

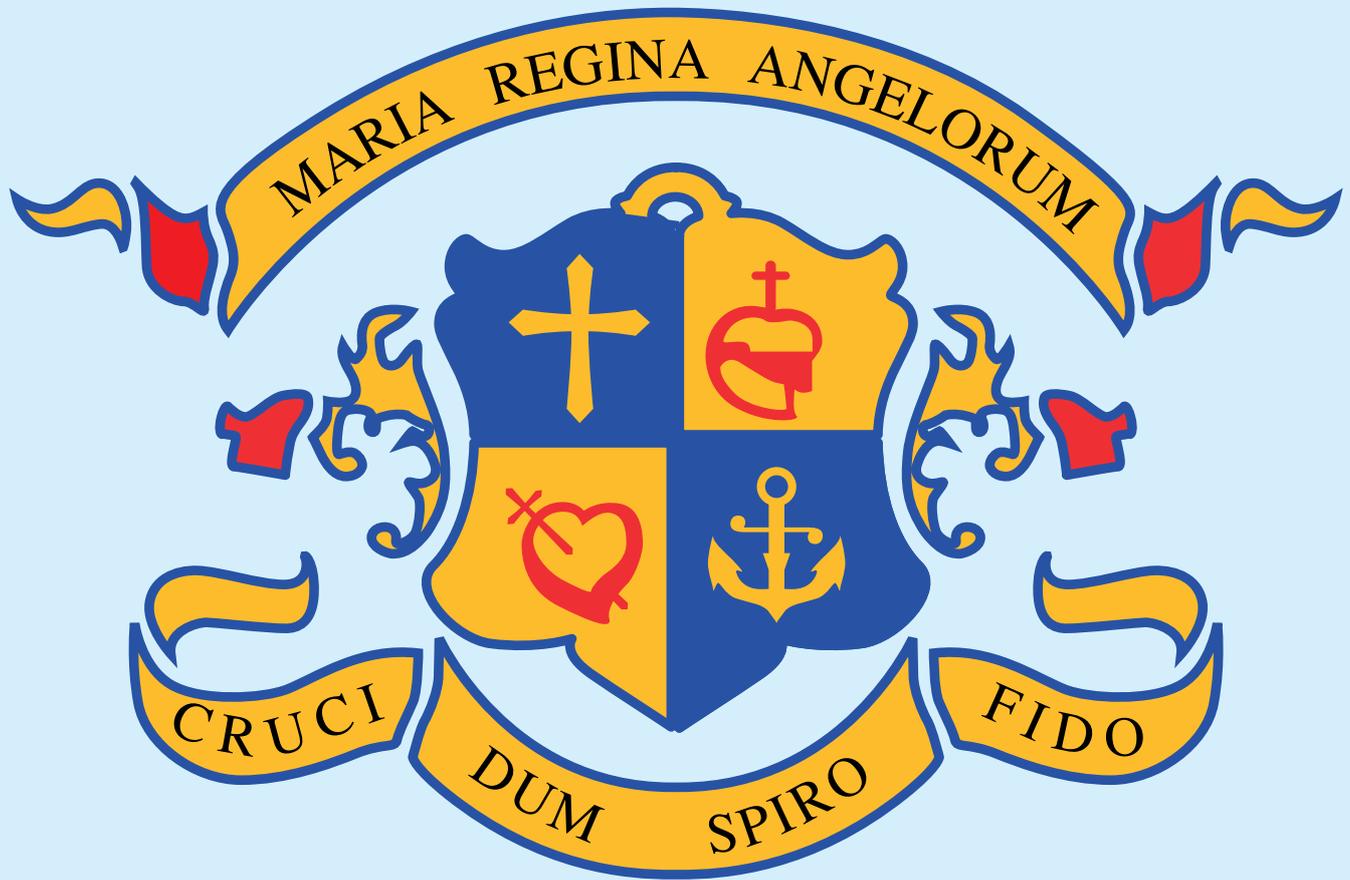


# LORETO

Grammar School, Omagh



Post 16 Prospectus 19/20



# LORETO

*"Women in time will come to do much"*

MARY WARD (1585-1645)

# CONTENTS

Section	Content	Page
<b>Introduction and Welcome</b>	Principal's Welcome	2
	Head Girl's Address	3
	The Transition: Students' Views	4
<b>Post 16 Admissions and Curriculum Provision</b>	Post 16 Admissions Criteria	5
	Curriculum Provision	7
	AS / A Level Explained	7
	Post 16 Subject Choices	8
	Examination Boards	8
	"The Big Picture" Provision	10
<b>Subject Information</b>	Subjects: Specifications, Requirements and General Information	11-46
	Key Skills Provision	47
	Omagh Learning Community	48
<b>Careers Education, Information, Advice and Guidance</b>	Post 16 Careers	55
	Work Experience and Community Links	57
	STEAM	58
	Careers Guide 2019 and UCAS:	59
	Useful Websites	59
	University Course Requirements	60
<b>Religious Education, Outreach Programme, Personal Development</b>	Religious Education Programme	62
	Outreach Programme	63
	Senior Leadership Team & Fundraising Initiatives	66
	Loreto in Cambodia & Lusaka	68
<b>Leadership and Extra-Curricular Opportunities</b>	New Initiatives led by The Senior leadership Team	70
	Extra-Curricular Activities & Community Links	74
<b>Other Information</b>	Pastoral Care Support	82
	How to Succeed	83
	Educational Maintenance Allowance	84

# Principal's Welcome

## Dear Student,

Welcome to Loreto Grammar School Omagh, a vibrant school commended for its outstanding quality of education and pastoral care. Our aim is to give you the confidence to extend your qualifications and skills along with your personal, social and faith development. Our Post 16 Senior School is a forward thinking, opportunity packed learning environment where you will find your strengths for the future.

In this booklet you will read important information about the range and content of courses available for Post 16 students in the September 2019 – June 2020 academic year. Post 16 Courses and specifications are outlined for each subject. In addition, information is available on Careers Education, Religious Education, Outreach Programmes, Educational Maintenance Allowance, Leadership Development, Personal Development, Key Skills Provision and Pastoral Support. You will find the reference list for grade entry into Higher Education courses very useful for guidance when considering your subject choices and possible career routes but remember this is always subject to change. The UCAS tariff system is also explained.

We have also included a section on subjects which you can study through the Omagh Learning Community (OLC). This offers further opportunity to achieve the courses you want to follow which may not be available in our home school. Please do not hesitate to contact us if you want to discuss your options further.

I wish you every success with your decisions and hope that following Post 16 with us will make your next steps in education most enjoyable.

Yours sincerely,

Mrs Gráinne T. O'Hanlon  
**PRINCIPAL**



## Senior Management Team



**Vice Principals:**  
Mrs C. Turbitt & Mrs S. Cullinan



**Senior Teacher:**  
Mrs M. Gavin



**Senior Teacher:**  
Ms SJ Fahy

# Head Girl's Address

Hello everyone and welcome to Loreto's Post 16 Information evening.

My name is Aoife McGirr and I am honoured to be named as this year's Head Girl for the class of 2018/19. I find it hard to believe that I am now in my final year of Loreto. My experience has been enriching, empowering and exciting and I have no doubt that my seven years at Loreto has shaped me into the young woman I am today.

It seems like yesterday when I was in your position, wandering around the assembly hall filled with excitement about my future subject choices and career pathway. For some of you, this afternoon will be stress free as you have already made up your mind on the subjects you want to study. If this is the case, I would advise you to be open to all of the wonderful options which Loreto offers. You should look around all of the stalls and ask questions which will help solidify your decision. If you are unsure, do not fear, this is the perfect opportunity to get the information you need whilst talking to teachers and pupils who can help. This is your opportunity to explore all options and get the information which is needed to make informed decisions.

I was one of those students who had a clear idea of a career so this made my subject choosing much easier. I selected subjects which I was passionate about and subjects which would serve me well in my dream of teaching. Now in year 14 I am studying English, History and Religion and I can honestly say that I love my subjects. The step up from GCSE to A level is something that a lot of students find demanding in the beginning but here in Loreto support is available to all pupils. Loreto truly makes young dreams possible by ensuring each student reach their full potential.

Year 13 has so many exciting opportunities such as the Religious Outreach Programme, Volunteering Opportunities, Work Experiences, Personal Development and numerous guest speakers at assembly. We have a

## Senior Leadership Team 2018-2019



Head Girl, Aoife Mc Girr with Deputy Head Girls, Brianna Gormley and Hannah Garrity welcoming a Year 8 pupil.

number of clubs and extra-curricular activities that enrich our school community; Athletics, Prayer Group, Public Speaking, JPIC, Young Enterprise to name just a few. I myself have been a member of our Senior Choir which has had a long history of success both locally, and internationally at the Prague Choral Festival where we were placed outright winners and awarded the Gold award for excellence. I have also been a member of the netball team up to senior level, I have seen first-hand the positive impact it can have on your school experience.

