2 1</b> Technology in Business	In this unit you will explore the range of technology and IT systems available for communications, managing people, financial management and business operations. You will examine the issues professional business services firms must consider when advising a client on business technology, including security, data storage and social, moral and ethical issues.
<b>A2 2</b> Leadership & Management	This unit will allow you to build on the content in AS 2 as you examine a range of leadership styles and theories in depth and explore some of the challenges of management, including performance management, managing teams and managing change.
<b>A2 3</b> Project Management Skills & Processes	In this unit you will explore the stages and processes involved in successful project management. You will examine the components of project management methodology and apply this to your own specific project in the role of project management.

Visit to Cloughbane Farm



# Chemistry

To study A Level Chemistry, students should have performed well in GCSE Chemistry or in the Chemistry component of Double Award Science course. If a student has any doubts about his ability to cope with A Level Chemistry, he should discuss the matter with his Chemistry teacher.

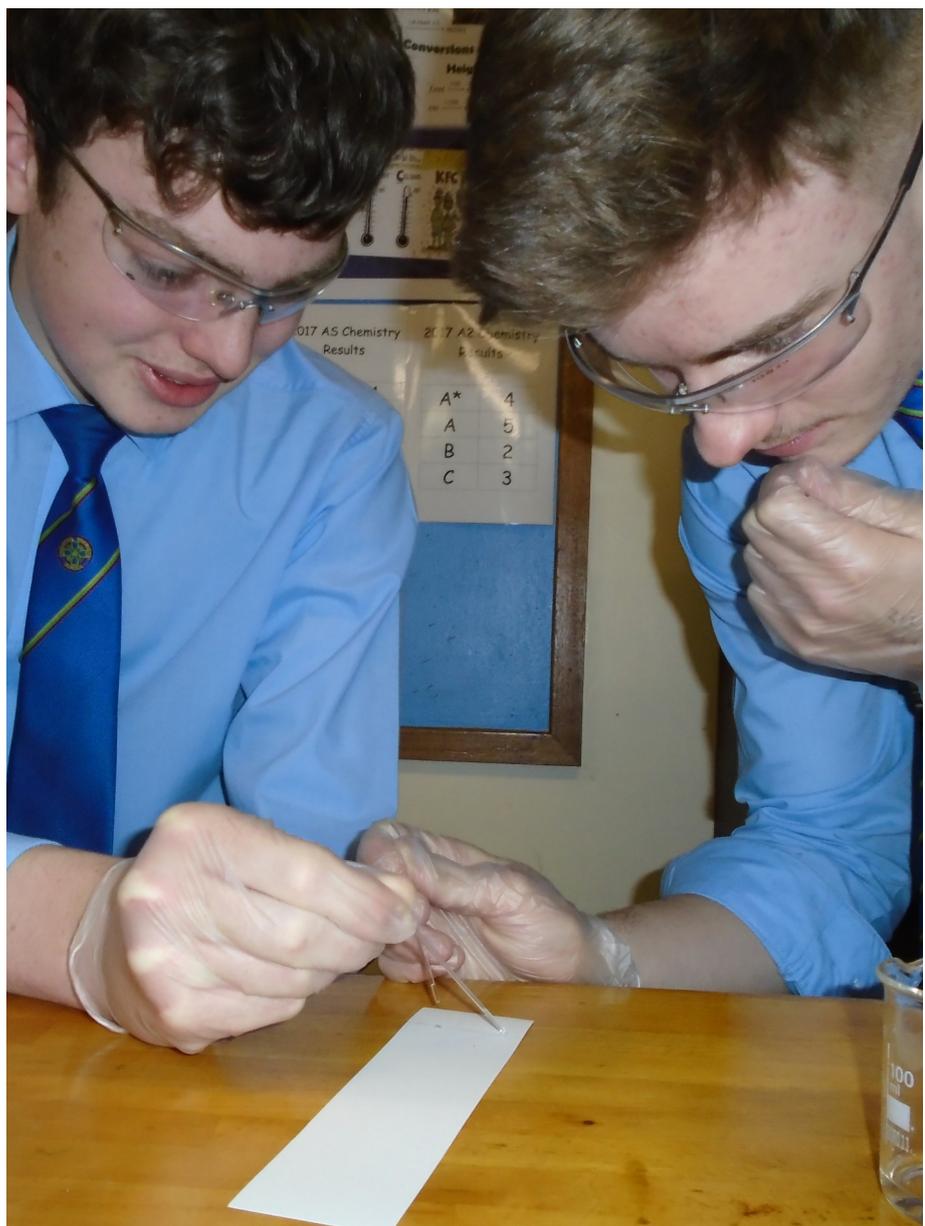
## Skills Developed

Studying Chemistry develops a logical and analytical mind and promotes development in many of the Key Skills. The work involved in A Level Chemistry develops a student's ability to understand and handle complex concepts, to solve numerical and practical problems, to use and manipulate a range of equipment. It also provides an opportunity for students to develop oral and written communication skills.

## Career Opportunities

One of the most important reasons for studying Chemistry is the wide choice of careers it opens up. Chemistry is **essential** for many careers including the following:

Medicine, Biochemistry, Chemical Engineering, Dentistry, Veterinary Medicine, Food Science, Environmental Science, Pharmacy, Agriculture, Food Technology, Chemistry and Industrial Chemistry.



Advanced Subsidiary (AS)  
consists of three Units:

Unit AS 1: Basic Concepts in Physical and Inorganic Chemistry  
(1 hour and 30 minutes)  
AS 1 – 40% of AS; 16% of A'Level

Unit AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry  
(1 hour and 30 minutes)  
AS 2 – 40% of AS; 16% A'Level

Unit AS 3: Basic Practical Chemistry  
(2 hours and 30 minutes)  
AS 3 - 20% of AS; 8% of A'Level

Advanced GCE (A2)  
consists of three further Units:

Unit A2 1: Further Physical and Organic Chemistry  
(2 hours)  
A2 1 – 40% of A2; 24% of A'Level

Unit A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry  
(2 hours)  
A2 2 – 40% of A2; 24% of A'Level

Unit A2 3: Further Practical Chemistry  
(2 hours and 30 minutes)  
A2 3 – 20% of A2; 12% of A'Level

# Construction

We offer two courses in Construction at the CBS.

- 1: Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits : 1 A Level
- 2: Edexcel BTEC Level 3 Diploma – 120 credits : 2 A Levels

Both the Single Award & Double Award BTEC Nationals in Construction are qualifications that are designed to provide specialist work-related qualifications in all aspects of the Construction Industry. They give learners the knowledge, understanding and skills that they need to prepare them for employment and/or continue their study in the same vocational area. Both courses provide education and training in technical and professional areas that are directly relevant to the changing needs of construction employees, employers and professions, coupled with understanding of the key issues of sustainability and health, safety and welfare within the construction industry.

## Overview of courses:

**Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits**  
The 60-credit BTEC Level 3 Subsidiary Diploma has a specialist work-related focus and covers the key knowledge and practical skills required in this chosen vocational sector. The BTEC Level 3 Subsidiary Diploma offers great flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level. The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of additional general qualifications such as GCE AS Levels or additional specialist learning e.g. through another BTEC qualification.

**Edexcel BTEC Level 3 Diploma – 120 credits**

The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to third level education.

## Overview of Assessment & Grading:

All units will be continually assessed. This will involve completing assignments to build up a portfolio and this portfolio will be assessed by the school. Edexcel will verify assessors' decisions using specialist external verifiers. Students will not sit examinations for this qualification and will be graded Pass/ Merit or Distinction on successful completion of the two year programme.

## Overview of Units studied in each course:

Edexcel BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment: SINGLE AWARD; equivalent to one A' level **Students will study the following units—all units have equal weighting.**

Unit Title	Year of Study
1 Health, Safety and Welfare in Construction and the Built Environment	13
4 Science and Materials in Construction and the Built Environment	13
6 Building Technology in Construction	13
2 Sustainable Construction	14
3 Mathematics in Construction and the Built Environment	14
5 Construction Technology and Design in Construction and Civil Engineering	14

Edexcel BTEC Level 3 Diploma in Construction and the Built Environment: 120 credits, DOUBLE AWARD (Equivalent to two A' Levels.)

**All units have equal weighting. In addition to the units above students taking the double award will also study the following units:**

Unit Title	Year of Study
7 Project Management in Construction and the Built Environment	13
8 Graphical Detailing in Construction and the Built Environment	13
17 Building Regulations and Control in Construction	13
10 Surveying in Construction & Civil Engineering	14
43 Employment Framework in the Built Environment	14
50 Construction Design Technology	14

## Skills Developed

- Application of number
- Communication
- ICT
- Problem solving
- Research
- An ability to work independently
- Teamwork
- Technical skills in construction

## Career Opportunities

Students may choose to go on to study at degree level, do further vocational training or enter employment within the construction industry.

Specific career opportunities include:

- Architecture
- Architectural Technician/Technologist
- Building Surveying
- Civil Engineering (N.B. Students would need to study Maths and/or Physics A' Level alongside their Construction A' Level)
- Construction / Site Management
- Company Director Construction
- Plant Mechanic Construction Supervisor/Manager Electrician
- Engineering Construction Technician
- Estate Agent Joiner Plasterer Plumber
- Property Developer Quantity Surveyor Stonemason
- Town Planning
- Health & Safety Officers



# Digital Technology

(Formerly known as ICT)

The course will encourage you to develop a genuine interest in digital technology and gain an understanding of the system development process. You will gain an awareness of a range of technologies and an appreciation of the potential impact these have on individuals, organisations and society. You will also develop an application while adhering to the system development process. In order to undertake this course you need an enquiring mind and a genuine interest in digital technology. The course will also provide you with the opportunity to develop your capacity for critical thinking and build an awareness of the impact digital technology has today in business and society.

## Skills Developed

Opportunities are provided for developing study skills that will help prepare you for third level education. It will also allow you to demonstrate that you can understand and apply key concepts through challenging internal and external assessment.

## Career Opportunities

This course is ideally suited to meet the needs of students wishing to progress towards

- Careers that lead to ICT management
- Careers that relate to the use of ICT involving the management of people
- Specialist academic study of ICT / Computer systems
- Advanced study of modern technology-based systems

## Assessment

The course is made up of 4 modules (2 AS + 2 A2)

### Year 13

(AS Modules)

Module 1: Approaches to System Development (1½ hour exam) – 50% of AS

Module 2: Fundamentals of Digital technology (1½ hour exam) – 50% of AS

AS qualification = 40% of A level

### Year 14

Advanced GCE (A2)

Module 1 : Information systems (2½ hour exam) – 40 % of A level

Module 2 : Application Development –(internal assessment) 20% of A level

A2 modules = 60% of A level

Assessment is based on examinations and coursework, the latter marked by the Centre and moderated by CCEA.

An overall grade will be awarded at the end of the AS and A2 assessments.



# Engineering

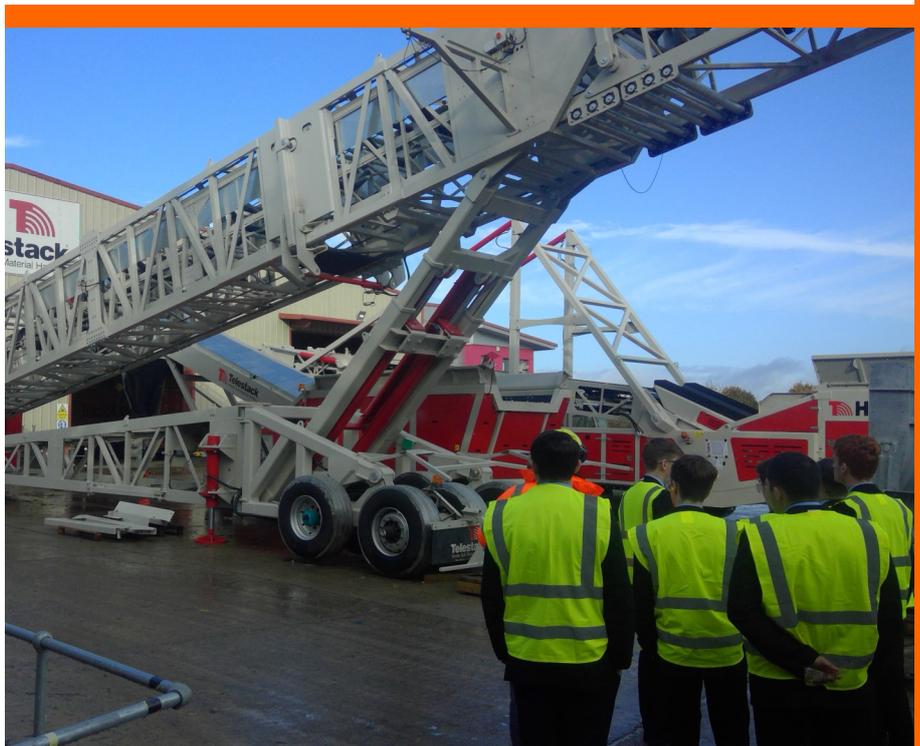
On the contrary to common understanding, the engineering sector continues to suffer from a skills gap and needs to keep up with rapidly developing technologies. BTEC Engineering has been designed to give new entrants to the engineering sector the underpinning knowledge and specific skills needed to meet the needs of modern mechanical engineering industries. We are pleased to offer BTEC Engineering in September 2018 to primarily cater for our current GCSE classes studying Engineering, Technology & Design and/or Construction however, it would not be a requirement to have undertaken one of these subjects at GCSE level. The BTEC Level 3 Subsidiary Diploma offers great flexibility depending on the chosen units that strengthen the key knowledge and practical skills required in the appropriate vocational sector. It is broadly equivalent to one GCE A Level.

## Skills Developed

- An ability to work independently and effectively
- Problem solving
- ICT skills
- Research
- Application of mathematical concepts
- Teamwork
- Technical skills in Engineering

## Reasons why you should choose BTEC Engineering

- You will have the necessary skills to enter employment in the engineering sector
- You will have the necessary skills to undertake an undergraduate engineering degree qualification
- You will have developed a range of skills and techniques, personal skills and attributes essential for successful performance in a range of areas



Pupils will study six units across two years of study to meet the criteria set by Edexcel. Each unit is assignment based and has an equal weighting contributing towards the final level achieved. All units will be assessed internally and Edexcel will verify assessors' decisions using specialist external verifiers. Students will not sit examinations for this qualification and will aim to achieve a Pass/ Merit or Distinction level based on successful completion of the two year programme.

