



# Post 16 Prospectus 2016-17





Pupils who achieved at least 3 or more A grades in their A level examinations June 2015



AS Prizegiving - Top in Subject Winners



Young Enterprise - Kidz Kit Launch

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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 2016-2017, as well as the culture and the learning environment in Senior School. The decisions which you are about to make will have a major impact in determining the direction of your future career.

We offer 29 courses within Post 16 to meet the needs of our students. You will have the option to choose a range of courses including Applied A levels in ICT and Business Studies. We also offer the BTEC qualifications in Agriculture, Construction, Engineering and Sport. We continue to provide a broad range of opportunities for our students. We warmly welcome new students from other schools who wish to continue their studies after GCSE and join our Year 13 each year. Students in Year 13 take a minimum of the equivalent 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 include the ability to bring your own devices, such as laptops, to avail of school wifi for study.

Post 16 students also take modules in a varied enrichment programme, enhancing their personal development as part of their preparation for living away from home. 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 in this academic year. Our extra curricular 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 2016.

Mr Noel Donnelly  
Head of School



# Welcome

From Post 16  
Head of  
School  
Mr N Donnelly

# Head Prefect Paul Conway

It is my pleasure in welcoming you to the Christian Brothers Grammar School Post 16 Information Evening. Our school is passionate about holistic education and in guiding its students towards the right educational and career paths for them. The transition to Post 16 Education is an exciting and significant time for students, so the aim of this evening is to provide you with further information on the options available. I advise you to discuss your interests and queries with the related subject teachers, as well as senior students, who will give you informed first-hand insights. I and the other representatives will happily give you an honest and positive feedback about school life.

Many of you here tonight will be familiar with the school as current students. For those who are prospective students this may be your first experience of being in the school. Either way, there is newness about Post 16 that emphasises greater responsibility for learning. Study classes are offered to every student, to encourage independent learning, which is a technique which will always stand you in good stead.

The school continues to promote and recognise individual skills and qualities, as seen through the RE and Enrichment classes. A range of extracurricular activities are also available, including Young Enterprise, Pope John Paul II and Millennium Volunteer Award Programmes, The Bar Mock Trial, or MacRory Cup participation. There is something for everyone, and for those who feel they would like to introduce a new idea or initiative they can become a Student Council member and be recognised for their work.

My experience of Post-16 thus far has been a supportive and memorable one. There has been a strengthening amongst the year group as we can see people branch off and making their choices. We are fortunate to have a very dedicated and genuine school staff who wish for us to succeed and fulfil our potential. Our Year Head Mr Dickson and Head of Student Learning Mr Donnelly work tirelessly to ensure that the needs of students are met and the careers department is never more than a 'knock-on-the-door' away.

I now hand you over to the staff and students of the Christian Brothers who have prepared a valuable evening which you should enjoy, and I wish you success in your future endeavours.



# 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 29 subjects at A Level, Applied A Level 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 System
- 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



*Student Council 2015-16*

# Post 16 Students

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

**Accounting**  
**Agriculture**  
**Art and Design**  
**Biology**  
**Business Studies**  
**Applied Business**  
**Chemistry**  
**Construction**  
**Digital Technology** (Formerly known as ICT)  
**Engineering**  
**English Literature**  
**Geography**  
**Government & Politics** (Available if offered by the Omagh Learning Community)  
**History**  
**Applied ICT**  
**Irish** (Available if offered by the Omagh Learning Community)  
**Journalism**  
**Mathematics**  
**Further Mathematics**  
**Media Studies**  
**Music**  
**Performing & Production Arts**  
**Physical Education**  
**Physics**  
**Religious Education**  
**Software Systems Development** (Formerly known as Computing)  
**Spanish**  
**Sport Studies**  
**Technology and Design**

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 Applied Business.

Only one from Digital Technology, Applied ICT or Software Systems Development may be chosen.

Only one of the sport related courses should be taken.

Only one from Engineering or Technology.

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 43-45 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



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

## Outreach Programme

In addition to our work experience programme, Year 13 and Year 14 students may take part in outreach within the local community. The outreach programme aims to place pupils in a position where they can help out in the wider community. Students will spend one period per week volunteering in one of our partner organisations.

As well as enhancing key employability skills such as communication, interpersonal skills and initiative this volunteering opportunity will also allow your son to receive the Millennium Volunteer Award which will be a useful addition to his CV.



# 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 and CAO 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.

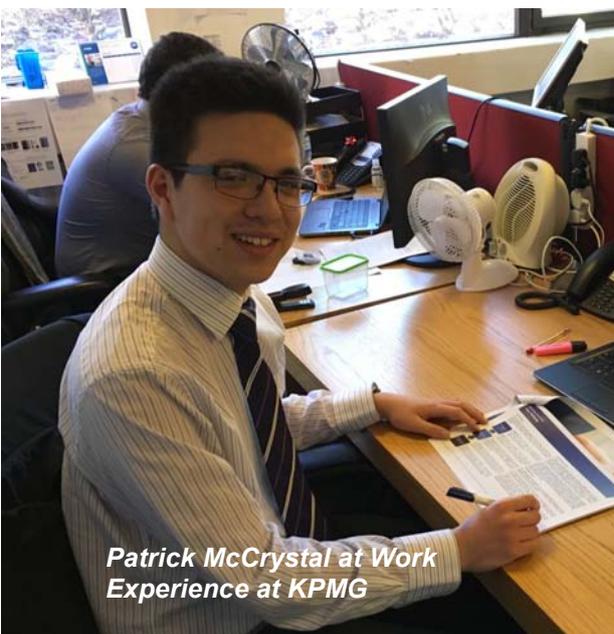
(For careers advice and subject/ entry requirements please see pages 43-45)

# 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. 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.



*Patrick McCrystal at Work Experience at KPMG*



*Paul Keenan & Oisín McElduff on Work Experience at Stormont*

# 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 11.00 - 11.15 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 Student Learning. 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 Student Learning or Mr White, the Vice Principal with responsibility for Pastoral Care.



*Young Enterprise Trade Fair*



*Loading the SVP van with Pupil Donations Christmas 2015*



McRory Cup Team Members with Sponsor



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, IT and Finance**

Young Enterprise, Young Consumers' Quiz, Association of Chartered Certified Accountants' Award, IT club

**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, The President's Award, St Vincent De Paul, Blessed Edmund Rice Summer Camp, Pope John Paul II Award, The Saturday Club, 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

# Accounting



**Example**

**Income Statement**

	£	£
Sales		130,000
Opening inventory	8,000	
Purchases	60,000	
	68,000	
Closing inventory	3,000	
Cost of sales		65,000
Gross profit		65,000
Wages	20,000	
Rent		
Heating		
General expenses		32,000
		63,000

The syllabus followed is produced by AQA and does not require a student to have studied Accounting at GCSE level. An interest in Accounting, coupled with commitment to the subject, are the keys to success.

