

# Post 16 Prospectus 2021-22





3 A\* Grades or better at A-Level



4 A Grades at AS Level



4 A\* Grades at A-Level

# Contents

<b>Letter from Head of Post 16, Mr D Maginness</b>	<b>4</b>
<b>Letter from the Head Prefect, Conall Rice</b>	<b>5</b>
<b>What Omagh CBS offers Sixth Form Students</b>	<b>6</b>
<b>Advice on making choices</b>	<b>8</b>
<b>The Enrichment Programme</b>	<b>9</b>
<b>Careers Education</b>	<b>10</b>
<b>Pastoral Structure</b>	<b>12</b>
<b>Extra Curricular Activities</b>	<b>13</b>

## Post 16 Subjects

<b>Agriculture (BTEC) - Extended Certificate</b>	<b>14</b>
<b>Art and Design</b>	<b>15</b>
<b>Biology</b>	<b>16</b>
<b>Business Studies</b>	<b>17</b>
<b>Business (BTEC) - Extended Certificate</b>	<b>18</b>
<b>Chemistry</b>	<b>19</b>
<b>Construction (BTEC) - Extended Certificate &amp; Diploma</b>	<b>20</b>
<b>Digital Technology</b>	
<b>English Literature</b>	<b>22</b>
<b>Environmental Technology</b> (Available if offered by the Omagh Learning Community)	<b>23</b>
<b>Geography</b>	<b>24</b>
<b>Government and Politics</b> (Available if offered by the Omagh Learning Community)	<b>24</b>
<b>History</b>	<b>26</b>
<b>I.T. (OCR Cambridge Technicals Level 3)</b>	<b>27</b>
<b>Irish</b> (Available if offered by the Omagh Learning Community)	<b>28</b>
<b>Life and Health Sciences</b>	
<b>Mathematics</b>	<b>30</b>
<b>Music</b> (Available if offered by the Omagh Learning Community)	<b>31</b>
<b>Performing Arts</b>	<b>32</b>
<b>Physics</b>	<b>33</b>
<b>Psychology</b> (Available if offered by the Omagh Learning Community)	<b>34</b>
<b>Religious Studies</b>	<b>35</b>
<b>Software Systems Development</b>	<b>36</b>
<b>Spanish</b>	<b>37</b>
<b>Sport (BTEC) - Extended Certificate &amp; Diploma</b>	<b>38</b>
<b>Technology (Systems Control)</b>	<b>39</b>

<b>Careers Advice and Subject Requirements for Degree Courses</b>	<b>40</b>
<b>Destinations of Post 16 Students</b>	<b>44</b>
<b>Public Examination Results 2019-20</b>	<b>45</b>
<b>Admissions Criteria 2021 - Entry to Year 13</b>	<b>46</b>
<b>Thoughts of Past Pupils &amp; Current Post 16 Students</b>	<b>48</b>

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 2021-22 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 26 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, Sport, Business and IT.

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 include the ability 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 2021.

Mr Des Maginness  
Head of School, Post 16

# Welcome



From Post 16  
Head of  
School  
Mr  
Maginness

# Head Prefect Sean Devine



Post-16 life at the CBS is an exciting time, rife with opportunity in all aspects of education and extracurricular activity. You will find you no longer have to follow the rubric set out for you, but have the choice to take your education in the direction you want with our excellent careers advisers and teachers here to help you make this decision. Choosing what subjects to study at Post-16 is an important moment that acts as the first steps in your career path and, understandably, may seem rather daunting. Whether you have your heart set on which subjects to study or still have yet to decide, whatever you choose, you'll find that education at post-16 is rewarding, independent and fulfilling. It's not all about classes and learning though! There is an extensive range of extracurricular activities here which you may choose to participate in. They include things like public speaking, Pope John Paul Award and our senior prefect roles which are excellent programs that help you to develop your own skills which you can then implement into your life and hopefully future career. Personally, I found that the Pope John Paul Award was a great way to get involved in my local community by volunteering with social and parish projects that helped me to learn about myself and the wider community. The best thing was that our teachers were always there to point us in the right direction and help us if need be. I encourage each and every one of you to take full advantage of the help and support available here at the CBS for Post-16 and fully enjoy the next 2 years of your education. It is a great time to learn about what things you're interested in and whether you may want to pursue these things on your career journey, to get involved in the school and wider community through various projects or to enthral yourself in whatever subjects you may choose. I wish you all the best with your studies at Post-16, a transformative time for you and your education.

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



# Post 16 Students

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

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

\* Available if offered by the Omagh Learning Community

N.B. BTec National Extended Certificate 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.

# The Enrichment Programme

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 Łódz, 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 'Solas.'



Pope John Paul II Award



Year 8 Retreat led by our in house Retreat Team Solas



Jonathan Holland, Ulster University,  
pictured with Year 14 students

# 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 Vice Principal Mr White, Head of Pastoral Care, their form teacher or Head of School. Alternatively they can refer themselves by filling in a self-referral form and dropping it in Bernie's post or by e-mailing her directly at [berniemccullagh@newlifecounselling.net](mailto:berniemccullagh@newlifecounselling.net)

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

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



McRory Cup Team Sponsor



Charity Street Collection



Gallows Hill Clean Up

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

**Business—Young Enterprise**

**Creative and Expressive**

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

**Community Involvement**

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

**Music**

Senior Choir, Senior Traditional Group, School Band, Performing at local Nursing Homes, String 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

# Agriculture



Pearson BTEC Level 3 National Extended Certificate in Agriculture (Equivalent to one A Level)

This course provides an engaging programme that provides good preparation for learners considering pursuing a career in the agriculture sector. The agriculture sector is one of the largest employers in Northern Ireland and produces a gross output of £1.5 billion each year. Farming is Northern Ireland's biggest industry with 75% of all land being used for agricultural purposes. With the current challenges and opportunities facing the agricultural industry it is essential that those considering a career in this sector are capable of adapting to change and availing of market opportunities.

When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the agriculture sector. It is not necessary to have completed GCSE Agriculture in order to study BTEC Agriculture in Post 16.

## Assessment

In the completion of this qualification there are three mandatory units, which cover the following areas of agriculture:

Unit 1 - Professional working responsibilities (120 credits)

Unit 4 - Work experience in the land-based sector (60 credits)

Unit 28 - Applied agricultural farming practice. (120 credits)

Students will also complete one optional unit

Unit 5 - Estate Skills (60 credits)

Students will be required to carry out 75 hours of work-based placement

Unit 1 will be assessed externally through a written examination. All other units will be assessed through the completion of assignments to build up a portfolio which is assessed internally. An external verifier will authenticate the grades given and students will be awarded an overall Distinction\*, Distinction, Merit or Pass.

Pupils will be given the opportunity to extend their learning beyond the classroom through some organised school trips. In recent years pupils have had the opportunity to visit the following local businesses/events - Strathroy Dairies, Fane Valley Feeds, Balmoral Show, CAFRE-Student open days and AFBI- Hillsborough Farm.

## Skills developed

Employability skills developed in the completion of this BTEC can be placed in 3 main categories:

- **Cognitive and problem-solving skills:** using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- **Interpersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **Intrapersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

## Career Opportunities

The Pearson BTEC Level 3 National Extended Certificate in Agriculture is taken alongside other Level 3 qualifications, as part of a two-year programme of learning, so learners will be able to progress to a range of specialist degree programmes.

The qualification is recognised by higher education providers as meeting admission requirements to many relevant courses.

