



2020-21



Post 16 Prospectus





Top Achievers at A-Level 2019



Top Achievers at AS Level 2019



Post 16 Journalism students peer mentoring Year 9s in English

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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 2020-21 in Senior School. Whatever you are seeking educationally from the next stage of your life, our Post 16 provision aims to meet your needs. We offer an appropriate range of courses for students wishing to study at university and for those who may be seeking employment. Our Post 16 provision has an excellent track record of supporting students to achieve their goals. Our wide-ranging intake of pupils achieve consistently high levels of achievement in GCSE and A Level results. The most recent ETI Inspectorate report (2017) praised the school's 'broad and well balanced' curriculum, especially noting the 'extensive offer of vocational and academic subjects'. We offer 27 courses within Post 16 to meet the needs of all our students. You will have the option to choose from a range of academic courses, as well as BTEC qualifications in Agriculture, Construction, Engineering, Sport, Business and IT Technicals.

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

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

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

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

I wish you success in your Post 16 studies. After reading through this booklet you may wish to gain further information on particular courses or aspects of life in Senior School. If so, please do not hesitate to contact our school; telephone number 028 8224 3567. Should you decide to follow your Post 16 studies at Omagh CBS, I look forward to meeting you in August 2020.

Mr Des Maginness
Head of School, Post 16

Welcome



*From Post 16
Head of
School
Mr
Maginness*

Head Prefect Conall Rice



The transition into Post 16 may seem quite daunting, but I can assure you that this change will be one of the most enjoyable aspects of your time here in this school. You will get to narrow down your focus onto subjects that you fully enjoy and you will be able to build a wealth of knowledge and skills specific to what you might want to do after secondary education. But don't fret if you are unsure of what career you want to pursue after year 14, as Post 16 is a brilliant time for experiencing different areas of subjects which will introduce you to the many career opportunities related to the classes you take. It goes without saying that there are subjects available which you may not have previously encountered, such as journalism or government politics.

Our brilliant Careers team here in school are extremely supportive when it comes to guiding you to which subjects to study, and eventually a career path which they feel suits you best. This help is invaluable and definitely something to make use of. Another great source of information for you at this stage is the current Post 16 students, they will give you an honest review of the course details for any subjects you may be interested in, and they will not sugar coat it!

Not only does Post 16 incorporate new exciting subjects, it also comes with a variety of extracurricular opportunities to further develop and prepare yourself for the next stage, both inside and out of the class. From sports, to prefect roles in the community, to mentoring younger students, you will be presented with a range of responsibilities, allowing you to better yourself in a multitude of different aspects in life.

My favourite aspect of Post 16 is the fact that you will develop many new relationships with peers and teachers alike, as there is definitely a need for teamwork, discussions and debates over some of the topics you will discover. I urge you all to welcome the opportunities, challenges and experiences which lie ahead of you with a broad mind, ready to develop and achieve at Post 16 level.

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 2019-20

Post 16 Students

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

Art and Design
Biology
Business Studies
Business (BTEC) - Subsidiary
Chemistry
Construction (BTEC) - Subsidiary & Diploma
Digital Technology
Engineering (BTEC) - Subsidiary
English Literature
Environmental Technology*
Geography
Government & Politics*
History
I.T. Technicals
Irish*
Journalism
Life and Health Science
Mathematics
Music*
Performing Arts
Physics
Psychology*
Religious Education
Software Systems Development
Spanish
Sport (BTEC) - Subsidiary & Diploma
Technology (System Control)

* Available if offered by the Omagh Learning Community

N.B. BTec Subsidiary Diploma is equivalent to one A Level; BTec Diploma is equivalent to two A Levels; IT Cambridge Technicals is equivalent to one A Level

All 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 Business BTEC.
- Only one from Digital Technology, IT National or Software Systems Development may be chosen.
- Life and Health Science must not be taken alongside Biology, Chemistry or Physics.

*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.

All Post 16 students take part in an innovative and engaging faith development programme which offers them the opportunity to develop spiritually and morally. This is further enhanced with annual retreats, guest speakers and liturgical celebrations through the year.

Follow us on Twitter
@re_cbsomagh

We also continue to offer the Pope John Paul II Awards to all Year 13 pupils. Through the award, pupils are enabled to become actively involved in the life of their parish and their local community.

40 Year 14 students received their Gold Award in February 2020 from Bishop Donal McKeown and Archbishop Grzegorz Rys of Łódź, Poland.

We encourage a spirit of volunteering and vibrant community involvement and within the RE programme, there are many opportunities to volunteer such as: The Rosary Club, our Lenten Morning Prayer Group, Youth Philanthropy Initiative, SVP Youth Group, Knights of Columbanus Public Speaking, Derry Diocesan Ambassadors and our Senior Retreat Team 'Solus.'

The Enrichment Programme



Pope John Paul II Awards 2019-20



Year 8 Retreat led by our in house Retreat Team Solas



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.

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.



Pastoral Structure

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

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

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

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

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

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 Sp



Charity Street Co



Gallows Hill Cle

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



Cross Country



Music Students performing for residents of Gortmore Day Care Centre

Extra Curricular Activities

*Opportunities to
Develop Leadership
and Teamwork Skills*

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
- 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;
- aesthetic and intellectual capacities.

Content	Content Summary	Assessment	Weighting
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 36% of A Level
A2 2 Thematic Outcome	Theme 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

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.



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.

Module	Title	Assessment	Weighting
AS 1	Introduction to Business	External written paper	50% AS 20% A2
AS 2	Growing the Business	External written paper	50% AS 20% A2
A2 1	Strategic Decision Making	External written paper	30%A2
A2 2	The Competitive Business Environment	External written paper	30% A2



Business (BTEC)

Equivalent in size to one A Level.

The BTEC Level 3 Business Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects.

It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

BTEC Business provides transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

Learners can focus on their career aspirations, or work area within the specification in which there are six specialist pathways consisting of Finance, Management, Marketing, Law, Administration, and Human Resources. At the same time this gives those who require more generic business knowledge the scope of units to do so.

Scheme of Assessment

Unit (number & title)	Unit size (GLH)	Extended Certificate (360 GLH)
1 Exploring Business	90	M
2 Developing a Marketing Campaign	90	M
3 Personal & Business Finance	120	M
8 Recruitment & Selection Process	60	O

Units externally assessed

Mandatory Units

4 units of which 3 are mandatory and 2 are external.
Mandatory content (83%).
External assessment (58%).



Chemistry

To study A Level Chemistry, students must have achieved an A in GCSE Chemistry or in the Chemistry component of Double Award Science course.