Accounting is sometimes called the language of business, as it involves the communication of specialised information which helps people make management and investment decisions.

## Skills Developed

As an Accounting student, you are aware that, in addition to subject-related content and skills, you are acquiring other skills that are highly valued by employers.

Studying Accounting allows the student to develop:

- problem-solving skills
- analytical skills
- strategic thinking
- critical understanding and judgment
- research skills
- numerical sense
- decision-making skills
- IT or computer skills, and
- communication skills

## Career Opportunities

Accounting allows students to follow a diverse and wide range of careers. It is a well recognised subject for entry to many worthwhile courses.

Accounting opens up opportunities for jobs in the accountancy sector, in industry, the financial sector or government. Accounting students also have prospects in the world of banking and financial services.

Some of the many careers that Accounting students pursue are:

- Chartered Accountancy
- Certified Accountancy
- Management Accountancy
- Public Finance Accountancy
- Banking
- Finance
- Actuary
- Business Management
- Auditing
- Taxation

## Assessment

**Advanced Subsidiary (AS)** - consists of two units.

The Advanced Subsidiary (AS) Level is both a 'stand-alone' qualification and the first half of the corresponding Advanced GCE.

The AS Accounting specification gives an introduction to the concepts and principles which underlie accounting theory and practice and expands their application to a range of accounting situations.

Unit 1: Introduction to Financial Accounting  
Written Paper – 1 hour 30 minutes  
50% of AS Level; 25% of A Level

Four compulsory questions – each carrying a variable number of marks, each with a variable number of sub-questions.

Unit 2: Financial and Management Accounting  
Written Paper – 1 hour 30 minutes  
50% of AS Level; 25% of A Level

Four compulsory questions – each carrying a variable number of marks, each with a variable number of sub-questions.

**Advanced GCE (A2)** - consists of two units.

The A2 part of the specification incorporates a greater depth of knowledge across a wide range of business situations.

Unit 3: Further Aspects of Financial Accounting  
Written Paper – 2 hours  
50% of A2 Level; 25% of A Level

Four compulsory questions – each carrying a variable number of marks, each with a variable number of sub-questions. This unit is synoptic.

Unit 4: Further Aspects of Management Accounting  
Written Paper – 2 hours  
50% of A2 Level; 25% of A Level

Four compulsory questions – each carrying a variable number of marks, each with a variable number of sub-questions. This unit is synoptic.

# 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, building on their GCSE knowledge and skills or as the first half of the A Level qualification. Students who wish to obtain a full A level qualification will complete the second half of the course, which is referred to as A2. Good attendance and punctuality are very important as projects and coursework must be handed up at the required time. In addition, students should be able to work unsupervised in the school and also at home on various pieces of coursework.

## Skills Developed

Students will work with a wide variety of materials and develop a broad range of associated skills and technical competencies. The skill areas developed include Graphic Design, Interior Design, Fashion Design, Textiles, Photography, Ceramics, Sculpture, Painting and Drawing. This specification also provides students with opportunities to develop the following skills:

- Application of Number
- Communication
- Improving own Learning and Performance
- Information and Communication Technology
- Problem Solving
- Working with Others

## 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.

Advanced Subsidiary (AS)  
consists of two units of work:

AS 1: Coursework Portfolio – The work included should reflect the student's enjoyment and learning experiences of art and design. Students choose the medium and can present their work in a variety of forms including a folder, web page, exhibition of work, work journal, sketchbook, CD and or any combination of these. Students need to submit a minimum of 8 A2 pages and a maximum of 14 A2 pages (or the equivalent in other formats).

AS 2: Externally Set Assignment – Students will complete the externally set assignment in an exam environment. The set theme is issued in February. All work will be exhibited, marked and moderated in June.

Advanced GCE (A2)  
consists of a further two units of work:

A2 1: Personal Investigation – Students will include evidence of visual and written investigations (including an extended essay). Students choose the medium and can present their work in a variety of forms as indicated in AS 1. Students are also asked to produce a written essay (with a minimum of 1000 words and a maximum of 2000 words) that shows evidence of theoretical research and understanding.

A2 2: Externally Set Assignment – The set theme for the externally assessed exam is issued in February and students will present work for examination that demonstrates their strengths across areas of knowledge and skills by responding to one or more of the following in the exam paper: a stimulus or issue, a design brief or problem and/ or a task that specifies an image or other outcome to be achieved.



# 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



# Business Studies (Applied)

This AS and A2 vocational specification in Applied Business has been specially designed to suit the modern Northern Ireland business context by providing a broad based vocational qualification in the Business area. This award offers an introduction to Business and would be appropriate either as a complementary vocational course for candidates taking two or three other A Level subjects or as a foundation course in the vocational areas of Business. It aims to provide candidates with an introduction to the business sector and to encourage candidates to develop skills, knowledge and understanding in realistic business contexts, such as discovering the problems and opportunities faced by local businesses. The specification also provides opportunities for candidates to develop sufficient depth of understanding to inform their choices between further study and training.

## Skills Developed

The specification aims to encourage candidates to acquire the following skills in a realistic business context: practical, presentational, personal, interpersonal and cognitive skills. It also provides a valuable opportunity to develop Key Skills in Application of Number, Communication and ICT.

## Career Opportunities

Applied Business is a valuable and versatile subject. It encompasses a wide range of topics and develops the skills necessary for Higher Education and various career areas. Successful completion of this course offers students several routes for progression .

## Assessment

AS Unit 1: The Enterprising Business	*Portfolio
AS Unit 2: The Enterprising Manager	*Portfolio
AS Unit 3: External Influences on the Business Enterprise	Externally Assessed
Units 1-3 are each worth 33.3% of AS marks	
A2 Unit 7: Finance	External Assessed
A2 Unit 9: Enterprise in Practice	*Portfolio
A2 Unit 10: Investing in People	*Portfolio
Units 7, 9 & 10 are worth 33.3% of A2 marks	
*Internally assessed components with external moderation.	

CBS pupil, Barry McDaid, achieved 1st Place, in Northern Ireland in Applied Business, Summer 2012 examinations.