It could lead to:

- BSc in Agriculture
- BSc (Hons) in Agriculture with Animal Science
- BSc (Hons) in Agriculture with Crop Management
- BSc (Hons) in Agriculture with Environmental Management
- BSc (Hons) in Agriculture with Farm Business Management
- BSc (Hons) in Agriculture with Mechanisation.
- BSc(Hons) in Agricultural Technology

Learners should always check the entry requirements for degree programmes with specific higher education providers. Learners may also progress to a Higher Apprenticeship.



# 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
<b>AS 1</b> 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
<b>AS 2</b> 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
<b>A2 1</b> 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
<b>A2 2</b> 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 3<sup>rd</sup> level education and
- Acquire a range of relevant business and generic skills including decision making, problem solving and interpretations of management information.

## Career Opportunities

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

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

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

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.



# Construction

We offer two courses in Construction at the CBS, namely:

1. Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment, equivalent to 1 A Level.
2. Pearson BTEC Level 3 National Diploma in Construction and the Built Environment, equivalent to 2 A Levels.

Both courses 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:

### Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment

360 GLH, Equivalent in size to one A Level.  
4 units of which 4 are mandatory and 2 are external.

The units studied are:

- 1 Construction Principles.
- 2 Construction Design.
- 4 Construction Technology.
- 5 Health and Safety in Construction.

Mandatory content (100%). External assessment (66%).

The Extended Certificate is for learners who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.  
GCSE Maths pass required for entry.

### Pearson BTEC Level 3 National Diploma in Construction and the Built Environment

720 GLH Equivalent in size to two A Levels.  
10 units of which 7 are mandatory and 2 are external.

The units studied are:

- 1 Construction Principles.
- 2 Construction Design.
- 4 Construction Technology.
- 5 Health and Safety in Construction.
- 6 Surveying in Construction.
- 7 Graphical Detailing in Construction.
- 8 Building Regulations and Control in Construction.

Plus 3 others which will be chosen from either:

Building Information Modelling, Site Engineering for Construction, Management of a Construction Project, Building Surveying in Construction, Measurement Techniques in Construction, Quantity Surveying, Offsite and Onsite Alternative Construction Methods, Renewable Energy for Housing, The Housing Industry.

Mandatory content (75%) External assessment (33%).

The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in construction areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This qualification can also be used to progress to Higher Apprenticeships.  
A-C in both GCSE Maths and GCSE Construction required for entry.

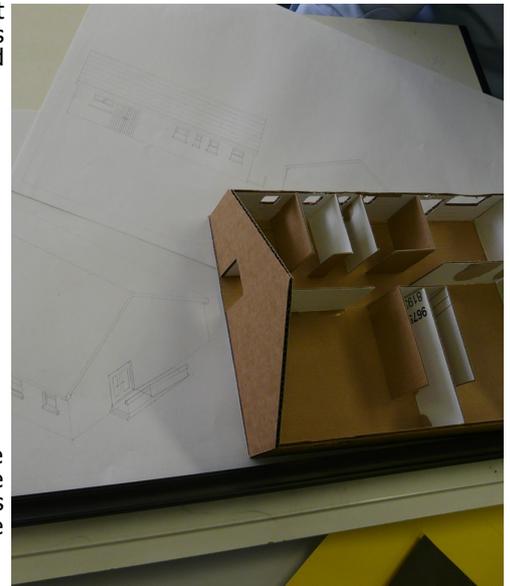
## Assessment:

There are three main forms of assessment, external, internal and synoptic.

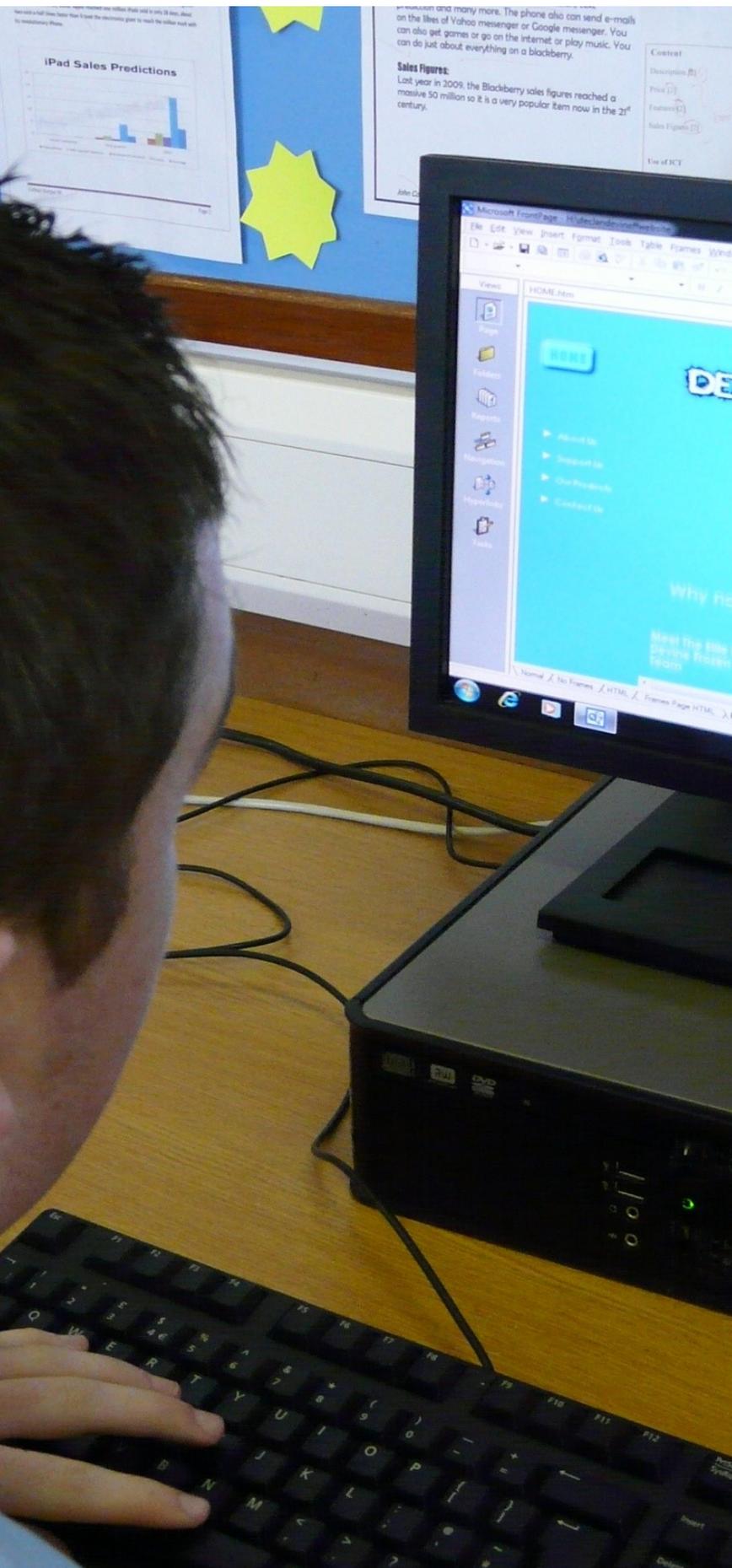
**Externally-assessed units** Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. The styles of external assessment used for qualifications in the Construction and the Built Environment suite are: • examinations – all learners take the same assessment at the same time, normally with a written outcome • set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.

**Internally-assessed units** Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides.

**Synoptic assessment** Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.



# 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.

# 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.

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

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

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



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.

# 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.

In the AS units, you will study music from the Renaissance, Baroque, Classical and Romantic periods right through to popular musicals and sacred vocal styles. At A2 you will explore, in greater depth, the orchestral music of the twentieth century alongside secular and sacred vocal music spanning over 400 years.