## Course breakdown

### Opportunities for further study

The BTEC in Engineering will be accepted by Queens University and University of Ulster for most undergraduate BEng Hons degree programmes in related Engineering fields such as:

- BEng Hons Aerospace Engineering,
- BEng Hons Mechanical Engineering
- BEng Hons Product Design and Development

For Queens University, applicants offering A-level Mathematics plus BTEC Level 3 Engineering (in lieu of a Science A-Level) and one other A-level would be suitable for the BEng Honours degree programmes listed above. Based on the current entry criteria it is likely that applicants would require A-level grades BB (including Mathematics) plus BTEC Level 3 Engineering with 6 Distinctions. If a candidate has not completed Physics at A-level, he must have Double Award Science with a minimum grade C.

Alternatively, pupils would be suitably skilled to progress directly into the Engineering industry at apprenticeship level.

### Assessment & Grading

There are no examinations for BTEC Engineering therefore all units will be continually assessed and pupils will complete assignments to build up a portfolio which is assessed internally. An external verifier will authenticate the grades given and pupils will achieve an overall Distinction\*, Distinction, Merit or Pass which is broadly equivalent to grades A, C or E respectively.

Unit Title
1. Health and Safety in the Engineering Workplace
4. Mathematics for Engineering Technicians
5. Mechanical Principles and Applications
10. Properties and Applications of Engineering Materials
16. Engineering Drawing for Technicians
35. Principles and Applications of Electronic Devices and Circuits

Advanced Subsidiary and Advanced GCE English Literature aim to encourage students to develop their interest in and enjoyment of literary studies through reading widely, independently and critically. They involve opportunities to:

- Explore the traditions within English Literature
- Study a wide range of texts from those written in the 14th Century up to the present day
- Explore contemporary cultural, moral, spiritual and political issues

### Skills Developed

Advanced Subsidiary GCE Studies in English Literature aims to encourage students to:

- develop as confident, independent, reflective readers
- take some account of the background of the texts they are studying
- consider other people's interpretations of the texts
- express their own responses effectively in speech and writing

Advanced GCE Studies enable students to:

- broaden and deepen the knowledge, understanding and skills developed in the AS course
- explore comparisons and connections between the texts they are studying
- appreciate the significance of cultural and historical influences upon readers and writers

### Career Opportunities

An A Level in English Literature is a necessary requirement for those who wish to study English at degree level. The content of the course and the skills derived are a useful preparation for further study in a wide range of disciplines such as Law, History, Drama/Theatre Arts, Journalism, Psychology, Estate Management, Politics, Media Studies, Business Studies and Languages.

### Assessment

The Advanced Subsidiary (AS) Course consists of two modules.

AS 1A: The Study of Poetry 1900—present.

1B The Study of Drama 1900—present.

Section 1A: Frost and Heaney.

Section 1B: A Streetcar Named Desire by Tennessee Williams or The Crucible by Arthur Miller.

This module is assessed by external examination. Two questions will be answered, one from Section A, one from Section B.

Section A is open book, Section B is closed book.

60% of AS Level. 24% of A level.

Module 2: The Study of Prose Written before 1900.

Frankenstein by Mary Shelley or The Scarlet Letter by Nathaniel Hawthorne.

Assessed by external written examination lasting one hour, students will complete one question

Closed book.40% of AS. 16% of A level.

The Advanced GCE (A2) course consists of three units.

Unit A1. Shakespearean Genres.

Assessed by external written examination. One question. One hour 30 minutes. Closed book. 20% of A level.

Unit A2: The Study of Poetry pre 1900 (A) and Unseen Poetry (B)

Assessed by external written examination. 2 hours. One from Section A, one from Section B. Closed book.20% of A Level.

Unit A3: Students complete one 2500 word essay based on the comparison of 2 novels. Internal assessment. Moderated by CCEA. 20% of A level.

# English Literature



Visit to Globe Theatre during trip to London

# Geography

The Advanced GCE Geography syllabus builds on but does not depend on the knowledge, concepts, skills and values developed at GCSE Level.

## Skills Developed

The syllabus provides opportunities for students to develop skills relevant to the needs of Higher Education and employment e.g. communication, application of number, graphicacy, information technology, improving your own learning and performance, analytical and interpretative, working with others and problem solving.

## Career Opportunities

Incorporating elements of both the Physical and Human Sciences, A Level Geography is a valuable and versatile subject. Widely accepted in Third Level institutions, Geography is compatible with all AS and A Level subjects and thus enhances career opportunities. The subject allows students to proceed to careers as diverse as Accountancy, Architecture, Archaeology, Cartography, Engineering, Environmental related careers, Estate Management, Geographic Information, Law, Leisure, Travel and Tourism, Media, Medicine, Meteorology, Planning, Physiotherapy, Surveying and Teaching.

## Assessment

Advanced Subsidiary (AS)

AS1 Physical Geography 40% of AS  
16% of A level

AS2 Human Geography 40% of AS  
16% of A level

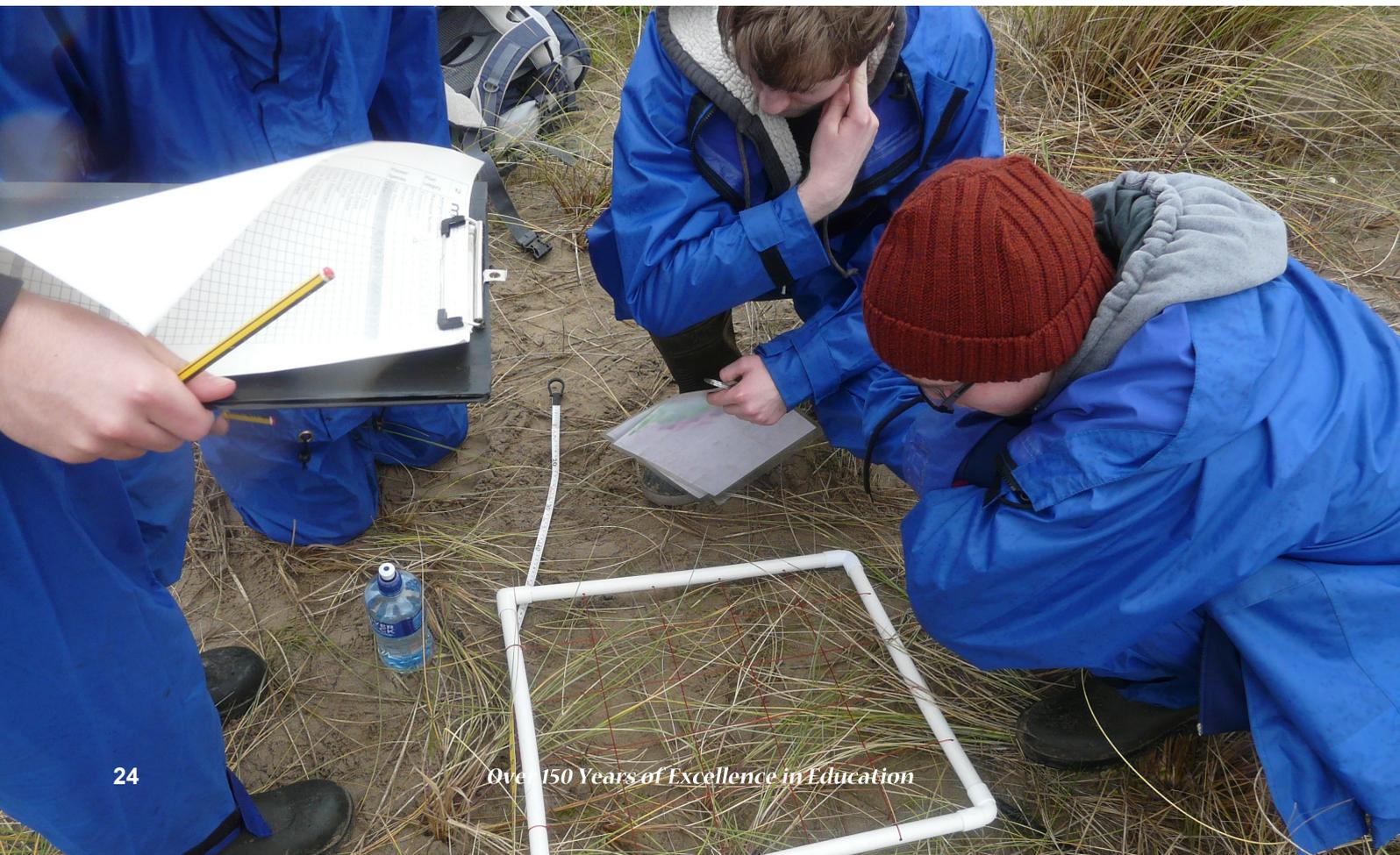
AS3: Fieldwork skills and techniques in Geography 20% of AS  
8% of A level

A Level

A21 Physical processes, landforms and management 24% of A level

A22 Processes and issues in Human Geography 24% of A level

A23 Decision Making in Geography 12% of A level



# Government & Politics

*\*Available if offered by the Omagh Learning Community*



Government and Politics is a relevant and stimulating course. It aims to develop students' skills and critical awareness of political ideas and institutions, including Northern Ireland, Britain and USA.

## **Skills Developed**

Studying Government and Politics can help you develop skills that can be valuable in higher education studies or in a wide range of careers. These include:

- Research skills, such as gathering and extracting information from a wide range of sources, for example, books, newspapers, journals and websites.
- Analysis skills, such as evaluating events, ideas and opinions, critical thinking, developing arguments and reaching a reasoned conclusion.
- Communication skills, such as the ability to express your opinion clearly, both verbally and in writing.

## **Career Opportunities**

Not everyone who studies politics goes on to have a political career. There is a range of careers - in central and local government, business, industry, law and in the voluntary sector, for example - for which the study of Government and Politics could give you a useful background. Some of these careers include, Administrative Officer - Civil Service, Diplomatic Service Officer, European Union Administrator, Fast Stream Civil Servant, Journalist, Local Government Administrator, Political Researcher, Politician, Social Researcher, Town Planner or Trade Union Officer.

## **Assessment**

### **Advanced Subsidiary (AS)**

**Module 1:** Government and Politics of N. Ireland.

**Module 2:** The British Political Process

### **Advanced GCE (A2)**

**Module 1:** A Comparative Study of the Government and Politics of the UK and USA

**Module 2:** Political Power and Political Ideas

Assessment will take place in Summer of year 13 and 14. It comprises a variety of assessment methods, including: short questions based on sources, structured questions and extended essay questions

# History

The A Level History specification provides students with opportunities to explore key political, economic and social events which have shaped today's institutions, governments and societies. Students will enhance their understanding of domestic and international affairs throughout the 20th Century up until its modern day legacy.

## Skills Developed

The specifications focus on three main skill areas:

- Accurate recall, selection and deployment of historical knowledge and an ability to communicate this in a clear manner
- The presentation of historical explanations, showing explanation of appropriate concepts and an ability to reach substantiated judgements
- The ability to interpret and use source material and to evaluate this evidence

## Career Opportunities

The specifications prepare students for a range of careers both related to the historical context and the wider employment context. It allows students to develop skills which are transferable and highly valued by employers. A recent Russell Group report for the leading Universities in the UK outlined History as one of only 9 subjects that they actively prefer pupils to have studied at A Level. Among the degree courses being pursued by past History students are Architecture, Business Management, Physiotherapy, Environmental Health, Journalism, Sociology, Law and Government, Law, Sports and Exercise Science, Teaching, Computer Science, Property Investment and Marketing, Cartography, Engineering, Environmental related careers, Estate Management, Geographic Information, Law, Leisure, Travel and Tourism, Media, Medicine, Meteorology, Planning, Physiotherapy, Surveying and Teaching. Such a wide spectrum of subjects highlights the adaptability of History as a subject choice.



## AS HISTORY YEAR 13

AS2: Option 5      RUSSIA 1914-1941  
1 hr 30m exam – 50 % of AS; 20% of A level

- Growth of Opposition to the Tsar
- Lenin & Russia 1917-1924;
- 1917: short term causes of the February Revolution & the causes of the October Revolution; the establishment & maintenance of the Bolshevik dictatorship & cultural values
- the economy 1917-1924
- assessment of Lenin as a revolutionary leader
- Stalin & Revolution 1924-1941;
- the power struggle 1922-1928
- economic changes 1924-1941
- the basis of Stalin's power: cult of personality, the purges, the Constitution, Stalinist culture
- assessment of Stalin as a revolutionary leader

AS1: Module 1 THE NAZIS & GERMANY 1919-1945  
1 hr 30m exam Includes use of Sources; 50% of AS; 20% of A level

- The Weimar Republic
- The rise of the Nazis 1919-1933
- Nazi controlled Germany 1933-1945
- Impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-45

## A2 HISTORY YEAR 14

A21: Module 3 THE CLASH OF IDEOLOGIES IN EUROPE 1900-2000

- 1 hr exam – June 20% of A level
- \* SYNOPTIC ASSESSMENT – Requires a thematic approach to change over a period of 100 yrs
- The advance of Communism outside Russia;
- Communism as an ideology & its economic vision
- Soviet Foreign Policy in Europe 1917-1941
- Soviet Foreign Policy in Europe after 1945
- the end of the USSR
- The opponents of Communism;
- Fascist opposition to communism in the inter-war period;
- Democratic opposition to Communism in Europe 1945-1991:
- The Cold War

- A22: Module 4 THE PARTITION OF IRELAND 1900-1925
- 2hr 30 minutes exam – June; 40% of A level; Using Sources
- cultural developments: the churches, education
- political developments; the Home Rule crisis, the Easter Rising 1916: reasons, assessment of its success & significance; the rise of Sinn Fein & the decline of the IPP 1916-1918; the Anglo-Irish War (causes & reasons for each side seeking a truce); Anglo-Irish Treaty; the Civil War: causes, reasons for the Free State army's success; building the new state
- economic developments in the period: agriculture & industry

# IT Technicals Level 3

## **Purpose of the Course**

Students will be taught a range of knowledge and skills within each of the units and then carry out relevant review activities at various stages. Each of the reviews (once successfully completed by the student) will provide the foundation knowledge for their final assessment. Students will be given the opportunity to carry out activities that will enable them to practice the skills they have learned within each module prior to being given final assessment activities.

## **Skills Developed**

Opportunities are provided for developing study skills that will help prepare students for third level education. It will also allow students to demonstrate that they can understand and apply key concepts through challenging internal and external assessment.

## **Career Opportunities**

This course is ideally suited to meet the needs of students wishing to progress towards

- Careers that lead to ICT management
- Careers that relate to the use of ICT involving the management of people
- Specialist academic study of ICT / Computer systems
- Advanced study of modern technology-based systems

## **Assessment**

Pupils will complete six units in the qualification over the 2 years :

2 Mandatory Units + 4 Optional Units ( all units carry equal marks)

Assessment is based coursework, the latter marked by the Centre and moderated by OCR.