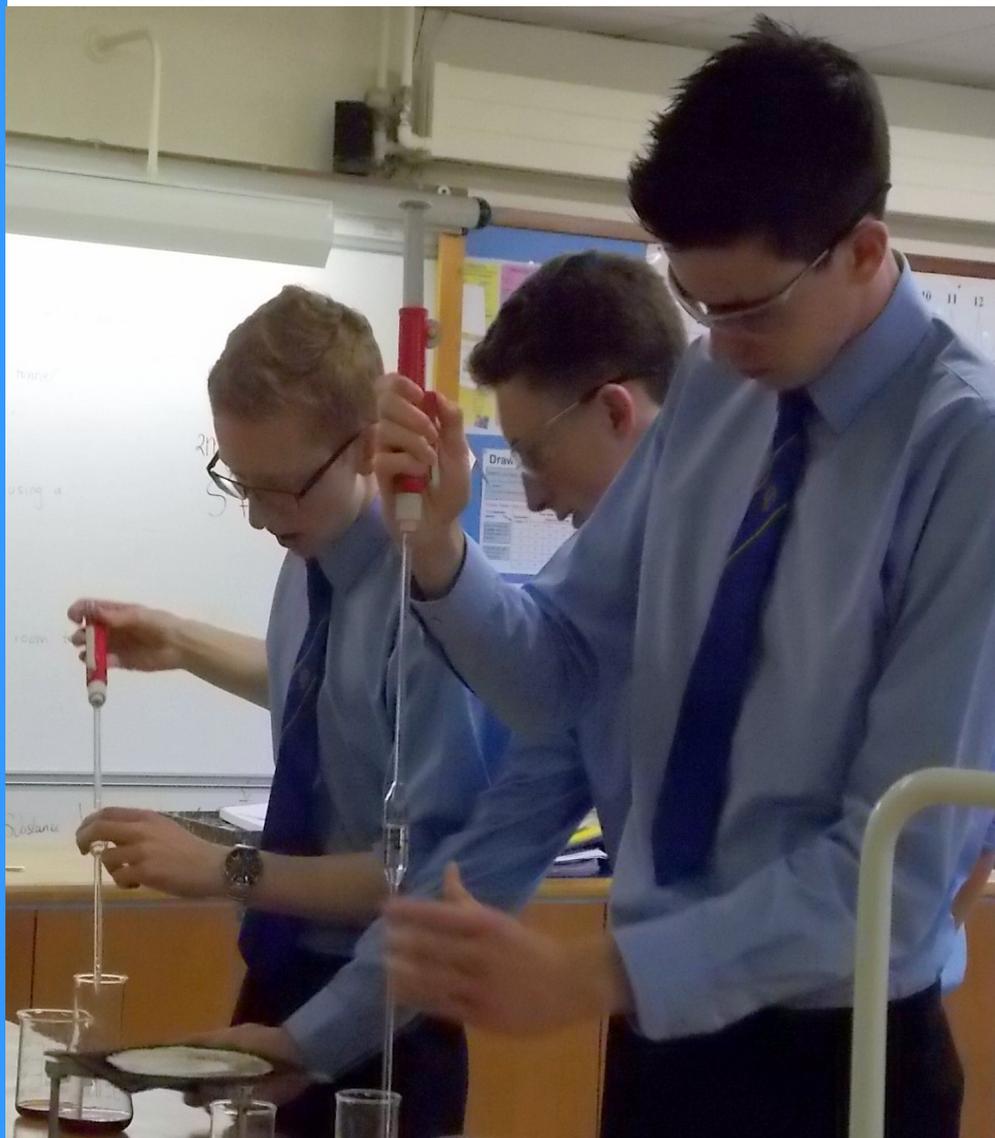


Visit to Cloughbane Farm

Students could go directly into employment, in areas such as Marketing, Accounting, Human Resources and Administration or they could progress to degree level. Applied Business is compatible with many other AS/A2 subjects and it provides an excellent foundation for the student's future beyond school. This subject offers a wide range of degree and career opportunities including Business Studies, Actuarial Mathematics and Statistics, Biomedical Sciences, Accounting and Finance, Quantity Surveying, Property Investment and Development, Law or Management. It also assists students with a wide range of degree courses which may contain a business related module.



# 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 – 35% of AS; 17.5% of A'Level

Unit AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry  
(1 hour and 30 minutes)  
AS 2 – 35% of AS; 17.5% A'Level

Unit AS 3: Internal Assessment  
(2 hours and 30 minutes)  
AS 3 - 30% of AS; 15% of A'Level

Advanced GCE (A2)  
consists of three further Units:

Unit A2 1: Periodic Trends and Further Organic, Physical and Inorganic Chemistry  
(2 hours)  
A2 1 – 40% of A2; 20% of A'Level

Unit A2 2: Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry  
(2 hours)  
A2 2 – 40% of A2; 20% of A'Level

Unit A2 3: Internal Assessment  
(2 hours and 30 minutes)  
A2 3 – 20% of A2; 10% 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 2016 to primarily cater for our current GCSE classes studying Engineering, Technology & Design, Manufacturing 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.

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

### 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.

# English Literature

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

Advanced Subsidiary (AS) Course consists of two modules

Module 1: The Study of Drama

Section A: The Study of a Shakespeare Play

Section B: The Study of Two Plays by a Twentieth Century Dramatist

Module 1 is assessed by two coursework assignments, one on each section.

40% of AS Level

Module 2: The Study of Prose Written After 1800

The Great Gatsby or The Mayor of Casterbridge

The Study of Poetry Written After 1800

Selected Poems of W B Yeats and Patrick Kavanagh

Module 2 is assessed by one two-hour examination in which you will write two essays

60% of AS Level

Advanced GCE (A2)

Course consists of two modules

Module 1: The Study of Poetry Written After 1300

The Pardoner's Prologue and Tale by Geoffrey Chaucer

The Study of Drama

A pair of drama texts linked by theme

Module 1 is assessed by one two-hour examination in which you will write two essays - 50% of A2, 2

5% of A' Level

Module 2: The Study of Prose

A theme-based approach covering three novels

Module 2 is assessed by one two-hour examination in which you will write two essays - 50% of A2,

25% of A' Level



*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



AS History students attending Holocaust Lecture

## 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 1903-1941

1 hr 30m exam – 50 % of AS; 20% of A level

Causes and Consequences of the 1905 Revolution

-1904/05 Russo Japanese War

- 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 1918-1945

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

\* SYNOPSIS 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

- cultural developments: the role of the Catholic Church in the period;

education; gaelicisation in the Irish Free State.

# ICT (Applied)

In order to undertake this course you need an enquiring mind, an interest in information and communication technology, a willingness to explore new ideas and an ability to communicate your ideas effectively. The most important thing you need is dedication and hard work because much of the work is self directed. You must also be prepared to meet deadlines.

The course will encourage you to develop the broad skills, knowledge and understanding of the IT sector. In the course you will be encouraged to develop practical and presentational skills, as well as an appreciation of the social and legal issues surrounding ICT.