The specification has three units at AS and three units at A2:

- **Unit AS/A2 1: Performing**

- **Unit AS/A2 2: Composing**
- **Unit AS/A2 3: Responding to Music.**

The AS units make up 40% of the full A level, and the A2 units make up 60%.

### 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	32.5% of AS 13% of A level
AS 2: Composing	A: composition task Written commentary	32.5% of AS 13% of A level
AS 3: Responding to Music	Two external written exams Test of aural perception <b>1 hour</b> Written examination <b>2 hours</b>	35% of AS 14% of A Level
A2 1: Performing	Solo Performance Viva voce	19.5% of A level
A2 2: Composing	A: composition task Written commentary	19.5% of A level
A2 3: Responding to Music	Two external written exams Test of aural perception <b>1 hour 15 mins</b> Written examination <b>2 hours</b>	21% 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?

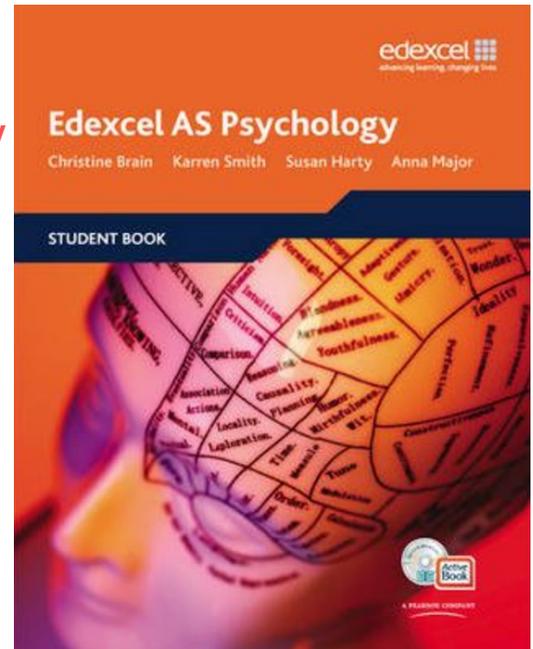
GCE Physics provides you with a sound basis for the study of physics and related subjects at university, such as applied mathematics, astronomy, astrophysics, engineering (including acoustical, aeronautical, biomedical, chemical, civil, electrical, electronic and mechanical branches), geophysics and 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.

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

### 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 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.

## Outline of the Course

### 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

### AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics

- Deontological approaches to moral decision making: EG should we base our moral decisions on the Ten Commandments and the teachings of Jesus?
- Teleological approaches to moral decision making: EG should we base our moral decisions on the consequences of our actions? Good consequences = good moral decision.
- Bad consequences = bad moral decision.
- Life and death issues
- Developments in Bioethics
- Other Aspects of Human Experience

## Assessment

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

Duration and Format:

Two 1 hour 20 minutes externally assessed written papers.

## Religion and Ethics A2 7: Global Ethics

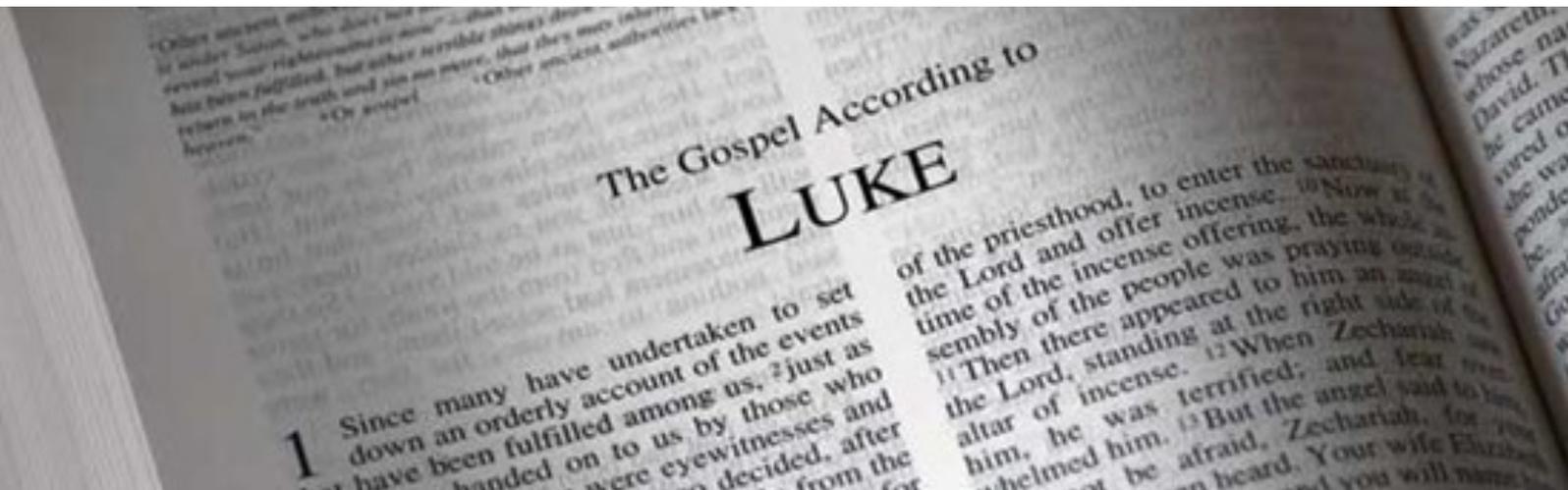
### A25: Themes in the Celtic Church, Reformation and Post-Reformation Church

## Assessment

Weightings: each module is 30% of A level

Duration and Format:

Two 2hr externally assessed written paper

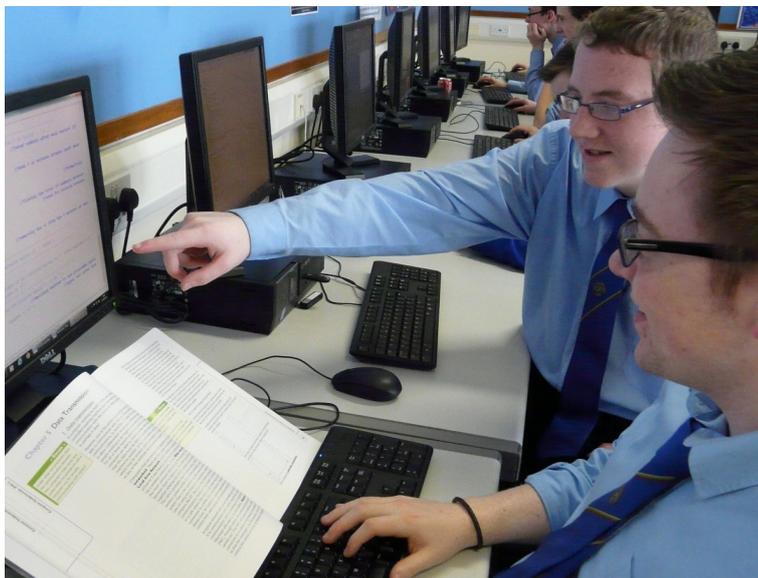


# Software Systems Development

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.

## CCEA Examination Board Assessment

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

### 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.

# 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.

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. BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

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.

Title	Size & Structure	Summary of purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Sport</b>	360 GLH (445 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%).	A broad basis of study for the sport sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.
<b>Pearson BTEC Level 3 National Diploma in Sport</b>	720 GLH (895 TQT) Equivalent in size to two A Levels. 9 units of which 6 are mandatory and 3 are external. Mandatory content (75%). External assessment (45%).	This is intended as an Applied General qualification, equivalent in size to two A Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.