An overall grade will be awarded at the end of year 14.

## **The Course**

### **Mandatory Units**

#### **Unit 1: Communication and employability skills for IT**

This unit allows students to understand what an employer expects of an individual and how to communicate effectively while developing their own personal development needs.

#### **Unit 2 : Information Systems**

This unit will ensure that students have a greater understanding of how organisations use information internally and externally. The skills gained by completing this unit will give students knowledge of the functionality of information and the ability to produce management systems.

### **Optional Units**

#### **Unit 12 : Website production**

This unit will prepare students to design, create and test a fully functioning website, while also providing essential grounding knowledge on the architecture and security issues that need to be considered. Websites need to be well designed to keep visitors returning and avoid excluding user groups by being inaccessible. Companies need to analyse the technical considerations to ensure that they do not hinder the user experience.

#### **Unit 19 : Spreadsheet modelling**

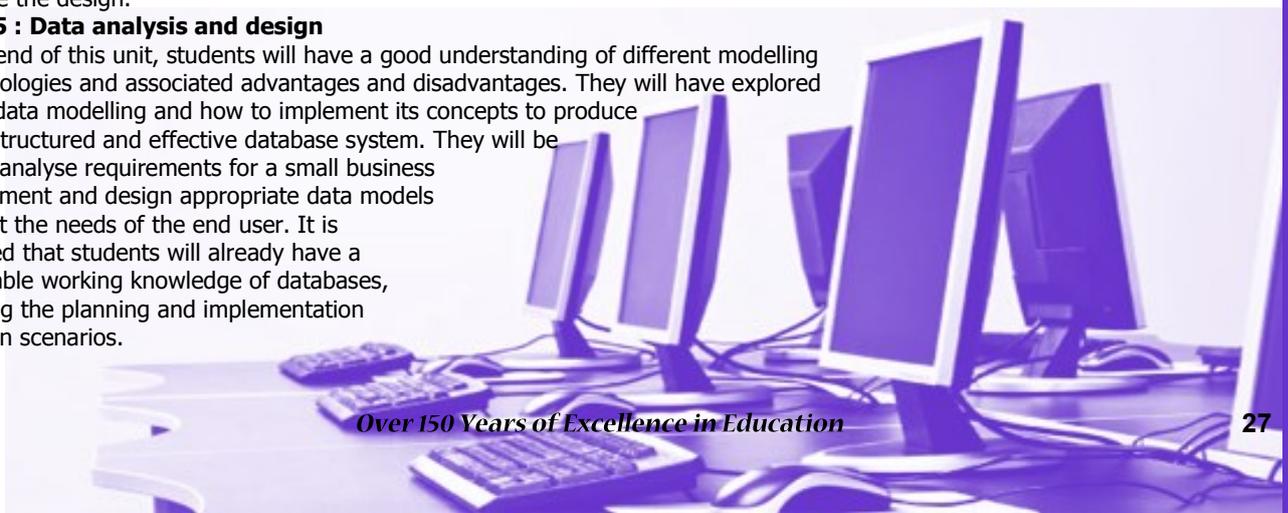
The aim of this unit is to help students understand how spreadsheets can be used to solve complex problems. They will also learn how to automate and customise their spreadsheet models. Finally, they will learn how to test and create user and technical documentation. The unit will provide students with the skills to enable them to create and use a complex spreadsheet model.

#### **Unit 23 : Database design**

Once they have gained the skills they need, students will design and create a relational database to meet a specified user's needs. They will also create and use a range of features within their database, such as queries, forms, reports and a user interface/ navigation menu. They will look at how to test their relational database, carry out improvements based on feedback and, finally, evaluate the design.

#### **Unit 25 : Data analysis and design**

By the end of this unit, students will have a good understanding of different modelling methodologies and associated advantages and disadvantages. They will have explored logical data modelling and how to implement its concepts to produce a well-structured and effective database system. They will be able to analyse requirements for a small business Environment and design appropriate data models To meet the needs of the end user. It is Expected that students will already have a reasonable working knowledge of databases, including the planning and implementation for given scenarios.



# Irish

*\*Available if offered by the Omagh Learning Community*

In some areas the AS Level and A Level Specification leads on from GCSE but in general there is a much greater breadth of vocabulary and an increasing complexity of grammatical structures. Students are required to have a good foundation in Irish and a willingness to engage imaginatively in language activities.

## Skills Developed

The emphasis on the development of the linguistic and communicative skills will prepare students for the demands of higher education and employment. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that universities and employers value highly.

## Career Opportunities

These include Law, Teaching, Library and Archive work, Journalism, Advertising, opportunities with Irish Cultural Organisations, the Gaeltacht Industry, Tourism and Music. BBC and TG4 provide an increasing number of journalistic and technical openings.

## Assessment

### Advanced Subsidiary (AS)

Consists of three units:

Unit AS 1: Speaking – Presentation and Conversation (30% of AS, 12% of A Level)

Unit AS 2: Section A – Listening based on passages recorded on CD  
Section B – Reading comprehension & Translation Irish into English  
Section C – Use of Language; grammatical exercises and Translation English into Irish (40% of AS, 16% of A Level)

Unit AS 3: Extended writing – Essay in Irish on a set film or literary text (30% of AS, 12% of A Level)

The themes are:-

Relationships: Different family structures;  
Roles, responsibilities and relationships within families;  
Challenges for families;  
Intergenerational issues; and  
Influences on young people.

Culture & Lifestyle: Physical well-being;  
Risk taking behaviour;  
Dealing with stress and challenges;  
Hobbies and interests;  
The arts, film, fashion and design;  
Social media and new technology;  
Holidays, festivals and customs.

### Advanced GCE (A2)

Consists of three further units:

Unit A2 1: Speaking – discussion based on research and Conversation (18% of A Level)

Unit A2 2: Section A – Listening based on passages recorded on CD  
Section B – Reading questions and Translation from English into Irish  
Section C – Writing based on a literary text (24% of A Level)

Unit A2 3: Extended Writing – Essay in Irish on a literary text (18% of A Level)

In addition to the AS themes listed above the A2 contexts include:

Young People in Society: Part-time jobs;  
Education and employment;  
Career planning;  
Young people and democracy;  
European citizenship;  
Societal attitudes and young people.

Our Place in a Changing World: Equality/inequality and discrimination/prejudice;  
Poverty at home and abroad;  
Immigration and emigration;  
Multicultural society and cultural identity;  
Causes, consequences and resolution of conflict;  
Sustainable living and environmental issues.



All modules are examined in summer. The assessment of speaking will be conducted by external examiners.

# Journalism

AS and A Level Journalism aim to introduce students to the concepts surrounding Journalism in print, emedia and broadcast formats. Through reading, writing and viewing a wide variety of material, they will become confident and critical thinkers. This subject will suit students who have a genuine interest in Journalism and the Media in general, who love to write and who are interested in developing exceptional communication skills, both in oral and written forms.

## Why choose an A Level in Journalism?

AS and A Level Journalism will give you the practical skills and knowledge to pursue a career in Media, but will also work well with any combination of subjects in order to develop communication skills, confidence, the ability to work independently or within a group. While studying Journalism, there will be many opportunities to avail of expert advice from practising professionals, visit media institutions and participate in workshops.

## Skills Developed

AS Level Journalism aims to encourage students to:

- Develop confidence in expressing themselves, both orally and in writing
- Become highly critical thinkers
- Work independently and in group settings
- Research, develop and present their findings in a variety of formats including print, online and broadcast platforms
- Apply their skills to relevant work based scenarios both in their own print and feature portfolio work and in an examination
- Demonstrate their understanding and application of key concepts

## Career Opportunities

The content of AS or A Level Journalism and the skills derived are useful preparation for further study in a wide variety of areas such as Law, Journalism, Media Studies, Politics, English, History, Drama/Theatre Studies, Marketing, PR, Advertising, Business Studies, Psychology, Languages, Social Work.

These are just a few of the areas open to those who study Journalism.

## Assessment

AS Level Journalism consists of two units:

### Unit 1: Journalism in Print.

One 2 hour external exam – 40% of AS Level

**Unit 2 Print Portfolio:** Coursework – Create a portfolio of different story types, with images for a local newspaper or magazine. – 60% of AS Level.

A2 Journalism consists of two units:

### Unit 1: Cross-Platform Journalism.

One 2 hour external exam – 40% of A2,

**Unit 2: Coursework: Produce an Online Print and Broadcast Portfolio.** 60% of A2.



*Outside the world famous BBC Studios*



*CBS Journalism students at The Guardian*

# Mathematics

Pure Mathematics consists of the study of Algebra, Trigonometry, Calculus and Co-ordinate Geometry. Mechanics deals with forces and how they affect the motion of particles and bodies. Other topics such as equilibrium and Newton's laws of motion are also studied under the umbrella of Mechanics. Statistics deals with the representation, presentation, analysis and manipulation of data. Topics include Probability and the Binomial, Poisson and Normal distributions.

This course differs considerably from other subjects in that only some of what is studied for GCSE is continued through to A Level, although there is a link between Further Mathematics GCSE and a lot of the topics studied at A Level.

## Skills Developed

This subject promotes the development of many skills that are essential in Business and Computing as well as in many Scientific and Engineering careers, which include:

- The understanding of Mathematical principles and ideas
- Application of Mathematics to realistic Situations
- Problem-solving
- Ability to reason, classify, generalise and prove
- Ability to present complex mathematical information in tabular, graphical and diagrammatic form

## Career Opportunities

While Engineering careers will regard AS or A Level Mathematics as essential, it also provides an opening to many other fields including Banking and Finance, Technical and Scientific occupations, Medicine, Dentistry, Computing, Insurance, Health Service Management, Optometry, Psychology and general Business Management. An AS in Mathematics may also be required for entry to degree study in some of these careers.

## Assessment

The course is made up of four modules

### Year 13 AS Mathematics

(module AS 1) Pure Mathematics

(module AS 2) Applied Mathematics

These two modules make up 40% of the A level.

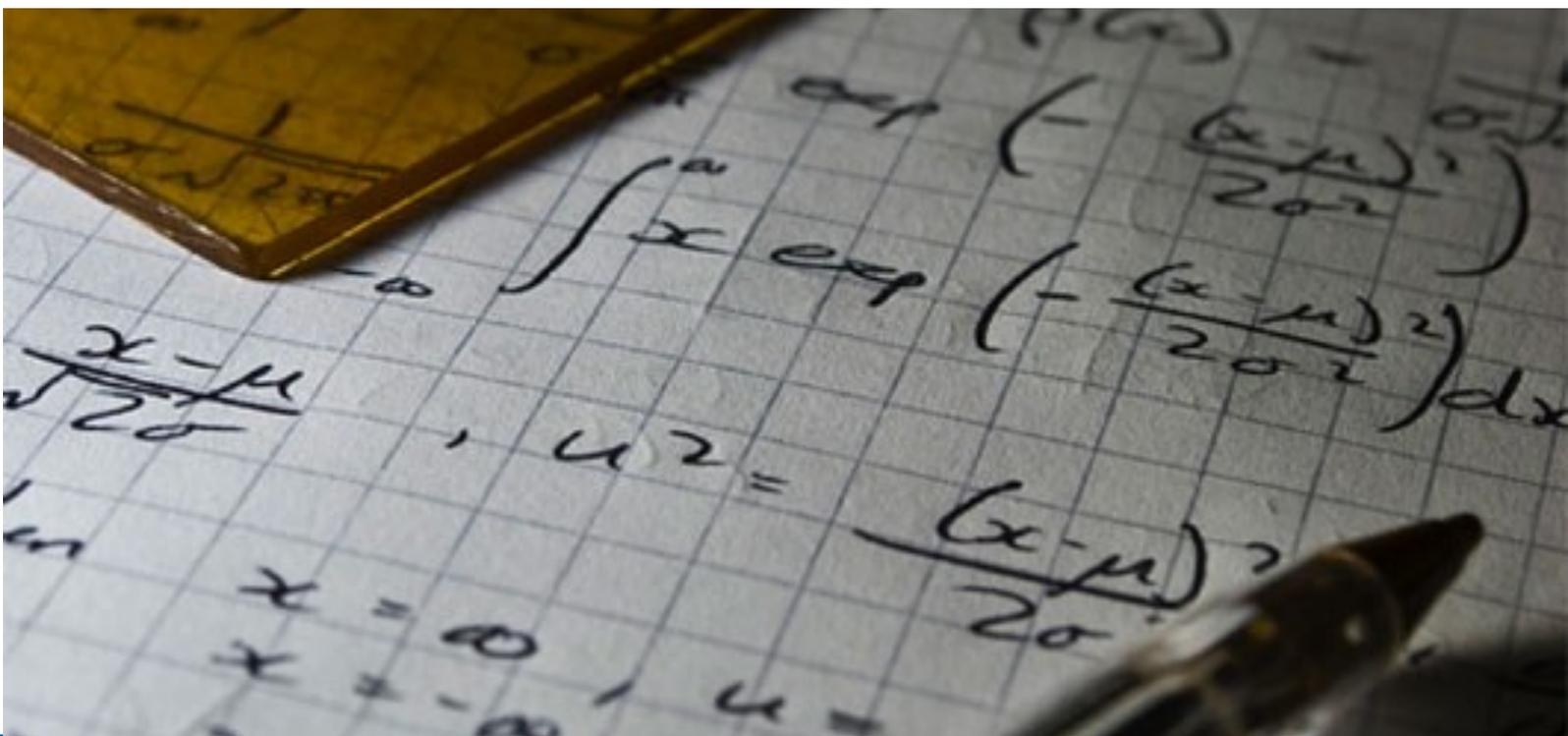
### Year 14 A2 Mathematics

(module A2 1) Pure Mathematics

(module A2 2) Applied Mathematics

These two modules make up 60% of the A level.

There is no coursework in AS/A2 mathematics, assessment is purely by examination.



# Further Mathematics

To obtain an A Level in Further Mathematics students study 8 modules. The course followed is the CCEA A Level Further Mathematics. In Year 13 you complete four modules to obtain a grade in A Level Mathematics. In Year 14 you study four further modules to obtain an A Level in Further Mathematics.

At the end of Year 14 you will have the equivalent of two A Levels in Mathematics. In Year 13, students will sit modules AS 1, AS 2, A2 1 and A2 2 to complete their A

Level Mathematics. In Year 14, students will sit modules AS 1(F), AS 2(F), A2 1(F) and A2 2(F) to complete their Further A Level Mathematics. There is no coursework component.

