



Post 16 Prospectus 2017-18



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Pupils who achieved at least 3 or more A grades in their A level examinations June 2016



AS Prizegiving - Top in Subject Winners



CBS 10k Run February 2017

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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 2017-2018, 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 27 courses within Post 16 to meet the needs of our students. You will have the option to choose a range of courses including BTEC qualifications in Agriculture, Construction, Engineering and Sport. And Cambridge Nationals Level 3 in IT. 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 2017.

Mr Noel Donnelly
Head of School



Welcome

From Post 16
Head of
School
Mr N Donnelly

Head Prefect Jude Corry

The post 16 education offered here at Omagh CBS is a superb step into your next phase of education, I know as Year 12 students you have a vested interest in your choices for Post 16 and I know that with the right research you'll choose the subjects that are right for you. This is a move that will set you on the path that will allow you to find your ideal course and career. You will be studying at a much more intimate level of detail the subjects you studied at GCSE or even study subjects that you have yet to experience. There can be a real difficulty in choosing the subjects that are right for you but I implore you to take swift advantage of all that is on offer to you.

Many of you moving into Post 16 at the CBS will be pupils already attending the school. You will already have an understanding of subjects on offer at the school and have a good idea of all of the wonderful facilities which are available to you. However for those pupils that will be entering Post 16 at the CBS from another school I can assure you that all this school has to offer will be fantastically beneficial to you. Whether that be the subject teachers that are always willing to lend a hand and go above and beyond to help you, our Heads of Year at Post 16 that want only to see each pupil succeed or our Head of School who will always be there to offer whatever they can to address any concerns you have. There is a vibrant wellspring of help available for you to tap into whenever you need it. If you are unsure of what you want to do at Post 16, there is a plethora of resources and support on offer in every department of the school.

Post 16 studies here at the CBS offers every pupil the chance to strengthen their previous knowledge and to gain new knowledge. It gives an opportunity to galvanise your understanding of subjects and build a new understanding of something you wish to start at Post 16. Although there is a wealth of support for you to rely on, there is a heavy emphasis on independent learning which will leave you in good stead once you enter further education and give you a heightened ability to think and work yourself. In addition, there is a program of study that will develop your spiritual and world understanding in the form of our General RE and Enrichment programs. Our Year 14 retreat is also very helpful in your development of your spiritual understanding.

The breadth of extracurricular activities as well as regular studies that you can undertake in Post 16 is wonderful. There really is something for everyone on the school, wherever your interests lie. Whether that is Young Enterprise, traditional group, drama club, Pope John Paul II Award, MacRory Cup, Cross Country, Senior Choir or Millennium Volunteers, there is no shortage of activities that you can partake in. If your interests lie in how you can make a difference in the school and help you would be suited to being on our school's Student Council, playing an active role in the school community. Roles as Hall Monitors and Senior Prefects are also there for those who feel the call to have their say in the school.

My experiences as a post 16 student have allowed me to see the best path I could take; with all that is available to help you and all those willing to offer support and advice there is always something or someone to point you in the right direction. I see my friends moving on to what's next for them in further education, a trade or their own career and I see people that have used their experience in this school to lay a foundation upon which they can build as they move on to future endeavours. I implore you all to use what is available here in the CBS to move on with your best foot forward and work hard to do the best you can in all of your undertakings.



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



Student Council 2016-17

Post 16 Students

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

Agriculture
Art and Design
Biology
Business Studies
Professional Business Services
Chemistry
Construction
Digital Technology (Formerly known as ICT)
Engineering
English Literature
Geography
Government & Politics (Available if offered by the Omagh Learning Community)
History
I.T.
Irish (Available if offered by the Omagh Learning Community)
Journalism
Mathematics
Further Mathematics
Media Studies
Music
Performing & Production Arts
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 Professional Business Services

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

A Wide
Range of
Post 16
Subjects

Advice On Making Choices

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

Career Interests

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

Likes and Interests

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

Ability

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

It is important to choose subjects which

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

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

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

The Enrichment Programme

The Enrichment Programme is designed to:-

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

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

The course may include:

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



Pope John Paul II Awards 2016-17



Interview Skills

Careers Education

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

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

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

We appreciate the importance of ongoing contact with parents in this important aspect of school life and parents are welcome to attend their son's individual careers interview(s) or contact the careers department if they have any queries or concerns.

(For careers advice and subject/ entry requirements please see pages 41-43)

Work Experience

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



Year 13 Work Experience at AllState NI

Volunteering and Work Experience

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



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

Pastoral Structure

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

The Form Teacher will see the students each morning from 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 School. Alternatively they can refer themselves by filling in a self-referral form and dropping it in Bernie's post or by e-mailing her directly at berniemccullagh@newlifecounselling.net

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

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



McRory Cup Team Members with Sponsor



NSPCC Street Collection



Gallows Hill Clean Up

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

Business—Young Enterprise

Creative and Expressive

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

Community Involvement

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

Music

School Band, Choir, Traditional Group

Leadership Team

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

P.E. and Games

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



Extra Curricular Activities

Opportunities to
Develop Leadership
and Teamwork Skills

Agriculture

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

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

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

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

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

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

There are other units that may be considered also.

Assessment and Grading

All units are internally assessed by the teacher.

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



Art & Design

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

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

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

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

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

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

AS 1: Experimental Portfolio

AS 2: Personal Response

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

A2 2: Thematic Outcome

Skills Developed

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

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

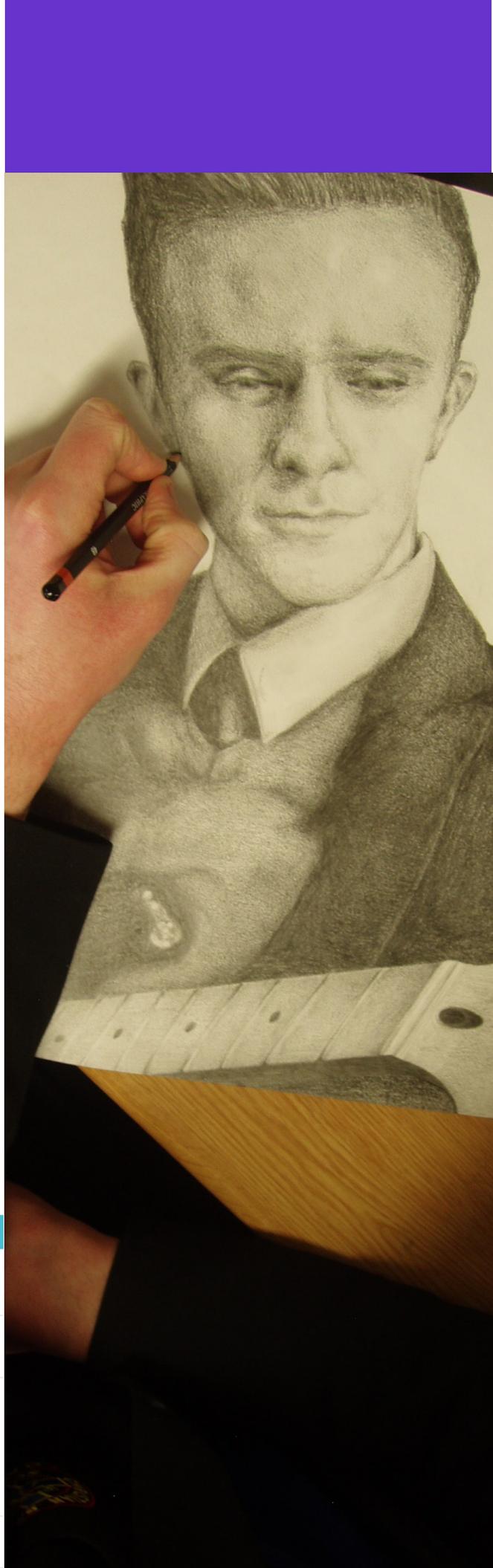
- independent learning;
- personal development and motivation;
- the ability to find alternative approaches and take risks in creative pursuits; and
- aesthetic and intellectual capacities.