For external students, joining a new school can be daunting but with the excellent team of support here in Loreto you have nothing to worry about, we promise to take good care of you. If I was to offer you any advice, it would be to simply enjoy your time here and embrace every success and challenge which comes your way. I wish you all the best of luck and remember to reach for the moon because even if you miss, you'll still land among the stars.

**Head Girl – Aoife Mc Girr**

# The Transition to Year 13

## Student Views

"The jump from GCSE to A Level has been a challenging but rewarding journey so far. I chose to study Geography, Religion and Health and Social Care. Other than geography, these subjects were new to me but I am glad I chose them. I am very happy with my choices because each subject is different and I am constantly learning new things. In geography, I have the opportunity to learn about various features of our world that I never knew about before. Religious Studies has made me delve deeper into my faith whilst learning about another well-known world religion. Health and Social Care is an enjoyable course. It is 60% coursework. This gives me the opportunity to focus more on my other two subjects which are mostly essay based. Post 16 is an enjoyable time at Loreto because you are the seniors of the school and you are preparing for the next chapter in your life. I have also enjoyed getting to know new people. The jump from GCSE to Post 16 has also granted me a greater sense of independence. My best memory of post 16 so far is the experiences and life lessons I have learned at the R.E programme and in Personal Development lessons. These experiences have granted me time to reflect on my personal experiences and beliefs and I have found this very worthwhile."

Aoibhinn O'Neill Yr 13

"The transition from GCSE to AS Level has been a great experience for me overall. I am currently studying 3 A Level subjects; English, Health and Social Care and Nutrition and Food Science. I thoroughly enjoy all of my subjects and feel as though they are extremely beneficial for my future career in a Health Care setting. Although A Levels can be challenging at times, continuous independent study paired with the motivation and determination to succeed will help you achieve the outcome you want. The dedicated teachers are a great help and always available for support, advice and guidance at all times. Post 16 in Loreto has offered me lots of new experiences and has equipped me with the necessary skills to succeed. During Post 16, students have the opportunity to gain an inside understanding of current issues from the numerous speakers and organisations who attend assemblies. I have gained greater independence, improved my time management skills and made new friends during the transition and I can't wait to continue my journey through the rest of Post 16."

Molly McCrystal Yr 13

"Transferring from GCSE to AS level has been a challenging but also exciting journey for me. I am studying 4 A level subjects; Biology, Chemistry, Maths and Physics. I am very happy with my subject choices as they all complement each other. The work load is manageable through personal study and support from teachers. During Post 16 I also have gained more independence. For example, I do voluntary work in the hospital regularly which will assist me in my journey towards my chosen occupation. When making your decision, I advise you to select the subjects which are best suited to your career pathway and which will teach you the necessary skills in order to excel in your chosen profession. I am looking forward to what else Post 16 has to offer."

Erin O'Hagan Yr 13

"In September 2018 I transferred to Loreto Grammar School, where I continued my education. This was a daunting experience at first. I felt like I was first year again going into a new school but the Loreto girls and teachers were nothing but extremely welcoming. I am currently studying Government and Politics, Health and Social Care and a link course with the South West College for Applied Science. The support I receive from the staff at Loreto is overwhelming and has made me feel at ease and comfortable in my transition. Post 16 is an excellent chance to challenge yourself and it opens lots of doors for your future. I can now say Post 16 has been my most enjoyable year. I am very pleased with the choices I have made. I look forward to the challenges and experiences ahead of me in particular my expedition through Loreto Camps Cambodia in July 2019."

Bronagh Leonard Yr 13

# Post 16 Admissions Criteria

In striving for excellence and meeting the aims of Loreto Grammar School all Post 16 students will study a minimum of 3 Advanced Level subjects and engage in the Post 16 Religious Education programme and bespoke Key Skills provision.

## CRITERIA for ADMISSION

- 1.1 The school does not exceed its enrolment numbers.
- 1.2 Places are available in the year and subject groups.
- 1.3 **Applicants have achieved at least 6 GCSE passes with a minimum value of 240 points using the following C2K examinations system:  
A\*/ 9=58 points, A / 8 /7=52 points, B / 6=46 points, C\* / 5=43 points, C / 4=40 points**
- 1.4 It is the responsibility of the student to ensure she obtains a GCSE in the required subject areas e.g. English and Mathematics, for entry to third level education. The school will offer support to the student in this process where possible.
- 1.5 Applicants must have a positive record of Conduct, Attendance, Punctuality and Attitude during their previous years of secondary education.
- 1.6 A rank order, using the point system at (1.3) will be implemented to fill any remaining places.

## ENTRY to POST 16 SUBJECT AREAS

- 2.1 All applicants in Post 16 must complete the school's Post 16 Application Form and those meeting the criteria for admission to the school will be interviewed by a member of the SMT.
- 2.2 Applicants must have confirmation of their DOB, Qualifications and Attendance record for Year 12 (Registration Certificate - printout from Attendance Module).
- 2.3 Applicants who have achieved an additional GCSE or equivalent qualification must provide official confirmation of the result at the interview for entry to Post 16, so that the total point score can be amended
- 2.4 Applicants will be asked to consider 3 subjects in the first instance for Advanced Level from the school's option pools with reserve areas in the event they are unable to be placed in a subject area.
- 2.5 Where there are more applicants to subject classes than there are places available, the following procedures will be applied:
  - (a) The total number of GCSE points score will be applied.
  - (b) The individual subject entry requirements will be applied:
- 2.6 Students who cannot be placed in their first choice subject/s will be given choices in the reserve subject/s.
- 2.7 Students who have secured admission to Post 16 with above 414 may consider taking a 4th Advanced Level subject from the remaining option pool.

*The above criteria may change dependent on the availability of places.*

## NOTES

- 3.1 Applicants must have forms and official confirmation of results submitted to the school immediately after receiving GCSE results.
- 3.2 Applicants will be given confirmation of acceptance into Post 16 and into subject classes only after all applicants are interviewed.
- 3.2 It is essential that applicants to this school and parents/guardians indicate an acceptance of the school ethos, all school regulations and a willingness to observe them.

*Contd.*

**3.3** Loreto Grammar School is a Voluntary Grammar School and all parents should be aware that: Voluntary Subscription of £60 per student per annum is requested with concessions for families - £60 for 1 child, £100 for 2 children and £120 for 3 for more children.

**3.4** It is compulsory to wear the school uniform.

**AS and A LEVELS:**

At Post 16 students choose from an extensive range of applied and general subjects offered by this school: Applied Health & Social Care(A), Art and Design(A), Biology(G), Business Studies(G), Chemistry(G), Design and Technology(A), Digital Technology (G), English Literature(G), French(G), Geography(G), Government and Politics(G), History(G), Irish(G), Mathematics(G), Nutrition and Food Science (G), Physics(G), Psychology(G) Religious Studies(G) Sociology(G) and Spanish (G)

**BTEC Qualifications:**

BTEC Level 3 National Sport

BTEC Level 3 Childcare, Learning and Development

**Please note:**

Additional subjects may be offered via the Omagh Learning Community. Please refer to the school's option pools in the relevant year.

Subjects listed above as offered by this school may transfer to the Omagh Learning Community.

Subjects may not be offered where a low uptake is anticipated in any given year.

**KEY SKILLS- ICT (A) – Microsoft Office Specialist**

AS students are all encouraged to gain experience and qualifications in the Key Skill of Information Communications Technology. The Key Skill programme ensures students develop essential transferable skills that help to improve their learning and performance in education, training, work and life in general. The Key Skill offered to all Year 13 students is ICT.

Microsoft Office Specialist (MOS) is a comprehensive, performance-based Certification Programme to validate desktop computer skills using Microsoft Office 2010.

MOS is recognised globally, as the number one credential to validate knowledge and skills, relating to the Microsoft Office systems. Different modules can be completed in Word, PowerPoint, Excel, etc.

Microsoft Certification will increase a pupil's productivity, improve their job readiness and increase their employability capacity.

## EXTRA PLACES

Criteria for **Extra Places** made available by the Department of Education for admission into Year 13 (Sixth Form). The Department of Education may, in response from a school on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as outlined above) and shall be allocated in the order determined by the criteria to be applied in the order set down

- 1 Pupils who have most recently completed Year 12 in Loreto Grammar School, Omagh.
- 2 Pupils from other schools where admission to an **Extra Place** at Loreto Grammar School, Omagh has been agreed by the Department of Education.\*

\*Parents should note how the Department of Education will, in response to a school's request, increase the school's enrolment number in order to allow an extra post 16 pupil to enrol. DE will only increase the school's enrolment number if it is content that each external pupil for whom a place is requested would not be able to pursue their post 16 course choices at a suitable school without undertaking an unreasonable journey (i.e. a journey that by public transport would be over an hour from where the young person lives.) If DE finds that that no other suitable school may provide all of the Post 16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

What is a school of a type suitable for a pupil? To determine this DE first considers all schools to be one of four types: denominational, non-denominational, Integrated, Irish-Medium. A school requesting an extra place for a Post 16 pupil will belong to one of these four types and DE will consider any other school or school from this type as suitable for the pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the pupil attended in Year 12.