## Skills Developed

The skills developed in Further Mathematics are similar to those of A Level Mathematics. However, Further Mathematics develops a deeper, more meaningful understanding of this vast subject. Further Mathematics promotes the development of many skills that are essential in Business and Computing as well as in many Scientific and Engineering careers, which include:

- The understanding of Mathematical principles and ideas
- Application of Mathematics to realistic situations
- Problem-solving
- Ability to reason, classify, generalise and prove
- Ability to present complex mathematical information in tabular, graphical and diagrammatic form

## Career Opportunities

Further Mathematics is an excellent route to the fields of Engineering, Banking and Finance, Technical and Scientific occupations, Medicine, Dentistry, Computing and Optometry. However, consultation with Universities is advised.

Further Mathematics is now demanded by Oxford and Cambridge for those pupils who wish to study Mathematics at degree level.

## Assessment

Year 13 A Level Further Mathematics

(Module AS 1) Pure Mathematics  
(Module AS 2) Applied Mathematics  
(Module A2 1) Pure Mathematics  
(Module A2 2) Applied Mathematics

Year 14 Further Mathematics

(Module AS 1) Further Pure Mathematics  
(Module AS 2) Further Applied Mathematics  
(Module A2 1) Further Pure Mathematics  
(Module A2 2) Further Applied Mathematics



# Media Studies

Exploring Covent Garden with Mrs O'Neill



The new GCE Media Studies specification is an excellent choice for A Level study. AS units provide an integrated and complementary introduction to the study of the media and the contemporary media landscape. The content of both units 1 and 2 is underpinned by a set of key concepts and media platforms.

At A2 candidates will build on their AS work to look more fully at the contexts of media production and consumption – why as well as how texts are created as they are. As well as building on the concepts studied at AS, candidates will look at media debates and media theories.

## Why choose Media Studies?

- Comprehensive and integrated coverage of Media theory and practice
- Focus on new technologies
- Covers audiences as both producers and consumers of media texts
- Production in both AS and A2
- Opportunities for students to investigate what interests them
- Choice of cross-media studies
- Emphasis on contemporary issues and debates
- Rolling programme of production briefs and pre-set topic debates
- Prepares students for progression into work or higher education in a range of media-related areas
- Opportunity for CPD on New Technologies
- Opportunity to submit coursework electronically (e-portfolios)



Media students at Sky Studios London

## At a glance – GCE Media Studies

Unit	Assessment	Weighting	Title	Content
1	2 hour examination	25%	Investigating Media	Section A: Four compulsory short answer questions based on one unseen piece of stimulus material. Section B: one essay question (from choice of two)
2	Externally set brief	25%	Creating Media	Two linked production pieces plus a written evaluation on both pieces.
3	2 hour examination	25%	Critical Perspectives	Section A: three compulsory questions on two unseen stimulus pieces. Section B: one essay from a choice of two pre-set topics
4	Critical investigation and linked production	25%	Media: Research and Production	A critical investigation (range of media forms) and a linked production piece.

# Music

A Level Music is an exciting and challenging course which offers students the opportunity to develop their musical talents and abilities. Candidates can specialise in areas such as performing, composing or developing music technology skills.

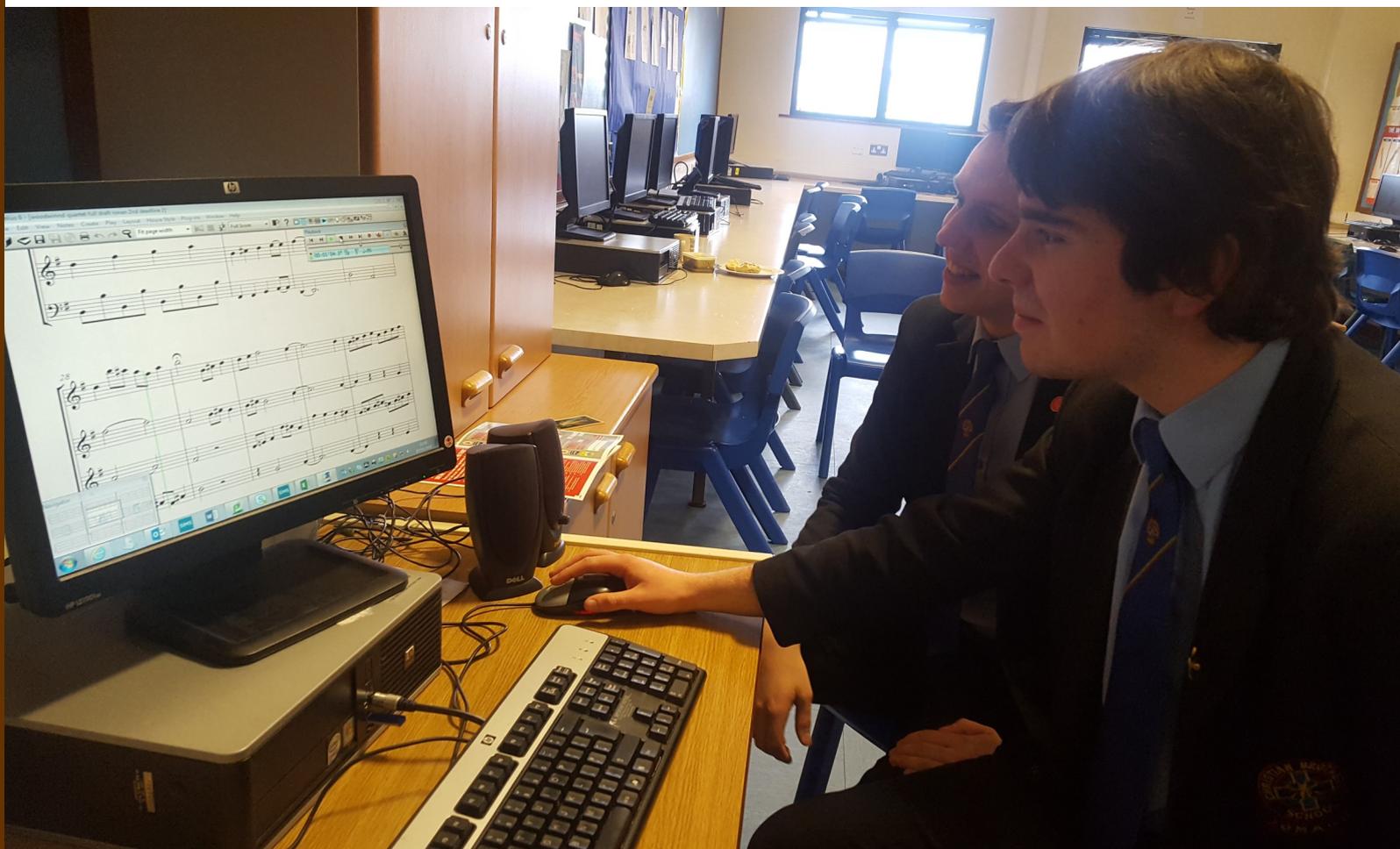
## Skills Developed

A Level Music continues to develop the three musical activities, listening, performing and composing. It encourages the development of memory and skills of analysis, inventiveness and co-ordination. All A Level Music students are expected to take part in school groups and extra-curricular activities approved by the Music department.

## Career Opportunities

A career in Music is the obvious choice for anyone with a strong interest in Music. The music business falls into two categories; on the one hand, there are the performers and composers who create music; on the other, the administrators, publishers, record companies, instrument manufacturers, teachers, librarians, broadcasters and journalists who work with music. The school has, over a number of years enjoyed a wealth of talent and has produced a number of fine musicians who have gone on to perform with top local and international bands. Other students have established careers in broadcasting and in music teaching.

Content	Assessment	Weightings
AS 1: Performing	Solo Performance Viva voce	35% of AS 14% of A level
AS 2: Composing	A: composition task Written commentary	35% of AS 14% of A level
AS 3: Responding to Music	Two external written exams Test of aural <b>perception 1 hour</b> Written examination <b>2 hours</b>	30% of AS 12% of A Level
A2 1: Performing	Solo Performance Viva voce	21% of A level
A2 2: Composing	A: composition task Written commentary	21% of A level
A2 3: : Responding to Music	Two external written exams Test of aural perception <b>1 hour 15 mins</b> Written examination <b>2 hours</b>	18% of A level



# Performing & Production Arts

The **A Level in Performing/Production Arts** offers a wide range of skills in both performance and production. The creative industries are one of the fastest growing and increasingly important industries in Northern Ireland. This GCE gives students opportunities to research and gain insights into the performing arts and entertainment industry and prepare for employment, further training and/or study. Students can choose to develop their skills in either Performance or Production. The specification includes the investigation of employment opportunities and working methods linked to industry practice, as exemplified in the example of work based tasks. AS students have an opportunity to plan and realise a performing arts event. A2 students plan, perform and promote an event which they choose from a commission brief.

## What you will Study

This specification gives you the opportunity to develop a multi-disciplinary approach to the Performing/Production Arts and expand your knowledge of a variety of performance styles.

### You will cover:

- Various theatre performance and practitioner techniques and how to apply these to your practical work.
- The process of devising and rehearsing a performance piece.
- How to work as part of an ensemble cast.
- How to textually analyse and write your own script.
- How to devise and respond to a set brief.
- How to choreograph, block and apply a variety of physical and vocal techniques to performance for the Stage, Television and Film.
- Directorial elements, including movement and staging.
- Research elements using the internet, media, text books and the professional arts industry.

## Specification at a Glance

### Career Options

An A'Level in Performing & Production Arts combined with two other qualifications at A Level will allow progression onto a huge variety of Undergraduate Degree programmes at Universities both in Northern Ireland and the UK. Successful

Content	Assessment	Weighting
AS 1 Developing Skills and Repertoire	Internally assessed Externally moderated A portfolio, including a summary of research, skills audit, action plan, record of work, risk assessment, live performance, or production and presentation, and evaluation.	60% of AS 30% of the A Level
AS 2 Planning and Realising a Performing Arts Event	Externally set Externally assessed Supporting document in three sections produced under controlled conditions. Live performance and/or presentation.	40% of AS 20% of the A Level
A2 1 Planning for Employment	Internally assessed Externally moderated A record of work, including a written report, employment plan, promotional portfolio and evaluation.	60% of A2 30% of the A Level
A2 2 Performing to a Commission Brief	Externally set Externally assessed A record of work, including a research report, evidence of tasks completed and evaluation. The evaluation is to be produced under controlled conditions. Live performance and/or presentation.	40% of A2 20% of the A Level

completion of the Production & Performing Arts course has lead many students on the right path to various career opportunities in areas such as;

- Arts and Humanities
- Arts, Music and Entertainment
- Media and Broadcasting
- Television and Film
- Drama and Music Therapists
- Presenting: TV and Radio
- Print and Broadcast Journalism
- Directing and Choreography
- Creative Performers; Acting, Music and Dance
- Media – Entertainments Planner
- Human Resources
- Personal Assistant
- Teaching; Primary and Secondary
- Social Work
- Law



**The Extras!** While you are studying Performing and Production Arts there will

be many opportunities to learn tips from practicing professionals, visit professional companies and venues. You will also get an opportunity to display your work and talent in the Performing Arts Showcase for performance direction and production. An essential element to studying Performing Arts at A Level is viewing live production. Organised educational trips to Derry, Belfast, Dublin and London are a an added feature to your study. Communication is a key part of what makes performing arts a success, whether it's the actor or musician communicating with the audience or the director communicating with the actor - their jobs will only work together successfully if everyone communicates and cooperates. Therefore, involvement in the performing arts will improve and develop your interpersonal skills for many things in life.

# Physics

## Why study GCE Physics?

GCE Physics will give you a fascinating insight into the world of physics. It reveals the link between theory and experiment and informs you about how physics has developed and is used in present-day society. Through studying physics, you will develop new ways of looking at the world and new thinking skills. These thinking skills can be applied to other disciplines such as chemistry, biology, medicine, earth and planetary sciences, are useful in the world of work and help you cope with everyday life.

## What will I study?

You will study 3 units at AS level and 3 units at A2 level. Four of the units are theory based and are assessed by written examination papers. The remaining two units are practical units and are assessed by both a practical and a written examinations.

## What can I do with a qualification in Physics?

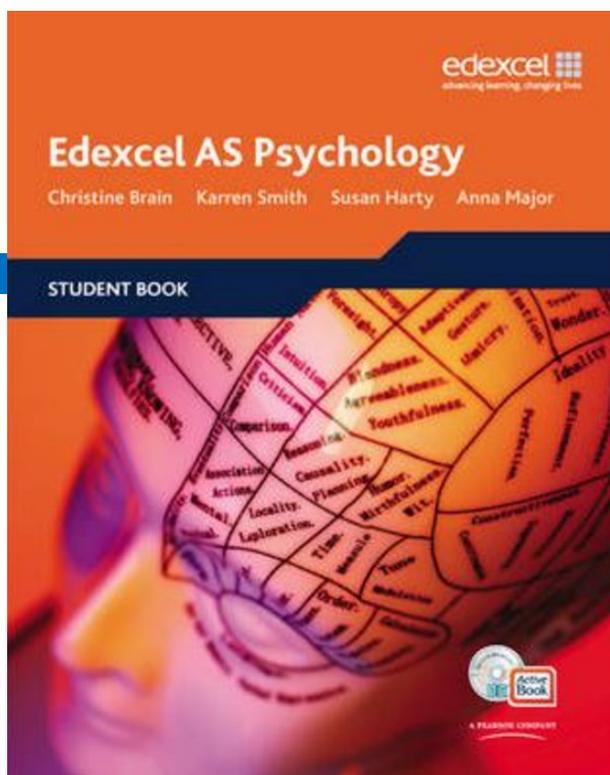
GCE Physics provides you with a sound basis for the further study of physics and related subjects at university, such as applied mathematics, astronomy, astrophysics, engineering (including acoustical, aeronautical, biomedical, chemical, civil, electrical, electronic and mechanical branches), geophysics and materials science. GCE Physics also provides a basis for work in the fields of science, medicine, communications, computers and information technology. It is also relevant to those areas of commerce and branches of public service where problem-solving and practical skills are valued.