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

Career Opportunities

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

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



Biology



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

Skills Developed

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS) consists of three modules:

AS Module 1: Molecules and Cells Molecules, Enzymes, DNA technology, Cells and cell physiology, Tissues and organs
37.5% of AS, 15% of A Level Marks

AS Module 2: Organisms and Biodiversity, Transport and exchange mechanisms in plants and animals, Adaptation of organisms, Biodiversity, Human impact on Biodiversity
37.5% of AS, 15% of A Level Marks

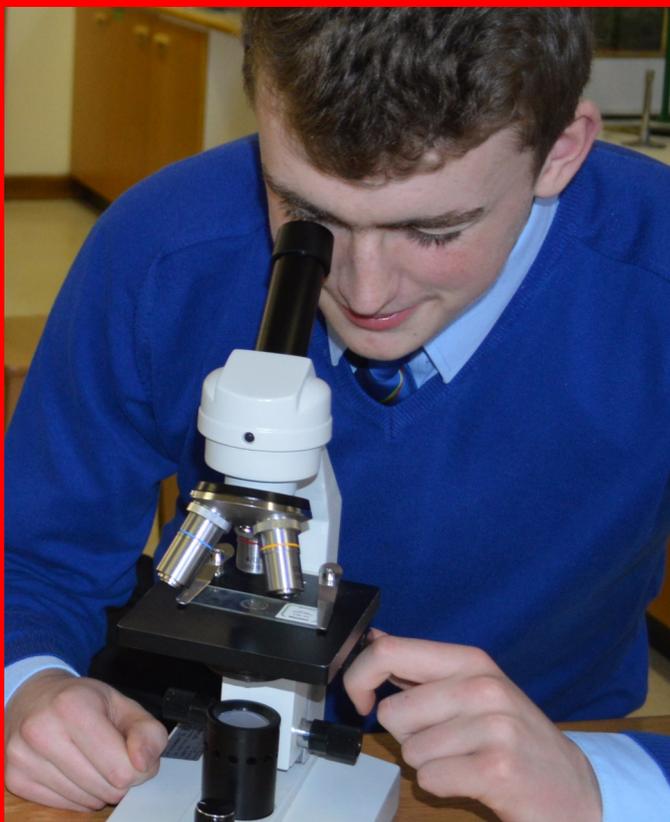
AS Module 3: Assessment of Practical Skills in AS Biology
External written practical exam
Internal practical assessment
25% of AS, 10% of A Level Marks

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

A2 Module 1: Physiology and Ecosystems
Homeostasis, Immunity,
Co-ordination and control in plants and animals
Ecosystems
24% of A Level

A2 Module 2: Biochemistry Genetics and Evolutionary Trends, Respiration, Photosynthesis, DNA as the genetic code, Patterns of inheritance, Mechanisms of change, Taxonomy
24% of A Level

A2 Module 3: Assessment of Investigational and Practical Skills in Biology
External written exam
Internal practical assessment
12% of A Level



Business Studies

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

Aims

The specification aims to encourage students to:

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

Career Opportunities

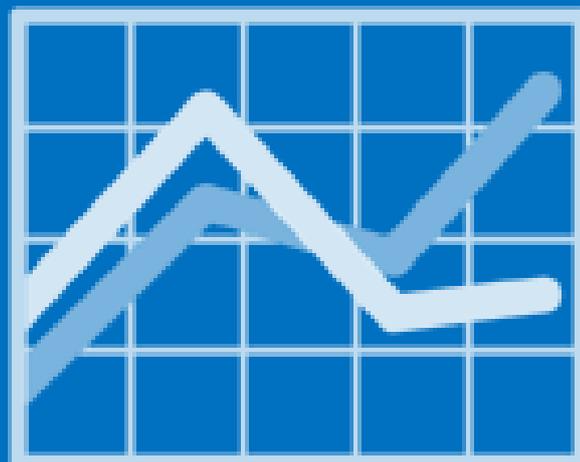
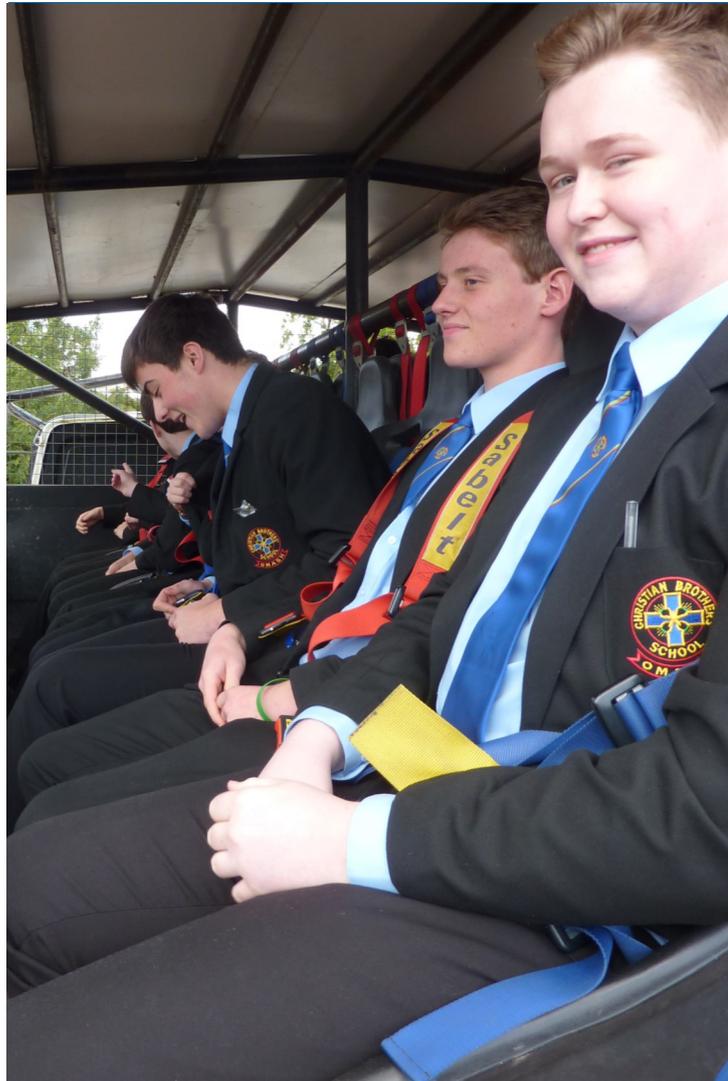
Business Studies can open up a wide range of opportunities for further and higher education and lead to a rewarding career such as accountancy or law, banking, city markets, systems/business analysts, insurance and the media. Actuarial Mathematics and Statistics, Biomedical Sciences, Finance, Quantity 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