# The Post 16 Curriculum offered in Loreto

The Post 16 Curriculum in Loreto has been designed and structured to provide opportunity for breadth of study and preparation for higher education and employment and comprises of:

- **Advanced Subsidiary Levels (AS)**
- **Advanced Levels (A'Level / A2)**
- **BTEC**
- **Microsoft Office Specialist Accreditation (MOS)**

**Students study  
either 3 or 4  
subjects.**

(See Post 16 Admissions  
Criteria: 2.7)

**A' Levels  
Summarised**

## IMPORTANT INFORMATION

Two A' Level systems are in operation, depending on the Examination Board through which a specific subject is delivered.

Students and parents are encouraged to visit examination board websites for updates in any of the subjects offered in Loreto.



### CCEA

For students choosing A' Level subjects in 2019-20 delivered by CEA, the **Examination body in Northern Ireland**, the weighting for the majority of subjects is as follows: **AS=40%, A2=60% of overall A' level grade.**

- All information printed is based on the most recent update available from examination boards and is subject to change.



### AQA / Edexcel

Reforms to subjects delivered by the **English Boards** mean that AS and A2 have been decoupled. A' Level subjects are now mainly linear with 100% of A' Level grade based on A2. **(AS is available as a stand-alone grade and as a core foundation to A2 in some linear subject choices)**

Linear subjects offered in Loreto are:  
Psychology (AS/A2) and Design Technology (A2)

BTEC Sport is delivered in Loreto Grammar School

BTEC Children's Care, Learning and Development will be introduced in September 2019

BTEC information for a range of subjects has been provided by OLC. Students and parents are advised to contact host school for further information or to visit examination board website.  
See P48

\*OLC = Omagh Learning Community

**\*Please note: Design and Technology offers a 2-year linear course solely for A2 qualification.**

# POST 16 SUBJECT CHOICES: LORETO 2019 - 2020

The curriculum at Post 16 encourages breadth of study and is complemented by a wide, challenging Enrichment Programme. The school will meet the requirements of the Entitlement Framework for Post 16 and is currently a member of the Omagh Learning Community.

**At Post 16 students choose from an extensive range of Applied and General subjects**

## EXAMINATION BOARDS

Post 16 subjects follow the new revised specifications as outlined in CCEA, AQA or EDEXCEL Syllabi

Modular=AS level in Year 13 combined with A2 in the same subject in Year 14 will constitute a full A'Level. The % weighting of AS / A2 varies. Note: new specifications introduced by CCEA are commonly based on an assessment weighting of AS 40%, A2 60% of A'Level.

Linear=AS qualifications are freestanding and do not contribute to A'Level. AS and A'Level qualifications will be assessed at the end of the course, typically a 1 year course for AS and a 2 year course for A'Level (Ofqual 2014). *See specific note for Design and Technology.*

Assessment information for each subject is provided in this booklet. Full details are available on examination board website

Find below a list of subjects currently on offer at Post 16 through Loreto Grammar School.  
*Please note the offer of subjects in 2019-2020 will be dependent on pupil uptake in August 2019.*

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2018-2019	Modular	Linear
 <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>			
	Sociology		✓
 <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>			
	Applied Health and Social Care	✓	
	Art and Design	✓	
	Biology	✓	
	Business Studies	✓	
	Chemistry	✓	
	Digital Technology	✓	
	English Literature	✓	
	<i>French (OLC)</i>	✓	
	<i>Further Mathematics (OLC)</i>	✓	
	Geography	✓	

## EXAMINATION BOARDS (Continued)

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2018-2019	Modular	Linear
<b>www.ccea.org.uk</b>			
	Government & Politics	✓	
	History	✓	
	<i>Irish</i>	✓	
	Mathematics	✓	
	<i>Music (OLC)</i>	✓	
	Nutrition and Food Science	✓	
	<i>Performing Arts (OLC)</i>	✓	
	<i>Physics</i>	✓	
	Religious Studies	✓	
	<i>Software Systems Development (OLC)</i>	✓	
	Spanish	✓	
	<b>www.edexcel.org.uk</b>		
	<i>BTEC Applied Science (OLC)</i>	✓	
	<i>BTEC Construction (OLC)</i>	✓	
	<i>BTEC Creative Media Production (OLC)</i>	✓	
	<i>BTEC Agriculture-Land Based Business (OLC)</i>	✓	
	Design and Technology		✓
	<i>BTEC Engineering (OLC)</i>	✓	
	Psychology		✓
	BTEC Sport	✓	
	<i>BTEC Children's Care Learning and Development</i> (Proposed new subject 2019)	✓	



**Omagh Learning Community / (OLC)**

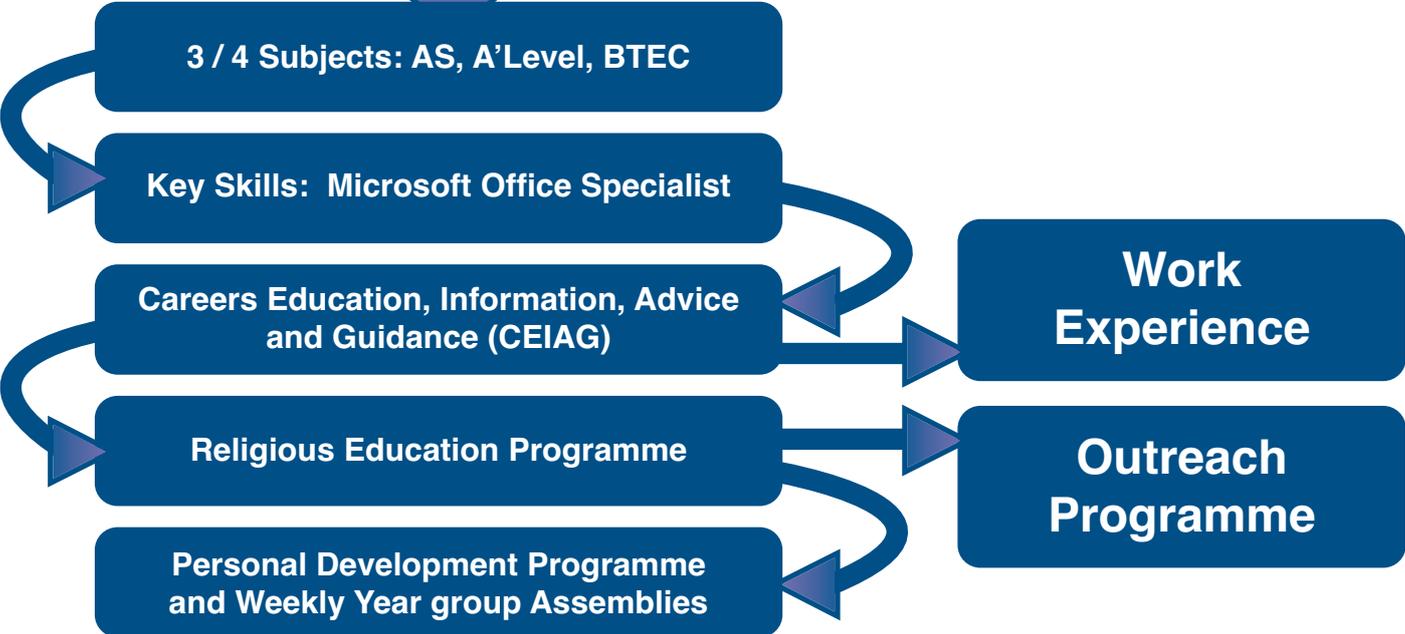
**Note:** University Entry Requirements vary significantly. Please contact each University to check subject combination and qualification suitability carefully before applying. You must check the impact of Applied and General courses with each University.

In 2018-2019 courses were accessed in:  
SWC – South West Regional College, CBS- Christian Brother's School, OA-Omagh Academy

# "THE BIG PICTURE" PROVISION

*In this section, you will find details on each component of Post 16 Provision at Loreto Grammar School, as outlined below, including specification outlines, career opportunities and the student voice on their experience.*

## All Post 16 Students



## Opportunities for all Post 16 Students

- Leadership Development
- Student Council
- Young Enterprise
- Parish and Community Involvement
- Justice, Peace and Integrity of Creation
- Pope John Paul 11 and Millennium Volunteer Awards
- Curriculum Enrichment through Extra-Curricular Opportunities
- Educational Visits



## APPLIED HEALTH & SOCIAL CARE



Year 13 Health and Social Care Students.



Health and Social Care Student at work.