<b>AS 1: Forces, Energy and Electricity</b>	This unit teaches you to deal with physical quantities and scalars and vectors, which are required in all branches of physics. You will build on your knowledge and understanding of Newtonian mechanics and electricity to explain many economic and social applications of physics.
<b>AS 2: Waves, Photons and Astronomy</b>	The ideas about waves in this topic provide vital links to the study of light and sound. The section on photons introduces the quantum theory and the concept of wave-particle duality
<b>AS 3: Practical Techniques and Data Analysis</b>	In this unit you will acquire essential practical techniques, including implementing, analysis, evaluation, design and communication.
<b>A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics</b>	The work in this unit on circular motion and oscillations extends the mechanics foundation included in AS1. 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.
<b>A2 2: Fields, Capacitors and Particle Physics</b>	Fields is a fundamental area of physics that has numerous applications in everyday life. You will study action-at-a-distance forces that arise between bodies that are separated from one another.
<b>A2 3: Practical Techniques and Data Analysis</b>	In this unit you will build on the essential practical techniques that were acquired in Unit AS 3, including implementing, analysis, evaluation, design and communication.



# Psychology

\*Available if offered by the Omagh Learning Community



**Subject Information** Psychology is a science and looks at how the brain works and what drives our behaviour. Studying psychology stretches your mind and forces you to think laterally about a range of interesting and topical problems. Studying psychology at Post-16 level will help ensure you stay up-to-date with current issues and also develop the skills to critically analyse a range of issues.

## A' Level Subject Content

### AS

#### Paper 1:

##### Overview of content

- Topic 1: Social psychology
- Topic 2: Cognitive psychology

##### Overview of assessment

- Students must answer all questions from three sections.
- The assessment is 1 hour 30 minutes.
- The assessment consists of 70 marks.

#### Paper 2:

##### Overview of content

- Topic 3: Biological psychology
- Topic 4: Learning theories

##### Overview of assessment

- Students must answer all questions from three sections.
- The assessment is 1 hour 30 minutes.
- The assessment consists of 70 marks

### N.B.

- AS will be a separate, linear qualification so an AS grade will not contribute to an overall A level grade.
- The content of the AS will be delivered as a subset of the A level. This is to enable the co-teaching of the AS and A level qualifications.
- The assessment of quantitative skills in Psychology will include mathematical skills at level 2 or above as a minimum of 10% of the overall AS or A level marks.

### A2

#### Paper 1: Foundations in Psychology

##### Overview of content

- Topic 1: Social psychology
- Topic 2: Cognitive psychology
- Topic 3: Biological psychology
- Topic 4: Learning theories

##### Overview of assessment

- Students must answer all questions from five sections.
- The assessment is 2 hours long.
- The assessment consists of 90 marks

#### Paper 2: Applications of Psychology

##### Overview of content

- Topic 5: Clinical psychology
- Topic 7: Child psychology

##### Overview of assessment

- The paper is composed of two sections. Students must answer all questions
- The assessment is 2 hours long.
- The assessment consists of 90 marks.

#### Paper 3: Psychological Skills

##### Overview of content

Topic 9: Psychological skills:

- Methods
- Synoptic review of studies
- Issues and debates.

##### Overview of assessment

- Written examination.
- Students must answer all questions from three sections.
- The assessment is 2 hours long.
- The assessment consists of 80 marks

## Career Opportunities

Psychology offers excellent career prospects. There are a large number of careers in this field, but the skills learned will also readily transfer to many other disciplines. Many put their knowledge of Psychology to work in various professions, including Criminal Justice, Education, Health Care, Marketing, Business, Advertising, Human Resources and Politics.

## Minimum Entry Requirements and Other Information

Minimum school entry requirements plus at least Grade B in English and Maths

### Other Contributory Subjects:

Biology, Sociology, Health & Social Care, Home Economics, Child Development, Mathematics

# Religious Studies



The specifications for Religious Studies at AS and Advanced GCE Levels require students to have a sound understanding of the R.E. programme at GCSE Level. This course develops the student's knowledge and understanding of historical, moral and cultural issues and the application of these to human experience in our modern society. Teaching strategies will vary, with an emphasis on students making active contributions to the learning process.

## Skills Developed

Religious Studies students will be expected to:

- work effectively both independently and in groups
- value and appreciate the views and contributions of others
- communicate their ideas clearly and make convincing arguments
- analyse and interpret information effectively
- empathise with the suffering and hardships of others

As all units are studied in relation to the wider aspects of human experience, the subject is not only relevant and beneficial to the student's academic achievement but also to their personal and social development. Their work in the subject will also contribute to developing the key skills of information technology, working with others, improving their own learning and problem solving.

## Career Opportunities

Religious Studies encourages logical and independent thinking. Students who have taken the subject at Advanced Level have gone on to study a wide variety of Third Level options including Medicine, Law, Occupational Therapy, Psychology, Computing, Teaching, Social Sciences, Philosophy, Humanities, Journalism, Theology and other Arts Degrees.

## Assessment

### AS 1: An Introduction to the Gospel of Luke

- Understanding the Gospel of Luke
- Key Narratives in Luke's Gospel
- The Kingdom of God in Parables and Miracles
- Key Themes in Luke's Gospel
- Other aspects of human experience

### AS 5: The Celtic Church in Ireland in the Fifth, sixth and Seventh Centuries

- The arrival of Christianity in Ireland
- Celtic Monasticism
- Celtic Penitentials
- Celtic Hagiography
- Other aspects of human experience

Weightings: Each module 50% of AS; 20% of A Level

Duration and Format: Two 1 hour 20 minutes externally assessed written papers

A21: Understanding the Synoptic Tradition

A25: Themes in the Celtic Church, Reformation and Post-Reformation Church

Weightings: each module is 30% of A level

Duration and Format: Two 2hr externally assessed written papers



# Software Systems Development

(Formerly known as **Computing**)



Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether you want to be a scientist, develop the latest killer application, or just know what it really means when someone says "the computer made a mistake", studying computing will provide you with valuable knowledge.

A-Level Software Systems Development encourages students to develop the capacity to think creatively, innovatively, analytically, logically and critically to analyse problems and develop programmed solutions using C#/.Net and a range of supporting tools and techniques.

Many great challenges lie in the future for Computer Scientists to solve. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

*For further information, search YouTube – "What most schools don't teach" – starring Bill Gates, Mark Zuckerberg, will.i.am*

## Skills Developed

This specification aims to encourage students to:

- develop a genuine interest in software systems development with a focus on programming;
- develop an understanding of systems approaches and modelling techniques to support software development;
- develop software development skills that will prepare them for work in today's software industry;
- participate in the development of a software project using a complete software development process;
- demonstrate their understanding and application of key concepts through challenging internal and external assessment

## Career Opportunities

Computing jobs are amongst the highest paid and have the highest job satisfaction ratings. Demand for Computing skills has continued to grow with an every-increasing employment rate right through the last 3 years despite the impact of the global recession. Computing is very often associated with innovation and developments in computing tend to drive it. This, in turn, is the key to national competitiveness. The possibilities for future developments are expected to be even greater than they have been in the past. Mathematics, Engineering and Science – all disciplines and career paths complemented by the skills developed from A-Level Software Systems Development

## Assessment

The course is made up of 4 Units (2 AS + 2 A2)

A grade will be awarded on completion of the AS units and the overall grade will be awarded on completion of the A2 assessments. A Level Software Systems Development Requirement: GCSE Maths Grade A + GCSE Computing or ICT Grade A

### What does the AS consist of?

AS 1: Introduction to Object Oriented Development: External Written Exam : 2hr paper worth 50% of AS / 20% A-Level : Short and extended questions, stimulus response and data response questions based on the principles of object oriented development

AS 2: Event Driven Programming : Internal assessment: Portfolio showing evidence of designing, implementing, testing and evaluating an event driven application worth 50% of AS / 20% A-Level :

### What does the A2 consist of?

A2 1: Systems Approaches and Database Concepts: External Written Exam : 2hr paper worth 30% of the A-Level : Short and extended questions relating to current systems approaches and database concepts. These questions are based on a pre-release case study, published in June for the following year's assessment

A2 2: Implementing Solutions Internal assessment : Internal assessment : Portfolio showing evidence of the analysis, design and implementation of a software solution of a specified problem in a pre-release case study and task, published in June for the following year's assessment worth 30% of the A-Level.

Spanish is the most widely spoken language in the world. An estimated 426 million people speak Spanish as their first language. Thirty five million of these speakers live in the United States of America. The rise of Hispanic economies has also led to increased demand for speakers of Spanish in the business sectors. Competence in other languages is integral to or complementary with a huge number of careers including international business, computers, travel and tourism, public administration, law, banking, medicine, accountancy, journalism, education and social work. Learning a language gives students opportunities to develop confidence, independence, communication and presentation techniques, IT competence, as well as skills in research, evaluation and analysis that universities and employers value highly.

### What is expected of a student?

Students are expected to maintain a high level of enthusiasm for the Spanish language and culture. They should be willing to fully embrace all aspects of the course and maximum participation in class discussion and activities is essential. Pupils can also access a huge range of resources using the internet and school-based material to further develop their listening, speaking, reading and writing skills.

### A Level Spanish - Course Outline

The AS/A2 course in Spanish builds on the knowledge, skills and understanding acquired at GCSE, and is aimed at developing these to a high degree of linguistic competence. Students develop knowledge and understanding of themes relating to the society and culture, past and present, of the country or community where the language is spoken.

GCE Spanish gives students the opportunity to explore two broad areas of interest. These are:

- social issues and trends; and either
- political culture or intellectual culture or artistic culture.

Students explore the areas of interest by studying four themes:

- Relationships (AS);
- Culture and Lifestyle (AS);
- Young People in Society (A2); and
- Our Place in a Changing World (A2).

### AS level Relationships

Students have the opportunity to understand and explore these issues in Spanish:

- different family structures;
- roles, responsibilities and relationships within families;
- challenges for families;
- intergenerational issues; and
- influences on young people, for example peers, family and friends.

### Culture and Lifestyle

Students have the opportunity to understand and explore these issues in Spanish:

- physical well-being, for example diet or exercise;
- risk-taking behaviour, for example smoking, alcohol and drugs or extreme sports;
- dealing with stress and challenges, for example school or examinations;
- hobbies and interests, for example sport or music;
- the arts, film, fashion and design;
- social media and new technology; and
- holidays, festivals and tourism.

### A2 level

#### Young People and Society

Students have the opportunity to understand and explore these issues in Spanish:

- part-time jobs;
- education and employment;
- career planning – aspirations or intentions;
- young people and democracy;
- European citizenship – advantages, disadvantages and opportunities; and
- societal attitudes and young people.

#### Our Place in a Changing World

Students have the opportunity to understand and explore these issues in Spanish:

- equality/inequality and discrimination/prejudice;
- poverty at home and abroad – causes, consequences and measures to combat it;
- immigration and emigration – causes, benefits and related issues;
- multicultural society and cultural identity – benefits and challenges;
- causes, consequences and resolution of conflict; and
- sustainable living and environmental issues

# Spanish



### CCEA Examination Board Assessment

Teaching and learning Unit	Assessment Unit and associated techniques of assessment	Assessment weighting
<b>AS 1: Speaking</b>	<b>AS 1: Speaking</b> Question 1: students give a presentation based on an AS level theme related to an aspect of a Spanish-speaking country or community. (3 mins) Question 2: conversation (8 mins) <b>Total time: 11 mins</b>	30% of AS level 12% of A level
<b>AS 2: Listening [A]; Reading [B]; and Use of Language [C]</b>	<b>AS 2: Section A – Listening</b> Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk. Recording 1: Students answer in Spanish. Recording 2: Students answer in English. (40 mins) <b>AS 2: Section B – Reading</b> Question 1: students answer <b>one</b> set of questions in Spanish based on <b>one</b> passage. Question 2: students translate a passage from Spanish into English. (50 mins) <b>AS 2: Section C – Use of Language</b> Questions 1, 2, 3 and 4: students complete a series of short grammatical and lexical exercises. Question 5: students translate short sentences- English to Spanish.(30 mins) <b>Total time: 2 hours</b>	40% of AS level 16% of A level
<b>AS 3: Extended Writing</b>	<b>AS 3: Extended Writing</b> Students write one essay in Spanish in response to a set film or literary text. <b>Total time: 1 hour</b>	30% of AS level 12% of A level <b>AS: 40% of A Level</b>
<b>2 1: Speaking</b>	<b>A2 1: Speaking</b> Question 1: Students introduce and discuss <b>one</b> individual research project based on either: . A cultural aspect of a Spanish-speaking country or community . a historical period from the 20 <sup>th</sup> century of a Spanish-speaking country or community . a region of a Spanish-speaking country or community (6 mins) Question 2: Conversation (9 mins) <b>Total time: 15 minutes</b>	18% of A level
<b>A2 2: Listening [A]; and Reading [B]</b>	<b>A2 2: Section A – Listening</b> Students answer <b>two</b> sets of questions based on <b>two</b> discrete passages recorded on disk. Recording 1: students answer in Spanish. Recording 2: students answer in English. (45 mins) <b>A2 2: Section B Reading</b> Students answer two sets of questions and complete one summary exercise and one translation. Q.1 gap fill in Spanish Q.2 questions in Spanish Q.3 Summarise a Spanish passage in English Q.4 Translation from English to Spanish (2 hours) <b>Total time: 2 hours 45 mins</b>	24% of A level
<b>A2 3 Extended Writing</b>	Students write one essay in Spanish in response to a set literary text. <b>Total time: 1 hour</b>	18% of A Level <b>A2 – 60% of A Level</b>

# Sport Studies

The BTEC Level 3 National in Sport has been developed to recognise students' skills, knowledge and understanding of sporting activities, environments and operations. It has been designed to acknowledge students' achievements in a modern and practical way that is linked to further study at a higher level and is also relevant to the workplace. The annual contribution of the sport sector to the UK economy is over £8 billion. This sector has more than 36,000 employers creating work for more than 600,000 full-time and part-time employees, and 5 million plus volunteers. Sport and exercise scientists continue to be a growing presence in the world of sport, and as we look to the future, all the signs suggest that their influence in sport will increase. From the elite performers' reliance on a large support team, to the casual gym user's use of ergogenic aids, sport and exercise sciences'

core elements of anatomy, physiology, psychology and biomechanics are seen in almost every aspect of, and activity within, the sport and active leisure sector. BTEC Sport Level 3 has been structured to allow learners maximum flexibility in selecting optional units, so that particular interests and career aspirations within the sport and active leisure sector can be reflected in the choice of unit combinations.



## Skills Developed

The qualifications provide opportunities for learners to;

- Focus on the development of personal, learning and thinking skills, functional skills, and wider skills in a sporting context.
- Work independently and effectively in a sporting context.
- Apply a vocational context to all work, readying the learner for the working world.
- Develop an in depth knowledge on the workings of the human body.
- Become aware of environmental issues and health and safety considerations.