Professional Business Services

Professional Business Services collaborates with:



Why Study Professional Business Services?

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

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

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

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

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

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

How will I be assessed?

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

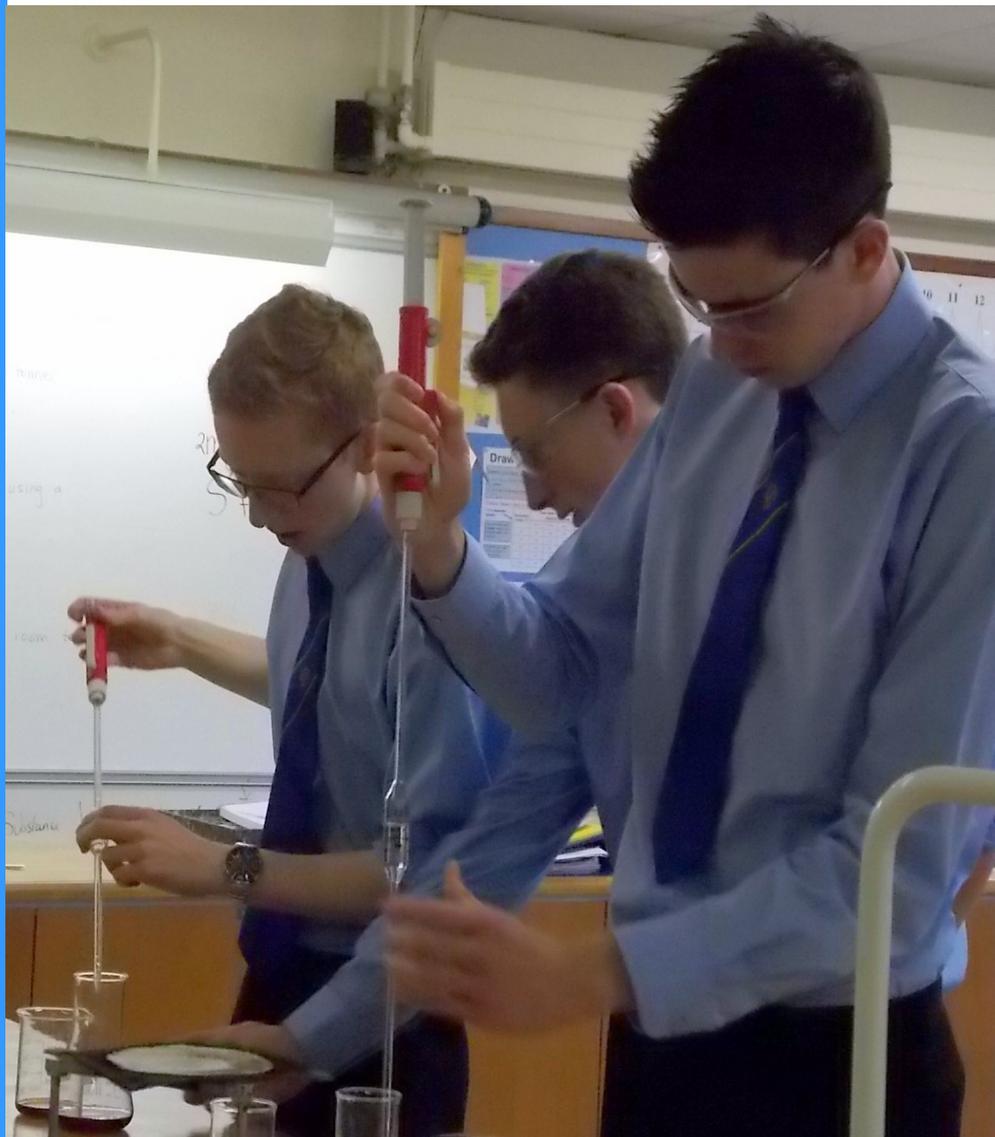
What will I study?

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



Visit to Cloughbane Farm

Chemistry



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

Skills Developed

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

Career Opportunities

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

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

Advanced Subsidiary (AS)
consists of three Units:

Unit AS 1: Basic Concepts in Physical and Inorganic Chemistry
(1 hour and 30 minutes)
AS 1 – 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

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.



Construction

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.

Course breakdown

Opportunities for further study

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

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

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

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

Assessment & Grading

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

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

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

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

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

1B The Study of Drama 1900—present.

Section 1A: Frost and Heaney.

Section 1B: Translations by Brian Friel or *The Crucible* by Arthur Miller.

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

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

Module 2: The Study of Prose Written before 1900.

Frankenstein by Mary Shelley.

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

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

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

Unit A1: Shakespearean Genres. Assessed by external written examination. One question. One hour 30 minutes. Closed book. 20% of A level.

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

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

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



Visit to Globe Theatre during trip to London



Geography

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

Skills Developed

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS)

AS1 Physical Geography	40% of AS 16% of A level
AS2 Human Geography	40% of AS 16% of A level
AS3: Fieldwork skills and techniques in Geography	20% of AS 8% of A level

A Level

A21 Physical processes, landforms and management	24% of A level
A22 Processes and issues in Human Geography	24% of A level
A23 Decision Making in Geography	12% of A level



Government & Politics

*Available if offered by the Omagh Learning Community

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

Skills Developed

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

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS)

Module 1: Government and Politics of N. Ireland.