“ Why choose Health & Social Care? “Because it matters...educating the Care Providers of our future” ”

In the AS units, students learn about good quality care and how this can be achieved in health, social care and early years settings. They learn how to communicate effectively with service users in the work place. They also learn about the importance of health and well-being for individuals and how government and other agencies contribute to the health & well-being of the population. Students who continue to A2 learn about how health and social care and early years' services are tailored to meet the needs of specific service-user groups. They also have the opportunity to further their understanding of physiology, psychology and nutrition and can develop research skills in topics relevant to health and social care, including health promotion.

### CAREER POSSIBILITIES

The health, social care and early years' sectors are major employers in the public, voluntary and private sectors in Northern Ireland. This broad based qualification gives students the opportunity to study an eclectic range of subjects relevant to these sectors, including communication, physiology, social policy and psychology.

### SUBJECT CONTENT

#### AS

- UNIT 1: Promoting Positive Care
- UNIT 2: Communication in Care Settings
- UNIT 3: Health and Well Being

#### A2

- UNIT 3: Providing Services
- UNIT 4: Health Promotion
- UNIT 5: Supporting the Family

### RECOMMENDED GCSE SUBJECTS AND GRADES

Minimum school entry requirements plus at least Grade B in English

#### OTHER CONTRIBUTORY SUBJECTS

Psychology, Sociology, Biology, Home Economics, Child Development

#### OTHER INFORMATION:

This course allows students to develop their creative and analytical thinking ability. It allows them to develop skills that will enable them to make an effective contribution to the Health and Social Care sector, including skills of research, evaluation and problem-solving in a work related context.

### METHOD OF ASSESSMENT

AS and A2 Health & Social Care is assessed by means of a combination of external assessment (externally set and marked exams) and internal assessment (portfolio evidence marked in school and moderated externally)

**AS** = 40% of the total A'Level  
**A2** = 60% of the total A'Level  
 50% coursework

## APPLIED HEALTH & SOCIAL CARE (Continued)

"Health and Social Care is such a fun subject. As it is 50% coursework and 50% exam based, you get half of your grade attained before even entering the examination hall. Health and Social Care was my first choice of subject because I really want to be a nurse. It gives you an insight into various aspects of health care needs and services in the UK. The course content is interesting, engaging and totally enjoyable. I am so happy I took this subject on and would highly recommend it as an A' level."

Isabel Eannetta (Yr. 14)

"Health and Social Care has helped me to gain an insight into the many different aspects of health care roles. It has enhanced my overall understanding of the holistic needs of people in our society. The coursework element has improved my essay writing technique, so that I am fluent and articulate. I will carry the skills I have developed through studying Health and Social Care into university and to my future career."

Ciara Mullan (Yr. 14)

"I enjoy Health and Social Care as it is highly relevant to my future career choice - Radiography. Achieving a high grade in this subject will help me to secure a place in my chosen university. I feel that it has made me aware of the different aspects of care provision and has given me a deeper insight into what it means to work in health and social care environment."

Meabh McCrystall (Yr. 14)

"Health and Social Care is a very accessible subject, especially if you enjoy course work more than external examinations. For me, I enjoy having the opportunity to work towards a good grade through realistic deadlines, reachable goals and on-going assessment. I would recommend Health and Social care to anyone who enjoys learning about health care, but also likes to be fully in control of their progress throughout the year."

Erinn Duffy (Yr. 14)

### Past Pupil / Subject Ambassador

"My name is Eimear McGrath and I studied A' level Health and Social Care in Loreto from 2011-2013. After leaving Loreto I went on to complete a degree in Textile Design at the University of Edinburgh. I am currently completing a PGCE course in secondary Art teaching at the University of Glasgow. Studying Health and Social Care contributed to my decision to pursue a career in teaching as I enjoyed learning about working with children with different abilities and the different avenues of help that can be given to people with mental health issues. I feel that the subject prepared me for this aspect of teaching and gave me an insight into what it would be like to work with young people. I would highly recommend it."

Eimear Mc Grath



Kyra MacMahon at CEA Award Ceremony, December 2017. Also in photograph is Mrs Sinead Magee, Head of Department

### Success record- Congratulations to all!

Six consecutive years this department achieved 'Top Performing A'Level Candidate' in Northern Ireland Award

2017 Kyra MacMahon  
2016 Cora Devine  
2015 Shannon Lennon

2014 Kerry Quinn  
2013 Ellen Ward  
2012 Brigin McWilliams



## ART & DESIGN



Current Year 14 Art and Design student, Dervla Martin engaged in a Primary Art Programme at Holy Family Primary School during Year 1 of her A Level Study.



Examples of artwork

### “ Creation in Action! ”

This course has been designed to provide students with an opportunity to express their creativity and realise their artistic potential, using a wide range of media. Students will be encouraged to develop their ideas, stretch their imagination and express themselves confidently. Students will be encouraged to decide which areas of Art and Design they wish to focus on, e.g. if someone is interested in architecture they will be able to choose a project that will allow them to develop this area of work.

#### CAREER POSSIBILITIES

- Architecture:** Interior, Spatial and Landscape.
  - Design:** Fashion, Interior, Furniture, Illustration, Ceramics, Product, Textile.
  - Digital and Multi Media:** Digital illustration, Animator and Advertising.
  - Education:** Teaching, Lecturing, Art Therapy, Education/Arts Officer.
  - Graphic Design:** Publishing, Web Design, Logos and Branding.
  - TV, Theatre and Film:** Costume Design, Model Making, Production Design, Set Design.
- Art and Design can be great preparation for any career that requires fine motor skills, presentation skills, an eye for aesthetics and creative thinking.



Example of artwork

#### RECOMMENDED GCSE SUBJECTS AND GRADES

A\*-C Art and Design

#### OTHER CONTRIBUTORY SUBJECTS

English Literature, ICT, Media Studies and Technology & Design

#### OTHER INFORMATION:

In Art and Design you will:  
 Respond to ideas, themes and subjects; Pursue and analyse ideas; Research and communicate; Appreciate the work of artists and designers; Work independently; Visit exhibitions; Have opportunities to participate in Art workshops with local primary schools.  
 Essential Personal Qualities: Commitment; Love of Art and Design; Creativity and Imagination.

# Art & Design (Continued)



Dervla Martin's AS Outcome



Printmaking workshop artist, Fionnuala O'Neill



Emma McGurran AS'level



A'Level students meeting a textile artist at the Ulster Museum



Emma Denton's AS 'level Art & Design art work was selected by CCEA for the prestigious 2018 'True Colours' exhibition at the Ulster Museum, Belfast

"After studying Art & Design at GCSE, I knew I would choose it at A 'level. This year has provided me with lots of different opportunities such as attending galleries, workshops with artists and I also used the school's Darkroom to develop photographic outcomes during a Photography workshop."

Alanna McAleer Year 13

"Studying A 'level Art & Design has been an amazing experience so far! I have had great opportunities to use my creativity, like during my work placement at Belfast Fashion Week. I didn't study this subject at GCSE but I am still able to maintain the same level of work as my classmates as the course is tailored to each student's preferred medium. I have decided to specialise in Photography and Lens Based Media and this has complemented my other A 'level subject choices."

Hannah McGirr Year 13

## SUBJECT CONTENT

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

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

### AS

#### AS 1: Experimental Portfolio

Theme based: Students have the opportunity to develop, explore and record ideas in response to a theme set by the examination board. e.g. 2018 theme is 'Juxtaposition'.

50% of AS 20% of A level

#### AS 2: Personal Outcome

**Themed based:** Students have the opportunity to produce a final outcome/ outcomes in response to the set examination theme.

50% of AS 20% of A level%

### A2

#### A2 1: Personal and Critical Investigation

**Theme based:** Students have the opportunity to produce written investigation (1000-3000 words) and practical response making a personal response to a theme set by the examination board. e.g. 2018 theme is 'Networks'.

60% of A2 36% of A level

#### A2 2: Thematic Outcome

**Themed based:** Students have the opportunity to produce a final outcome/ outcomes in response to the set examination theme.

40% of A2 24% of A level



Printmaking Workshop Outcomes

## METHOD OF ASSESSMENT

Units will be assessed by the subject teacher and moderated by an external CCEA examiner.



## BIOLOGY

### Biology... is for life!

*"I really enjoy Biology at AS-Level. It is very interesting and I would highly recommend it. Although it is a big step up from GCSE, it is manageable and very enjoyable. It's worth the hard work"*

Jane Devine.