## Skills Developed

Opportunities are provided for developing your competencies in several of the Key Skills especially Communication, Application of Number and Information Technology. Students who successfully complete Applied ICT are entitled to Level 3 in the Information Technology Key Skill. They do not have to sit an exam or submit portfolio work.

## Career Opportunities

The course would be appropriate for further vocational study in the area of ICT or as a vocational AS or A Level for students taking two other A Level subjects. This course is ideally suited to meet the needs of students wishing to progress towards higher education in ICT, to further training, or to employment. Students completing the course have gained entry to degrees including Computing, Marketing, Business, Law, Architecture, English, Civil Engineering and Pharmacy.

## Assessment

The Single Award in GCE Applied ICT has 6 units: You will be required to take four compulsory units (three at AS and one at A2) and two of the remaining five A2 units. Assessment is based on examinations and assignment work presented as portfolio evidence which is marked by the Centre and moderated by CCEA.

Advanced Subsidiary (AS) consists of three Units: (AS Modules)

AS Unit 1: Information and Communication P

AS Unit 2: Software Applications and Tools\*\*

AS Unit 3: Organisations and Information Systems P

(Each unit is worth 33.3% of AS marks)

Year 14

(A2 Modules)

A2 Unit 7: Investigating Systems\*\*

A2 Unit 9: Website Design and Management P

A2 Unit 12: Visual Programming P

(Each unit is worth 33.3% of A2 marks)

\*\*Externally assessed examinations

P – This is an internally assessed component with external moderation.

A grade will be awarded on completion of the AS units and the overall grade will be awarded on completion of the A2 assessments.





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.

# Irish

\*Available if offered by the Omagh Learning Community

## 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; and Holidays, festivals and customs.
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### 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; and  
 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 – produce a portfolio of different story types for a local newspaper or magazine – 60% of AS Level

A level Journalism consists of two units:

### Unit 1: Cross-Platform Journalism and Digital Interactivity

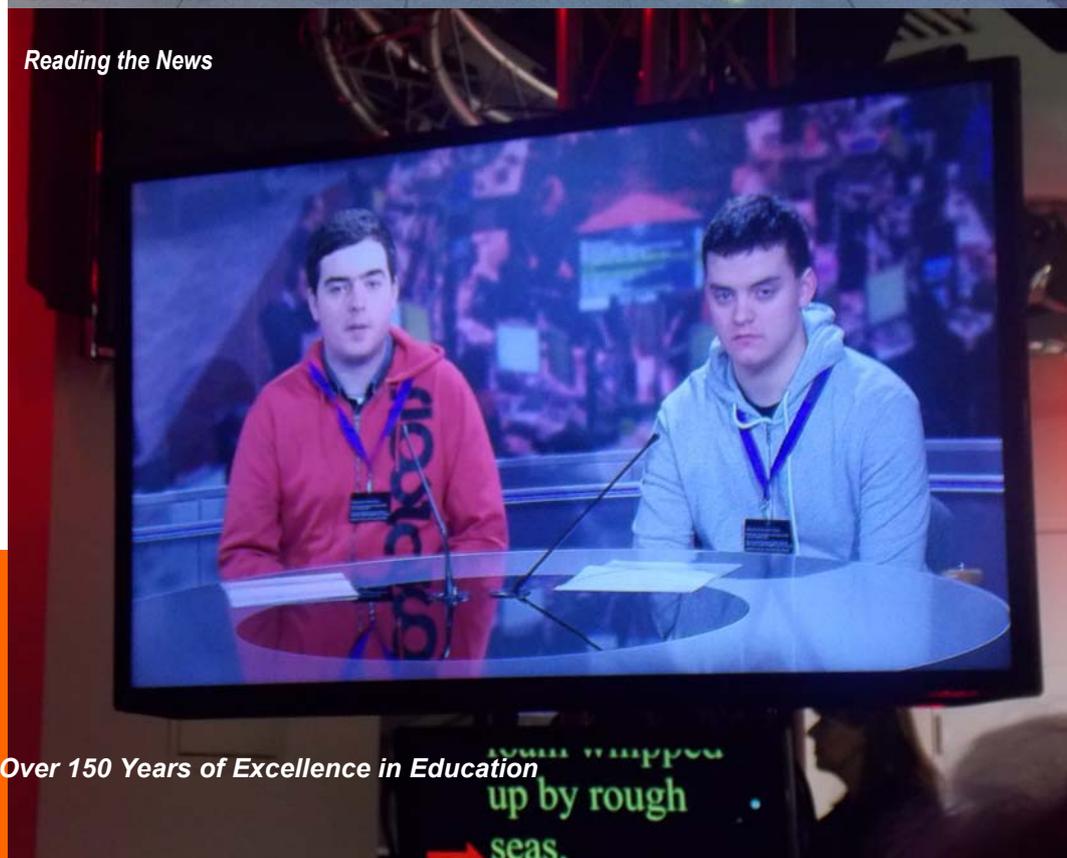
One 2 hour external exam – 50% of A2, 25% of A Level

### Unit 2: Coursework: Produce an Online Print and Broadcast Feature Portfolio

50% of A2, 25% of A Level



*Outside the world  
famous BBC Studios*



*Reading the News*

# 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 Additional Mathematics 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 six modules

### Year 13 AS Mathematics

(module C1) Pure Mathematics

(module C2) Pure Mathematics

(module M1) Mechanics

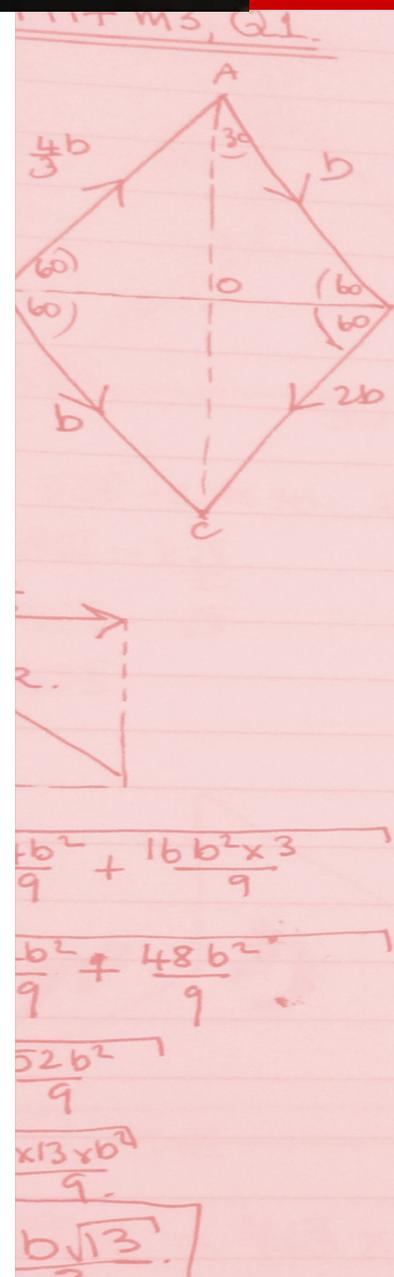
Each module is worth 33.3% of the overall AS marks