Skills Developed

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

Career Opportunities

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

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

Advanced Subsidiary (AS)
consists of three Units:

- Unit AS 1: Basic Concepts in Physical and Inorganic Chemistry
(1 hour and 30 minutes)
AS 1 – 40% of AS; 16% of A'Level
- Unit AS 2: Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry
(1 hour and 30 minutes)
AS 2 – 40% of AS; 16% A'Level
- Unit AS 3: Basic Practical Chemistry
(2 hours and 30 minutes)
AS 3 – 20% of AS; 8% of A'Level

Advanced GCE (A2)
consists of three further Units:

- Unit A2 1: Further Physical and Organic Chemistry
(2 hours)
A2 1 – 40% of A2; 24% of A'Level
- Unit A2 2: Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry
(2 hours)
A2 2 – 40% of A2; 24% of A'Level
- Unit A2 3: Further Practical Chemistry
(2 hours and 30 minutes)
A2 3 – 20% of A2; 12% of A'Level





Construction

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, Distinction 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. Skills Developed**

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

- 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

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:

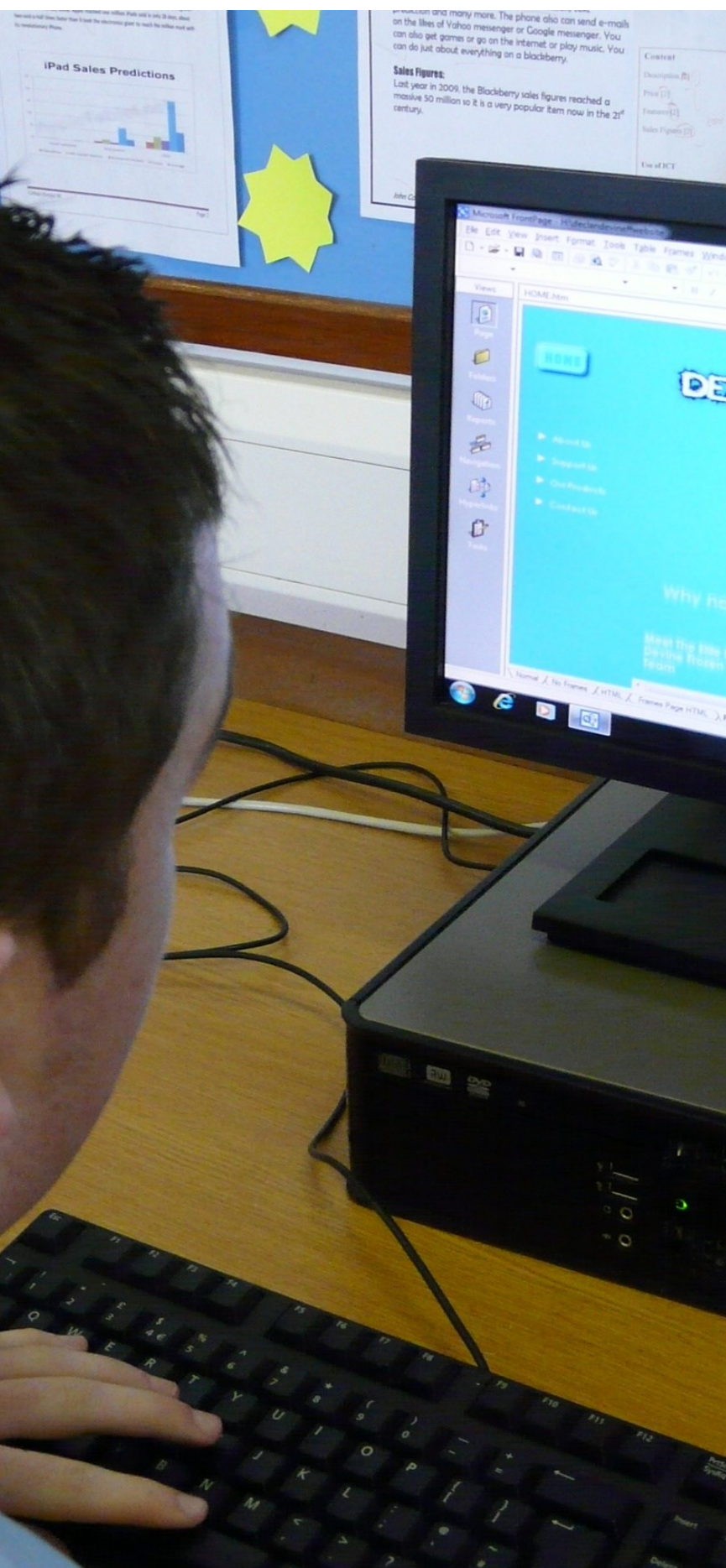
Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits

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.

Digital Technology



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 2020 to primarily cater for our current GCSE classes studying Engineering, Technology & Design and/or Construction however, it would not be a requirement to have undertaken one of these subjects at GCSE level. The BTEC Level 3 Subsidiary Diploma offers great flexibility depending on the chosen units that strengthen the key knowledge and practical skills required in the appropriate vocational sector. It is broadly equivalent to one GCE A Level.

Skills Developed

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

Course Breakdown

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

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.

Opportunities for Further Study

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

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

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

Assessment & Grading

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



English Literature

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

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

Skills Developed

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

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

Advanced GCE Studies enable students to:

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



Career Opportunities

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

Assessment

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

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

1B The Study of Drama 1900—present.

Section 1A: Frost and Heaney.

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

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

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

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

Module 2: The Study of Prose Written before 1900.

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

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

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

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

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

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

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

Unit A3: Students complete one 2500 word essay based on the comparison of 2 novels. Internal assessment.

Moderated by CCEA. 20% of A level.

Environmental Technology

**Available if offered by the Omagh Learning Community*

This science-based specification focuses on technological solutions to the energy and environmental problems facing us today and highlights the need to manage our planet's resources more effectively, making the transition to a more sustainable way of living.

AS 1: The Earth's Capacity to Support Human Activity External written examination 1 hour 30 minutes 50% of AS 20% of A Level	In this unit you will: <ul style="list-style-type: none"> find out about the impact of declining fossil fuel supplies and options for reducing global dependency on crude oil; examine the macrogeneration, distribution and storage of electricity from non-fossil fuel sources; consider renewable energy technologies on a micro level; discover the effects of fossil fuel use and the need to develop more sustainable sources of energy; carry out practical activities in relation to aspects of three major renewable energy sources: wind, solar and biomass; and take account of health and safety practices when carrying out practical work. 	AS 2: Internal Assessment – Renewable Energy Technologies Internal Assessment You will produce a technical report based on a realistic scenario relating to the use of renewable energy technologies 50% of AS 20% of A Level	In this unit you will: <ul style="list-style-type: none"> apply the knowledge and understanding that you gained in AS 1 to a practical context; research renewable energy sources and evaluate the technical, environmental and economic aspects of the energy output from wind, solar and biomass; and submit a technical report, relating to a realistic scenario task, in three sections: <ul style="list-style-type: none"> desktop research; practical investigation; and discussion and recommendations.
A2 1: Building and Managing a Sustainable Future External written examination 2 hours 50% of A2 30% of A Level	In this unit you will: <ul style="list-style-type: none"> examine a range of new and existing technologies and management systems that have the potential to support society's move toward a more sustainable way of living; examine waste management processes (including bioremediation) and using low-carbon sources for society's transport needs; investigate issues related to the environmental performance of buildings; and explore the sustainable development needs of urban and rural communities; and take account of health and safety 	A2 2: Internal Assessment – Environmental Building Performance and Measurement Internal Assessment You will produce a technical report relating to the environmental performance of a local building. 50% of A2 30% of A Level	In this unit you will: <ul style="list-style-type: none"> apply the knowledge and understanding gained in A2 1 to a practical context; consider the sustainability performance of a building; and apply the Code for Sustainable Homes (CSH) system to a specific construction.