*"I really enjoy doing AS Biology. It was one of my favourite subjects at GCSE and is still one of my favourites now. The work is always interesting and you are always learning something new. It has given me a different perspective on the world around me"*

Zara McGrath

*"I chose Biology because it has always interested me and AS Biology was definitely the right choice for me as it has taught me so many amazing things I never knew before"*

Katie-Lee Taggart



A Level Practical work



The A' Level specification offers students an opportunity to gain a sound understanding of Biology and to explore modern applications of Biology - e.g. antibiotic resistance, epigenetics and gene technology. It allows students to develop skills such as analysis, evaluation, problem solving, research and an ability to understand complex processes, along with practical skills such as using a microscope, fieldwork and handling apparatus. It will provide an appropriate foundation for the study of Biology or related subjects in higher education and provide a worthwhile course in terms of general education and lifelong learning.

### CAREER POSSIBILITIES

Biology will provide opportunities for careers such as:

Agriculture	Dentistry	Dietetics	Nursing
Biochemistry	Food Science	Pharmacy	Physiotherapy
Biomedical Science	Food Technology	Psychology	Veterinary Science
Biotechnology	Medicine		

### SUBJECT CONTENT

#### AS

- Unit 1:**  
Molecules and Cells
- Unit 2:**  
Organisms and Biodiversity
- Unit 3:**  
Practical Skills in AS Biology

#### A2

- Unit 1:**  
Physiology, Co-ordination and Control and Ecosystems
- Unit 2:**  
Biochemistry, Genetics and Evolutionary Trends
- Unit 3:**  
Practical Skills in Biology

### RECOMMENDED GCSE SUBJECTS AND GRADES

Double Award Science A\*A\*-AB  
GCSE Biology A/B

#### OTHER CONTRIBUTORY SUBJECTS

Chemistry (GCSE) A/B

### METHOD OF ASSESSMENT

**Assessment of AS:** External written examinations (1 hour and 30 minutes) for both Units 1 and 2. Each exam consists of 6-8 structured questions and an essay and is worth 37.5% of the final AS. Unit 3 is an external written examination (1 hour) assessing practical skills and an internal practical assessment (marked by teachers and moderated by CCEA) Unit 3 is worth 25% of the final AS award.

AS will contribute to 40% of the overall A level Award (AS1 – 15%, AS2 – 15% and AS3 10%)

**Assessment of A2:** External written examinations for Units 1 and 2 (2 hours and 15 minutes each), both consists of 6-9 structured questions and an essay. Unit 1 and 2 are worth 24% each. Unit 3 is an external written examination (1 hour and 15 minutes) assessing practical skills and an internal practical assessment (marked by teachers and moderated by CCEA) Unit 3 is worth 12% of the final A Level award.



Year 14 Business Studies students.

"Studying Business Studies for A-Level enhanced my awareness of the world around me. It provides an understanding of how organisations operate as well as a variety of transferable skills such as problem-solving, decision making and logical thinking. This can be used for many other subjects in addition to being applied to everyday life. I enjoy Business Studies as it relates to the world in which I live and is up-to-date with modern society."

Carla McGlinchey 14E

## "Nurturing Entrepreneurship"

The subject content in Business Studies is very interesting as it relates to everyday life. A-Level Business Studies provides students with the opportunity to explore the many aspects of business activity such as Finance, Marketing, Human Resources and Production. Students will also explore how businesses interrelate with the external environment in relation to the economy, changing trends and developments in technology, for example.

### CAREER POSSIBILITIES

- |                        |                           |
|------------------------|---------------------------|
| Marketing Manager      | Hotel Management          |
| Financial Manager      | Personnel Manager         |
| Retail Management      | Environmental Manager     |
| Production Manager     | Market Research           |
| Management Consultancy | Lecturing                 |
| Sales Manager          | Customer Services Manager |
| Teaching               | Internet Manager          |
| Public Relations       | Brand Manager             |
| Mortgage Advisor       | Bank Manager              |
| Advertising Executive  | Company Director          |
| Accountant             |                           |

### SUBJECT CONTENT

#### AS

- AS 1: Introduction to Business
  - AS 2: Growing the Business
- 40% of A-Level

#### A2

- A2 1: Strategic Decision Making
  - A2 2: The Competitive Business Environment
- 60% of A-Level

### METHOD OF ASSESSMENT

- Data Response Questions
- Case Studies

### Business Studies achievement at Northern Ireland level



**Katherine McStay**  
CCEA GCE Top Candidate Award – First Place in Business Studies in Northern Ireland 2017.



**Sinead McAleer**  
was placed 3rd in Northern Ireland in her A-Level Business Studies, Summer 2016.

### RECOMMENDED GCSE SUBJECTS AND GRADES

- |                  |       |
|------------------|-------|
| English Language | A / B |
| Maths            | A / B |

#### OTHER CONTRIBUTORY SUBJECTS

- Business Studies
- ICT
- Accounting

#### OTHER INFORMATION:

In addition to Careers highlighted, Business Studies is also extremely useful if you are considering having your own business at any time in the future e.g. Night Club; Cinema Complex; Restaurant; Clothes Shop; Production Company; Chemist Shop; Optometry Clinic; Physiotherapy Clinic; Dental Surgery; GP Surgery

*Proposed New Subject offer 2019-2020*

The BTEC Level 3 National Award in Children's Care, Learning and Development is a two-year programme which will provide you with the opportunity to develop your knowledge, skills and understanding of children's care, learning and development in a variety of settings. This qualification is equivalent to one A-Level and will not only enhance your employment prospects in a variety of work sectors but also help prepare you for a range of courses at higher level education.

The BTEC qualification in Children's Care, Learning and Development consists of 5 core units. There are no examinations and all units will be assessed through coursework.

- 1 Positive Relationships for Children's Care, Learning and Development
- 2 Positive Environments for Children's Care, Learning and Development
- 3 Promoting Children's Development
- 4 Safeguarding Children
- 5 Reflecting on Practice in the Children's Care, Learning and Development Sector

Pupils must also complete at least one week of placement in an early years setting, which will be arranged with the help of school.

It is important to note that in order to achieve this qualification, pupils must successfully complete all units, achieving at least a pass grade.

### Assessment and Grading

All units are internally assessed in this specification. Evidence for this assessment may be generated through a range of diverse activities including assignment and project work, case studies, role play and oral presentation.

All units are graded Pass (P), Merit (M), Distinction (D), with the final qualification being awarded in the same way.

### Career Opportunities

Achievement of this qualification can support progression to go on and study a variety of degrees including Teaching, Nursing, Social Work, Counselling and many more.



Year 14 students engage in practical work.

“ Chemistry unlocks  
the future ”

Chemistry is the study of elements and the compounds they form. As a fundamental science it is involved in nearly every facet of everyday life. Almost every new technological change and important discovery has its foundation in chemistry. Chemists influence our lives and make the world a better place in which to live.

## Chemistry (Continued)

### RECOMMENDED GCSE SUBJECTS AND GRADES

Double Award Science: AA or higher

Triple Award Chemistry: B or higher

Biology

### OTHER CONTRIBUTORY SUBJECTS

Mathematics

Physics

### OTHER INFORMATION:

Chemistry tests students' powers of analysis and their ability to apply understanding of concepts and relevant knowledge to different situations. Practical skills are developed further with more wide ranging and demanding tasks.



Year 14 Chemistry students.

### CAREER POSSIBILITIES

A chemistry qualification gives you great choice. It is useful for a wide variety of science/non science related courses and is essential for Research and Development and Biomedical Sciences, Food Science, Pharmacy, Dentistry, Life Sciences, Veterinary Science, Dietetics, Medicine.

### SUBJECT CONTENT

#### AS

**AS 1:** Basic Concepts in Physical and Inorganic Chemistry

**AS 2:** Further Physical and Inorganic Chemistry and an Introduction to Organic Chemistry

**AS 3:** Basic Practical Chemistry

#### A2

**A2 1:** Further Physical and Organic Chemistry

**A2 2:** Analytical, Transition Metals, Electrochemistry and Organic Nitrogen Chemistry

**A2 3:** Further Practical Chemistry

### METHOD OF ASSESSMENT

#### AS: External written examination

**1 hour 30 minutes**

Students answer Section A containing 10 multiple-choice questions (10 marks)

Section B containing a number of structured questions (80 marks).

40% of AS / 16% of A level

#### AS 2: External written examination

**1 hour 30 mins**

Students answer Section A containing 10 multiple-choice questions (10 marks)

Section B containing a number of structured questions (80 marks).

40% of AS / 16% of A level

**AS 3: Practical booklet A** consists of a variety of practical tasks worth 25 marks.

**Students take the examination in the laboratory.**  
**1 hour 15 minutes**

**Practical booklet B** consists of a variety of questions testing knowledge of practical techniques, observations and calculations worth 55 marks.

**Students take the assessment in an examination hall.**  
**1 hour 15 minutes**

20% of AS / 8% of A level

#### A2 1: External written examination

**2 hours**

Students answer Section A containing 10 multiple-choice questions (10 marks)

Section B containing a number of structured questions (100 marks).

40% of A2 / 24% of A level

#### A2 2: External written examination

**2 hours**

Students answer Section A containing 10 multiple-choice questions (10 marks)

Section B containing a number of structured questions (100 marks).