### Year 14 A2 Mathematics

(module C3) Pure Mathematics

(module C4) Pure Mathematics (module S1) Statistics

Each module is worth 33.3% of the overall A2 marks 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 12 modules. The course followed is the CCEA A Level Further Mathematics. In Year 13 you complete six modules to obtain a grade in A Level Mathematics. In Year 14 you study six 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 C1, C2 and M1 in January and modules C3, C4 and S1 in June to complete their A Level Mathematics. In Year 14, students will sit modules FP1, FP2 and M2 in January and modules FP3, M3 and M4 in June to complete their Further A Level Mathematics. Each module carries equal weighting. 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

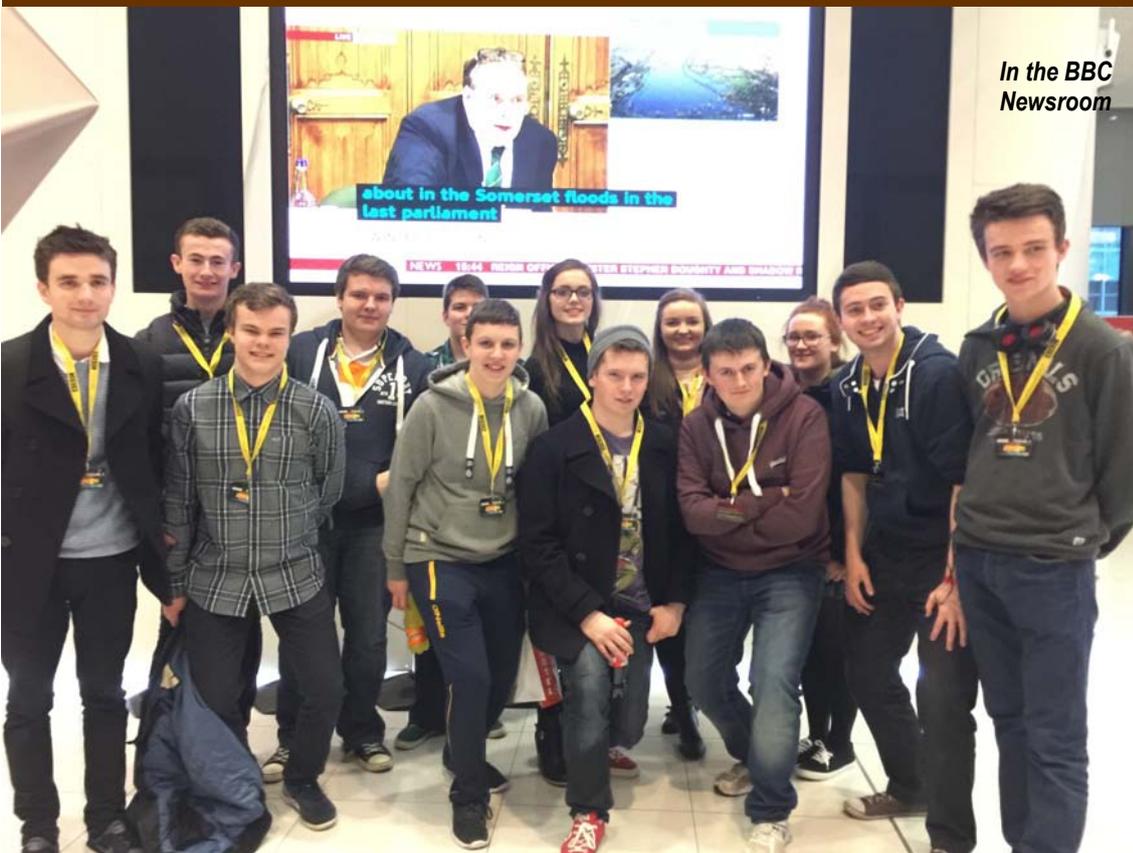
(module C1)	Pure Mathematics
(module C2)	Pure Mathematics
(module C3)	Pure Mathematics
(module C4)	Pure Mathematics
(module M1)	Mechanics
(module S1)	Statistics

Year 14 Further Mathematics

(module FP1)	Further Pure Mathematics
(module FP2)	Further Pure Mathematics
(module FP3)	Further Pure Mathematics
(module M2)	Further Mechanics
(module M3)	Further Mechanics
(module M4)	Further Mechanics

Each module is worth 33% of overall AS/A2 marks.





*In the BBC Newsroom*

# 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)

## 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



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.

# Performing & Production Arts

## 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

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

## 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 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.

*Shakespeare workshop Globe Theatre in London*



# Physical Education



This course aims to develop

- Knowledge, skills and understanding of the factors which influence the quality of performance
- Apply your knowledge and skills to a range of activities to improve performance
- Evaluate performance and plan for the improvement of it
- Develop an understanding of factors which affect participation in sport and physical activity

## Skills Developed

Students studying Physical Education at AS and A2 Level will develop:

- An understanding of the factors influencing performance and the ability to apply these to range of physical activities
- An appreciation of social, moral and cultural issues that affect participation and performance in physical activity
- The capacity to think critically about the relationships between the different factors influencing performance
- Communication and Information Technology skills
- The ability to work as a team and solve problems

## Career Opportunities

The study of Physical Education allows students to progress to a wide range of careers. In recent years our students have followed degree level courses in PE (teaching), sports science, occupational therapy, radiology, physiotherapy, recreational management, youth and community work and events management. These students can look forward to a career working with young people either in schools or in the community, or can pursue a career in a wide range of occupations in the leisure industry.

## Assessment

Examination Board – Edexcel  
AS Physical Education

A2 Physical Education  
3 Modules (each worth 33.3% of A2 marks)

Unit Title	%	Assessment
Unit 1: Participation in Sport and Recreation	50	Exam (1 hr 30mins)
Unit 2: The Critical Sports Performer	50	Portfolio of evidence Four tasks

Unit Title	%	Assessment
Unit 3: Preparation for Optimum Sports Performance	50	Exam (2hrs)
Unit 4: The Developing Sports Performer	50	Portfolio of evidence Four tasks

# 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.

<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.