What can I do with a qualification in Environmental Technology?

Environmental Technology will help you to make informed decisions and choices in everyday life. You can study Environmental Technology with a variety of other subjects. This can lead to a range of opportunities in higher education or a rewarding career.



Geography

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

Skills Developed

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS)		
AS1 Physical Geography	40% of AS	
	16% of A level	
AS2 Human Geography	40% of AS	
	16% of A level	
AS3: Fieldwork skills and techniques in Geography	20% of AS	
	8% of A level	
A Level		
A21 Physical processes, landforms and management		24% of A level
A22 Processes and issues in Human Geography		24% of A level
A23 Decision Making in Geography		12% of A level



Government & Politics

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

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

Skills Developed

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

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

Career Opportunities

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

Assessment

Advanced Subsidiary (AS)

Module 1: Government and Politics of N. Ireland.

Module 2: The British Political Process

Advanced GCE (A2)

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

Module 2: Political Power and Political Ideas

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



History

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

Skills Developed

The specifications focus on three main skill areas:

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

Career Opportunities

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

AS HISTORY YEAR 13

AS2: Option 5 RUSSIA 1914-1941

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

- Growth of Opposition to the Tsar

Lenin & Russia 1917-1924;

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

- the economy 1917-1924

- assessment of Lenin as a revolutionary leader

- Stalin & Revolution 1924-1941;

- the power struggle 1922-1928

- economic changes 1924-1941

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

- assessment of Stalin as a revolutionary leader

AS1: Module 1 THE NAZIS & GERMANY 1919-1945

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

The Weimar Republic

The rise of the Nazis 1919-1933

Nazi controlled Germany 1933-1945

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

A2 HISTORY YEAR 14

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

1 hr exam–June 20% of A level

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

The advance of Communism outside Russia;

- Communism as an ideology & its economic vision

- Soviet Foreign Policy in Europe 1917-1941

- Soviet Foreign Policy in Europe after 1945

–the end of the USSR

The opponents of Communism;

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

- Democratic opposition to Communism in Europe 1945-1991:

- The Cold War

A22: Module 4 THE PARTITION OF IRELAND 1900-1925

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

- cultural developments: the churches, education

- political developments; the Home Rule crisis, the Easter

Rising 1916: reasons, assessment of its success &

significance; the rise of Sinn Fein & the decline of the IPP

1916-1918; the Anglo-Irish War (causes & reasons for each

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

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

the new state

- economic developments in the period: agriculture & industry



Post 16 pupils listen to a talk by Holocaust survivor Tomi Reichental

IT Technicals Level 3

Purpose of the Course

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

Skills Developed

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

Career Opportunities

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

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

Assessment

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

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

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

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

The Course

Mandatory Units

Unit 1: Communication and employability skills for IT

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

Unit 2 : Information Systems

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

Optional Units

Unit 12 : Website production

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

Unit 23 : Database design

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

Unit 27 : Digital Graphics

This unit helps the learner to understand the different hardware and software that is available for working on graphic images and the file formats that exist. Learners will understand where these file formats are used and how the delivery method of a graphic has a bearing on the file used in terms of size, resolution and compression. Learners will be able to use the hardware and software needed to create, modify and manipulate images in accordance with clients' requirements. The learner will understand how to gain user feedback and make changes based on this feedback. Learners will understand the legal framework regulating the acquisition and use of digital graphics.

Unit 43: Understanding Social Media for Business

The aim of the unit is to give learners the understanding of what social media is, the scope and impact it has, how it is evolving and the opportunities these platforms provide to businesses when promoting themselves or utilising consumer information. By reviewing business practice the learners will be able to identify how to improve service and customer delivery, raise awareness of business and products/services and improve market intelligence to develop a competitive advantage.

Irish

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

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

Skills Developed

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

Career Opportunities

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



Assessment

Advanced Subsidiary (AS)

Consists of three units:

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

Unit AS 2: Section A – Listening based on passages recorded on CD

Section B – Reading comprehension & Translation Irish into English

Section C – Use of Language; grammatical exercises and Translation English into Irish (40% of AS, 16% of A Level)

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

The themes are:-

Relationships: Different family structures; Roles, responsibilities and relationships within families;

Challenges for families; Intergenerational issues; and Influences on young people.

Culture & Lifestyle:

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

Advanced GCE (A2)

Consists of three further units:

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

Unit A2 2: Section A – Listening based on passages recorded on CD

Section B – Reading questions and Translation from English into Irish

Section C – Writing based on a literary text (24% of A Level)

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

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

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

Our Place in a Changing World:

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

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

Journalism

AS and A Level Journalism aim to introduce students to the concepts surrounding Journalism in print, e-media 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.



Life & Health Science

This new applied A level responds to the needs of the growing life and health sciences sector in Northern Ireland, which generates sales worth over £800 million a year. It was developed as a result of a report into life and health sciences, which identified the need to support and develop the future workforce with the full range of scientific skills and knowledge necessary for the sector to continue to thrive. Life and Health Science related industries make up over 25% of Northern Ireland's total economic output. They include a diverse range of businesses and employment opportunities, from pharmaceutical and chemical to the National Health Service.

What's involved? There are compulsory and optional units, with internal and external assessment options.

Career Opportunities

Northern Ireland has a thriving life and health sciences sector that benefits from a strong collaborative approach between industry, academia and clinicians. The region offers expertise across precision medicine, clinical trials and digital health. Northern Ireland also has clinical specialisms within the areas of oncology, cardiology, ophthalmology, respiratory and diabetes. **13,000 people study life and health sciences** related subjects at university. The Life and Health Sciences aims to develop students' advanced practical skills and knowledge, preparing them for employment or third-level study and a career in the life and health sciences.

Who is this course aimed at?

We also provide A Level courses in Biology, Chemistry and Physics. GCE Life and Health Sciences is an addition to this and will open the door to many third level courses at Universities.

What do you need to study Life and Health Sciences?

You need to have a real interest and ability in the sciences and to have achieved at least BB Grades in Double Award Science.

Year 13 Study Compulsory Units		
AS1	Experimental Techniques	Internally assessed
AS2	Human Body Systems	External Examination 1hr 30mins
AS3	Aspects of Physical Chemistry in Industrial Production	External examination 1hr 30mins
Year 14 Study		
A2 1	Scientific Method, Investigation, Analysis and Evaluation	Internally Assessed
A2 2	Organic Chemistry	External Examination 1hr 45mins
Optional Units – one unit is studied from:		
A2 3	Medical Physics	External Examination 1hr 45mins
A2 4	Sound and Light	
A2 5	Genetics, Stem Cell Research and Cloning	



Mathematics

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

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

Skills Developed

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

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

Career Opportunities

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

Assessment

The course is made up of four modules

Year 13 AS Mathematics

(module AS 1) Pure Mathematics

(module AS 2) Applied Mathematics

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

Year 14 A2 Mathematics

(module A2 1) Pure Mathematics

(module A2 2) Applied Mathematics

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

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



Music

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

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 Arts

The **A Level in Performing 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.

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.

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



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?