## Career Opportunities

BTEC Sport Level 3 enables students to develop skills, knowledge and understanding that will prepare them for careers in a wide range of sport related environments e.g. sports development, sports administration, sports coaching, facility management, gym/fitness instruction, and youth and community work. Students who achieve a Subsidiary Diploma or Diploma in Sport will be prepared to enter a variety of HND or degree level courses in sport and sport-related subjects. For example, Sports Studies, Sports Management, Sports Science, Sports Development. The National Certificate in Sport is also suitable for those studying in preparation for employment in the sports industry, particularly in careers where they will be expected to use communication and leadership skills, liaise with customers and undertake management responsibilities.

## Assessment

The BTEC Certificate in Sport and Exercise Sciences is designed to give learners a basic grounding in understanding and knowledge of the sector. The BTEC Subsidiary Diploma (Single Award), in Sport and Exercise Sciences will give learners a solid foundation in the sector, whilst also developing the essential skills required for employment, career progression, or progression to further qualifications and training. The BTEC Diploma (Double Award) in Sport and Exercise Sciences have been designed to allow learners to select optional units that reflect both their own aspirations and the diverse nature of the sector.

### Single Award – Programme of Study Units to be completed – Year 1 &

UNIT	TITLE
1	Principles of Anatomy & Physiology in Sport
2	The Physiology of Fitness
3	Assessing Risk in Sport
7	Fitness Testing for Sport & Exercise
28	The Athletes Lifestyle
11	Sports Nutrition
5	Sports Coaching

### Double Award – Programme of Study

#### Units to be completed – Year 1

UNIT	TITLE
1	Principles of Anatomy & Physiology in Sport
2	The Physiology of Fitness
3	Assessing Risk in Sport
7	Fitness Testing for Sport & Exercise
17	Psychology for Sports Performance
27	Technical and Tactical Skills in Sport
4	Fitness Training and Programming

#### Units to be completed – Year 2

UNIT	TITLE
28	The Athletes Lifestyle
11	Sports Nutrition
5	Sports Coaching
18	Sports Injuries
14	Exercise, Health & Lifestyle
22	Rules, Regulations and Officiating in Sport

# Technology and Design



We offer the CCEA Systems and Control option at A Level to allow further development of core skills built up through KS3 and GCSE Technology & Design. At AS level, Unit 1 provides pupils with the opportunity to enhance their GCSE knowledge of materials and processes and then specialise in Electronic and Microelectronic control systems. AS level Unit 2 nurtures a creative and innovative mind by challenging pupils to develop an existing product, with a view to redesigning the entire product or an aspect of it. Pupils will produce 10 A3 pages of written and graphical information to support a 3-D model or prototype which represents the practical outcome of the product analysis and development.

At A2 level, pupils will embrace an in-depth study of Electronic and Microelectronic control systems carrying out advanced calculations, understanding and generating sequential circuit designs to meet a specific need and demonstrating high level of electronic component knowledge. This theory should be evident in the coursework element where pupils must design and manufacture a technological product to solve an identified need as chosen by the pupil. A practical outcome must be supported with a 20 A3 page portfolio demonstrating knowledge and understanding.

AS and A Level specifications in Technology and Design encourage students to

- Make use of knowledge and reflective practices in order to work with tasks that are challenging and often require definition
- Develop and sustain creativity and innovative practice
- Recognise and overcome challenges and constraints when working towards the production of high quality products
- Develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective
- Draw on a range of skills and knowledge from other subject areas
- Draw on and apply knowledge, understanding and skills of production processes to a range of design and technological activities.

## Skills Developed

The course covers all of the skills related to designing and making. Practical activities at AS level focus on product re-design and development with no system required whereas practical activities at A2 level focus on technological products with electronic control systems. There is also a significant materials theory and practice element at both levels. All units provide opportunities for the development of the following Key Skills:

- Application of number
- Communication
- Improving own learning and performance
- Information and Communication Technology
- Problem-solving
- Working with others

## Career Opportunities

The course provides an important grounding in all aspects of Engineering Design and is recognised as an excellent qualification for entry to university courses in all types of Engineering including Mechanical, Electrical, Electronic, Aeronautical and Civil. There is also the opportunity to take Technology and Design as a B.Sc. and a B.Ed. if you wish to make a career in Technology and Design teaching.

## Assessment

The following units are taken as part of the AS and A2 courses:

Unit AS 1: (50% of AS, 20% of A Level) Product Design and Systems Control (2 x 1 hour examinations—20 min break between papers)

Unit AS 2: (50% of AS, 20% of A Level) Coursework: Product Development

Unit A2 1: (30% of A Level) Systems and Control (Electronic and Microelectronic control systems) (2 hour examination)

Unit A2 2: (30% of A Level) Coursework: System, Design and Manufacture



# Careers Advice and Subject Requirements for Degree Courses

Below is a list of the subject requirements for a range of Degree courses. The information is mostly based on entry to courses in N. Ireland and is compiled from the universities' 2018 Prospectuses.

As fees at N. Ireland universities are lower than for England, Scotland and Wales this creates increased demand for places here, therefore, asking grades for the courses listed below may be higher than for other UK universities. University of Ulster often offer the same course e.g. Accounting/ Law / ICT/ Business at several of their campuses and asking points/ grades at Magee or Coleraine campus may be lower – simply because there are fewer applicants.

Many degrees are now offered on a part-time basis and as there is no restriction on the number of places offered the asking grades/ points are usually lower. Also, as students are assessed on their income rather than family income when calculating eligibility for paying fees, part-time degrees can be a much more affordable option. On completion of A' Levels/ BTEC qualifications an excellent range of Foundation degrees are also offered at South West and North West Regional Colleges. These can offer students the opportunity to study a third level qualification nearer to home at a much more affordable cost. On completion students can complete a further year or two of study at QUB/ UU if they then wish to top these up to an Honours degree or alternatively enter the world of work.

For more detailed information on entry requirements for further/ higher education courses (including GCSE requirements) check out the *entry profile* on the relevant university/ college website. Students are also advised to register with the student portal at all universities they may be interested in as this will offer them very useful information on specific courses/ careers they may be interested in as well as advice from current undergraduate students.

Some degree courses will require GCSE Maths at Grade B; the vast majority require a minimum of Grade C in English and Maths. Very high demand courses, such as Medicine, Dentistry, Actuarial Science and Pharmacy, place a lot of emphasis on GCSE results and will have a GCSE performance threshold.

If you have a particular career path in mind and a particular subject(s) is listed as required in the table, you must ensure that you study that subject(s) at Post 16.

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Accounting – QUB Accounting - ULS	No specific 'A' Levels. Maths, Accounting or Business Studies useful	AAB + GCSE Maths B (QUB) ABB or BBB if offering Maths A Level. (UU)	<a href="http://www.accaglobal.com">www.accaglobal.com</a> <a href="http://www.cimaglobal.com">www.cimaglobal.com</a>
Architecture	Useful 'A' Levels include Art, Maths and Physics. For a small no. of degree courses Maths and/or Physics, plus Art, are required.	AAB (QUB) BBB (UU)	Royal Institute of British Architects <a href="http://www.bcs.org.uk">www.bcs.org.uk</a> A portfolio of drawings & ideas is essential if not studying Art at GCSE/ 'A' Level
Biological Sciences	One from Biology, Chemistry, Physics, Maths., PE or Geography. Biology or Chemistry preferred.	BBB-BCC	
Biomedical Science	2 Science Subjects; Biology and at least one from Chemistry (preferred), Geography, Maths or Physics.	AAB -ABB QUB) BBB (UU)	
Business Studies	Not specified; Business Studies useful	ABB (QUB) AAB-BBB (Ulster)	Visit <a href="http://www.bized.co.uk">www.bized.co.uk</a> or the website of the Institute of Management: <a href="http://www.inst-mgt.org.uk">www.inst-mgt.org.uk</a> .  (N.B. Asking grades/ tariff points for UU will vary depending on campus and specific business course applied to.)
Computing	Some courses may require Maths or Software Systems Development or Digital Technology A'Level or will offer a one grade drop if offering one of above.	ABB-BBB (QUB) ABB-BBB (UU)	Visit <a href="http://www.bcs.org.uk">www.bcs.org.uk</a>

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/ Points	Websites & Other Information
Dentistry	Chemistry, Biology, Physics for GCSE & Chemistry, Biology & either Physics/ Maths A'Level. NB UKCAT admissions test	AAA	British Dental Association <a href="http://www.bda-dentistry.org.uk">www.bda-dentistry.org.uk</a> and the General Dental Council <a href="http://www.gdc-uk.org">www.gdc-uk.org</a>
Engineering	Maths + Physics or Maths + another Scientific subject, e.g. Chemistry, Biology, Software Systems, Digital Technology, Technology & Design	Grades vary from AAB-BBB	Royal Academy of Engineering <a href="http://www.raeng.org.uk">www.raeng.org.uk</a>
Environmental Health	1 from Maths, Chemistry, Physics, Biology or Geography	ABC (UU)	Chartered Institute of Environmental Health <a href="http://www.cieh.org">www.cieh.org</a>
Environmental Science	2 Sciences subjects from Geography, Biology, Physics, Chemistry, Maths, PE, ICT	BCC-CCD to include grades CCD (UU)	
I.T./ CIT / BIT	No essential A Levels but Digital Technology/ Computing/ Business/ Maths can be useful.	ABB-BBB	<a href="http://www.bringittonni.info">www.bringittonni.info</a>
Law	No essential A Levels but subjects that develop critical thinking and analytical skills such as English and/or History are useful.	AAA (QUB) ABB (UU)	<a href="http://www.barcouncil.org.uk">www.barcouncil.org.uk</a> <a href="http://www.lawsociety.org.uk">www.lawsociety.org.uk</a> <a href="http://www.lcan.org.uk">www.lcan.org.uk</a> <a href="http://www.allaboutlaw.co.uk">www.allaboutlaw.co.uk</a>
Medicine	Chemistry, Biology, Physics for GCSE & Chemistry, Biology & either Physics/ Maths A'Level. UKCAT admissions test	AAA + A at AS Level	<a href="http://www.medschools.ac.uk">www.medschools.ac.uk</a> <a href="http://www.bma.org.uk">www.bma.org.uk</a> . British Medical Association
Nursing (BSc)	Biology useful	BBC / BCC (QUB) BBC (UU)	NHS Careers ( <a href="http://www.nhs.uk/careers">www.nhs.uk/careers</a> ), the Royal College of Nursing ( <a href="http://www.rcn.org.uk">www.rcn.org.uk</a> ) and the Royal College of Midwives ( <a href="http://www.rcm.org.uk">www.rcm.org.uk</a> )
Occupational Therapy	None	BBB & HPAT admissions test (UU)	The College of Occupational Therapy ( <a href="http://www.cot.co.uk">www.cot.co.uk</a> ).
Optometry	2 from Biology/ Chemistry/Maths or Physics. Some universities prefer Biology as one of the choices.	AAB (UU)	<a href="http://www.college-optometrists.org">www.college-optometrists.org</a>
Pharmacy	Chemistry, Biology GCSE and for A'Level Chemistry and Biology will keep the vast majority of courses open to you.	AAB	<a href="http://www.rpsgb.org.uk">www.rpsgb.org.uk</a>
Physiotherapy	Most courses will consider you with just Biology. Some ask for a second science from Chemistry, Maths or Physics. PE is also useful.	BBB & HPAT admissions test (UU)	Chartered Society of Physiotherapy <b>www.csp.org.uk</b>
Quantity Surveying	One from Maths, Physics, Chemistry, Biology, Engineering or Construction preferred.	ABB/ (AAA if none of the preferred A Levels offered. )	Royal Institute of Chartered Surveyors <b>www.rics.org.uk</b>
Radiography	1 Science from Maths, Physics, Chemistry, Biology. 2nd Science may be desirable for some courses.	BBB & HPAT admissions test (UU)	Diagnostic radiographers use X-rays, ultrasound and magnetic resonance imaging to produce images of the body. Therapeutic radiographers are involved in the treatment of cancer. Contact the Society of Radiographers <b>www.sor.org</b>

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Social Work	Not Specified	ABB (QUB) BBB (UU)	<a href="http://www.niscc.info">www.niscc.info</a> <a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>
Speech and Language Therapy	1 from English, a modern foreign language., Maths, Physics, Chemistry, Biology or Geography	BBB & HPAT admissions test (UU)	The Royal College of Speech and Language Therapists <a href="http://www.rcslt.org">www.rcslt.org</a>
Teaching	At least 1 from Art, Biology, Chemistry, Technology, English, French, Geography, History, ICT, Maths, Music, P.E., Physics, R.E. or Spanish. At secondary level the subject taught must be taken for A' Level.	Grades vary between teaching colleges. St. Mary's, Belfast typically ask for A*AA/ AAB. <b>NB Technology &amp; Design Post Primary BBC Post Primary Maths &amp; Science BBB</b>	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Veterinary Science	Double Award Science GCSE & Chemistry and Biology & either Physics or Maths A' Level.	A*A*A—AAA (UK Universities) Approx. A*, A*, A* & A for UCD	The website of the Royal College of Veterinary Surgeons <a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a>

(N.B. QUB = Queen's University Belfast; UU = University of Ulster)

**N.B. UCAS Tariff Points are changing for entry from 2017 onwards. The new tariff points are below.**

#### A level

Grade	UCAS Tariff Points
A	56
A	48
B	40
C	32
D	24
E	16

#### AS Level (N.B. has only 40% tariff point weighting of A2.)

Grade	Points
A	20
B	16
C	12
D	10
E	6

#### BTec Diploma (QCF) Grade (Students will be awarded two grades as it is equivalent to two A Levels)

Grades	Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

#### BTec Subsidiary Diploma (Equivalent to one A Level)

Grades	Points
D*	56
D	48
M	32
P	16

**N.B. Where a subject is taken at AS Level but not carried onto full A Level then the student will receive half of the points; i.e. Grade B at AS = 16 points.**

**A student who takes 3 A Levels and a fourth subject at AS and achieves grades ABC & B (B in AS) will have 136 UCAS tariff points. (120 from 3 subjects to full A Level and a further 16 from the fourth subject studied to AS Level.)**

# Destination of Post 16 Students

## Year 14 Student Destinations 2017

### Queen's University Belfast (43 students)

Agricultural Technology	1	Accounting	1	Actuarial Science	4
Business Information Technology	2	Architecture	1	Chemistry	1
Biomedical Science	1	Law	1	Chemical Engineering	1
Geography	1	Finance	1	Physics; Mathematics & Physics	2
Maths; Maths & Computing	2	History	2	Computer Science	3
Electrical & Electronic Engineering	1	English; English & Creative Writing	2	Computing Information Technology	1
Civil Engineering	1	Mechanical Engineering	4	Medicine	4
Software Engineering	2	Structural Engineering with Architecture	1		