# 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

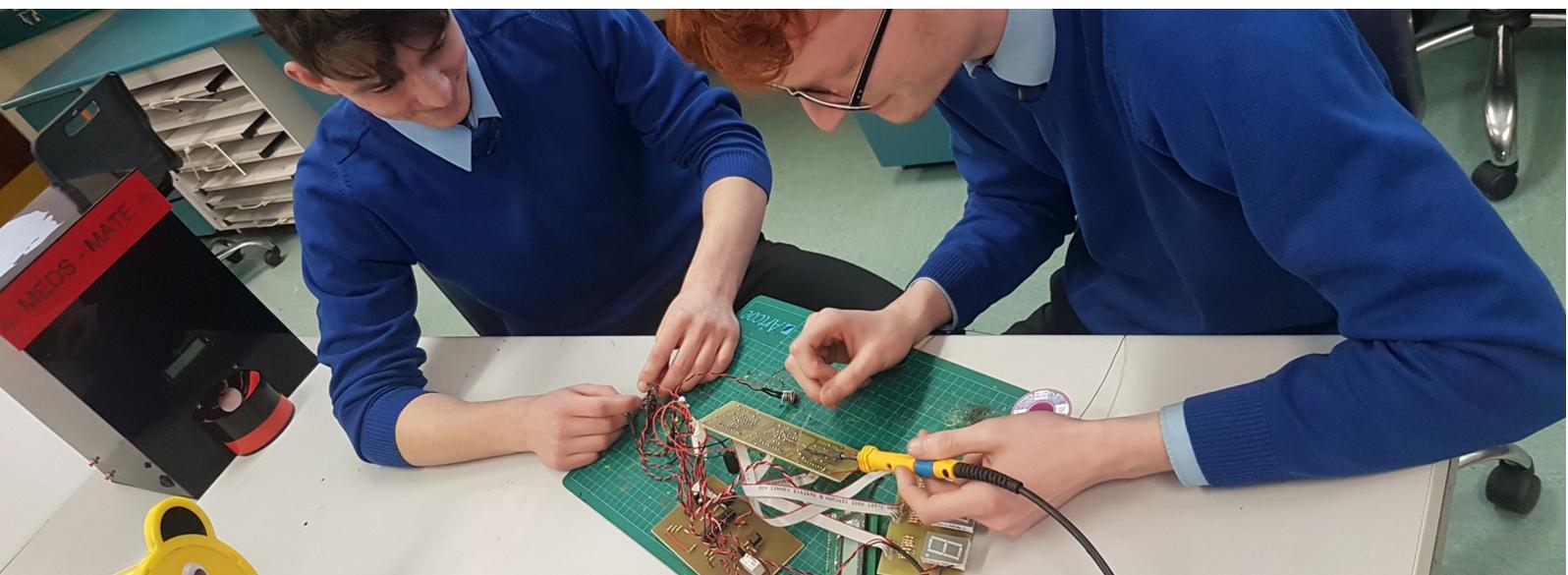
The following units are taken as part of the AS and A2 courses:

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	No specific A-Levels, Maths or Business Studies useful	AAB + GCSE Maths B - QUB ABB if not offering A-Level Maths or BBB if offering A-Level Maths. GCSE Maths B - UU	<a href="http://www.accaglobal.com">www.accaglobal.com</a>  <a href="http://www.cimaglobal.com">www.cimaglobal.com</a>
Architecture	Useful A-levels include Art, Maths and Physics. For a small number 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 at Grade B - UU
Biological Science	Biology and at least one from Chemistry (preferred), Geography, Mathematics or Physics	ABB – BBB + GCSE DA Science CC and Maths C - QUB	If offering ABB inc. Biology then Chemistry A-Level not required but it would be an advantage to have studied Chemistry beyond GCSE level
Biomedical Science	2 science subjects: Biology/ Chemistry plus one other	AAB-ABB + GCSE DA Science CC and Maths C – QUB  Grades BBB (including 2 science subjects – 2 from Group A OR 1 from Group A and 1 from Group B - UU	<b>QUB Acceptable second Science subjects:</b> Computer Science, ICT, Environmental Science, Environmental Technology, Geography, Geology, Home Economics, Mathematics, Nutrition & Food Science, Physics, Physical Education, Psychology, Technology & Design. <b>UU Groups - Group A</b> – Chemistry (preferred), Physics, Maths, Biology or Nutrition and Food Science. <b>Group B</b> – PE, Geography, ICT, Applied Science, Environmental Technology, Life & Health Science, Digital Technology, BTEC Subsidiary Diploma/National Extended Certificate in Sports Studies
Business Studies	Business Studies useful	ABB + GCSE Maths B - QUB  BBC – CCC - UU	Visit <a href="http://www.bized.co.uk">www.bized.co.uk</a> or the website of Institute of Management : <a href="http://www.inst-mgt.org.uk">www.inst-mgt.org.uk</a>  N.B. Asking grades for UU will vary depending on campus
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 - 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  A maximum of 1 applied A-level will be counted	AAA + UCAT admission test - QUB  GCSEs will be scored using points system on best 9 subjects – see QUB website for details	Visit British Dental Association: <a href="http://www.bda-dentistry.org.uk">www.bda-dentistry.org.uk</a> and the General Dental Council: <a href="http://www.gdc-uk.org">www.gdc-uk.org</a>
Engineering	Maths and another science subject, e.g. Physics, Chemistry, Biology, Technology and Design, Software Systems Development, Geography  Some courses may require GCSE Maths A and DA Science	AAA – BBB Grades vary depending on specific Engineering degree taken. – QUB. ABB – BCC Grades vary depending on specific Engineering degree taken - UU	Royal Academy of Engineering: <a href="http://www.raeng.org.uk">www.raeng.org.uk</a>  The Institution of Engineering and Technology: <a href="http://www.theiet.org">www.theiet.org</a> See university website for accurate grade requirements
Environmental Health	One from Mathematics, Physics, Chemistry, Biology, Geography, Life and Health Sciences (single or double award) Environmental Technology.	ABC to include grade A from one of the listed subjects - UU	Chartered Institute of Environmental Health: <a href="http://www.cieh.org">www.cieh.org</a>
Games Design	An I.T. based subject would be useful	BBC – BCC + submission of Games Design Portfolio – UU	Epic Games has recently awarded Ulster University's Screen Academy academic partner status. The Unreal Academic Partner Program recognises exemplary universities that have successfully integrated Unreal Engine into their classes and labs.
I.T./CIT/BIT	Mathematics, Software Systems Development, Computing, Digital Technology, ICT, Biology, Chemistry, Physics. See website for subjects relevant to specific degree	AAB – BBB – QUB  BBB – BBC – UU	<a href="http://www.bringittonni.info">www.bringittonni.info</a>  N.B. Some courses may offer a grade drop if studying desired subjects – see university website for details
Law	No essential A-Level subjects required 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 and Biology, Maths or Physics. DA Science	AAA at A-level + A in a fourth AS-level subject inc. A-level Chemistry + at least one other from Biology, Maths or Physics. If not offered at A-level then Biology grade A as a 4th AS-level OR A*AA at A-level including Chemistry and Biology/Human Biology. OR A*AA at A-level including Chemistry and either Mathematics or Physics + AS-level Biology grade B - QUB  plus UCAT admissions test	Medical Schools Council - <a href="http://www.medschools.ac.uk">www.medschools.ac.uk</a>  British Medical Association - <a href="http://www.bma.org.uk">www.bma.org.uk</a>
Nursing	A relevant science useful	BBC – BCC – QUB  BBC - UU	NHS Careers: <a href="http://www.nhs.uk/careers">www.nhs.uk/careers</a> The Royal College of Nursing: <a href="http://www.rcn.org.uk">www.rcn.org.uk</a> The Royal College of Midwives: <a href="http://www.rcm.org.uk">www.rcm.org.uk</a>
Occupational Therapy	A relevant science useful	BBB and HPAT admissions test - UU	The College of Occupational Therapy – <a href="http://www.cot.co.uk">www.cot.co.uk</a>
Optometry	Two science subjects from Biology, Chemistry, Mathematics, Physics, DA Life and Health Science	AAB - UU	College of Optometrists: <a href="http://www.college-optometrists.org">www.college-optometrists.org</a>
Pharmacy	Chemistry and at least one other A-level from Biology, Mathematics or Physics. GCSE DA Science. Biology to at least AS-Level preferred.	AAB – QUB and UU	Royal Pharmaceutical Society: <a href="http://www.rpharms.com">www.rpharms.com</a>
Physiotherapy	One of the following: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences (first taught September 2016), Double Award Life & Health Sciences (grade BB) or Double Award Applied Science (grade BB).	BBB plus HPAT admissions test - UU	Chartered Society of Physiotherapy: <a href="http://www.csp.org.uk">www.csp.org.uk</a>