Module 2: The British Political Process

Advanced GCE (A2)

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

Module 2: Political Power and Political Ideas

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



History

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

Skills Developed

The specifications focus on three main skill areas:

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

Career Opportunities

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



AS History students attending Holocaust Lecture

AS HISTORY YEAR 13

AS2: Option 5 RUSSIA 1914-1941

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

- Growth of Opposition to the Tsar

Lenin & Russia 1917-1924;

- 1917: short term causes of the February Revolution & the causes of the October Revolution; the establishment & maintenance of the Bolshevik dictatorship & cultural values

- the economy 1917-1924

- assessment of Lenin as a revolutionary leader

- Stalin & Revolution 1924-1941;

- the power struggle 1922-1928

- economic changes 1924-1941

- the basis of Stalin's power: cult of personality, the purges, the Constitution, Stalinist culture

- assessment of Stalin as a revolutionary leader

AS1: Module 1 THE NAZIS & GERMANY 1919-1945

1 hr 30m exam Includes use of Sources; 50% of AS; 20% of A level

The Weimar Republic

The rise of the Nazis 1919-1933

Nazi controlled Germany 1933-1945

Impact of the war on Nazi Germany and the occupied territories in Eastern Europe 1939-45

A2 HISTORY YEAR 14

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

1 hr exam–June 20% of A level

* SYNOPTIC ASSESSMENT – Requires a thematic approach to change over a period of 100 yrs

The advance of Communism outside Russia;

- Communism as an ideology & its economic vision

- Soviet Foreign Policy in Europe 1917-1941

- Soviet Foreign Policy in Europe after 1945

–the end of the USSR

The opponents of Communism;

- Fascist opposition to communism in the inter-war period;

- Democratic opposition to Communism in Europe 1945-1991:

- The Cold War

A22: Module 4 THE PARTITION OF IRELAND 1900-1925

2hr 30 minutes exam– June; 40% of A level; Using Sources

- cultural developments: the churches, education

- political developments; the Home Rule crisis, the Easter Rising 1916:

reasons, assessment of its success & significance; the rise of Sinn Fein

& the decline of the IPP 1916-1918; the Anglo-Irish War (causes &

reasons for each side seeking a truce); Anglo-Irish Treaty; the Civil War:

causes, reasons for the Free State army's success; building the new state

- economic developments in the period: agriculture & industry

OCR Level 3 Cambridge Technicals in IT

Purpose of the Course

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

Skills Developed

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

Career Opportunities

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

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

Assessment

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

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

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

Exams will be taken in June in Years 13 & 14 (1 ½ hours each)

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

The Course

Mandatory Units

Unit 1: Communication and employability skills for IT (Exam)

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

Unit 2 : Information Systems (Exam)

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

Optional Units

Unit 12 : Website production (Coursework)

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

Unit 19 : Spreadsheet modelling (Coursework)

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

Unit 23 : Database design (Coursework)

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

Unit 25 : Data analysis and design (Coursework)

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

Irish

*Available if offered by the Omagh Learning Community

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

Skills Developed

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS)

Consists of three units:

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

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

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

The themes are:-

Relationships: Different family structures; Roles, responsibilities and relationships within families; Challenges for families; Intergenerational issues; and Influences on young people.	Culture & Lifestyle:	Physical well-being; Risk taking behaviour; Dealing with stress and challenges; Hobbies and interests; The arts, film, fashion and design; Social media and new technology; 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 – Create a portfolio of different story types, with images for a local newspaper or magazine. – 60% of AS Level.

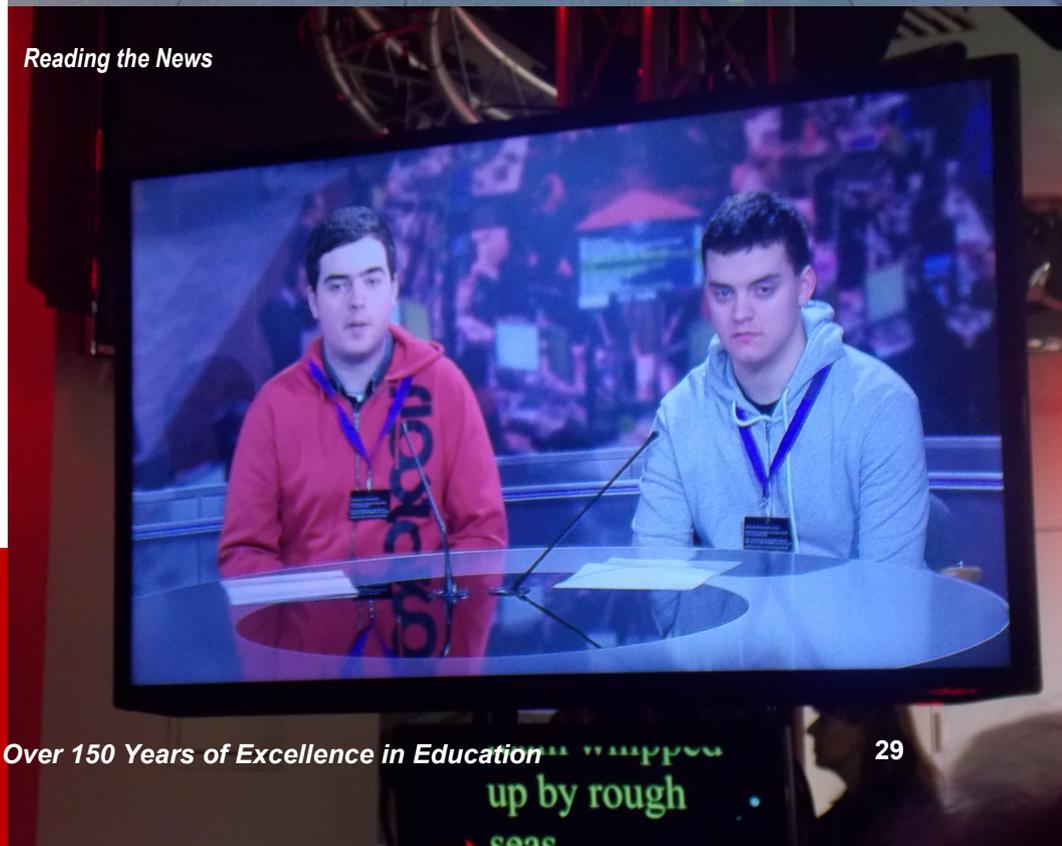
A2 Journalism consists of two units:

Unit 1: Cross-Platform Journalism.

One 2 hour external exam – 40% of A2,

Unit 2: Coursework: Produce an Online Print and Broadcast Portfolio.

60% of A2.