### University of Ulster (32 students)

Art & Design	1	Architectural Technology	1	Journalism & History	1
Building Surveying	2	Business Economics	2	Computing Technologies	2
Human Resource Mngt	1	Geography	1	Optometry	1
Leisure & events Mngt	1	Accounting	1	Construction Engineering & Mngt	1
Finance & Investment Mngt	1	Int. Hospitality Mngt	1	Law	1
Computing Science	4	Mechatronic Engineering	3	Electronic Engineering	1
Mechanical Engineering	1	Interactive Multimedia Design	1	Quantity Surveying and Commercial Management	4

### Other (55 Students)

CBS – A Levels	9	CAFRE – Agricultural Technology	2
Employment	3	Dublin City University – Global Business	1
Gap Year / External A Level Student	8	University of Liverpool – International Business	1
Letterkenny Institute of Technology	1	South West College – Fdn degree	14
University of Birmingham – History	1	South West College - HND	3
University of Essex - Law	1	South West College – Electrical Apprenticeship	2
Liverpool John Moore - Sport	1	NUI Galway – Medicine & Mechanical Engineering	2
SMUCB - Bed Primary (PE)	1	Queen Mary University London - Drama	1
SMUCB – Liberal Arts – (PE)	2	University of Glasgow – Civil Eng. With Architecture	1

### Summary analysis of Pathways:

University Degree (N.I.)	(QUB – 33%; Ulster - 25%; SMUCB - 2.5% )
University (RoI)	1.5%
University (England/ Scotland/ Wales)	5%
Re-taking A Levels	13%
Fdn Degree/ HND:	16%
Employment	2%
Apprenticeship	1.5%

# Examination Results Summer 2017

The school enjoys an excellent record in public examinations across all subjects. In addition, pupils regularly achieve at the highest level in N. Ireland and in the public GCSE and A Level examination series. In 2017, students from the school achieved the following success:

- Conor Doherty -1st place in N. Ireland in GCSE Manufacturing
- Lorcan McBride - 2nd place in N. Ireland in GCSE LLW
- Matthew Winters achieved full marks in GCSE Art and Design

## A Level

29 subjects were offered at A-level with the following results:

### A-Level Results by Subject Number of Students Entered Achieving Grades (%)

Subject	A*	A	B	C	D	E	U	%A*-C	%A*-E
Art	1	0	0	0	0	0	0	100	100
Biology	5	5	6	6	2	0	1	88	96
A. Business Studies	2	8	8	9	3	0	0	90	100
Business Studies	0	0	0	3	0	0	0	100	100
Chemistry	4	4	2	3	0	0	0	100	100
Computer studies	0	0	1	0	0	0	0	100	100
Design & Technology	0	4	5	2	0	2	0	84.6	100
English	0	0	5	4	5	0	0	64.3	100
Geography	0	8	5	8	1	0	0	95.5	100
History	2	6	9	7	1	0	0	96	100
ICT	1	3	7	10	3	3	0	77.8	100
A. ICT	3	7	11	6	1	2	0	90	100
Software Systems	0	3	2	0	0	0	0	100	100
Journalism	0	3	5	2	0	0	0	100	100
Maths	8	18	12	4	2	0	0	95.5	100
Media Studies	0	0	3	3	1	0	0	85.7	100
Music	0	0	0	1	0	0	0	100	100
Performing Arts	1	0	1	1	0	0	0	100	100
Physics	2	4	11	4	1	1	0	91.3	100
Politics	0	1	0	1	0	0	0	100	100
Religion	0	1	3	5	0	0	0	100	100
Spanish	1	1	1	1	0	1	0	80	100
PE	0	1	1	2	0	0	0	100	100
Sport Studies Dip 2	2	2	0	0	0	0	0	100	100
Sports Studies Sub	12	0	3	0	0	0	0	100	100
Construction Sub	9	8	3	1	0	0	0	100	100
Construction Dip 1	3	0	0	0	0	0	2	60	60
Agriculture Sub	4	0	2	0	0	0	0	100	100
Engineering Sub	3	2	5	0	0	0	0	100	100

### Performance in Public Examinations 2013 to 2017

N.B. N.I. average comparison figures are for Grammar Schools

Performance Indicator	2013-2014		2014-15		2015-16		2016-17	
	School	N.I. Average	School	N.I. Average	School	N.I. Average	School	N.I. Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	99	97	95	98	96	93	96	97.1
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	95	93	92	93	87	94	94	90
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	81	76	72	65	69	77	75	71
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	100	100	97	93	99	100	93	99



## Admissions Criteria 2017 – Entry to Year 13

Omagh CBS is a Catholic Grammar School for boys. The school wishes to accept boys who are suitable for the type of education it offers, and whose parents are in agreement with the ethos of the school. Applicants must:

1. Provide a record of exam results from Omagh CBS or, for external applicants, a record of exam results and a report from the Principal of the applicant's previous school indicating a satisfactory standard of attendance, punctuality, behaviour and work.
2. Attend a Post-16 admissions interview accompanied by a parent/guardian.
3. Sign, together with a parent/guardian, the school's post 16 Learning Agreement, giving a commitment to and support for school aims and rules and an acceptance of responsibility for the applicant's meeting the school standards of behaviour.
4. Understand that progress to Year 14 depends on a satisfactory standard of attendance; punctuality; behaviour and work as set out in the Post 16 Learning Agreement (see Appendix 2).

### Subject Specific Entry Criteria

- All applicants are expected to meet the subject specific entrance criteria as provided in Appendix 1.
- In all subjects it is recommended that students achieve at least a Grade B if the subject has been studied at GCSE level.
- All students are expected to study at least three A Level and/or BTEC subjects at Post 16 level.
- Any applicant who wishes to study a BTEC subject or a subject with a significant coursework component must have a proven track record of successfully meeting coursework or Controlled Assessment deadlines in Key Stage 4.

### Entry to Year 13

Entry to Year 13 is open to applicants who have achieved a minimum of five C Grades at GCSE Level.

In BTEC subjects a merit is regarded as equivalent to a C Grade.

At least one of the subjects passed must be English or Mathematics.

Any applicant who has failed to achieve at least a Grade "C" in either English or Mathematics at GCSE must commit to the preparation for examination and resit of that subject before progressing into Year 14.

### In selecting applicants for entry to Year 13 preference will be given in order of priority to:

1. Applicants qualifying for entry from Omagh CBS from the current examination season.
2. Applicants from other schools, including those applicants that have, in the opinion of the Senior Leadership, attained an equivalent standard to those stated above.
3. Applicants from other schools which do not offer Post 16 Studies in subjects of their preference, including those applicants that have in the opinion of the Senior Leadership attained an equivalent standard to those stated above.

### Studying 4 Subjects at Post 16

Any student who wishes to take the equivalent of 4 subjects must have:-

- A total GCSE score of at least 48 points **AND**
  - Grade A or better in each of the four subjects being chosen in Year 13
- GCSE Points:** A\* = 6, A = 5, B = 4, C = 3, D = 2, E = 1

### Criteria for Any Extra Places Made Available by the Department of Education for Admission into Year 13

The Department of Education may, on request, increase the number of applicants that the school can admit into its Year 13. Places that become available in this way shall be allocated only to applicants who meet the basic eligibility criteria for Post 16 Study and shall be allocated in the order determined by the criteria to be applied in the order set down.

Applicants who have most recently completed Year 12 in Omagh CBS.

Applicants from other schools where admission to an extra place at Omagh CBS has been agreed by the Department of Education.

Parents should note that the Department of Education will, in response to a school's request, increase the school enrolment number in order to allow an extra Post 16 applicant to enrol. DE will first check whether there is another school or schools of a type suitable for that applicant.

### Repeating Year 12

**Applicants who do NOT qualify to continue to Year 13 according to the criteria above and wish to repeat Year 12 must make an appointment (for themselves and a parent/guardian) with the Vice Principal and the Head of School for Key Stage 4 in order to discuss their options.**

Applicants are expected to:-

1. Provide evidence of 'special circumstances' (i.e. medical or other problems which may have affected an applicant's performance in the GCSE Examinations.
2. Have achieved satisfactory standards of attendance, punctuality and behaviour. A satisfactory standard is deemed to be:
  - **Attendance:** At least 93% attendance in Years 11 and 12. Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. 'Special circumstances' that have impacted on attendance will be taken into consideration.
  - **Punctuality:** No more than five lates in Year 12 without due cause.

- **Behaviour:** Not more than one suspension in Year 12. Any applicant who has been suspended in Key Stage 4 will be required to meet with the Principal before returning to repeat Year 12.

## Appendix 1

### Subject Specific Entry Requirements

In all subjects it is recommended that students achieve at least a Grade B if the subject has been studied at GCSE level. All students are expected to study at least three A Level or BTEC subjects at Post 16 level. The subjects below have specific entrance criteria:

**There will be strict adherence to the specific entrance criteria for the subjects listed below:**

#### COMPUTING

- Grade A in GCSE Maths and a grade B in GCSE ICT **OR** Grade A GCSE Computing

#### ENGLISH LITERATURE AND JOURNALISM

- Grade B is required in both English Language and Literature at GCSE

#### FURTHER MATHEMATICS

- Grade A\* in standard GCSE and grade A in Further Maths GCSE.

#### MATHEMATICS

- Grade A\* / A in Maths GCSE
- Need to have studied modules **T4 and T6** at GCSE level

#### MEDIA STUDIES

- A Grade B is required in English Language at GCSE

#### BIOLOGY

- Grade B in Biology Unit at GCSE.

#### CHEMISTRY

- Grade A in Chemistry Unit at GCSE.

#### PHYSICS

- Grade A in Physics Unit at GCSE

#### TECHNOLOGY

- Studied one of the following: GCSE Engineering or Technology
- Highly recommended Grade A, minimum grade B in GCSE Engineering or Technology

#### BTEC ENGINEERING

- Minimum Grade B in Maths at GCSE
- If pursuing further / higher education in the Engineering sector, we recommend that you study A Level Maths AND have achieved a minimum grade C in GCSE Physics or CC in Double Award Science.

### Studying 4 Subjects at Post 16

Any student who wished to take the equivalent of 4 subjects must have:-

- A total GCSE score of at least 48 points **AND**
- Grade A or better in each of the four subjects being chosen in Year 13  
GCSE Points: A\* = 6, A = 5, B = 4, C = 3, D = 2, E = 1

## Appendix 2

### Post-16 Learning Agreement

The aim of this Learning Agreement is to enable students and parents/guardians to work in partnership towards maintaining the values and code of conduct of the school. We want to teach, guide and support every student during his Post 16 studies, enabling him to achieve his full academic potential. This contract is a positive, mutual commitment which will benefit students in understanding their growing responsibility for their own learning and personal development. Admission to Post 16 Studies indicates that both parents and students agree to observe all of our school regulations, published annually in our Information to Parents Booklet.

#### What Omagh CBS offers Post 16 Students

- An opportunity to study a wide range of courses at AS, A Level and BTEC Level
- A friendly atmosphere where a committed team of teachers and support staff work in partnership with the students
- Specialist career guidance and advice on university applications and interviews
- Work Experience
- A Senior Prefect System
- Opportunities to show and develop qualities of leadership and responsibility, and become involved in the wider life of the school e.g. Pope John Paul II Award, Student Council, President's Award, Millennium Volunteers, Young Enterprise, Engineering education Scheme, Young Innovators etc
- A Post 16 RE and Enrichment Programme with the opportunity to complete the Certificate of Personal Effectiveness designed to broaden learning experiences

- A wide range of extra-curricular activities
  - Separate supervised study areas with extensive IT facilities
- We want to ensure that students make the best use of the opportunities offered at Post 16 level. Therefore all students in Senior School are expected to comply with the following guidelines.

### COMMITMENT TO STUDY

**Students in Post 16 are expected adhere to the following:-**

- **Meeting Deadlines:** Complete all coursework, portfolio and homework within the agreed timescales. Evening Study will be used to support students having difficulties meeting deadlines and is compulsory in such instances.
- **Independent Study:** Devote 18 hours per week to independent study at home. This will include completion of homework, either written or learning, consolidation of work taught in class, wider reading or research in preparation for future lessons. IT facilities should be used for focused research and the production of academic work and in compliance with the school's Acceptable Use of the Internet Policy. The above time should be in addition to time spent on independent study during the school day. It is strongly advised that students undertake no more than 5-6 hours per week paid employment during term time. If students do choose to undertake employment, it should be at weekends. It is essential for students to put their academic commitments first when accepting offers of employment.
- **Behaviour:** Demonstrate high standards of behaviour towards all staff and students in school, at lunchtime and on the way to and from school. Post 16 students are expected to adhere to school uniform regulations and all school policies as outlined in the Parent Information Booklet.
- **Enrichment Programme:** Students are expected to become fully involved in the school Post 16 enrichment programme, attend all timetabled lessons and activities and undertake a meaningful Work Experience under the guidance of the Careers Department

### ATTENDANCE AND PUNCTUALITY

Our expectation is that all students will maintain full attendance throughout the school year. Authorised absence due to illness or other reasons will nevertheless disadvantage a student's ability to progress satisfactorily with his studies. Attendance to Registration Class, Study and all timetabled lessons will be recorded. All students are expected to attend from 9.00am until 3.30pm each day.

Any student whose attendance drops below 90% will have a review meeting with the Head of Student Learning. An on-going pattern of attendance below the 90% threshold will be dealt with via the Positive Behaviour Policy. The Department of Education requires a written 'Reason for Absence' following a period of non-attendance at school. If this is not provided, the school is obliged to record the absence as 'unauthorised' and this will appear on a student's attendance record. A Medical Certificate is required if the duration of the absence is longer than one week or for each individual absence if the student has fallen below the attendance threshold of 90%.

Wherever possible you should arrange medical appointments outside of school hours. If a medical appointment has to be during the school day the student is expected to provide an appointment card when informing their Form Teacher. The school does not authorise holidays taken in term time. Absences due to a holiday will be recorded as unauthorised and will affect a student's minimum attendance requirement.

### PROGRESSION IN POST 16 STUDIES

Entrance onto any Post 16 course is dependent on meeting the minimum entry requirements. However, progression once a course is started is not guaranteed unless a minimum standard is maintained throughout its duration. Each Post 16 student will be allocated a target grade for each subject based on their GCSE performance. This grade will then be used in making decisions as to whether a student is able to progress to Year 14. A student may not be able to continue on to a course in Year 14 if they achieve a grade C or below at AS Level (or equivalent) or if their grade that they achieved is significantly below their necessary targets for Third Level education.