## 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.



# 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 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 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

- Religious and Political Background
- Introduction to the Gospel of Luke
- Selective Narratives in Luke's Gospel
- The Words (parables) of Jesus
- The Deeds (miracles) of Jesus

AS 5: The Origins of the Celtic Church in Ireland and the Beginnings of its Missionary Outreach

- Background to The Mission of Patrick
- The Work of Patrick
- The Beginnings of Monasticism in Ireland
- The Penitentials
- Missionary Outreach in Britain

Weightings: Each module 50% of AS; 25% of A Level Duration and Format: Two 1 hour 20 minutes externally assessed written papers

A21: The Theology of the gospel of Luke

A25: A Study of the Development of the Impact of the Celtic Church in the 5th 6th and 7th centuries

Weightings: each module is 25% 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 : 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 :

## What does the A2 consist of?

A2 1: Systems Approaches and Database Concepts: External Written Exam : 2hr paper worth 25% of 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 25 of A-Level.

# Spanish

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

## CCEA Examination Board Assessment

Teaching and learning Unit	Assessment Unit and associated techniques of assessment	Assessment weighting
AS 1: Speaking	<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
AS 2: Listening [A]; Reading [B]; and Use of Language [C]	<b>AS 2: Section A – Listening</b> Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: Students answer in Spanish. Recording 2: Students answer in English. (40 mins) <b>AS 2: Section B – Reading</b> Question 1: students answer one set of questions in Spanish based on one passage. Question 2: students translate a passage from Spanish into English. (50 mins) <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
AS 3: Extended Writing	<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>
2 1: Speaking	<b>A2 1: Speaking</b> Question 1: Students introduce and discuss one 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
A2 2: Listening [A]; and Reading [B]	<b>A2 2: Section A – Listening</b> Students answer two sets of questions based on two discrete passages recorded on disk. Recording 1: students answer in Spanish. Recording 2: students answer in English. (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
A2 3 Extended Writing	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 & Year 2

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 Mechanical and Pneumatic 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 Mechanical and Pneumatic control systems carrying out advanced calculations, understanding and generating working mechanical and pneumatic circuit diagrams and accurately completing advanced technical drawings. 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 mechanical and pneumatic 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, 25% of A Level) Product Design and Systems Control (2 hour examination)

Unit AS 2: (50% of AS, 25% of A Level) Coursework: Product Development

Unit A2 1: (25% of A Level) Systems and Control (Mechanical and pneumatic control) (2 hour examination)

Unit A2 2: (25% 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' 2016 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)  AAB or ABB 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.	ABB (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
Biochemistry	Chemistry + 1 from Biology, Physics or Maths.	BBB	The study of Biology at a molecular level. Visit the website of the Biochemical Society: <a href="http://www.biochemistry.org">www.biochemistry.org</a>
Biomedical Science	2 Science Subjects; Biology and Chemistry preferred.	AAB -ABB QUB)  BBB (UU)	
Business Studies	Not specified; Business Studies useful	ABB (QUB)  ABB-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 require Maths or Software Systems Development A'Level; Software Systems Development/IT useful	AAB-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 + A at AS Level	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, Technology & Design	Grades vary from AAB-BBC	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 CC (UU)	
I.T./ CIT	No essential A Levels but I.T./ Software Systems Development/ 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.	AAB (QUB) ABB-BBB (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 <a href="http://www.csp.org.uk">www.csp.org.uk</a>
Quantity Surveying	No specific 'A' Levels required but Maths and/or Business Studies would be useful.	BBB	Royal Institute of Chartered Surveyors <a href="http://www.rics.org.uk">www.rics.org.uk</a>
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 <a href="http://www.sor.org">www.sor.org</a>
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>

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/ Points	Websites & Other Information
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.	<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—AAB (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 form 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 2015

### Queen's University Belfast (33)

Actuarial Science and Risk Management	1	Accounting	2	Agricultural Technology	1
Business Information Technology	2	Biochemistry	1	Physics	1
Civil Engineering	2	Law with Politics	1	Computer Science	4
European Planning	1	Electrical & Electronic Engineering	1	English	1
Land Use & Environmental Mngt	1	Finance	1	Software & Electrical Engineering	2
History	1	Biology	2	Nursing	2
Mathematics with Extended Studies in Europe/ Statistics	2	Music	1	Medicine	1
Pharmacy	1	Psychology	1		

### University of Ulster (40 Students)

Art & Design	2	Architecture/ Architectural Engineering	2	Biomedical Engineering	1
Building Surveying	2	Business Economics & Accounting	1	Computing/ IT	7
Communication Mngt & PR	2	Civil Engineering	1	Criminology & Criminal Justice	1
Drama	2	Electronic Engineering	1	Construction Engineering & Mngt	2
Finance & Investment Mngt	1	Human Resource Mngt	1	Journalism with Education	1
Mathematics	1	Mechatronic Engineering	1	Physiology	1
Occupational Therapy	1	Planning & Property Development	1	Radiotherapy & Oncology	1
Quantity Surveying	3	Sport & Exercise Sciences	4		

### Other (40)

Employment	3	Deferred Entry	3
South West College	9	Belfast Metropolitan College	2
A Level Studies	17	Vocational Training	3
SMUCB	2	Stranmillis University College	1

### Other Universities: U.K. and Ireland (12)

Aberystwyth – English	1	Liverpool – Popular Music	1	Teeside - Physiotherapy	1
Durham - Law	1	Liverpool - Orthoptics	1	Dundee -Dentistry	1
Kingston – Geology	1	Oxford – Engineering	1	Southampton - Law	1
Queen Mary, London - Drama	1	Reading – B Ed Primary Art	1	St Andrew's – Computer Science	1