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

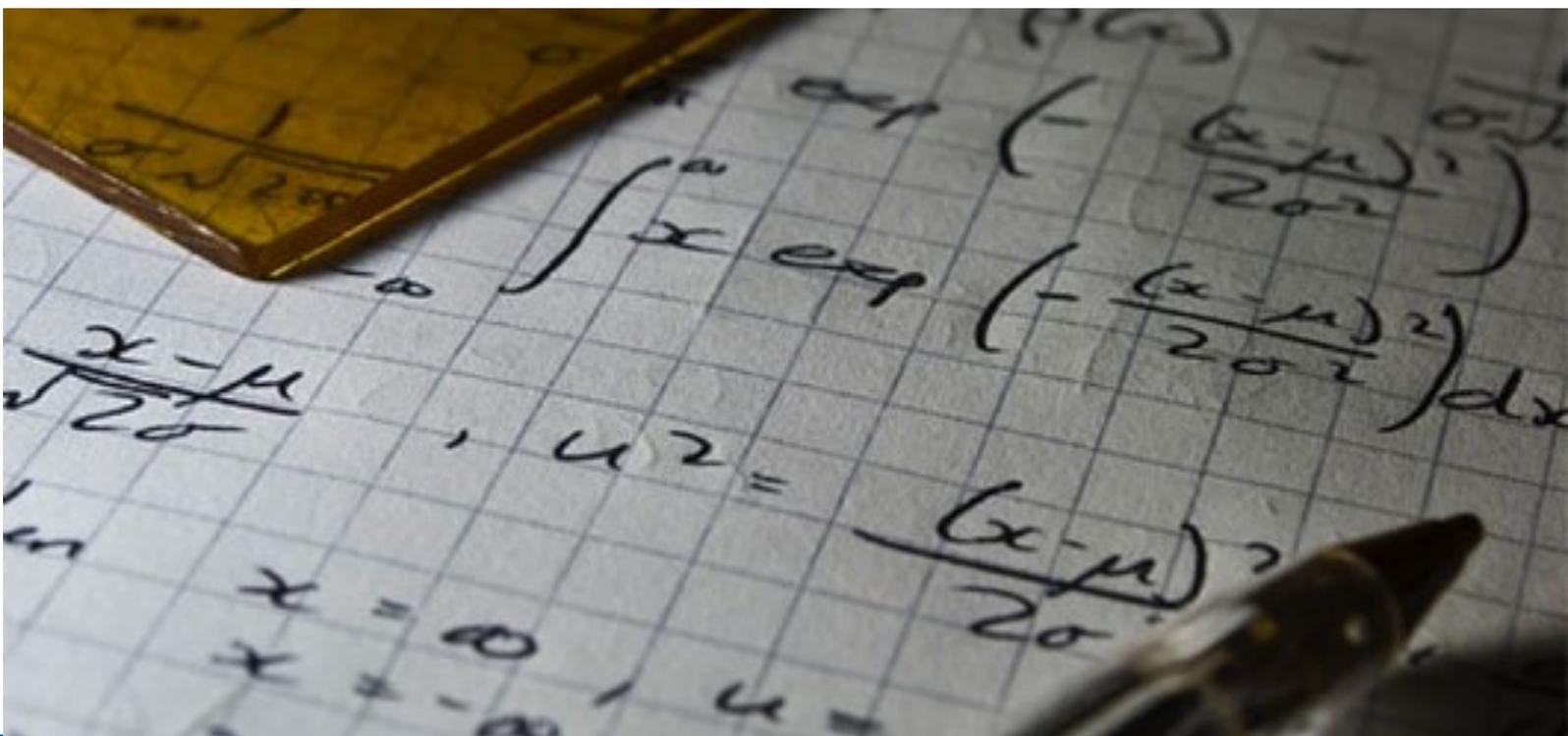
Each module is worth 33.3% of the overall AS marks

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

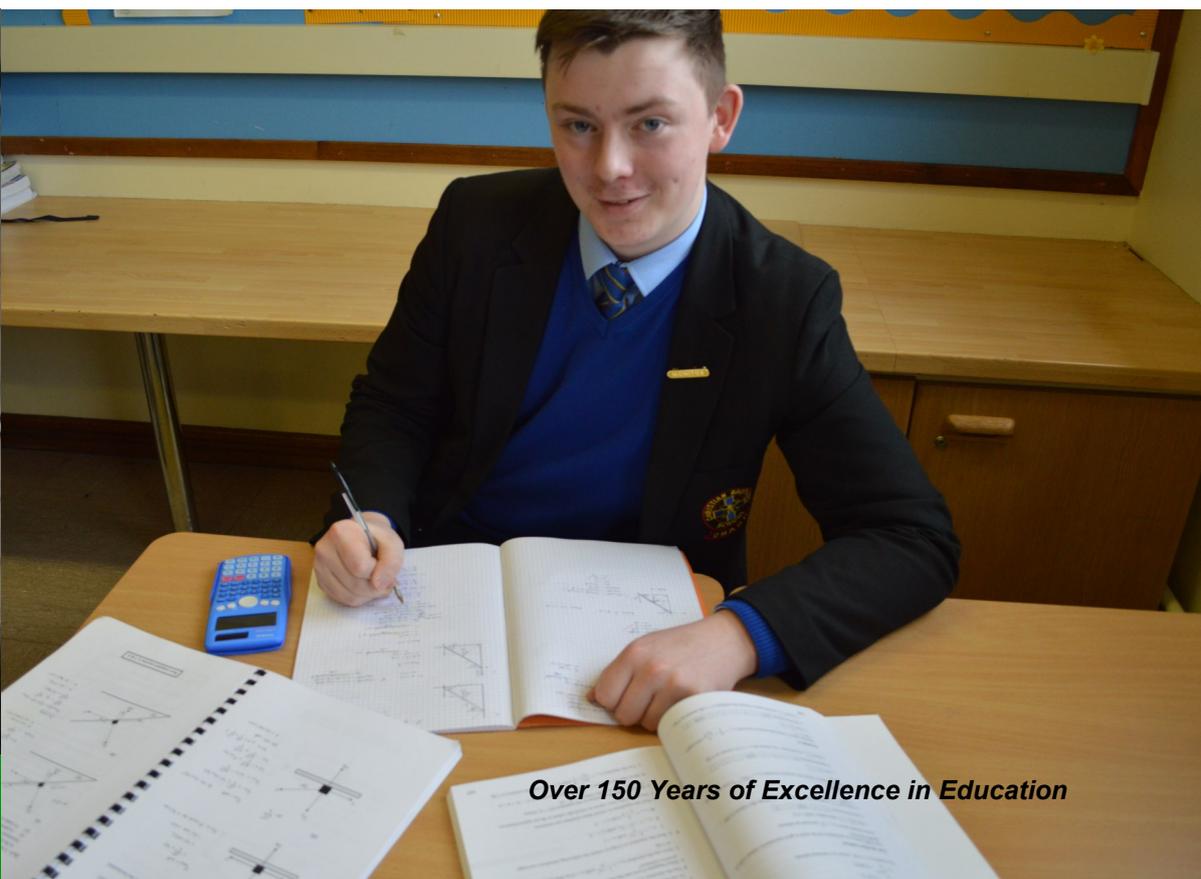
Year 13 A Level Further Mathematics

(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.



Media Studies



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.