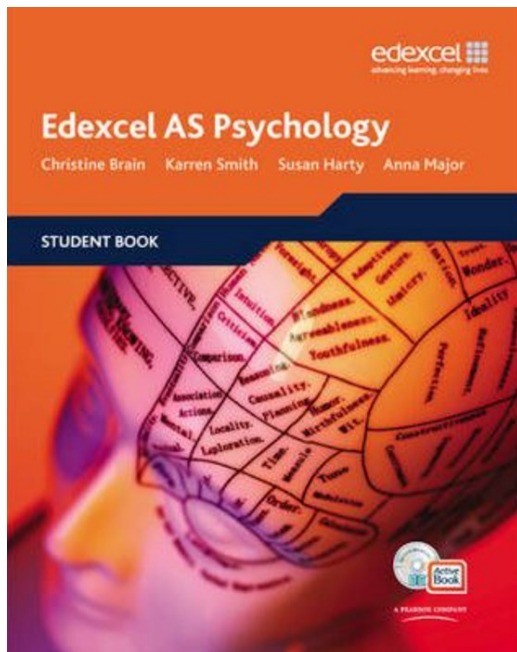
You will study 3 units at AS level and 3 units at A2 level. Four of the units are theory based and are assessed by written examination papers. The remaining two units are practical units and are assessed by both practical and written examinations.

What can I do with a qualification in Physics?

GCE Physics provides you with a sound basis for the 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 such as accountancy and actuarial science.

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 you to quantum theory and the concept of wave-particle duality.
AS 3: Practical Techniques and Data Analysis	In this unit you will develop essential practical skills and analyse, evaluate and refine experimental procedures and data.
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 from AS1. The thermal physics connects the properties of gases to the basic principles of kinetic theory, while 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 developed in AS 3.





Psychology

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

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

A' Level Subject Content

AS

Paper 1:

Overview of content

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

Overview of assessment

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

Paper 2:

Overview of content

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

Overview of assessment

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

N.B.

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

A2

Paper 1: Foundations in Psychology

Overview of content

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

Overview of assessment

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

Paper 2: Applications of Psychology

Overview of content

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

Overview of assessment

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

Paper 3: Psychological Skills

Overview of content

Topic 9: Psychological skills:

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

Overview of assessment

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

Career Opportunities

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

Minimum Entry Requirements and Other Information

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

Other Contributory Subjects:

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

Religious Studies

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

Skills Developed

Religious Studies students will be expected to:

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

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

Career Opportunities

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

Assessment

AS 1: An Introduction to the Gospel of Luke

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

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

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

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

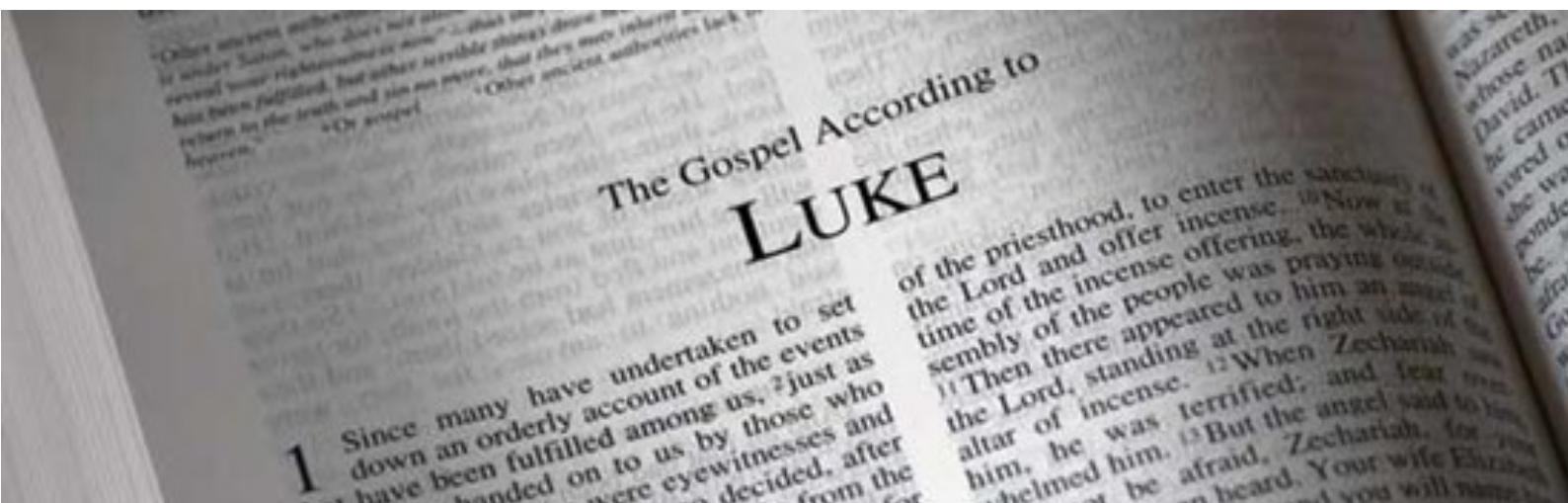
Duration and Format: Two 1 hour 20 minutes externally assessed written papers

A21: Understanding the Synoptic Tradition

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

Weightings: each module is 30% of A level

Duration and Format: Two 2hr externally assessed written papers

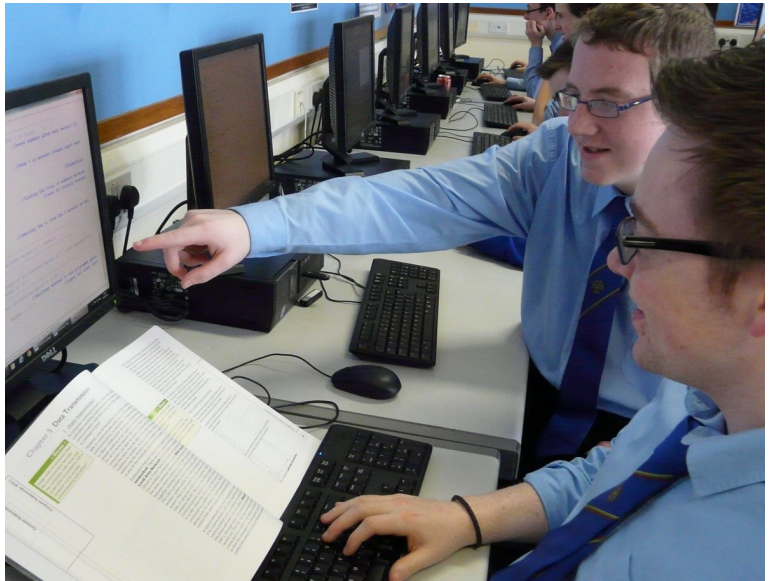


Software Systems Development

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. (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
2 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. (45 mins) 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 Electronic and Microelectronic control systems. AS level Unit 2 nurtures a creative and innovative mind by challenging pupils to develop an existing product, with a view to redesigning the entire product or an aspect of it. Pupils will produce 10 A3 pages of written and graphical information to support a 3-D model or prototype which represents the practical outcome of the product analysis and development.