# Examination Results Summer 2015

## 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	Entries	A*	A	B	C	D	E	U	%A-E
Accounting	10	0	20	30	20	20	10	0	100
Art	2	0	100	0	0	0	0	0	100
Biology	22	5	18	45	18	14	0	0	100
Applied Business	17	0	35	53	6	6	0	0	100
Applied I.T	23	4	26	52	17	0	0	0	100
BTEC App Science Dip.	2	100	0	0	0	0	0	0	100
Business Studies	8	0	25	50	25	0	0	0	100
Chemistry	9	0	33	22	22	22	0	0	100
Computing	8	13	13	38	38	0	0	0	100
BTEC Construction (Diploma)	14	71	21	7	0	0	0	0	100
BTEC Construction (Sub Dip)	8	75	25	0	0	0	0	0	100
Media Studies	8	0	13	38	38	13	0	0	100
English Literature	26	12	23	35	27	4	0	0	100
Geography	26	4	31	38	15	12	0	0	100
History	32	6	22	50	19	3	0	0	100
IT	37	0	16	32	30	14	5	3	97
Journalism	6	0	33	50	17	0	0	0	100
Mathematics	44	16	30	36	9	9	0	0	100
Further Mathematics	3	33	0	67	0	0	0	0	100
Human Biology	2	0	0	0	50	0	50	0	100
Performing Arts	5	0	20	80	0	0	0	0	100
Physics	10	20	10	10	40	10	10	0	100
Music	5	0	20	20	60	0	0	0	100
Religious Studies	15	0	20	53	13	7	0	7	93
Spanish	6	0	33	33	0	33	0	0	100
BTEC Sports (Sub Dip)	10	40	60	0	0	0	0	0	100
BTEC Sports (Diploma)	16	31	69	0	0	0	0	0	100
Technology	6	17	17	33	33	0	0	0	100
Physical Education	13	0	15	38	23	23	0	0	100

### Performance in Public Examinations 2011 to 2015

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

Performance Indicator	2011-2012		2012-2013		2013-14		2014-15	
	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	99	97	99	97	95	98
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	94	92	96	94	95	93	92	94
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	85	80	76	77	81	76	72	77
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	99	99	99	99	100	100	97	100

## Ciaran Melarkey – Current pupil

A Levels: English Literature, History, Journalism



In choosing my A-Levels for my final two years at CBS my decision really came from what I derived the most enjoyment from. As result my subjects focused on literature as well as adapting my writing skills into different formats through subjects such as History and Journalism. However I had been sceptical for a long time on what I wanted to do following my studies at Post-16, perplexed on whether Law or English would offer a better opportunity. Luckily the school offer extensive careers advice throughout A-Level which simplifies the concept of university applications, while also offering guidance on career opportunities and choices. Additionally the school staff help and encourage students to go out and acquire work experience in a variety of areas, gaining vital knowledge that allows students to grasp of what life actually entails in the workplace. Following my time at the Ulster Herald newspaper I was assured that I wanted to peruse an English degree, to which the school was able to offer me extensive information on the selection of courses and universities. Soon after the careers teachers were also able to provide guidance with issues such as student finance and university accommodation.

Coinciding with this careers advice the school also offer extensive educational support over the course of Post-16. I'd found that the additional lessons offered over the course of study leave and during free periods alleviated a lot of pressures during the final months of the year. During the final year I was also able to take on a position as Library Prefect, helping younger students in their literacy skills. Taking on the position has allowed me to gain a greater grasp of my own subjects, while additionally developing a lot of the skills that will be used during university life. But beyond that the most pleasurable element of Post- 16 for me was simply learning more about the subjects I found engaging. As a result I would advise anyone considering to stay on to choose what they actually feel engaged by, especially if they're in a position where they're sceptical of what they'd like to do moving forward.

Although conclusively I would encourage everyone to make an attempt at post-16, as while the prospect seems like a difficult one, it allows you to form a greater intuition in the areas that you actually find gratifying, and it's from these skills that you'll be able to not only move towards university life, but also mould the foundations of your career and life outside of education.

# Thoughts of Past Pupils and Current Post 16 Students

## Aaron Smithson - Past Pupil

A levels

AS – English Lit, Spanish, RE

A2 – RE, Applied ICT, BTEC Sport

I always knew that I would return after GCSE's to complete my A levels at the CBS. However, unlike a lot of my friends, I had no real preferences for subjects and did not yet know what I wanted to do at university. I chose Spanish, RE and English Literature at post 16. I quickly realised that I was not enjoying the subjects and that my choices would impact on my emerging interest in studying sport at university so I made the difficult choice to go back and repeat year 13 and change to different subjects. By this time I had realised that my ambition was to work with children through sport, either in a direct role as a coach or as a PE teacher. The careers team listened to this and made me aware of the BTEC course in sport that the school offered, which I had not been previously aware of. This time around I chose to keep on RE, and to take on Applied ICT and a BTEC in Sport. Facilitating this transition required a lot of work with the school careers advisors and Mr Noel Donnelly. The staff could not have been more helpful, and their support helped make this decision a lot easier for me.

At post 16 the work can be challenging as there is a step up in difficulty from GCSE, but the teachers are willing to help. They are fantastic teachers and they will always take the time to explain themselves fully, and they make time for any student who has questions or who needs help with work. At 'A' level there is a much greater level of independent learning required, and this really helped me to prepare for university, where most of the work has to be done independently. As two of my 'A' level subjects were coursework based, this helped me get used to meeting deadlines and planning my work, skills that I have found vital at university.

I would advise everyone to go to the CBS for post 16, as in those two years (or three in my case), you will form friendships that will last for many years to come. The teaching and careers staff are second to none, the facilities at the school are fantastic, and there are many extra curricular activities to challenge ,develop you and to enjoy during your post 16 studies. There are also opportunities to build leadership skills through involvement with the Senior leadership team. I was the Liturgical Senior Prefect and enjoyed working closely with other team members and staff in hosting and planning school events. The Post 16 years at CBS give you a chance to develop, have fun and aim high as you prepare for university life.



## Patrick McCullagh - Current Pupil

A levels: Maths, Accounting, Business Studies

The idea of narrowing down on the subjects you study for post 16 can be a difficult decision to make. Especially in regards to the future effects these choices may have when applying to university. When studying GCSEs the subjects that most interested me were Maths and Business Studies; this was because of my interest in the economy and the business world around us. These were the subjects I most enjoyed and therefore was the subjects I achieved highest in my GCSEs.

When it came to selecting my A-level choices it was more evident to pick the subjects I performed the best in but also enjoyed the most. Along with selecting Maths and Business Studies for A-level I also decided upon studying Accounting; I have always had an idea of becoming an accountant and thought the opportunity of learning and studying it as an A-level before university was a chance that couldn't be missed. I really enjoy the subjects I study mainly because I have an honest interest in them and hence have a better work rate for them. Throughout AS and even into A2 I noticed significant links between these subjects and the transferable skills needed within each, therefore I found it easier to understand the subjects more.

I achieved top in the year for both Accounting and Business Studies at AS, and have recently accepted an offer to join the Accounting firm Deloitte, this opportunity was significantly enhanced through the focused A-levels I had in relation to Accounting. I had to go through numerous tests and interviews but the knowledge and understanding I had from these subjects really helped me secure a place. I hopefully plan to join them in the coming September and attain my university degree, professional accounting qualifications and the valued work experience throughout the 5 year process. In my overall opinion to you selecting subjects is to select ones that you thoroughly enjoy and have genuine interest in as it will make studying them so much easier.