Requirements for Degree Courses	Subjects Required at A'Level	A-Level Grades/Points	Websites & Other Information
Quantity Surveying	One from Mathematics, Physics, Chemistry, Biology, Engineering or Construction.	ABB if desired subject offered. If not, all subjects considered at AAA - UU	Royal Institute of Chartered Surveyors: <a href="http://www.rics.org.uk">www.rics.org.uk</a>
Radiography	One from: Maths, Physics, Chemistry, Biology, CCEA Single Award Life & Health Sciences (first taught September 2016), Double Award Life & Health Sciences (grade BB) or Double Award Applied Science (grade BB). GCSE DA Science - BB	BBB plus HPAT admissions test	Society of Radiographers: <a href="http://www.sor.org">www.sor.org</a>
Social Work	None specified	ABB - QUB BBB - UU	NI Social Care Council: <a href="http://www.niscc.info">www.niscc.info</a> Skills for Care: <a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>
Speech and Language Therapy	English, a modern language or a science would be useful	BBB plus HPAT admissions test	The Royal College of Speech and Language Therapists: <a href="http://www.rcslt.org">www.rcslt.org</a>
Sport and Exercise Sciences	One of the following: Biology, Chemistry, Mathematics, Physics, Sports Studies, Sport Science & Leisure Industry, Double Award Life & Health Sciences (AB) or Double Award Applied Science (grade AB).	AAB to include a grade A from one from the listed subjects - UU	Sport NI: <a href="http://www.sportni.net">www.sportni.net</a>
Teaching	One from: Art, English, Biology, Chemistry, Physics, Geography, History, Irish, Spanish, ICT, Maths, Music, Religion or Sport At secondary level the subject taught must be studied at A-Level	AAB – ABB – St. Mary' Primary ABB-BCC – St. Mary's Secondary AAB – Stranmillis Primary BBC – BCC Stranmillis Secondary	Department of Education: <a href="http://www.education.gov.uk">www.education.gov.uk</a> St. Mary's University College: <a href="http://www.stmarys-belfast.ac.uk">www.stmarys-belfast.ac.uk</a> Stranmillis University College: <a href="http://www.stran.ac.uk">www.stran.ac.uk</a> Please see websites for accurate grade requirements
Veterinary Science	Chemistry and Biology and either Physics or Maths at A-Level	A*A*A – AAA – UK universities Approx. A*A*A* & 4 <sup>th</sup> AS-Level at grade A - UCD	Royal College of Veterinary Surgeons: <a href="http://www.rcvs.org.uk">www.rcvs.org.uk</a> N.B. UCD required 589 CAO points for entry in 2020

(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 (RQF) 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 National Extended Certificate (RQF) (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 2021. Please refer to the online prospectus at [ulster.ac.uk](http://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
Scottish Highers	ABBBB	BBBBB	BBBBC	BBBCC	BBCCC	BCCCC	CCCCC	CCCCD
Advanced Scottish Highers	ABB	BBB	BBC	CCC	CCD	CDD	DDD	DDE
International Baccalaureate (points)	Min 29 points (14 at HL)	Min 28 points (14 at HL)	Min 27 points (13 at HL)	Min 26 points (13 at HL)	Min 25 points (12 at HL)	Min 24 points (12 at HL)	Min 24 points (12 at HL)	Min 24 points (12 at HL)
Irish Leaving Certificate	144 UCAS TARIFF POINTS	136 UCAS TARIFF POINTS	128 UCAS TARIFF POINTS	120 UCAS TARIFF POINTS	112 UCAS TARIFF POINTS	104 UCAS TARIFF POINTS	96 UCAS TARIFF POINTS	88 UCAS TARIFF POINTS
Ulster Foundation Degree (Overall % in L5 modules)	70%	65%	60%	55%	50%	45%	40%	40%
Certificate of Higher Education	73%	70%	65%	60%	55%	50%	45%	45%
Access Diploma (NI) (Overall % in Level 3 modules)	75%	73%	70%	65%	63%	60%	55%	53%
Access to HE Diploma (GB)	45D	39D 6M	30D 15M	24D 21M	15D 30M	12D 30M 3P	45M	39M 6P
HNC	Overall Distinction with distinctions in all L4 credits		Overall Distinction with distinctions in 105 L4 credits	Overall Distinction with distinctions in 90 L4 credits	Overall Distinction with distinctions in 75 L4 credits	Overall Merit with distinctions in 60 L4 credits	Overall Merit with distinctions in 45 L4 credits	Overall Pass
HND	Overall Distinction with distinctions in 105 L5 credits	Overall Distinction with distinctions in 90 L5 credits	Overall Distinction with distinctions in 75 L5 credits	Overall Merit with distinctions in 60 L5 credits	Overall Merit with distinctions in 45 L5 credits	Overall Merit with distinctions in 30 L5 credits	Overall Merit with distinctions in 15 L5 credits	Overall Pass with merits in 45 L5 credits

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 (2016/2019 Suite containing external assessment)	RQF APPLIED GENERAL LEVEL 3 AWARD GRADE (2019 Suite with no external assessment)
National Extended Diploma (180 credits)	A*A*A*	D*D*D*	D*D*D*	D*D*D*
	A*A*A	D*D*D	D*D*D	D*D*D
	A*AA	D*D*D	D*DD	D*D*D
	AAA	D*D*D	DDD	D*D*D
	AAB	D*DD	DDD	D*DD
	ABB	D*DD	DDM	D*DD
	BBB	DDD	DDM	DDD
	BBC	DDD	DMM	DDD
	BCC	DDM	DMM	DDM
	CCC	DMM	MMM	DMM
National Diploma (120 credits)	A*A*	D*D*	D*D*	D*D*
	A*A	D*D*	D*D	D*D*
	AA	D*D*	DD	D*D*
	AB	D*D	DD	D*D
	BB	DD	DM	DD
	BC	DM	DM	DM
	CC	DM	MM	DM
	CD	MM	MM	MM
Subsidiary Diploma / National Extended Certificate (60 credits)	A*	D*	D*	D*
	A	D*	D	D*
	B	D	D	D
	C	M	M	M
	D	M	M	M