40% of A2 / 24% of A level

**A2 3: Practical booklet A** consists of variety of practical tasks worth 30 marks.

**Students take the examination in the laboratory.**  
**1 hour 15 minutes**

**Practical booklet B** consists of a variety of questions testing knowledge of practical techniques, observations and calculations worth 60 marks.

**Students take the assessment in an examination hall.**  
**1 hour 15 minutes.**

20% of A2  
12% of A level



A pupil at work in Design and Technology.



Example of Post 16 product

## Design & Technology... where knowledge and creativity unite

The aims of this subject are to encourage creativity and innovation with a view to producing high quality products based on knowledge of technological processes and informed design.

### CAREER POSSIBILITIES

Design and Technology combined with Sciences and Maths is excellent for Engineering. Combined with Art and Design and some Science it would be excellent for industrial/product design. It keeps a lot of STEM career options open. In any combination Design and Technology is excellent for teaching.

### RECOMMENDED GCSE SUBJECTS AND GRADES

Design and Technology	A*/C
ICT	A*/C
Art and Design	A*/C

GCSE Design & Technology is not a requirement for A Level

### OTHER CONTRIBUTORY SUBJECTS

Geography  
Business Studies  
Chemistry  
Maths  
Physics

### OTHER INFORMATION:

Design and Technology is an interdisciplinary subject which is designed to be student focused. Students should have a broad academic background and have both creative and practical skills. The development of these skills will depend heavily on independent learning and the use of Key Skills. Involvement in exhibitions etc. and participation in competitions will be encouraged.

“Design and Technology A level has helped me develop skills like using CAD and CAM to help with the manufacturing of my final item. I have also a better appreciation for handmade items as I can understand the time, effort and traditional skills that are used in the process of making an item. DT has made me a better problem solver because it helps me in the decisions that I face daily and it helps me to foresee and avoid potential problems that may occur. It also has allowed me to be creative, have better planning and evaluations skills which has helped me to achieve higher in my other subjects”

Year 14 Pupil



A'Level Design and Technology students enjoy a tour of Terex guided by past pupils Claire, Mairead and Clare.

## SUBJECT CONTENT

### A2

#### Component 1 –

Written Examination - Principles of Design and Technology (50% of qualification)

2 hours 30 mins (120 marks)

#### Component 2 –

Non-examined assessment – Independent Design and Make Project (50% of qualification)

Substantial item to be manufactured with accompanying portfolio.

(120 marks)

## COMPONENT 1 A LEVEL

Questions on :

**Topic 1:** Materials

**Topic 2:** Performance characteristics of materials

**Topic 3:** Processes and techniques

**Topic 4:** Digital technologies

**Topic 5:** Factors influencing the development of products

**Topic 6:** Effects of technological developments

**Topic 7:** Potential hazards and risk assessment

**Topic 8:** Features of manufacturing industries

**Topic 9:** Designing for maintenance and the cleaner environment

**Topic 10:** Current legislation

**Topic 11:** Information handling, Modelling and forward planning

**Topic 12:** Further processes and techniques.

***Design and Technology is only offered as a 2-year linear course for A2 qualification. AS qualification is not offered.***



# Digital Technology

## “Dynamic Times”

Digital Technology is the name of the new ICT A' level specification being offered by the Northern Ireland exam board. The specification aims to develop a genuine interest in digital technology and gain an understanding of the system development process.

*“I have really enjoyed my two years studying Digital Technology. I have developed skills that will remain with me for life. The course content is relevant and contemporary and is applicable in everyday life and living. I have no doubt that this course will serve me well in my chosen profession.”*

Ciara Mullen Year 14 - 2019



**Top Achiever**  
In 2016, Sinead Mc Aleer achieved Joint 1st place in Northern Ireland CCEA A'Level ICT.



Year 14 Pupils in Digital Technology

*“Digital Technology, as a subject, has not only equipped me with numerous skills, which has prepared me for the world of work, it has also provided me with countless opportunities, to strive in the world of work. No matter which career path you decide to choose, Digital Technology, will equip you with added desirability in a growing world of technology which surrounds our futures. I can confidently say, by taking on this subject, I will carry through many new skills into my desired course of Events and Leisure management.”*

Megan McDaid Year 14 - 2019

## CAREER POSSIBILITIES

This specification has been designed to help learners to develop a capacity to think creatively, innovatively, analytically, logically and critically; and to develop an understanding of the consequences and considerations of using ICT. The A2 qualification forms the basis for entry into higher/further level education or employment. It provides an excellent foundation for careers in which computers are used:

- |                            |                             |
|----------------------------|-----------------------------|
| Accountancy                | Computer Network Management |
| Computer Engineering       | Project Management          |
| Computer Games Programming | Consultancy                 |
| Computer Programming       | Database Administration     |

## SUBJECT CONTENT

### AS

#### AS 1: Approaches to System Development

In this unit, students develop knowledge and understanding of the various approaches to the development of complex systems, the key stages in the development process and the outputs produced at each stage.

#### AS 2: Fundamentals of Digital Technology

In this unit, students develop knowledge and understanding of the fundamentals of any system such as data representation, computer architecture, software and the user interface

### A2

#### A21: Information Systems

In this unit, students develop knowledge and understanding of information systems, including networks, databases and applications of Computing/ICT

#### A22: Application Development

In this unit, students have the opportunity to become involved in a real-world situation where they can apply their skills, knowledge and understanding of digital technology to solve a problem for a specified client.

## METHOD OF ASSESSMENT

#### AS 1: External written examination (1 hour 30 minutes)

Students answer short and extended questions based on Approaches to System Development. 20% of A' Level

#### AS 2: External written examination (1 hour 30 minutes)

Students answer short and extended questions based on the Fundamentals of Digital Technology. 20% of A' Level

#### A2 1: External written examination (2 hours 30 minutes)

Students answer short and extended questions based on Information Systems. 40% of A' Level

#### A2 2: Internal assessment

Students compile a portfolio showing evidence of the analysis, design, development, testing and evaluation of an application for a specified end user. 20% of A' Level

## RECOMMENDED GCSE SUBJECTS AND GRADES

GCSE A\*-B in Digital Technology is recommended however, this subject may be accessed without a prior qualification.

#### OTHER INFORMATION:

In Digital Technology, pupils are equipped with lifelong skills that will take them through any chosen profession. From Computer Science courses right through to Medicine and Education, technology is everywhere and these skills will be invaluable in all these professions.



# ENGLISH LITERATURE



Post 16 English Literature Students at work

This course provides an opportunity to study a wide range of Irish and international literature. It will give you the opportunity to explore an important part of your own cultural heritage and to deepen your understanding, not only of your own history and society but also gain an insight into others. Through independent and critical reading, discussing ideas and engaging in debate with your peers, you will develop your interest and enjoyment in literary studies and become an accomplished, discerning reader.

## “English: Creating, Connecting, Communicating”

### CAREER POSSIBILITIES

English Literature complements subjects such as Modern Languages, History and Politics. A qualification in GCE English Literature could lead to a degree course in the areas of arts, humanities or communication. This qualification is a good foundation for those interested in careers in **journalism, the media, theatre, law, public relations, politics, or teaching, as well as for those planning to go straight into employment.**

The skills acquired through taking this course are in demand by employers as well as universities and colleges.

*“I really enjoy studying English Literature for A’Level because I love exploring the texts from various eras, cultures and genres. At A’Level, the work is definitely more advanced but it is extremely interesting if you are a book lover. It has helped me immensely to develop my critical thinking skills and form relevant and strong arguments.”*

Orla Murphy

*“I like studying English literature because I am able to express my opinions and I can learn from others. Not only do I read and write essays but I also get to understand and interpret the importance that various forms of Literature have had on the society of the past and present. It also allows me to expand my exam techniques not only for English but other subjects too!”*

Niamh Monaghan

*“The literary texts allow you to be transported to different eras and explore new worlds. There are no wrong answers in English Literature - just new possibilities.”*

Molly McCrystall



Post 16 pupils enjoy reading a text from the Literature course.

## RECOMMENDED GCSE SUBJECTS AND GRADES

English	A-A*
English Literature	A-A*
Minimum Grade for both subjects – A	

### OTHER CONTRIBUTORY SUBJECTS

Any Modern Language, Art and Design, History, Media Studies, Religious Studies, Sociology

### OTHER INFORMATION:

Students need to be self-motivated in order to fully enjoy and meet the challenges of this course. Moreover, a passion for reading and discussing literature, along with a willingness to study independently, is a must. Sensitivity to language is also vital.

There are sometimes opportunities for theatre visits.