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 perception 1 hour Written examination 2 hours	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 1 hour 15 mins Written examination 2 hours	18% of A level



Performing & Production Arts

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

What you will Study

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

You will cover:

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

Specification at a Glance

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



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.

AS 1: Forces, Energy and Electricity	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.
AS 2: Waves, Photons and Astronomy	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
AS 3: Practical Techniques and Data Analysis	In this unit you will acquire essential practical techniques, including implementing, analysis, evaluation, design and communication.
A2 1: Deformation of Solids, Thermal Physics, Circular Motion, Oscillations and Atomic and Nuclear Physics	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.
A2 2: Fields, Capacitors and Particle Physics	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.
A2 3: Practical Techniques and Data Analysis	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

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

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

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

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

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

A21: Understanding the Synoptic Tradition

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

Weightings: each module is 30% of A level

Duration and Format: Two 2hr externally assessed written papers

Software Systems Development

(Formerly known as Computing)

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

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

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

For further information, search YouTube – “What most schools don’t teach”
– starring Bill Gates, Mark Zuckerberg, will.i.am

Skills Developed

This specification aims to encourage students to:

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

Career Opportunities

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

Assessment

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

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

A Level Software Systems Development Requirement: GCSE Maths Grade A + GCSE Computing or ICT Grade A

What does the AS consist of?

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

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

What does the A2 consist of?

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

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



Spanish

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

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' 2017 Prospectuses.

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

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

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

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

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

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Accounting – QUB Accounting - ULS	No specific 'A' Levels. Maths, Accounting or Business Studies useful	AAB + GCSE Maths B (QUB) ABB or BBB if offering Maths A Level. (UU)	www.accaglobal.com www.cimaglobal.com
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 www.bcs.org.uk A portfolio of drawings & ideas is essential if not studying Art at GCSE/ 'A' Level
Biology	One from Biology, Chemistry, Physics, Maths., PE or Geography. Biology or Chemistry preferred.	BBB-BCC	
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 www.bized.co.uk or the website of the Institute of Management: www.inst-mgt.org.uk . (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 www.bcs.org.uk

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 www.bda-dentistry.org.uk and the General Dental Council www.gdc-uk.org
Engineering	Maths + Physics or Maths + another Scientific subject, e.g. Chemistry, Biology, Technology & Design	Grades vary from AAB-BBC	Royal Academy of Engineering www.raeng.org.uk
Environmental Health	1 from Maths, Chemistry, Physics, Biology or Geography	ABC (UU)	Chartered Institute of Environmental Health www.cieh.org
Environmental Science	2 Sciences subjects from Geography, Biology, Physics, Chemistry, Maths, PE, ICT	BCC-CCD to include grades CC (UU)	
I.T./ CIT / BIT	No essential A Levels but Digital Technology/ Computing/ Business/ Maths can be useful.	ABB-BBB	www.bringittonni.info
Law	No essential A Levels but subjects that develop critical thinking and analytical skills such as English and/or History are useful.	AAA (QUB) ABB-BBB (UU)	www.barcouncil.org.uk www.lawsociety.org.uk www.lcan.org.uk www.allaboutlaw.co.uk
Medicine	Chemistry, Biology, Physics for GCSE & Chemistry, Biology & either Physics/ Maths A'Level. UKCAT admissions test	AAA + A at AS Level	www.medschools.ac.uk www.bma.org.uk . British Medical Association
Nursing (BSc)	Biology useful	BBC / BCC (QUB) BBC (UU)	NHS Careers (www.nhs.uk/careers), the Royal College of Nursing (www.rcn.org.uk) and the Royal College of Midwives (www.rcm.org.uk)
Occupational Therapy	None	BBB & HPAT admissions test (UU)	The College of Occupational Therapy (www.cot.co.uk).
Optometry	2 from Biology/ Chemistry/Maths or Physics. Some universities prefer Biology as one of the choices.	AAB (UU)	www.college-optometrists.org
Pharmacy	Chemistry, Biology GCSE and for A'Level Chemistry and Biology will keep the vast majority of courses open to you.	AAB	www.rpsqb.org.uk
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 www.csp.org.uk
Quantity Surveying	No specific 'A' Levels required but Maths and/or Business Studies would be useful.	ABB	Royal Institute of Chartered Surveyors www.rics.org.uk
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 www.sor.org

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/ Points	Websites & Other Information
Social Work	Not Specified	ABB (QUB) BBB (UU)	www.niscc.info www.skillsforcare.org.uk
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 www.rcslt.org
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.	www.education.gov.uk
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 www.rcvs.org.uk

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

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

A level

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

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

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

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

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

BTec Subsidiary Diploma (Equivalent to one A Level)

Grades	Points
D*	56
D	48
M	32
P	16

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

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

Destination of Post 16 Students

Year 14 Student Destinations 2016

Queen's University Belfast (25 students)

Aerospace Engineering	1	Accounting	1	International Business with Spanish	1
Business Information Technology	3	Archaeology	1	Film Studies	1
Structural Engineering	1	Law	2	Software & Electrical Engineering	2
Planning, Environment and development	1	Finance	4	Mathematics with Extended Studies in Europe/ Statistics	1
Land Use & Environmental Mngt	1	History	1		
Pharmacy	2	Mechanical Engineering	2		

University of Ulster (44 students)

Sport Studies	2	Marketing	1	Interactive Multi-Media Design	1
Building Surveying	2	Business Economics with Marketing	1	Computing Technologies	1
Communication Mngt & PR	1	Civil Engineering Geoinformatics	2	Management & Leadership Development	1
Safety Engineering & Disaster Management	1	Cinematic Arts	1	Construction Engineering & Mngt	4
Finance & Investment Mngt	4	Real Estate	1	Law	3
Computing Science	3	Mechatronic Engineering	1	Engineering and Management	1
Mechanical Engineering	1	International Hospitality Management	2	Quantity Surveying and Commercial Management	5
Sport & Exercise Sciences	3	Business Information Systems	1	Art & Design	1

Other (55 Students)

CBS – A Levels	17	Belfast Metropolitan College – A levels	2
Employment	1	Royal College of Surgeons in Ireland	1
South West College	13	Belfast Metropolitan College – Higher Education	1
NW Regional College - Software development & Performing Arts	3	PWC – School Leavers Programme	1
Deloitte Bright Stars	2	University of Magee	5
SMUCB - Bed Primary (Music)	1	University of Bath - Mechanical Engineering)	1
The University of Aberdeen - Law	1	University of Cambridge Natural Science	1
The University of Nottingham - Medical Physiology and Therapeutics	1	Heriot-Watt University Edinburgh - Accountancy and Business Law	1
Angela Ruskin University - Paramedic Science	1	UCD (History & Maths)	
Trinity College Dublin (Science)	1		

Examination Results Summer 2016

In 2016, students from the school achieved the following success:

- Ciaran Melarkey - 1st place in N. Ireland in A Level Journalism
- Conal Donaghy - 3rd place in N. Ireland in A Level Journalism
- Oisín Harkin - 1st place in N. Ireland in Agriculture & Land Use
- Richard Connaughton - 1st place in N. Ireland in GCSE Manufacturing
- Matthew Quinn - 1st place in N. Ireland in GCSE Engineering
- Daire Devine - 2nd place in N. Ireland in GCSE Agriculture & Land Use
- Fionán McBride - 2nd place in N. Ireland in GCSE Geography, joint 2nd place in GCSE Maths, 3rd place in GCSE Science DA Modular and Joint 3rd place in GCSE Irish.
- Padraig McNamee - 3rd place in N. Ireland in GCSE Manufacturing

Matthew Quinn also achieved maximum marks in both his Coursework and Exam in the 2016 GCSE Art & Design Examination and was awarded a special certificate.