# Destination of Post 16 Students

## Year 14 Student Destinations 2020

### Queen's University Belfast (44 students)

Accounting/Accounting and Law	2	Architectural Technology and Management	2	Architecture	1
Business Economics	1	Business Studies	2	Civil Engineering	2
Computing Technologies	1	Computing Science	2	Construction Engineering and Management	7
Engineering Management	1	Finance and Investment Management	1	Health Physiology	1
History with Education	1	Information Technologies	3	Interaction Design	1
Law	1	Management	1	Mechanical Engineering	1
Mechatronic Engineering	1	Music	1	Nursing (Mental Health)	1
Quantity Surveying and Commercial Management	7	Sport and Exercise Sciences/Sports Studies	2		

### University of Ulster (43 students)

Accounting/Accounting and Law	2	Architectural Technology and Management	2	Architecture	1
Business Economics	1	Business Studies	2	Civil Engineering	2
Computing Technologies	1	Computing Science	2	Construction Engineering and Management	7
Engineering Management	1	Finance and Investment Management	1	Health Physiology	1
History with Education	1	Information Technologies	3	Interaction Design	1
Law	1	Management	1	Mechanical Engineering	1
Mechatronic Engineering	1	Music	1	Nursing (Mental Health)	1
Quantity Surveying and Commercial Management	7	Sport and Exercise Sciences/Sports Studies	2		

### Other (30 Students)

Belfast Metropolitan College: Sport and Exercise Sciences	1	CAFRE: Agriculture and Technology	1
Employment	3	Gap Year	3
Liverpool John Moores University: English Literature and Creative Writing	1	Manchester Metropolitan University: Software Engineering	1
South West College: Foundation Degree Art and Design/Civil Engineering/ Computing/Creative Media Production, Games Development	6	South West College: BTec Diploma Applied Science/Construction/ Sport and Exercise	4
St. Mary's University College Belfast: Primary Education with History/PE	3	University of Edinburgh: Veterinary Medicine	1
University of Hartford, Connecticut: History (Golf Scholarship)	1	University of Kent: Forensic Science	1
University of Leeds: Sport and Exercise Sciences	1	University of Manchester: Law	1
University of Sheffield: Medicine	1	University of St. Andrew's: Medicine	1

# Examination Results Summer 2020

## A-Level Results by Subject

Subject	CBS Omagh 3 Year Average %A*-C	Subject	CBS Omagh 3 Year Average %A*-C
Art	96.0	Politics	100
Biology	97.5	Maths	100
Applied Business Stud-	92.1	Media Studies	96.3
Business Studies	98.5	Music	100
Chemistry	100	Spanish	100
Computer Studies	91.1	Physics	92.7
Technology & Design	N/A	Psychology	100
English Literature	86.0	Religious Studies	89.1
Geography	94.8	Sport Studies Dip	100
History	91.6	Sport Studies Sub	100
ICT	91.5	Construction Sub	100
Journalism	100	Construction Dip 1	100
Further maths	100	Agriculture Sub	100
		Engineering Sub	100

## Performance in Public Examinations 2017 to 2020

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

Performance Indicator	2017-18		2018-19		2019-20	
	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)	97	87	96.4	96.1	100	N/A
% Achieving 7+ GCSEs at Grades A*-C (or equivalent)	91.1	78	87	86.6	100	N/A
% Achieving 3+ A Levels at Grades A*-C (or equivalent)	86.7	69.1	83.4	76.8	89.74	N/A
% Achieving 2+ A Levels at Grades A*-E (or equivalent)	98.4	98.5	100	92.6	93.16	N/A

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



# Omagh CBS

## Admissions Criteria 2021 – 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 Philosophy and Aims of the school.

Applicants must::

1. Produce a report from Omagh CBS or the Principal of the applicant's previous school indicating a satisfactory standard of attendance, punctuality, behaviour and work.
2. Give a parental undertaking of continuing support for school aims and acceptance of responsibility for the applicant's meeting the school standards of behaviour; and
3. Accept the rules of the school and understand that progress to Year 14 depends on a satisfactory standard of attendance, punctuality, behaviour and work.

### Essential Criteria for Post 16 Study

All applicants must have achieved a satisfactory standard in terms 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. The Principal may take account of 'special circumstances' that have impacted upon attendance.

**Punctuality:** No more than 10 lates in Years 11 and 12 without due cause.

**Behaviour:** Not more than one suspension in Years 11 and 12. Any applicant who has been suspended in Year 11-12 will be required to meet with the Vice Principal or Principal along with Parent/Guardian before returning to school.

### Subject Specific Entry Criteria

- 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.
- All applicants are expected to meet subject specific entrance criteria.
- Eligibility to study 4 subjects in Year 13 will be determined by the Post 16 Admissions Criteria.

### Entry to Year 13 is open to applicants who:

1. After 5 years studying for GCSE (or 6 if having repeated any of Years 8-11), have achieved a minimum of twelve points over six subjects. Points to be allocated as follows:
  - A\* - 6, A - 5, B - 4, C - 3, D - 2, E - 1
  - BTEC Level 2: Distinction\*-6, Distinction-5, Merit-4 and Pass-3
  - GCSE Computing: Level 9-6, Level 8-5, Level 7-4, Level 5/6-3, Level 4-2, Level 3-1
  - At least one of the subjects passed must be English or Mathematics.
  - Any applicant who has failed to pass either English or Mathematics at GCSE must re-sit that subject before progressing into Year 14.
2. Have achieved, in the opinion of the Board of Governors, an equivalent standard to those stated above.
3. Wish to repeat Year 13, having been in Year 13 at Omagh CBS the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
4. Will, in the opinion of the Board of Governors, achieve success in the courses open to them even if they have lower levels of achievement at GCSE.

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

1. Applicants wishing to repeat Year 13, having been in Year 13 at Omagh CBS the previous year, having been recommended by the Principal, and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
2. Applicants qualifying for entry from Year 12 Omagh CBS.
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 Board of Governors attained an equivalent standard to those stated in Clauses 1 or 2 above.
4. Applicants from other schools including those applicants that have in the opinion of the Board of Governors attained an equivalent standard to those stated in Clauses 1 or 2 above.
5. Applicants that will, in the opinion of the Board of Governors, achieved success in the courses open to them even if they have lower levels of achievement at GCSE.

*If there are more applicants - who satisfy any one or all of the above five criteria when they are being applied in the order of priority set out above - than there are places available, then applicants will be selected to fill the remaining places by applying the following sub-criterion:*

Applicants will be ranked by overall GCSE scores with **GCSE Points:** A\* - 6, A - 5, B - 4, C - 3, D - 2, E - 1;  
And BTEC Level 2: Distinction\*-6, Distinction-5, Merit-4 and Pass-3  
And GCSE Computing: Level 9-6, Level 8-5, Level 7-4, Level 5/6-3, Level 4-2, Level 3-1

1. Applicants from Omagh CBS that have failed to meet the criteria for entry into Year 14 and have in the opinion of the Principal a good chance of achieving success in the courses available to them.
2. Applicants from Omagh CBS that wish to repeat Year 13.

### 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.

### Essential Criteria for Repeating Year 12

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 upon 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, along with Parent/Guardian before returning to repeat Year 12.

**NB:** Each applicant to Year 13 will be expected to study at least 3 full A-levels or the equivalent. It will only be in very exceptional circumstances that a student will be permitted to drop one AS subject and take up another one in Year 14 (this will also be subject to timetable restrictions).

### 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 Sixth Form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down.

1. Applicants who have most recently completed Year 12 in Omagh CBS.
  2. 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 extra post-16 applicants to enrol. DE will first check whether there is another school or schools of a type suitable for that applicant within an hour's journey of where the applicant lives. If there is, DE will then check whether this other school or schools with places available may provide all of the post-16 courses that the applicant wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the applicant wishes to pursue – then DE will agree a school's request for an extra place.