## Ronan Slevin - Current Pupil

A levels: Construction, Applied I.T., Business Studies



I would strongly recommend to current CBS students to consider completing post-16 studies. My A-level subjects were picked based on my performance at GCSE and also the subjects which I most enjoyed. The three subjects that I picked were Applied I.T, Business Studies and BTEC Construction. I chose Applied I.T. for a number of reasons. The main reason was because of the current employment trends which meant that there were more jobs in the I.T. sector. I thought that with the demand for jobs that this would be a worthy A-level to study. The employment trends are still the same and will continue to be the same as the I.T. sector expands. Applied I.T. is challenging with its constant deadlines, however, it can be very rewarding if hard work is consistently applied throughout the course.

The reason I chose to study BTEC Construction was because I always had a genuine interest in the subject. Studying this at post 16 has further enhanced my interest in the area. This subject is very fun and enjoyable because you are studying real life construction projects and regular site visits take place throughout this course. The course places demands on your time keeping skills and your ability to meet deadlines. This course is very easy to pick up as you go along and a similar qualification at GCSE level is not required in order to do this A-level, as I have first-hand experience of this. There has been some change in the construction industry in recent years with very few jobs, although recent statistics have suggested an improvement in these employment figures. I highly recommend BTEC Construction for students considering their A-levels because of its fun and realistic nature and with the help of the teachers in the Construction department and some hard work; a Distinction grade in BTEC Construction is very achievable.

My last A-level that I have chosen is Business Studies. I always had a flare for Business Studies at GCSE and I found it very interesting as it kept up to date with the real world. Business is said to be a world language and so getting a job in the business sector seems to be no problem. Business studies open many doors in regards to the courses you can do at university and so it is a very worthwhile subject to keep on. The standard of the teaching of

Business Studies in the CBS is very good which helps also. This subject requires constant revision; however with a bit of hard work it is very possible to achieve a top grade in this exam. Doing GCSE Business Studies may be beneficial to you when studying A-level Business; however it is not necessary as some of my class mates study A-level Business without a GCSE qualification in it.

I would recommend students to study A-levels in the CBS as each and every student receives excellent support and guidance from all subject teachers. Post -16 study doesn't just give you qualifications and make you more employable but it provides you with an invaluable life experience. Post-16 is not a 'walk in the park', however it is a very worthwhile experience and the CBS is the right place to study A-levels. If you have the, ability and genuine interest to study A-levels then I would recommend it, because remember you will be working a long time if you leave school at 16. Study hard and believe in yourself at Post-16 and the possibilities are endless.

## Mark Bradley - Current Pupil

A levels: Maths, Chemistry,  
Biology



I feel that I could relate to a lot of you, I didn't have a definite career path in mind when making subject choices. Don't worry; think of what you are good at and what you enjoy learning. Also, whatever subjects you choose, you should know that the teachers here at the CBS will provide you with the best resources to excel in those subjects. Also, in contrast to GCSE level classes, Post 16 subjects will be much more exclusive; i.e. there will usually be less people choosing a certain subject resulting in smaller classes. This is helpful as it means teachers will be able to provide a lot more assistance on topics you find difficult.

Personally, I always thought I was best at Maths. My mind works with a problem-solving approach to situations so it was natural that Maths was my first chosen subject. This choice was backed up with my result at GCSE. I also knew that the school had a great reputation for Maths teaching which reassured me that it was the next step in my education. As well as this, a qualification in Maths opened the door to a wide variety of potential career paths; from teaching and engineering, to actuary and computing. These were all promising courses that appealed to me, so it always helps to choose your subjects carefully. At the time, I was interested in Dentistry which meant I required Chemistry & Biology, though I have since changed my mind. Chemistry and Biology are difficult subjects if you don't commit enough effort or give them enough respect as subjects, but if you have the right work-ethic then they become very rewarding subjects. The theory involved with both subjects will have mixed opinions for individual pupils; you may enjoy a certain module more than another. The subjects as a whole are both interesting, rewarding and, believe it or not, FUN (especially for the practical lessons and coursework). For Biology, one module is coursework and the guidance and feedback I received from my teachers was excellent and helped me understand what content was required and the detail to use for the practical write-up.

Also, in Post 16 you will be offered numerous opportunities to assist in local charity collections, peer tutoring sessions, and other extra-curricular activities that will help you with content for personal statements. These will also help you develop key skills in communication, responsibility & reliability which are all desired traits universities look for in future students. As I had stated previously, I changed my plans for university courses. This was made more effective by the expert guidance of the Careers Management within this school. They were able to provide me with the best advice and

guidance on how to research a more suitable course, as well as reassurance that I was not jeopardising my future by this minor setback. This relieved a lot of stress involved in course research, and the application process involved with choosing further studies.

Finally, I would like to emphasise the importance of these final 2 years of secondary education for each of you, and the importance to enjoy them. These subjects you choose to study will be presented in great detail and in some challenging modules so make sure you choose the subjects you are best suited to/interested in. Make the most of every opportunity that presents itself to you over the 2 years and good luck in whatever decision you make.

## John Baxter – Past Pupil

A-Levels: Biology, Chemistry, Maths and Physics  
Degree: Medicine at Queens University, Belfast

I had known for some time that I wanted to do Medicine so when it came to choosing my A-Levels the decision to study at Omagh CBS was easy. What made it easier was the excellent reputation and track record of Omagh CBS in Science and Maths. At Post 16 the class sizes are smaller, this it lets the teachers focus more on individual learning needs and difficulties which is helpful because the step up from GCSE can be overwhelming at times. I found the independent study periods useful because they helped me develop my own revision style and time management skills - two skills I've found invaluable since coming to university!

The careers department in the school was amazing in helping me prepare for university. They guided us through the university applications, offered one-to-one meetings to discuss course options, arranged for staff from the library board to come in and check over our student finance forms and gave thorough feedback on how to write and improve the dreaded personal statement! They also arranged talks with past pupils who were already studying the course and helped organise work experience which was extremely useful because it gave a strong foundation for my personal statement and gave me a lot to talk about at interview.

The school gave me many opportunities to get involved with extracurricular activities. These were fantastic experiences and they helped me develop skills and qualities which I still use today at university. It was an honour to take on extra responsibility and gain team work and management skills as Head Prefect, and, through the Pope John Paul II Award I was able to get involved in the local community and meet new people. Omagh CBS has given me a great work ethic and set me in good stead for university and the rest of my career. I could not have asked for more from my final two years at the CBS and would definitely recommend that you consider it.





Magical Moments Concert at Strule Arts Centre November 2015



CBS 10k Run February 2016



Local Residents Coffee Morning December 2015