*“English Literature at A’Level is one of my favourite subjects as it encourages my development in critical thinking and analytical work. I can use the skills I have learned in class, such as essay writing and apply it to other classes. I love English Literature and I can enjoy each class. All opinions are relevant so I am encouraged to speak out in class. I look forward to my English classes and if you enjoy reading, poetry or analysing texts this is the subject for you. I can guarantee you will love it!”*

Ellie Trench-Morris

## SUBJECT CONTENT

### AS

**Module 1:** Comparative study of **Poetry** written after 1900 (paired poets) (Open Book) **and** the Study of **Drama** after 1900 (Closed Book)  
**Module 2:** This Study of Prose Pre 1900 (Closed Book)

### A2

**Module 1:** Critical Response to Shakespeare  
**Module 2:** The Study of **Pre 1900 Poetry** (Closed Book) **and** a response to an **Unseen Poem**  
**Module 3:** Comparative Study of two novels, one of which must be 21st Century

## METHOD OF ASSESSMENT

**AS Module 1:** 2 hour Examination  
**AS Module 2:** 1 hour External Examination  
**A2 Module 1:** 1½ hour External Examination

**A2 Module 2:** 2 hour External Examination  
**A2 Module 3:** Internally Assessed Component – 2500 words



## French

**“ French: a language that is fun to learn and opens up the world ”**

More than 220 million people on all five continents speak French. It is a major language of international communication. French is the second most widely learned language after English. The ability to speak French is an advantage when looking for a job. Many multinational companies use French as their working language. Post 16 French is for students with a lively interest in language, who are interested in how other people think and live, and who want to be part of the global workforce in the twenty-first century.

### Quotes from former Year 14 Students

*“French is a dynamic and interesting language to study.*

*I have had so much fun during my A Level French course, from becoming a more fluent speaker, to fully immersing myself in the language. Conversation classes with the Assistant are thoroughly enjoyable also. One of the aspects I enjoy most is learning about French culture.”*

*“Since starting A Level French, I have felt fulfilled and satisfied in each class. The teaching style is fun and exciting. It is a gift to learn how to express yourself in new ways and mastering the French language will open many doors in life. It is a choice I will never regret.”*

*“Studying French has given me an opportunity to discuss important societal issues and express my opinions in another language. I have also found the exposure to French literature enriching.”*



**Top Achiever 2017**  
 Congratulations to Aileen Casey who achieved Second Place in Northern Ireland in A Level French in August 2017. Aileen is now studying Medicine at Queens University Belfast.

### CAREER POSSIBILITIES

Accountancy	Export Marketing	Journalism	The Media
Architecture	Hotel and Catering	Law	Tourism
Banking	Information	Librarianship	Translating and
Bilingual	Science	Linguistics	Interpreting
Secretarial	International	Politics	Transport
Diplomatic Service	Business	Retail Marketing	
Engineering	Interpreting	Teaching	

### SUBJECT CONTENT

#### AS

- Unit AS 1:** Speaking
- Unit AS 2:** Listening, Reading and Use of language
- Unit AS 3:** Extended Writing

#### A2

- Unit A2 1:** Speaking
- Unit A2 2:** Listening and reading
- Unit A2 3:** Extended Writing

### METHOD OF ASSESSMENT

#### AS 1

Presentation  
 Conversation

#### AS 2

Listening  
 Reading  
 Use of language

#### AS 3

Extended Writing: an essay response to one set work – either text or film

#### A2 1

Discussion  
 Conversation

#### A2 2

Listening  
 Reading

#### A2 3

Extended Writing: an essay response to one literary text

### RECOMMENDED GCSE SUBJECTS AND GRADES

GCSE French Grade A\* / A

#### OTHER CONTRIBUTORY SUBJECTS

Any other language, English Literature, Politics, Sociology, Business Studies

#### OTHER INFORMATION:

It is recommended that students spend some time in France in Year 13. The globalisation of the world economy has placed anyone possessing good language skills in a strong marketable position as regards employment. Companies and other organisations are, more than ever before, operating on an international rather than a national basis.



Year 13 Geography students



Alannah receiving her award for Joint 1st GCE Geography at the CCEA Celebrating Success Awards held at Titanic, Belfast on the 18th December 2018

## Geography Department A2 CCEA Success

In the summer 2018 Examination series Alannah Coburn (joint 1st) and Caelainn McQuaid (3rd) were the highest achieving students in CCEA GCE Geography out of a total entry of 1562 students across Northern Ireland.

Success at Northern Ireland level, August 2017  
 Congratulations to **Roisin Devlin** who was placed 6th and **Rachel Devlin** who was placed 7th in Geography in Northern Ireland out of a total entry of 1605 students.

At A2 Level in the Summer Examination Series 2016, **Orla Donnelly** was the 4th highest achieving candidate in GCE CCEA Geography out of a total entry of 1752 students across Northern Ireland and Eleanor McCrystal was the 9th highest achieving pupil.

“ Geography: providing our students with a window to the world. ”

- Provides opportunities through fieldwork, for first hand investigation of places, environments and human behaviour
- Builds a knowledge and understanding of current events from local to global
- Develops skills for the future, including literacy, numeracy, ICT, problem-solving, team work, thinking skills and enquiry
- Helps recognise the challenges of sustainability and the implications of sustainability for our lives and the lives of others
- Values your views when making decisions about difficult issues

## CAREER POSSIBILITIES

Aid worker, air traffic controller, landscaper, marketing, media, archaeologist, architect, meteorologist, peacekeeper, cartographer, census data specialist, civil engineer, pharmacist, physiotherapy, conservationist, diplomat, planner, pollution analyst, estate agent, environment consultant, environmental health officer, financial adviser, flood protection manager, foreign correspondent, geologist, geophysicist, GIS specialist, graphic designer, holiday rep, hotel manager, human resources officer, human rights officer, hydrologist, journalist, tourist information officer, transport manager, translator, travel agent, United Nations Terrorism Prevention Officer, urban planner for sustainable projects, urban regeneration officer, weather presenter  
 And many, many more...

## RECOMMENDED GCSE SUBJECTS AND GRADES

Geography	A* - B
English	A* - B
Maths	A* - C

However, it is possible for students to enrol without any prior learning or attainment in Geography.

### OTHER CONTRIBUTORY SUBJECTS

Biology, Chemistry, History, Maths, Politics, Sociology, etc  
Geography has links with all of the subjects studied in school..

### OTHER INFORMATION:

An interest in people, places and issues at local, national and global level is a benefit to studying A Level Geography. Geography has recently been reclassified as 'part-STEM' by HEFCE, acknowledging the STEM nature of Physical Geography.



Year 13 on break during fieldwork trip.

*"Choosing to study A Level Geography was one of the best choices I have made since entering Loreto for Post 16 studies. Not only does this subject enable you to fully understand the physical and scientific nature of the world, it also allows for the exploration of current global issues in humanitarian studies. I love the fact that I can combine logic with creativity. Early exposure to field studies, visual diagrams and interactive learning all aid understanding of the course content as theory is put into practice. Geography has also equipped me with so many transferable skills that are necessary for the world of work today such as the ability to analyse and interpret vast amounts of information. I would highly recommend this subject."*

Lisa Denton Year 13

## SUBJECT CONTENT

### AS

#### Unit AS 1: Physical Geography

This unit is concerned with physical processes and systems and human interaction with them. Students investigate fluvial environments, local and global ecosystems, and the processes that shape weather and climate. They study physical processes and environments at a range of scales and in a range of places. They have opportunities to use a range of technologies including GIS to enhance knowledge and understanding.

The three compulsory units of study are:

**The Fluvial Environment (Rivers)  
Ecosystems  
Atmosphere & Weather**

#### Unit AS 2: Human Geography

This unit has three themes covering key aspects of human geography. Students investigate how different human systems and relationships across our world change over space and through time. Students explore a range of places, at a variety of scales.

The three compulsory units of study are:

**Population  
Settlement  
Development**

#### Unit AS 3: Fieldwork Skills and Techniques in Geography

In this unit students become actively involved in first-hand collecting of geographical data through fieldwork. Students identify geographical questions and issues, select appropriate sources and methods and establish effective approaches to inquiry in their geographical studies.

Section A – Geographical Skills  
Section B - Fieldwork

### A2

#### Unit A2 1: Physical Processes, Landforms and Management

In this unit students choose two options from the four available. Assessment for this unit is a written examination with four parts. Each part corresponds to one of the four options listed below. Each part has two structured questions.

**Option A: Plate Tectonics: Theory and Outcomes**  
**Option B: Tropical Ecosystems: Nature and Sustainability**  
**Option C: Dynamic Coastal Environments**  
**Option D: Climate Change: Past and Present**

#### Unit A2 2: Processes and Issues in Human Geography

In this unit students choose two options from the four available. Assessment for this unit is a written examination with four parts. Each part corresponds to one of the four options listed below. Each part has two structured questions.