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

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

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

Skills Developed

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

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

Career Opportunities

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

Assessment

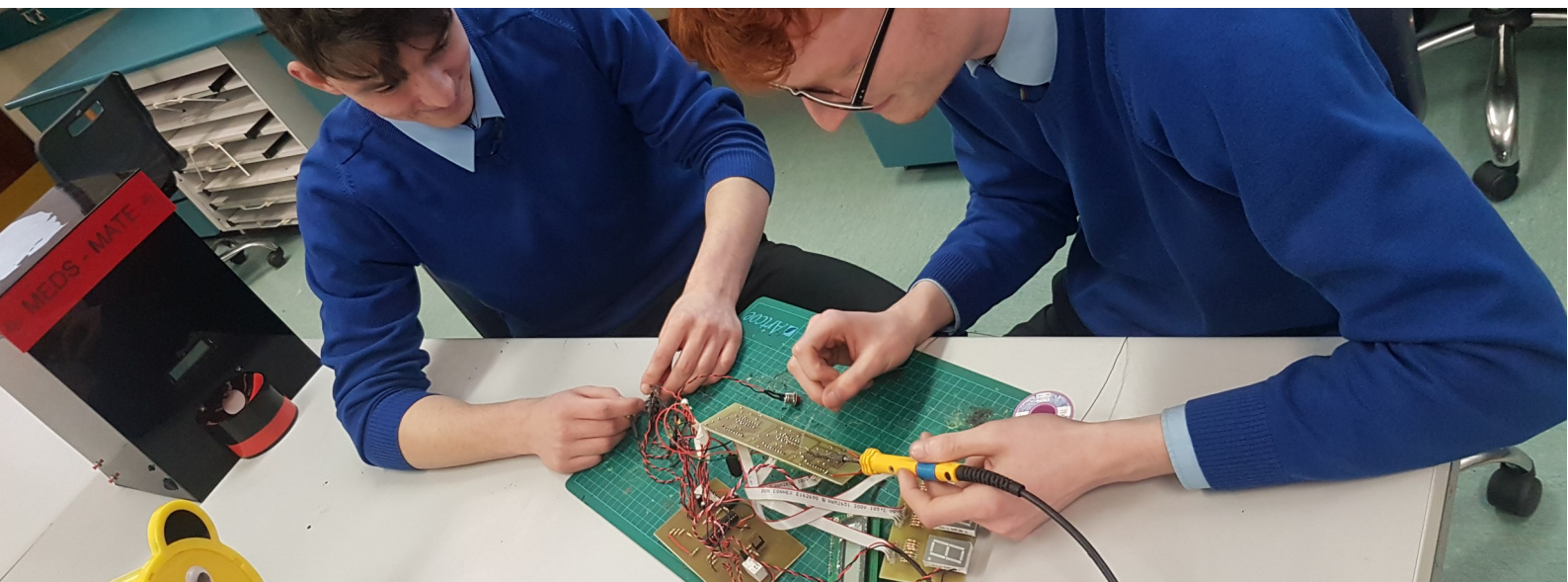
The following units are taken as part of the AS and A2 courses:

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

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

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

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



Careers Advice and Subject Requirements for Degree Courses

Below is a list of the subject requirements for a range of Degree courses. The information is mostly based on entry to courses in N. Ireland and is compiled from the universities' most up to date Prospectus available at going to print.

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 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. A number of Honours Degree top up courses are now available at Regional Colleges.

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 or Business Studies useful	AAB + GCSE Maths B (QUB) ABB or BBB if offering Maths A Level and GCSE Maths B(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.	AAA (QUB) BBC (UU)	Applicants with a grade C in GCSE Art or no Art at GCSE/A-level may be invited for a portfolio interview (QUB) Applicants will be required to submit a portfolio, except where the applicant has GCSE Art or Art & Design at grade A or higher. (UU)
Biological Sciences	Biology and at least one from Chemistry (preferred), Geography, Maths or Physics	ABB – BBB + GCSE Double Award Science CC and Maths C	It would be an advantage to have studied Chemistry beyond GCSE level.
Biomedical Science	2 science subjects; Biology/ Chemistry plus one other	AAB – ABB (QUB)+ GCSE Double Award Science CC and Maths C BBB (UU) Including 2 science subjects. 2 from Group A or 1 from Group A and 1 from Group B. GCSE Maths, English and Double Award Science C	Group A - Chemistry, Physics, Maths, Biology, Nutrition & Food Science of which chemistry is preferred. Group B - P.E., Geography, ICT, Applied Science, Environmental Tech, Life & Health Sciences, Digital Tech, Sport.
Business Studies	Not specified; Business Studies useful	ABB + GCSE Maths B (QUB) BBC - CCC + GCSE Grade C in Maths + English (UU)	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 may require Maths, Software Systems Development or Digital Technology A'Level or may offer a one grade drop if offering one of above.	ABB-BBB (QUB) ABB-BBB + GCSE Maths C (UU)	(N.B. Asking grades for UU will vary depending on campus and specific computing courses applied to.)

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Dentistry	Biology and Chemistry A-level required plus UCAT admission test	AAA GCSEs will be scored using a points system on best nine subjects at first attempt. See QUB's website for details.	British Dental Association www.bda-dentistry.org.uk and the General Dental Council www.gdc-uk.org
Engineering	Maths and another science subject, e.g. Physics, Chemistry, Biology, Technology & Design, Software Systems Development, Geography, Double Award Science	Grades vary from AAA-BCC depending on specific Engineering degree taken. Some courses may require GCSE Maths A and Double Award Science	Royal Academy of Engineering www.raeng.org.uk
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Home Economics, Food, Nutrition and Health or Health and Social Care or Applied Science, Life and Health Sciences (single or double award)	ABC (UU) Grade A required from one of the listed subjects	Chartered Institute of Environmental Health www.cieh.org
Environmental Science	Subjects may include Geography, Biology, Physics, Chemistry, Mathematics, Physical Education, Single Award Science, ICT, Nutrition and Food Science, Software Systems Development, Single Award Life & Health Sciences, Environmental Technology	BBC Preferably inc. STEM subject/Science A - Level (UU)	
I.T./ CIT / BIT	Mathematics, Software Systems Development, Computing, Digital Technology, ICT, Biology, Chemistry, Physics. See website for subjects relevant to specific degree. Some courses may offer a grade drop if offering one of the above desirable subjects at grade B	AAB – BBB (QUB) BBB-BCC (UU)	www.bringitonni.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)	(N.B. Asking grades for UU vary according to campus)
Medicine	Chemistry + Biology, Maths or Physics. GCSE Double Award Science required. UKCAT admissions test	AAA at A-Level inc Chemistry + A in fourth AS-Level. Plus one other from Biology, Maths or Physics. If not offered at A-Level, Biology grade A as a fourth AS. Or A*AA inc Chemistry and Biology Or A*AA inc Chemistry and either Maths or Physics + AS-Level Biology Grade B.	www.medschools.ac.uk www.bma.org.uk . British Medical Association
Nursing (BSc)	A relevant science 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	Not specified	BBB & HPAT admissions test (UU)	The College of Occupational Therapy (www.cot.co.uk).
Optometry	2 science subjects from Biology, Chemistry, Mathematics, Physics, Double Award Life and Health Science. GCSE Double Award Science	AAB (UU)	www.college-optometrists.org
Pharmacy	Chemistry + 1 other science from Maths, Physics, Biology (preferred), GCSE Double Award Science.	AAB	www.rpsgb.org.uk
Physiotherapy	At least one from Biology, Mathematics, Physics, Chemistry.	BBB & HPAT admissions test (UU)	Chartered Society of Physiotherapy www.csp.org.uk