### Entry to Year 14 is open to applicants who:

1. Have completed Year 13 in Omagh CBS to the satisfaction of the Principal by achieving a minimum of nine points over three subjects (points being allocated as follows: For A Level Subjects A = 5 points; B = 4 points; C = 3 points; D = 2 points and E = 1 point and for BTEC Subjects Distinction= 5 points; Merit= 3 points; Pass = 1 point)
2. Having completed one year of A-level study or its equivalent in another school, have arrived in the Omagh area from outside the school's traditional catchment area and have submitted to the Principal a report from the Principal of that school which, as well as providing the information required in Clause a above, indicates that the applicant is likely to achieve a satisfactory A-level outcome (i.e. 3 grade Cs or 3 BTEC Merit grades) in subjects offered by Omagh CBS.
3. Applicants with lower levels of achievement at AS-level may be accepted for A2-level study if other evidence suggests that they are likely to achieve success in courses available to them.

**Applicants who do not obtain a minimum of ten points over three subjects must make an appointment (for themselves and a parent/guardian) with the Head of School on the day that results are issued in order to discuss their options.**

### Repeating Year 14

#### Entry to repeat Year 14 is open to applicants who:

Qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at Omagh CBS the previous year, having a recommendation from the Principal and either: -

1. Provide evidence of 'special circumstances' (i.e. medical or other problems which may have affected an applicant's performance in Year 14 or in the GCE Advanced Level examinations) or
2. Have obtained a minimum of **ten points** over three subjects at Advanced Level (points being allocated as follows: A\* = 6 points; A = 5 points; B = 4 points; C = 3 points; D = 2 points and E = 1 point and BTEC Equivalent Distinction\* = 6 points; Distinction= 5 points; Merit= 3 points; Pass = 1 point)
3. Have a realistic ambition to pursue a particular Third Level course of study and having fallen short of confirmation of his chosen UCAS offer(s) by not more than three grades.

**Applicants who do not obtain a minimum of ten points over three subjects must make an appointment (for themselves and a parent/guardian) with the Principal on the day that results are issued in order to discuss their options.**

In selecting applicants to repeat Year 14 preference will be given in order of priority to:

1. Applicants that qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at Omagh CBS the previous year, having a recommendation from the Principal and to whom 'special circumstances' (i.e. medical or other problems which may have affected a student's performance in Year 13) may apply.
2. Applicants that have completed Year 13 the previous year in Omagh CBS to the satisfaction of the Principal by achieving a minimum of ten points over three subjects (points being allocated as follows: A = 5 points; B = 4 points; C = 3 points; D = 2 points and E = 1 point and BTEC Equivalent Distinction= 5 points; Merit= 3 points; Pass = 1 point)
3. Applicants that qualify by age for grant-aid from DENI and wish to repeat Year 14, having been in Year 14 at Omagh CBS the previous year, having obtained a minimum of ten points over three subjects at Advanced Level (points being allocated as follows: A\* = 6 points; A = 5 points; B = 4 points; C = 3 points; D = 2 points and E = 1 point and BTEC Equivalent Distinction\* = 6 points; Distinction= 5 points; Merit= 3 points; Pass = 1 point) and having a realistic ambition to pursue a particular Third Level course of study and having fallen short of confirmation of his chosen UCAS offer(s) by not more than 3 grades.\*
4. In addition, applicants must have achieved a satisfactory standard in terms of attendance, punctuality, behaviour and work experience. A satisfactory standard is deemed to be:
  - **Attendance:** At least 93% attendance in Year 13 (or Year 14). Those applicants who have not achieved this level of attendance must provide medical evidence to account for their absences. The Principal may take account of 'special circumstances' that have impacted upon attendance.
  - **Punctuality:** No more than five lates in Year 13 (or Year 14) without due cause.
  - **Behaviour:** Not more than one suspension in Year 13 (or Year 14). Any applicant who has been suspended in Year 13 will be required to meet with the Principal, along with Parent/Guardian before returning to Year 14.
  - **Work Experience:** All elements of the school's Year 13 Work Experience Programme to have been completed satisfactorily by the published deadline.

# Thoughts of Current Post 16 Students

## Fionntán McMenamin

### **Post 16 Subjects: Maths, Chemistry, Physics, Geography**

When selecting A-Level subjects, it can sometimes be difficult to choose only three or four subjects from the eight or so subjects you are interested in. The advice I would give when choosing is to find the right mixture of subjects that you enjoy, and subjects that you are good at. By choosing subjects you enjoy, come exam time, you will find it easier to revise for that subject. For example, I chose maths and physics because I did well at them at GCSE level, however I also chose geography and chemistry because they were the subjects that I enjoyed and peaked my interest the most. Also, it is favourable to choose subjects that go well with one another, like maths and physics. They both require a similar skill set to one another.

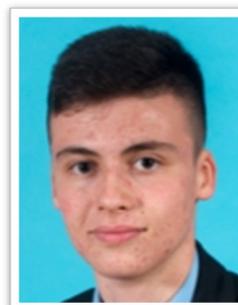


There is a significant step up from GCSE to A-Level in terms of both the quality of work expected and the quantity of work given to you by teachers, so finding the right subjects for you is crucial. It is also not too early to be thinking about the future. Some subjects are considered more desirable than others when applying for a particular university course. Maths is a particularly sought after A-Level from universities, so you have to keep that in mind of you have decided what course you are looking to do further down the line. When picking my post 16 choices, originally, I was unsure what to choose but looking back now, I believe I made the right choice. I chose Maths, Chemistry and Physics which all require the skills of problem solving, analytical thinking and critical thinking but I also took on geography which demands a very different set of skills. So it's a good thing to try and keep your options open for as long as you can.

## Jarlath McCaughey

### **BTec Sport Diploma and BTec Subsidiary Diploma in Business**

As there are a lot of subjects offered at Post 16, it can be quite daunting narrowing down the options to 3 or 4. I decided to opt for BTec subjects that are coursework based as I tend to get nervous in the build up to exams, so I feel that BTecs suit my learning style better. Studying all BTec subjects means a heavy workload for 2 years, as you are continually working to deadlines and they should definitely not be regarded as an easy option. Good time management skills are very important. I chose the Sport Diploma which is equal to 2 A-levels along with the Subsidiary Diploma in Business. Both of these subjects were new to me as I hadn't studied them at GCSE level. I opted for Sport as I have always had a huge interest in many sports but playing sport at a high level is not required as it is a theory based course. I wasn't as sure about Business but felt that as it is a broad and diverse subject, I could gain many transferable skills which would benefit me for the future. I hope to go on and study either primary education or a sport degree at university. My advice to pupils, who are choosing their Post 16 subjects, is to choose what you feel you will enjoy. If you know the career area you are interested in then it would be a good idea to look at university websites and check if there are certain subjects required for entry as this may impact on your choices now. I am very happy with the subjects I opted for. Don't choose subjects just because your friends are choosing them, opt for subjects you enjoy or were especially good at for GCSE and you will likely find these easier. Post 16 subjects will be a step up from GCSE but with hard work and the excellent support and guidance from teachers, you should achieve your goals.