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	5	1	1	1	1	0	0	1	80
Art	3	0	0	0	3	0	0	0	100
Applied ICT	15	1	3	10	1	0	0	0	100
Applied Business	10	2	1	4	2	1	0	0	100
Biology	23	2	4	5	5	4	1	2	91
Music	2	0	0	1	1	0	0	0	100
Business Studies	15	1	5	6	2	1	0	0	100
Chemistry	14	4	2	4	4	0	0	0	100
Construction Cert.	21	11	8	0	2	0	0	0	100
Construction Dip.	5	2	3	0	0	0	0	0	100
Computing	12	0	2	5	4	1	0	0	100
Maths	54	10	19	15	4	6	0	0	100
English Lit	18	0	1	3	8	5	1	0	100
Further maths	7	5	0	1	1	0	0	0	100
Geography	16	1	0	4	8	3	0	0	100
History	23	2	4	12	5	0	0	0	100
ICT	29	0	7	8	5	6	3	0	100
Journalism	6	1	1	4	0	0	0	0	100
Performing Arts	5	0	1	2	1	1	0	0	100
Physics	21	1	4	6	5	5	0	0	100
RE	10	0	1	6	3	0	0	0	100
Spanish	9	0	0	2	5	2	0	0	100
Sport Cert	22	14	5	0	3	0	0	0	100
Sport Diploma	10	6	1	0	3	0	0	0	100
Technology	5	0	2	1	1	1	0	0	100
PE	9	0	0	1	1	6	1	0	100
Media Studies	9	0	1	2	5	1	0	0	100

Performance in Public Examinations 2012 to 2016

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

Performance Indicator	2012-2013		2013-14		2014-15		2015-16	
	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	95	98	96	93
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	96	94	95	93	92	94	93	87
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	76	77	81	76	72	77	65	69
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	99	99	100	100	97	100	93	99



Omagh CBS

Admissions Criteria 2017 – Entry to Year 13

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

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

Subject Specific Entry Criteria

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

Entry to Year 13

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

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

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

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

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

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

Studying 4 Subjects at Post 16

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

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

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

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

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

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

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

Repeating Year 12

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

Applicants are expected to:-

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

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

Appendix 1

Subject Specific Entry Requirements

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

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

COMPUTING

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

ENGLISH LITERATURE AND JOURNALISM

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

FURTHER MATHEMATICS

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

MATHEMATICS

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

MEDIA STUDIES

- A Grade B is required in English Language at GCSE

BIOLOGY

- Grade A in Biology Unit at GCSE.

CHEMISTRY

- Grade A in Chemistry Unit at GCSE.

PHYSICS

- Grade A in Physics Unit at GCSE

TECHNOLOGY

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

BTEC ENGINEERING

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

Studying 4 Subjects at Post 16

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

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

Appendix 2

Post-16 Learning Agreement

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

What Omagh CBS offers Post 16 Students

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

- to broaden learning experiences
- A wide range of extra-curricular activities
- Separate supervised study areas with extensive IT facilities

We want to ensure that students make the best use of the opportunities offered at Post 16 level. Therefore all students in Senior School are expected to comply with the following guidelines.

COMMITMENT TO STUDY

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

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

ATTENDANCE AND PUNCTUALITY

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

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

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

PROGRESSION IN POST 16 STUDIES

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

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

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

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

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

Parents/Guardians. I/We shall:

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

Christopher McGettigan Post 16 Subjects:

Maths, ICT & BTEC Construction

The A level subjects which you choose will often have an impact on the courses in which you can apply for at university. When choosing my A levels I had to think about what my future plans would be. The A levels subjects which I chose were based upon my strengths and on what I enjoyed and performance in my GCSEs. I also had an interest in the construction sector while also having an interest in engineering which therefore lead me to choosing Maths and BTEC Construction.

Studying BTEC Construction at Post 16 has further enhanced my interest in the construction sector as it is enjoyable and fun as you are studying real life construction projects while also carrying out site visits. The BTEC Construction course requires students to have good time keeping skills and the ability to meet deadlines. The subject is easy to follow and most students should be able to pick it up as they go along. It is a very interesting and valuable A level course and it is a good time to start in the construction industry due to the change in the employment levels. With the help of the teachers in the construction department and some hard work a distinction grade in BTEC Construction is very achievable.

I chose ICT due to the fact that the world is always evolving with new technology. It was a sensible choice due to the high grade I achieved at GCSE and it means that you have a better understanding of ICT which would be able to help in employment and throughout everyday life. I also chose this subject due to the increasing employment figures in this sector and these employment figures should continue to increase in the future as the ICT sector expands further. The ICT department has some very good teachers which will help you along your way to achieving your A level.

I chose Maths as I felt that I was mathematically able and found that it came quite naturally to me. This was an obvious choice due to my interest in the subject, the everyday applications of maths and the fact that I had done well at Maths and Further Maths at GCSE. The Maths department at the CBS has a good reputation for Maths teaching which reassured me that it was the right choice. A qualification in Maths also helps to open the door to a wide variety of potential career paths, from teaching and engineering, to finance, actuary and computing.

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 studies don'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 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.



Thoughts of Current Post 16 Students



Oisín MacSálaigh Post 16 Subjects: Applied ICT, Applied Business & Geography

I really enjoyed ICT at GCSE - the Applied I.C.T course is mostly composed of coursework, which means a lot of constant hard work throughout the year. Another A-Level that I study is Applied Business Studies. I am doing the AS and A2 courses of this subject in 1 school year. In my AS studies last year, I didn't study this subject so this year I took it on because I dropped Biology in which I only completed an AS course in. Applied Business Studies is very much like Applied I.C.T and this is the reason why I feel that I am capable in completing the full course in 1 academic school year. Again, the Applied Business Studies course is mostly composed of coursework, this means that there is a lot of constant hard work in it throughout the year, then a test at the end of the year. You need to be able to meet these deadlines as if you miss one, the work will carry on and your workload will consequently double. I enjoy this subject even though I didn't study Business Studies at GCSE level and the aspect about learning about economics and how businesses operate

is very attractive to me even in my studies further on from Post 16.