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Quantity Surveying	One from Maths, Physics, Chemistry, Biology, Engineering or Construction preferred.	ABB/ (AAA if none of the preferred A Levels offered.)	Royal Institute of Chartered Surveyors www.rics.org.uk
Radiography	1 Science from Maths, Physics, Chemistry or Biology. 2nd Science may be desirable for some courses.	BBB & HPAT admissions test (UU) + GCSE Double Award	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
Social Work	Not Specified	ABB (QUB) BBB (UU)	www.niscc.info www.skillsforcare.org.uk
Speech and Language Therapy	English, a modern foreign language, Maths, Physics, Chemistry, Biology Psychology, Life and Health Science or GCSE Science would be useful.	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, Geography, History, ICT, Maths, Music, P.E., Physics, R.E. or Spanish. At secondary level the subject taught must be taken for A' Level. GCSE Science	Grades vary between teaching colleges. St. Mary's, Belfast typically ask for AAB/ ABB.. NB Technology & Design Post Primary BBC Post Primary Maths & Science BBB	www.education.gov.uk www.symarys-belfast.ac.uk www.stran.ac.uk
Veterinary Science	Double Award Science GCSE & Chemistry and Biology & either Physics or Maths A' Level.	A*A*A—AAA (UK Universities) Approx. A*, A*, A* & fourth AS-Level at Grade A for UCD	The website of the Royal College of Veterinary Surgeons www.rcvs.org.uk For UCD-567 CAO points required in 2019

(N.B. QUB = Queen's University Belfast; UU = University of Ulster)
Please see university websites for any updated entry requirements.

UCAS Tariff Points

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.)

Equivalence of Qualifications for Ulster University

For Students Studying BTEC and a Combination of BTEC and A-Levels

The table below outlines indicative equivalences to operate for entry in 2020. Please refer to the online prospectus at ulster.ac.uk for entry requirements for any particular course.

GCE or APPLIED A LEVELS (GRADES)	AAA	AAB	ABB	BBB	BBC	BCC	CCC	CCD
Two A levels & BTEC Subsidiary Diploma (QCF)	AA & D*	AA & D	AB & D	BB & D	BB & M	BC & M	CC & M	CC & M
Two A levels & BTEC National Extended Certificate (RQF)	AA & D	AA & D	AB & D	BB & D	BB & M	BC & M	CC & M	CC & M
A level & BTEC Diploma (QCF)	A & D*D*	A & D*D	A & DD	B & DD	B & DM	B & DM	C & DM	C & MM
A level & BTEC National Diploma (RQF)	A & DD	B & DD	B & DD	B & DM	C & DM	C & DM	C & MM	D & MM
BTEC Extended Diploma (QCF)	D*D*D	D*DD	D*DD	DDD	DDD	DDM	DMM	DMM
BTEC National Extended Diploma (RQF)	DDD	DDD	DDM	DDM	DMM	DMM	MMM	MMM

APPLIED GENERAL LEVEL 3 QUALIFICATION (E.G. PEARSON BTEC, OCR CAMBRIDGE TECHNICALS)	A LEVEL EQUIVALENCE	QCF APPLIED GENERAL LEVEL 3 AWARD GRADE (2010/2012 Suite)	RQF APPLIED GENERAL LEVEL 3 AWARD GRADE (2016 Suite)
National Extended Diploma (180 credits)	A*A*A*	D*D*D*	D*D*D*
	A*A*A	D*D*D	D*D*D
	A*AA	D*D*D	D*DD
	AAA	D*D*D	DDD
	AAB	D*DD	DDD
	ABB	D*DD	DDM
	BBB	DDD	DDM
	BBC	DDD	DMM
	BCC	DDM	DMM
	CCC	DMM	MMM
	CCD	DMM	MMM
National Diploma (120 credits)	A*A*	D*D*	D*D*
	A*A	D*D*	D*D
	AA	D*D*	DD
	AB	D*D	DD
	BB	DD	DM
	BC	DM	DM
	CC	DM	MM
	CD	MM	MM
Subsidiary Diploma / National Extended Certificate (60 credits)	A*	D*	D*
	A	D*	D
	B	D	D
	C	M	M
	D	M	M

Destination of Post 16 Students

Year 14 Student Destinations 2019

Queen's University Belfast (31 students)

Accounting	3	Actuarial Science and Risk Management	1	Architecture	1
Business Information Technology	3	Business Management	1	Chemistry	1
Civil Engineering	1	Computer Science	3	Computing Information Technology	1
Economics and Accounting	1	Economics with Finance	1	Electrical and Electronic Engineering	1
European Planning	1	Finance	2	History and Politics	1
Maths and Computer Science	2	Mechanical Engineering	1	Medicine	1
Music and Audio Production	1	Planning, Environment and Development	1	Politics	1
Software Engineering	1	Structural Engineering with Architecture	1		

University of Ulster (34 students)

Accounting	1	Architectural Engineering	1	Art and Design	1
Biomedical Engineering	2	Building Surveying	2	Civil Engineering	1
Computer Science; Computing Science & Interactive Computing	3	Diagnostic Radiography and Imaging	1	History with Education	1
Journalism with English/History	2	Law	1	Marketing	2
Mechanical/Mechanical & Manufacturing Engineering	2	Mechatronic Engineering	2	Optometry	2
Physiotherapy	1	Politics with Criminology	1	Psychology	1
Quantity Surveying & Commercial Mgmt	1	Social Work	1	Software Engineering	1
Sport and Exercise Sciences/ Sports Studies	3	Technology with Design	1		

Other (50 Students)

CBS – A Levels	2	Employment	2
Gap Year	4	Higher Level Apprenticeships: Accounting/Business/ Construction	4
Dublin City University: Global Business (USA)	1	Durham University: Physics	1
Heriot-Watt University, Edinburgh: Chemical Engineering	1	Liverpool John Moores University: Computer Science	1
Manchester Metropolitan University: Computer Forensics and Security	1	NUI Galway: Medicine	1
South West College: Foundation Degree	10	South West College: BTec Dip. Applied Science /Business	4
South West College: Electrical/Refridgeration Apprenticeships	4	SMUCB - BEd Primary (History/Religion)	2
SMUCB – BEd Post-Primary (Business Studies/ Mathematics)	2	SMUCB – Liberal Arts (PE)	1
Stranmillis University College: BEd Primary	1	Trinity College Dublin: Medicine	2
University College Dublin: Engineering	1	University of Brighton: Design for Digital Media	1
University of Cambridge: Computer Science	1	University of Glasgow: History and Economics	1
University of Manchester: Environmental Management	1	University of Southampton: Football Studies	1