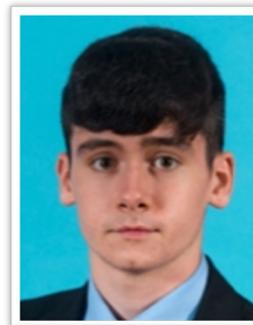
## Mark McQuaid

### Post 16 Subjects: Biology, Chemistry and History

Your A-Level choices are an important decision and the prospect of this may seem daunting. However I believe the best way to decide is picking from the subjects you enjoy. Studying a subject you enjoy will make understanding and learning your work much more manageable over the course of the year. I chose Biology as it was a subject I liked at GCSE and always understood well. Some GCSE content is revisited in more detail, meaning I was familiar with some of the content making it easier to learn my new work. Biology is also an extremely valuable subject for anyone considering a healthcare based course after school. Chemistry is an extremely challenging subject, but a very rewarding one. Studying two sciences is helpful as similar fundamental processes are carried out in practical work in terms of the writing up and the measuring of results. Also both Biology and Chemistry gave me the opportunity to apply for Dentistry and they also open the doors for other careers such as Medicine, Pharmacy and many others. However for my third subject I chose History which was quite different from the other two. History had been my favourite subject at GCSE as I found the content and the analysis involved in the essays really interesting. In Year 13 you will study post World War One Germany and revisit the Nazis which you will have previous knowledge of from GCSE. The reason I enjoy A-Level History is because the content we study is all from the 20<sup>th</sup> century and therefore relevant to why our own country and the world is the way it is today.

The pandemic flipped post-16 learning on its head this year. Although I think it made every student realise how helpful the teachers are. All subject teachers respond quickly via Teams or email to any problems or queries you may have. The careers department will post any career opportunities into Teams such as university webinars or apprenticeships and they are always extremely helpful in talking over any questions you have regarding your own choices or university application.

Finally, A-Levels are extremely challenging but by choosing the subjects you enjoy you can make the challenge slightly easier!



## Oisin Lynch

### Post 16 Subjects: Biology, Chemistry and Geography.

Choosing your Post 16 subjects can be a very challenging and important time as these subjects will narrow down your career choices. I feel you should do subjects you enjoy and excel in as this shows which subjects you enjoy but also means these are the subjects you can achieve high grades at Post 16. The careers team were very helpful in helping me decide which subjects to choose for Post 16. Even at Post 16 the Careers department are always there to help guide you and you can always go and visit either McCaughey or Mrs McMorrow if you have any queries and need extra help. Their support will be very beneficial at the end of Year 14 when you must make your final decision. Your subject teachers are also very supportive and want you to achieve the best you can from their subject. Your teachers know that you can achieve highly and put you through a lot of work through Years 13 and 14 to help you achieve your desired grade and in the long run all this work will be worth it. I have always had a fond interest in my 3 Post 16 subjects since my first year at Omagh CBS. These subjects contain numerous exams and require a lot of hard work and determination to get through them, but I have enjoyed all the subject I have chosen and with the help of my teachers I have been able to do well in these subjects.



## Jason Havlin

### Post 16 Subjects: BTEC Sports Studies (Diploma) and Journalism

Throughout my time in school, I have always preferred studying coursework based subjects as opposed to sitting exams. This along with my interest in many different sports such as Gaelic and football made studying Sport the perfect choice for me. Sport was my favourite subject at KS4 and as I achieved the highest grade I felt comfortable taking on the Diploma which accounts for two of my three Post 16 subjects. Within sport I have to continuously work to complete my assignments and submit them before the deadline, because I study double sport I will always have two separate assignments to do at one time, which requires good time management. I chose journalism as it is part exam and part coursework and I have an interest in reading as well as the news and the media. Studying journalism allows me to gain a better understanding for how the media works as well as develop my knowledge of all local news. It has also helped me to improve my use of language and writing technique as well as my ability to understand and break down articles more effectively.



## Órán Leonard

### **A-Level Subjects: Biology, Chemistry and History**

From GCSE, I knew that I wanted to continue onto further education through A-Levels at CBS. Personally, choosing my Post 16 subjects was quite a stressful time as I was unsure about the subjects and whether I should study 4 A-levels or 3 A-Levels. Eventually, with the help from teachers and various provided sources, I decided to study 3 A-Levels that include: Chemistry, Biology and History.

Firstly, I would have to admit that Biology would be my hardest subject at A-Level, this is because it requires more than just remembering facts. Biology is all about applying the information in different scenarios and there is a wide range of terms that need to be learnt.

My reason for choosing Biology would be because of the credibility of the subject, the friendly teachers and the interesting course with my favourite topics so far being Tissue and Organs.

History for me was a 'no-brainer' choice as I have always enjoyed it since my early years in CBS. This year we have studied mainly Lenin and Stalin's Russia, and I have enjoyed every aspect of it from the researching analysing and writing of essays. My favourite aspect of History has always been the ability to argue a point and this continues right the way through History at A-Level. However, I must admit that history is a subject not for the faint-hearted, I say this because out of all my subjects, I have put the most hours into History, although if your hard-working and stay focused it should be a 'walk in the park'.

Finally, Chemistry is the one A-level subject I thought I would never do because I thought to myself I 'was not capable', Although it sounded very daunting initially to me, here I am studying it at A-Level, and I have not regretted my decision since. Chemistry at A-Level has been a far greater experience than I ever imagined. It has involved some interesting, demonstrated practicals as well as a chance to test myself by taking me out of my comfort zone.

Unfortunately, our A-Level studies have been interrupted, which has resulted in a decrease in face-to-face contact. However remarkably, CBS and its teachers have managed to make up the lost time with online learning. Although it is not the same as being in school, I have still been able to focus and stay motivated throughout with the help of my teachers who have also gone out of their way to answer my personal emails and questions, giving me great advice. This has also been coupled with the opportunities provided by the CBS careers team to enrol in virtual work experience. I recently participated in a law virtual work experience as well as many webinars. Finally, CBS provides A-Level students with great opportunities outside the academic field, such includes 'Hall Monitoring'. I recently became a hall monitor and it has so far been a great experience that has built my confidence and sense of importance within the school. My goal I hope to achieve by the end of my CBS studies would be to become Head Boy, a thing everyone should work towards as well as good academic grades.

So, if I could tell you something important, it would be to go for the A-Level subjects that you enjoy the most, because enjoying a subject makes the whole thing 10x easier. Although regarding that, I would use your time to think about and research what you would like to do in the future, because selecting subjects with a future career path in mind is still important to remember.



## Paul Furey

### **Post 16 Subjects: Maths, Journalism, History, BTEC Engineering**

Choosing your A-level subjects can be a tough decision. It is important to choose subjects you enjoy over subjects you would only choose because your friends are doing. You will find it much easier to open the textbook of a subject you are interested in than one you are not. For me personally, I always had a keen interest in Maths and History. Furthermore, they are both sought after A-levels for university so they were an obvious choice for me. Journalism is a subject that is not offered to students until A-level so I had no prior experience with it.

Through looking through the school prospectus and speaking to English teachers within the school I discovered it may be something I am interested in. I find it an extremely enjoyable subject as we study issues in the current news cycle. For my last choice I wanted to choose a subject that would tie in with Maths. BTEC Engineering has a huge chunk of the course devoted to pure Maths so it became a clear choice.

Overall, I have no regrets about the subjects I have chosen as I have a great interest in all of them and I feel that will always be the most important factor for anyone else choosing their A-levels.





Charity Car Park - Christmas 2020



Total Talent Competition



£2425 was raised from CBS 10K/5K Run 2020 for the Sables Nua Project

Christian Brothers Grammar  
School  
Kevlin Road  
Omagh  
Co. Tyrone  
BT78 1LD

Tel: 028 8224 3567

Fax: 028 8224 0656

Email: [info@cbs.omagh.ni.sch.uk](mailto:info@cbs.omagh.ni.sch.uk)

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