I also study Geography, I find this course very much like the GCSE course, and if you enjoy geography and achieve well, I'd very much recommend it for studying at Post 16 as you will do well if you bring in the same hard working ethos as you did at GCSE level. I find Geography to be a very broad subject and it's a good subject to do if you don't really know what career path you seek. There are students at Post 16 who haven't studied Geography at GCSE level and they seem to settle in the subject very well and achieve good results. Geography also fits very well with the rest of my subject choices and it would go complementary with every other subject that the school offers. I would highly recommend studying Geography at Post 16.

As stated, I studied AS Level Biology last year and I very much enjoyed it. It's a very interesting subject and there's so much to learn in its prospectus. I achieved a BB in Double Award Science at GCSE level, therefore I knew that I had to work extra hard to study this subject at Post 16. Unfortunately, the result I got in August wasn't that of what I had hoped and I felt that this grade was not good enough to earn me a valuable place at University. This is why I had decided to drop the subject and take on the Applied Business Studies course in a year. But having done this subject has further enhanced my knowledge about life processes and having an extra AS Level qualification has helped me earn an offer from the course I want to study at University.

Conor McGread **A levels: Chemistry, Maths & Physics**



Choosing your A-levels can be a daunting task, especially if you are unsure which career path you wish to pursue. My advice would be to choose the subjects you enjoy most and ones that broaden your career choices. Your job aspirations can change constantly throughout 6th and 7th year so it's better to choose subjects that keep your options open.

The subjects I found most interesting at GCSE were History and Chemistry. I felt that I could happily study these subjects nearly every day for the next two years. History gave me the opportunity to write detailed essays in a limited time and allowed me to study some really interesting time periods. Although I dropped History at the end of AS because my future career did not require me to have this subject, studying History meant I was not overwhelmed with scientific subjects. It ensured that I developed analytical and critical thinking skills which I could then apply to my other subjects.

Chemistry can have a reputation for being a difficult subject but I find it the most interesting subject I currently study. There is a good balance between theory and practical activities which I really enjoy. I would strongly recommend studying Maths at A-Level since it opens so many doors. I was never a Maths genius but I found the course manageable and enjoyable. There are so many resources available for maths that help you throughout the A-Level course and make the revision easier.

By studying Physics, my Maths skills were really enhanced. The course taught me that applying your knowledge is just as important as learning it. Also, there is a very good mixture between theory and calculations which means you are always doing something varied, even though the topics are all connected.

I have applied to do a Chemistry degree with the hope of becoming a teacher. I believe that all of my subjects have given me great experience and while they have been challenging, I have found them very rewarding. The leap from GCSE to A-

Level can be a bit of a shock because you are now responsible for much independent learning. The teachers at the CBS are just brilliant and they will always strive to do their best to help you. My advice would be to always work hard and ask plenty of questions so you understand each topic fully as you study it.

Most importantly you need to believe in yourself and never question your capability. These past two years have been the fastest, best and most thrilling years of my life and I have the people I study with and the teachers who guide me to thank. I wish you the best of luck and I hope you choose subjects that will allow you to wake up every day and make you want to go to school!

Peter McGlone **A levels: Accounting, Applied Business Studies, History**

I would encourage current CBS students to consider completing Post-16 studies. The A Level subjects that I chose reflected my interests and took account of my GCSE performance. I chose to study Accounting, Applied Business Studies and History. These subjects allowed me to keep my options open in terms of university courses.

I chose to study Accounting because of the useful skills which can be gained from the subject. Most business degrees at university contain an accountancy module, and I felt having an understanding before entering the course would be very beneficial. The subject is challenging but once the fundamentals have been learnt it becomes easier.

I studied Business Studies at GCSE level, this influenced my decision to choose Applied business studies. It offers a useful mixture of practical experience in terms of working with businesses and studying theory. Each unit in the course has been extremely enjoyable and interesting. The course also offers valuable experience in meeting deadlines and completing tasks in the form of assignments, which will be extremely important for those intending to go to university.

I also decided to study History. This subject is extremely interesting, I enjoyed it at GCSE level and decided to continue studying it at A level. The subject has been very beneficial for me, it has improved my essay writing, analysis and critical thinking skills. The subject is very interesting, the range of historical periods studied have significantly improved my historical knowledge.

For those students considering completing Post 16 studies at Omagh CBS I would strongly recommend it based on my experience. All subjects require a lot of work, but there is a high level of support provided by teachers in the school which give all pupils the opportunity to achieve the required grades. It is better to choose subjects which you have an interest in as it more enjoyable and interesting, you are more likely to achieve the grades that you require for University.



Oran Sludden **A Levels: BTEC Sports Studies, History, Religious Studies**



The thought of having to pick your subjects for Post 16 can be difficult because you may love a lot of the subjects you are studying at GCSE and especially when these Post 16 subjects can determine your future. The three subjects I chose for Post 16 were the three subjects that I enjoyed the most at GCSE and I also achieved my best grades in these subjects.

I have always had a keen interest in my sporting background from a young age and the subject is made fun and enjoyable by the teachers. I studied sports studies at GCSE and wanted to learn more about the subject, though it is not necessary to have the GCSE in Sport Studies to study it in Post 16. I would highly recommend Sports Studies for students considering their A-levels as the sport teachers are hard-working and very helpful and hard work can be rewarded with a distinction in BTEC Sport Studies regardless of your sporting ability.

The reason I wanted to study History is the fact I always had a keen interest in it at GCSE and it allows me to go back in time and study events before my time with Irish history particularly interesting. History can open many doors in regards to the courses you can do in university. The standard of teaching in the History department is also excellent which is important but History does require constant revision on your own to achieve a top grade but a top grade is very possible.

The last subject I am studying at A-level is Religious Studies. Again Religion was one of my strong subjects at GCSE and I always had a bit of flare for it. Many people believe studying early Religion can be boring but it is one of the most enjoyable experiences, especially studying historically how the Catholic Church was formed. Religion is always fun and enjoyable in Post 16 which makes it easier to learn and creates a great buzz in the class. RE is a subject which can be used for courses in all universities and is recognised a lot by universities. RE like all subjects requires time and effort to get good grades but

is not impossible with the quality of teaching there is in Omagh CBS.

In my opinion I would recommend all GCSE students to avail of the Post 16 chance in the Omagh CBS as the support from the departments of my subjects have been first class and made them most enjoyable. The study facilities for Post 16 students are second to none which makes studying a lot easier. I hope you take the chance of completing Post 16 in Omagh CBS as the possibilities for the future are endless.



Winter Warmer Coffee Morning - December 2016



PSNI Crash Simulator - February 2017



Ski Trip to Pinzolo, Italy February 2017