In the case of BTEC students, their work must reach an acceptable standard in accordance with their academic ability and grade predictions. BTEC students who have examinations must attend school after the completion of their examinations until their work is at an acceptable standard. A BTEC student cannot begin his Year 14 course if he has failed to complete his Year 13 work to the required standard.

It is unusual for students not be entered for the courses they embark upon. However, there are a number of performance indicators that would be used to assess if a student is deemed 'educationally unprepared':

- Attendance in lessons falling below 90%
- Non attendance at Evening Study organised to support the student
- A poor record of homework completion or homework completed to an unacceptable standard
- Poor progress in relation to target grade
- Poor effort in class, including behaviour
- Failure to meet deadlines for the completion of work

**Any student deemed to be 'educationally unprepared' may be withdrawn from examination modules. Withdrawals from examinations may jeopardise a student's place in Post 16.**

**Parents/Guardians.** I/We shall:

- Ensure that my son attends school punctually each day, adheres to the school uniform regulations and is fully prepared for lessons;
- Let the school know about any concerns or problems that might affect my son's work or behaviour;
- Strongly support all school policies and guidelines for good conduct;
- Encourage my son to complete his homework and undertaking independent learning;
- Attend parents' evenings, discussions and meetings about my son's progress;
- Endeavour to do my best to acquaint myself with all aspects of my son's progress at the school;
- Keep the school informed of important information e.g. change of address, e-mail and telephone number etc

# Thoughts of Current Post 16 Students

## Ciaran Breen

**Post 16 Subjects: BTEC Diploma (equivalent to 2 A Levels) Sport, BTEC Subsidiary Diploma (equivalent to 1 A Level) Construction**

For the majority of people picking Post 16 subjects can be very difficult. You may have to choose between five or six subjects that you enjoy equally knowing that they could determine your future. The subjects that I decided to do were Double Sport and Construction. I picked these as I really wanted to continue to study these subjects further than GCSE. I have loved sport from a very young age and have always been interested in the different aspects of sport and it was for this reason that I decided to do Double Sport. By doing Double Sport you study a wide variety of areas in sport such as the Principles in anatomy and physiology in sport and the psychology in sports performance. One of the main things that I have picked up from my two years studying Double Sport is that there are many areas of sport that I never knew off. Another thing that I found out was that all of the units were easy to relate to any sport, this meant that you didn't have to play Gaelic or any specific sport in order to complete the units. In my class there where a number of people who completed the majority of their coursework on other sports such as handball, boxing and MMA. There is always a good vibe in the classroom which makes coming to school everyday enjoyable.

Whenever I decided to do Construction I knew it was going to be a lot of coursework but I have been able to manage this by using my study periods as much as possible and then following up at home in order to keep up to date.

The teachers in both of these subjects are very helpful and hard-working in the sense that if you show that you are working hard and trying to push yourself in order to achieve the grades they will be able to guide you in the right direction in order to achieve your Distinction grade.

Looking back on my experience in the CBS I would highly recommend all GCSE students should avail of the opportunity of completing A-Levels at the CBS.



## Ciaran Monaghan

**BTEC Diploma Construction (equivalent to 2 A Levels) & BTEC Subsidiary Diploma Agriculture (Equivalent to 1 A Level)**

From a young age I have had a great interest within the Construction sector, I have always been fascinated by the different buildings and structures that can be built. For me at post-16 choosing BTEC Construction was an obvious choice as it allowed me to follow what I have a great interest in. Within the course there is a lot of course work through which I should achieve the grades I need, but means all my work must be of the highest quality. This course also requires students to have good time management skills and the ability to meet any deadline set by the teacher. This is a valuable course as it gives the student a great amount of knowledge which relates directly to the world of work. With hard work and determination this course is enjoyable whilst also allowing pupils to be able to obtain a distinction overall.



## Diarmuid McKiernan

### Post 16 Subjects: A Level English, Media Studies & BTec Subsidiary Diploma Construction

Choosing which subjects to study at Post 16 can be intimidating for students who have completed their GCSEs, as not only do they have to choose between subjects they know from GCSE, but there are now more options. It is important to consider what type of subjects you enjoy while also keeping in mind what subjects you performed well in at GCSE.

I chose to study A Level English as I performed well at the subject, but also really enjoy analysing texts and poetry and wished to further improve the skills I learned at GCSE. I could see how these skills might be beneficial to me in the future as I may want to apply to any essay based course at university.

Another subject I chose to study was Media Studies, this appealed to me as the texts that we look at in the subject include TV, film, music and radio, all areas which I enjoy in my free time. The subject allows for independent work and creativity as it asks you to create pieces of work that reflect your strengths and interests. Media allowed me to use skills that I gained from my essay based GCSE studies. I would recommend this subject to those who wish to take a career path in any aspect of the media.

In addition, BTEC Construction was my third choice as I enjoyed doing coursework based subjects such as manufacturing at GCSE. This is a valuable subject as the things that you learn could be beneficial to have in the future as employment levels in the construction industry rise. If you are good at staying on top of your coursework I would recommend this subject as a gaining Distinction grade is very possible with a good work ethic.

## Fionán McBride

### A Levels: Physics, Chemistry, Biology, Maths & Further Maths

Choosing A-Level subjects can be difficult. It's about trying to get the right balance between what you like, what you excel at doing and what will be useful when applying to university. In my opinion, you should choose the subjects that interest you most and which you feel you will get the best results in - at the end of the day, you are going to be studying them for the next two years so it is important that you want to do them.

For me, the science subjects at A-Level were an obvious choice because I really enjoyed them at GCSE and I wanted to continue studying them at a higher level. These subjects are often perceived as being boring and full of useless information that needs to be regurgitated word for word come June - but, in my experience, it is quite the contrary. Aside from the theory element, there are many other skills that I can develop through my subjects.

Biology has enhanced my ability to write essays and extended pieces, tying many different aspects of the theory together in a structured and logical fashion. In Chemistry, emphasis is placed on the importance of practical skills. Not only the carrying out of experiments, but also the observations and deductions that can be made. This has improved my investigative and critical thinking skills. Physics has given me the opportunity to apply my knowledge and analyse data - bringing my problem-solving skills to the forefront - as every scenario is different. Often it is a case of combining multiple aspects of the course, that are seemingly unrelated, to come up with a solution.



As well as the three 'core' sciences, I also study Maths and Further Maths. Together, these subjects have really progressed my ability to examine and manipulate data in various forms - skills that have also proven to be very useful in my other subjects. I completed my Maths A-Level in one year and I am currently working towards my Further Maths A-Level which I started at the beginning of this year. My ability to tackle each subject in just one year is testament to the exceptionally high standard of teaching I have received.

The step-up from GCSE to A-Level is challenging, and you are going to have to work hard and consistently over the next two years no matter what subjects you choose. However, I have thoroughly enjoyed the past two years and I am truly grateful for the opportunities that Omagh CBS has afforded me. I would strongly encourage all GCSE students to complete their Post-16 studies at this school, and wish each of you the best of luck in the coming months and as you choose the post-GCSE path that is right for you.

## Joseph Fox

### **BTec Diploma Construction (equivalent to 2 A Levels) & BTec Subsidiary Diploma Engineering (Equivalent to 1 A Level)**

Having to choose your subjects for A-Level can be a very difficult as you may love many subjects from GCSE and you will not be able to carry on studying all of them, making choosing just three subjects to do for A-Level even harder. It is also an important decision as this will likely impact what courses you will be



able to study at University as well as what job you will do in the future. From I was young I have always had a great interest in the construction and engineering sector as it was all around me growing up as my father owned a Civil Engineering firm. At the Christian Brothers there are many subjects you could study, some of which other schools do not have. One of these subjects is Construction which allowed me to study the sector even further and enhance my knowledge. BTEC Construction is currently all coursework which means you do not have any tests which I feel is a great benefit. However, you will need to be on top of your work all year round to ensure you do not miss deadlines and achieve the top grades. I would recommend this course to anyone with an interest in the industry.

## Oran McGrath

### **A Levels: Biology, Religious Studies, Digital Technology, Business**

Deciding what A Levels to choose can be very difficult, especially if you are unsure of what you want to study at university. I would recommend that you choose the subjects that you enjoy the most and ones that will broaden your career choices. The A-levels I chose are the ones that I had a strong interest in and wanted to learn more about. I currently study Religion as it was one of my strongest subjects at GCSE and I enjoyed it quite a lot. Studying Religion at A-level is enjoyable and interesting as it also includes elements of other subjects such as History, as you study historically how the Irish Church was formed. Religion is a valuable subject as it can be used for courses in all universities and is recognised by a lot of universities. I chose Digital Technology as I studied ICT at GCSE level and it was a subject that I had a keen interest in. ICT and Digital Technology are two very similar subjects and both are essential as many jobs require basic knowledge of IT.

I also chose Business at A-levels as it is a subject that offers valuable information on many areas that may be important in your future career. Business is good subject to have as it can broaden your choices as many careers seek a Business A-level from applicants and it also helps develop essential skills such as time management as you often have to write extensive and detailed answers in a limited duration of time. These skills are extremely beneficial and will be useful for those attending university in the future. The last subject which I chose was Biology as I achieved high grades in this subject at GCSE level and was found this to be the most fascinating of the Science subject. Biology is a subject that increases your potential career paths as a large amount of university courses specifies a science A-level. Biology is a difficult subject with a lot of work required however if you put in the effort you'll be rewarded with the grades you want.

Overall I would recommend all GCSE students to participate in Post 16 studies in CBS as the support and opportunities available are extremely beneficial and will allow you, with some work involved, to get into the course and career that you desire.



## Michael Browne

**A levels: History, Digital Technology, English & Biology**

Picking your Post 16 subjects may require a lot of thought as you may enjoy a lot of the subjects you are studying at GCSE, and the pressure of these subjects determining your future can make this decision more difficult. I highly recommend completing Post 16 study at Omagh CBS and choosing the subjects you enjoy.

I chose History as it was a subject I thoroughly enjoyed studying at GCSE level. This subject is extremely interesting and allows me to improve my essay writing, analysis and critical thinking skills, which can be applied to my other subjects as well as History. Just as any other subject does, History requires a lot of work but with the help of the excellent teaching in this department a high grade can be easily achieved. I also study Digital Technology. This was due to my interest in technology and computers and I achieved a high grade in GCSE ICT. I highly recommend this subject as it is very enjoyable and gives you a better understanding of ICT, which is useful as it is becoming increasingly important to have a good background in this when applying for a job. The ICT department has some very good teachers who will make achieving your A level a lot easier. English was another of my choices, which I chose as I achieved a high grade at GCSE level. The skills I learn in History are applicable to this subject, and vice versa. This course really improves essay writing and skills as well as analysis, which are always good skills to have. English is also a highly thought of course when applying to universities. The fourth subject I study is Biology. I chose this as I enjoyed Biology at GCSE level and studying a science at A level really widens your career options as many courses you wouldn't think require a science actually do. Although sciences at A level have a reputation for being difficult, with the support of



## Marcus Carslaw

**A Levels: Biology, Chemistry, Physics and Maths**

Choosing to move school to study for my A-Levels was initially a daunting thought, but the teachers here at the CBS quickly made me feel like part of the school community. Narrowing down your A-Level choices can be difficult, going from ten subjects down to three or four. You should choose subjects which you like, and therefore will be willing to work hard in. The jump in difficulty from GCSE to A-Level is big, but it's an easier transition if you are studying subjects that you will enjoy.

I chose to study Biology, Chemistry, Physics and Maths as I enjoyed these subjects at GCSE level and I knew that I wanted to go into a science based career. Studying A-Level Biology has furthered my interest in the subject as a whole, the course is varied and you cover topics ranging from anatomy to ecology. The reason I wanted to study Chemistry was that I had a keen interest in it at GCSE and I always enjoyed the balance between theory and practical work. Personally, I have found Chemistry the hardest subject at A-Level, but it is a rewarding subject provided you put in the effort. Maths at A-Level is varied, with

modules on core maths, statistics and mechanics, all of which have improved my analytical skills. The mechanics module in particular was enjoyable, and also supported me in Physics where mechanics is also studied. A-Level Physics is a great subject, and if you enjoy it at GCSE you will undoubtedly enjoy it at A-Level. Topics are studied in greater detail, which is challenging but manageable. There is also a lot more practical work at A-Level, and getting to put the theory into use makes the subject satisfying.

The teachers here at the CBS are always happy to support every student and the guidance given by subject teachers has proved invaluable to me. I also got some amazing work experience opportunities from the careers department which I am really grateful for. The work experience I completed has helped me to make informed decisions about what career I want to enter into. I would ultimately encourage anyone considering moving to the CBS for Post-16 to do so!



## Padraig McNamee

**BTec Diploma Construction (equivalent to 2 A Levels) & BTec Subsidiary Diploma Agriculture (Equivalent to 1 A Level)**

I have a genuine interest in the construction sector and for me choosing construction at Post-16 was an easy decision. Within the double award BTEC construction course it is all coursework based and that has meant that I have had to be on top of my work-load to be able to meet the deadlines set. For me I have found the course very interesting and I am confident that I have added upon my knowledge with the construction sector as a whole. Also the assignments are easily followed and a distinction can be achieved with hard work.

From my two BTec courses I feel I have developed my skills further especially my time management skills in that throughout the course I have never missed a deadline with my coursework. I have really enjoyed my courses and the teachers are very helpful and gave me good guidance through the entire course. From my own experience I would recommend this course to any student who has an interest in the construction industry.



## Paul Fox

**A-Levels- Applied Business, Applied ICT and Construction**

I always knew that after I was finished my GCSE's that I was going to return back to the CBS to complete my A Levels. There were so many different subjects for me to choose and I knew that it was important that I choose correctly. There was plenty of support given to me during this process of selecting my Post-16 subjects and it was important that I took this on board when I was making my final decision. My final choices of Applied Business, Applied ICT and B-Tec Construction meant that I was going to have to work very hard as they all consisted mainly of coursework. I had to make sure that I was always managing my time well and ensuring that I was meeting all of the deadlines that were set. Thankfully throughout my studies I was provided with a lot of

help from all of the teacher and especially the Business Studies department who were able to provide me with some extra help if I was ever struggling. I feel that any student who is thinking about going on and completing their A-Levels at the CBS should definitely do so. One because it is an enjoyable period of your time if you keep on top of all your work and two the sense of satisfaction being able to achieve the grades you need and deserve makes it all worthwhile.





10k/5k Run and Walk - February 2018



SVDP Christmas Hamper Appeal



Ski Trip to Italy February 2018

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