Examination Results Summer 2019

A-Level Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Biology	93.9	Maths	98.4
Applied Business Studies	92.7	Media Studies	90.3
Business Studies	94.4	Music	100
Chemistry	100	Performing Arts	100
Computer Studies	100	Physics	93.0
Technology & Design	87.9	Psychology	100
English Literature	75.6	Religious Studies	86.2
Geography	89.1	Sport Studies Dip	100
History	96.6	Sport Studies Sub	95.9
ICT	88.1	Construction Sub	100
Applied ICT	90.0	Construction Dip I	100
Irish	100	Agriculture Sub	100
Journalism	100	Engineering Sub	100
Further Maths	100		

Performance in Public Examinations 2016 to 2019

(Note - N.I. average comparison figures are for Grammar Schools)

Performance Indicator	2016-17		2017-18		2018-19	
	CBS Grammar Omagh	N.I. Average	CBS Grammar Omagh	N.I. Average	CBS Grammar Omagh	N.I. Average
% Achieving 5+ GCSEs at Grades A*-C (or equivalent)	96	89.5	97	87	96.4	96.1
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	94	79.7	91.1	78	87	86.6
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	75	66.5	86.7	69.1	83.4	76.8
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	93	98.8	98.4	98.5	100	92.6

Excludes pupils with Statements of Special Educational Needs.
The above table is supplied by the Department of Education.



Omagh CBS

Admissions Criteria 2020 – 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

LIFE & HEALTH SCIENCES

- BB in DA Science

MATHEMATICS

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

MEDIA STUDIES

- A Grade B is required in English Language at GCSE

BIOLOGY

- Grade B in Biology Unit at GCSE.

CHEMISTRY

- Grade A in Chemistry Unit at GCSE.

PHYSICS

- Grade A in Physics Unit at GCSE

TECHNOLOGY

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

BTEC ENGINEERING

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

Studying 4 Subjects at Post 16

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

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

Appendix 2

Post-16 Learning Agreement

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

What Omagh CBS offers Post 16 Students

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

- 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 to be entered for the courses they embark upon. However, there are a number of performance indicators that would be used to assess if a student is deemed 'educationally unprepared':

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

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

Parents/Guardians. I/We shall:

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

Thoughts of Current Post 16 Students

Sean Devine

Post 16 Subjects: Biology, Chemistry, English Literature and Performing Arts

Picking A-Levels may seem like a daunting task although the best advice I would recommend is to just stick with what you're good at and what you like! Currently I am studying Biology, Chemistry, English Literature and Performing Arts. I find that this is a great mix as I have more "flexible" creative subjects along with my sciences. At GCSE I found I had a great talent for creative subjects, being English and Drama, so naturally I chose them. In Year 13 creative subjects can be very challenging so don't underestimate the work and study that accompanies them. At times it can be tricky to strike the balance between the mark-scheme and what you want to write, especially in English, so it's all about finding the middle ground. Studying English has really broadened my awareness of art and literature and it has also vastly expanded my vocabulary which is great. I chose Biology and Chemistry because I want to go into a health related career. Being knowledgeable about the requirements for universities you may want to attend is a great factor in choosing you're A-levels. Careers in this field require the sciences so combined with my natural interest for them I came to the conclusion I wanted to do them. While it is not overly common to pick and stay with 4 A-levels, a lot of students do. Throughout the year I found that by managing my workload and using my time well in class I was able to easily cope with the workload of 4. It really helped too that Performing Arts is coursework/practical based so my study really just includes English and my Sciences. I found that A-levels are infinitely more independent than GCSEs which is something I really appreciate, and that goes for all subjects. Choosing A-Levels is the first step of many leading to your career. You may panic but just think what you are good at, what you like and if you have the motivation to do it. Remember to pick what YOU want to do and not to let your friends sway your decision too much, these are your subjects after all. Talk to your teachers and ask plenty of questions if you're really stuck. To reiterate the best advice I have, stick with what you love and you'll soon find you can choose your subjects with ease.





Cathal McGurgan

Post 16 Subjects: Biology, Geography and BTec Business

A-levels can be a very difficult choice to make with many different options to choose from, it can be quite overwhelming. I was somewhat lucky in that I knew what I wanted to do as a career. However, I also knew that keeping my options open was the best choice in terms of subject versatility. I decided to strike a balance between subjects that I enjoy and have a genuine passion for, subjects that I was good at and subjects that leave my options open. I decided to go with Biology, a subject I thoroughly enjoy and a field I hope to have a career in. The next choice I made was Geography, I chose this subject as I had previously done a GCSE in this subject, this allows me to pre-emptively understand the specification. The next decision I made was between either straight A-level Business or BTec Business. I originally decided on straight A-level however, I hadn't done GCSE Business so I would have been going into the subject completely blind. So I decided to go with the B Tec business, this was probably the better choice as not only does it take the pressure of exams but it also allowed me to ease into a subject I knew nothing about.

Connor McCaffrey

Post 16 Subjects: Physics, Journalism, History, Digital Technology

Trying to decide what subjects you want to study at Post 16 can be tough. There are a lot of potential options and everyone has a different decision-making process. For a long time, I wasn't sure what way to approach it. Do I choose subjects that will help me down a specific career path or do I just go for what I'm good at? Do I pick subjects of a similar type or go for a mix? Then, at the Choices evening last year, I received a great piece of advice. At this stage, no one is really sure what they want to work as when they are older. Many people may only choose a subject because they think they need it for a career path that they want to pursue, only to end up disliking that subject. Considering that the subjects you choose are all that you will be studying for the next two years, it's best to pick subjects that you enjoy doing. And that's exactly what I did. I simply chose subjects that I really enjoyed at Keystage 3 and GCSE, or in the case of Journalism, something that looked really interesting to me personally. History and Physics are entirely exam based, but have a completely different way of approaching questions, and I'm really enjoying both courses so far. Digital Technology and Journalism have a good mix of exam work and coursework, and are more creative in nature. I really enjoy having a different blend of subjects like this as no subject really feels like the other, and that keeps things fresh. And so far, I couldn't be happier with my decision. I find that when you are only studying things that you have a genuine interest in, school becomes so much more enjoyable as a result. So if I had to give some advice, I'd say to consider two things. Firstly, what subjects do you enjoy doing the most? And secondly, what type of course are you more suited to? Are you good at exams or do you prefer coursework? If you keep these questions in mind when choosing subjects, then you can't go too far wrong.



Aaron O'Hagan

Post 16 Subjects: Maths, BTec Construction (Subsidiary Diploma), Technology

When I was studying and completing my GCSEs throughout my fourth and fifth year at school I knew there were certain subjects that I was more advanced in than others. I had trouble throughout them years trying to decide on a particular career path that I am interested in and one that I would enjoy working towards in future years. Throughout my school life I have always had a strong attraction towards subjects such as Construction and Technology. I found that these particular subjects were fun and creative and a lot of the work within them is practical based, and I started to realise, I really do enjoy this type of work. I am a student that is very keen on learning about materials, design and engineering and I thought to myself, these subjects would be the best suited towards me. When growing up within the school I also took a liking towards Maths. I enjoyed the idea of problem solving and trying to figure out equations and sums, other subjects which were more writing based such as English and History never really interested me as much as these three subjects. When making your choices it is yes, very important to pick subjects that you believe will benefit you for your chosen career in the future, but also try and pick subjects that you really do have a particular interest in. You have chosen to stay on in school for an extra two years and it is important that you are having a good time studying certain areas that you enjoy. Don't make the mistake of doing subjects that your friends are doing or doing subjects that you generally have no interest in whatsoever, find what subjects make YOU happy and pick subjects YOU enjoy.



Shawn McGovern

Post 16 Subjects: Biology, Chemistry and Geography

Choosing your Post- 16 subjects can be a very difficult decision to make and with many subjects to choose from it doesn't make the decision any easier. When making your decision, it is best to choose the from the 3 or 4 subjects that you enjoy the most and not the subjects that your friends have chosen, as you may end up in classes that you will not enjoy. Also, when making your decision it would be beneficial to have some idea of what you may want to do after Post -16 but if you're not sure then pick subjects you are more likely to get a good grade in. The subjects that I decided on were Biology, Chemistry and Geography. During GCSE'S I quickly realised that I enjoyed these subjects and that I found them really interesting. I like the detail and the contrast between my subjects, making my experience more fun. There is no doubt that the transition from GCSE to A-level is tough, however with hard work and the support of your teachers you are sure to succeed. Talking with your family and your teachers will help with your final choice. Good luck and choose carefully.



Matthew Devlin

Post 16 Subjects: BTEC LEVEL 3 Subsidiary Diploma in Sport, Biology and Maths

Choosing Post 16 subjects can be very difficult, as there may be 5 or 6 subjects that you are interested in. The subjects I decided to pick were a mixture of straight A-Levels and a B Tec Subsidiary Diploma. This was beneficial, because the BTEC subject allowed me to focus on fewer tests towards the exam season. As well as this BTEC can help you build your ability to meet deadlines and work to a high standard consistently throughout the year. Since I was young I've had a strong passion for sport, which was the main factor in choosing this subject along with enjoying it at GCSE level. Within the course itself, you can choose whichever sport you would like to write about in your assignments, which makes the subject more enjoyable.

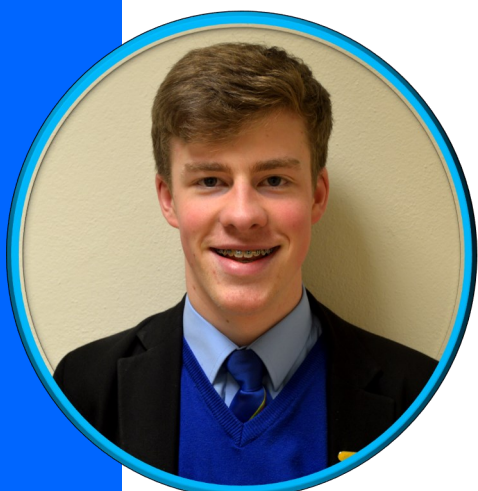
Along with BTEC Sport as an A-Level, I am also currently studying Biology and Maths. Similarly to sport, I have enjoyed maths throughout my time in school. Due to achieving well in Maths at GCSE, I was permitted to complete Maths at A-Level. I find maths very interesting and enjoy the problem solving side of it, along with learning new topics that I've never met before. My decision, to take on Biology for A-Level was as a result of how it links well with sport and will open up many more opportunities post A-Level. I enjoy Biology as it has a good mix of practical experiments and theory. In my opinion, I would highly recommend that as a GCSE student, you avail of the opportunities of completing Post 16 studies here at Omagh CBS.



Donal Kelly

Post 16 Subjects: Maths, Physics, Chemistry and Biology

Picking your A-level subjects can be very difficult. You may have 5 or 6 subjects that you are very good at or very interested in but you need to narrow this down to just 3 or 4. My best advice would be to pick the subjects that you are most passionate about. However, it is also very important to consider what careers these subjects may open, or close, in the future. For example, subjects like Maths leave open a wide range of opportunities, whereas some subjects such as Psychology are quite specific (although this should not put you off if you are passionate). I myself have thoroughly enjoyed all of my subjects and a lot of this has come down to how good all of my teachers have been. One of the great things about Post 16 in our school is how flexibly you are allowed to change your subject choices. This means that you have no need to feel that these choices are absolutely final. To summarise, I would suggest picking the subjects you enjoy the most, but to ensure that at least one of these subjects offers a wide range of career opportunities.



Ciarán McManus

Post 16 Subjects: Business Studies, English Literature, Geography

I was unsure initially what subjects to do at a-level so I decided to do two subjects I did well in at GCSEs and one that I thought I would enjoy and would challenge me. I decided to do English and Geography as they were two of my best subjects at GCSEs. I also chose to do Business Studies as I thought I would enjoy trying a new subject that I had never been taught before. English literature has so far been a very enjoyable subject to learn, We are currently completing our modules on Frankenstein by Mary Shelley, Translations by Brien Friel and a range of different poems from the anthologies of Seamus Heaney and Robert Frost. I enjoy English as it is a subject which involves a lot of class discussions and debates. It is a subject in which the answers are more based on your interpretations to text, than any specific list of right or wrong answers. Geography is a very different subject, but I enjoy it nonetheless. I believe it to be different mainly due the case that it is a subject in which the answers are more tangible than English, with there being a more traditional 'right or wrong' answering structure. Business studies is a mix of both. It has a range of definitions and formulas which render clear answers. As well as a range of essay type questions, in which you are given marks based on your opinions and ability to form and explain your viewpoints. Going forward I plan to apply for either business or law courses in Belfast after I finish my A Levels.



Fionnbharr Taggart

Post-16 Subjects: Double award BTEC Construction (Equivalent to 2 A-Levels) and BTEC Business (Subsidiary Diploma)

When picking your Post 16 subjects it can be quite hard in terms of choosing the right ones for you. Having to choose between your 4 or 5 favourite subjects can be a very difficult task as they will effectively shape your future career. I only joined the Omagh CBS in the September going into 6th year so I found it very hard to pick my subjects as I didn't really have that much time to think about them, but I'm really happy with the subjects that I choose. The subjects that I choose where all course work-based meaning that I would have no exams at the end of the year, these subjects where Double Award BTEC Construction and Single Award BTEC Business. The main reason that I choose these subjects is because I've always have a passion for both Construction and

Business and I really enjoyed learning about them both when doing my GCSE, this had a massive part to play in picking them for A-Levels. My teachers for both my subjects are all extremely helpful and are willing to give all their students that extra bit of help and support when doing assessments, I have two teachers for both subjects, my Construction teachers are Mr P. McNabb and Mrs C. Keyes and my Business teachers are Mr F. Quinn and Mrs C. McMorrow. There's no point in picking A-Levels that you don't like and don't have a passion for as it may lead to you not liking them, leading you to dropping out halfway through the year. By choosing both Construction and Business I've give myself a wide range of careers to choose from, and this is very important as you don't want to be in a career for the rest of your life which you don't enjoy; which is why you are better off taking your time when picking your A-levels and finding out a bit more about them to make sure that you are making the right decision.





Ski Trip to Italy - January 2020



Members of our YE Team, Posture Positive, at the Craigavon Trade Fair - February 2020



10k/5k Run and Walk - February 2020



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