**Option A: Cultural Geography**  
**Option B: Planning for Sustainable Settlements**  
**Option C: Ethnic Diversity**  
**Option D: Tourism**

#### Unit A2 3: Decision Making in Geography

This unit enables students to develop decision-making skills in a real world scenario. They identify and analyse appropriate material, examine conflicting values and make and justify recommendations.

## METHOD OF ASSESSMENT

### AS 1: Physical Geography

External written examination

1 hour 15 minutes

Section A: Students answer three short structured questions, one on each theme.

Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.

40% of AS            16% of A Level

### AS 2: Human Geography

External written examination

1 hour 15 minutes

Section A: Students answer three short structured questions, one on each theme.

Section B: There are three questions requiring extended writing, one on each theme. Students answer any two questions.

40% of AS            16% of A Level

### AS 3: Fieldwork Skills and Techniques in Geography

External written examination

1 hour

Students must bring a table of data and a summary statement to the examination covering the aims and context for their fieldwork.

There are two compulsory, structured questions.

For Question 1 students may be required to present, analyse, interpret and evaluate their fieldwork data and the techniques they used to collect it.

For Question 2 students respond to quantitative and qualitative data from secondary sources.

20% of AS            8% of A level

### A2 1: Physical Processes, Landforms and Management

External written examination

1 hour 30 minutes

The paper has four parts. Each part corresponds to one of the four options and includes two structured questions.

Students answer two questions, one from each of their two chosen options.

24% of A level

### A2 2: Processes and Issues in Human Geography

External written examination

1 hour 30 minutes

The paper has four parts. Each part corresponds to one of the four options and includes two structured questions.

Students answer two questions, one from each of their two chosen options.

24% of A level

### A2 3: Decision Making in Geography

External written examination

1 hour 30 minutes

This is a compulsory decision-making exercise in the form of a case study.

12% of A Level

*"I took on Geography for 'A' Level because I have a great interest in the world around me. I can say with absolute certainty that Geography is my favourite subject and in the summer it will be the examination that I enter with the most confidence. The study of geography opens so many doors in terms of future careers and allows me to understand my local area and the world around me from a unique perspective."*

Rachel Grainger Year 14

## Past Pupil Profile

"My name is Caoimhe O'Neill. I studied in Loreto from 2003-2010 leaving with my 3 A-levels in Geography, ICT and Regions Studies. I have since graduated from Queen's University Belfast with a BSc Geography (2013) and MSc Leadership in Sustainable Development (2014). I am now employed with McLaughlin & Harvey as a Trainee Safety, Health, Environmental and Quality (SHEQ) Officer.

One of my duties is overseeing the delivery of the Considerate Construction Scheme Initiative. This involves working with various sites (including Omagh's new Hospital!) in being considerate to the community, their workforce and ensuring the environment is protected.

Protecting the environment is a key aspect that MCLH monitors on different sites as there can be many chances for

an environmental accident to occur e.g. water pollution through poor management or carelessness.

Geography has helped me fulfil this role as I have an understanding of physical world and how construction can be full of potential pollution and hazards to the environment. The major environmental aspects that are monitor includes:

- Water
- Noise and Vibration
- Dust
- Electricity
- Fuel usage
- Chemicals and Hazardous Substances

Reports are a vital component used to continuously monitor environmental aspects on various jobs. The SHEQ team ensures all sites are continuously

checking and reviewing monitors and recording data such as water and electricity usage. This is all then compiled into regular Sustainability Reports to track of progress and highlight any failings which could result in a potential environmental hazard.

Geography has allowed me to develop skills in observations, analysing and interpreting data and presenting information. These are core skills which I use on a daily basis to do my job to the best of my ability. Alongside this, I also developed transferable skills such as problem solving, team work, IT skills and communication skills which have helped me throughout my degree and internship to improve my employability skills."

Caoimhe O'Neill



# GOVERNMENT & POLITICS

"Politics has always been one of the subjects I wanted to study for A level and I do not regret my choice. It is an insightful subject that allows you to be exposed to an array of different opinions on different topics. In addition to Politics, I am also studying Religion and History and they work well together. Politics provides me with many skills which can be utilised in all of them"

Chloe Ward Year 14



Post 16 pupils engage in class discussion and media research.

There never has been a more exciting time to study Politics. Few subjects are as relevant to our everyday lives as Government and Politics.

Politics is a challenging and rewarding subject examining the dynamics of human interaction and seeks to understand what happens when individuals and groups struggle with one another to achieve their different goals. Whether its Donald Trump and his mission to make America Great Again or Theresa May trying to navigate her way through the Brexit debate, there is always something to debate and analyse.

“Yes We Can!”

## RECOMMENDED GCSE SUBJECTS AND GRADES

GCSE English A\*/A/B  
GCSE History A\*/A/B

### OTHER CONTRIBUTORY SUBJECTS

Studying politics helps learners gain many analytical and practical skills including the ability to conduct research, oral and written communication and IT. All of these are invaluable in today's employment market and subjects such as Religious Education and Geography would be beneficial.

### OTHER INFORMATION:

Studying Government and Politics offers students an insight into the world in which they live. In learning how political decisions affect our daily lives, pupils gain knowledge into who has the power and authority to make those decisions. Through debating topical and controversial issues they also develop valuable analytical and evaluation skills to form their own political opinions and study different ideological perspectives. It is an invaluable course for those who are interested in people, power and fairness in society.

## CAREER POSSIBILITIES

Law, Journalism, Marketing, Education and Lecturing, Civil Service, Government, Electioneering Legislative Affairs, Public Relations.

## SUBJECT CONTENT

### AS

**Module 1:**  
Government and Politics of Northern Ireland.  
**Module 2:**  
The British Political Process

### A2

**Module 1:**  
**Comparative Government**  
A Comparative Study of the Government and Politics of the UK and USA  
**Module 2:**  
Political Power and Political Ideas

## METHOD OF ASSESSMENT

This subject is assessed by external examination only. There is no coursework. Examination papers vary in length and consist of short and longer questions.

**AS 1:** One source and four questions on N.I devolved government  
**AS 2:** Five questions on the British Executive and Legislature and the British Judiciary  
AS Level 40% of A' Level

**A2 1:** One source and six questions USA/UK comparative  
**A2 2:** One source and five questions Political Power  
A2 Level 60% of A' Level



Post 16 pupils visit Parliament Buildings, Stormont



Local Politicians visit the Year 14 Government & Politics class.

***“You cannot escape the responsibility of tomorrow by evading it today.”***

*Abraham Lincoln*

“I chose to study Politics because I felt it would be a fresh and stimulating new subject for me to study. When I started my study I had little to no knowledge of the political world, now I have the advantage over my fellow peers. Whilst the subject can be challenging initially, it is beneficial in ways that are different to other subjects. I am hoping to pursue a career in Law.”

Amy Mc Bride Year 14

“I think Politics is a very interesting and engaging subject. It has allowed me to be more informed about the world of Politics which affects our everyday lives, especially during the current Brexit negotiations. I study Politics with Geography, Chemistry and Biology and I find it provides me with a good balance between the Sciences and essay based content. Politics has definitely become my favourite subject and I would recommend it to anyone.”

Shauna Kearney Year 13

***“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors”***

*Plato*

“I have wanted to study Politics since Year 8 because I knew it would be something that I would find interesting and exciting and I was right. Since starting Politics, I have developed an awareness of what is happening around me, especially with the current Brexit negotiations. With Politics you learn what is going on around the world which is a good feeling. New knowledge like how a Bill becomes a Law and the study of the Judiciary are very interesting. I would definitely recommend taking on this subject, especially if you are thinking about a legal career.”

Caitlin mc Daid Year 13

“Politics is my favourite subject at Post 16. I would recommend it to anyone who has an interest in anything political as there are so many things in our lives that are affected by government and politics.”

Cahir Turbitt Year 14

## Past Pupil Profile

“My name is Louise Donaldson. I am currently in my final year of my undergraduate degree at Queens University, Belfast, studying Law with Politics. As I come to the end of my degree, I have decided to pursue further study at Queens at Postgraduate Level. Whilst majoring in Law at Undergraduate level, it is my intent to study Politics at Postgraduate level, with the potential of narrowing in on a study of Violence, Security and Terrorism. Politics has been, since my A Level studies, a passion of mine. During my Post 16 studies at Loreto, Politics stood out as a firm favourite. It was, without doubt, the most challenging and engaging of my choices because of the course content offered – ranging from British and Northern Irish Politics, to American Politics and Political Theory. Studying

politics for my A levels was, forgive the cliché, highly rewarding and has instilled in me a passion for the subject. Politics remains an area which I am positive will play an integral role in my future career. Studying A Level Politics equipped me with essential skills - debating, the importance of opinion and an ability to write and articulate arguments in a clear manner - which have been the greatest aid in my undergraduate study, and will continue to be, throughout postgraduate study and full-time employment.”

Louise Donaldson (Subject Ambassador)





## HISTORY

**History is Past, Present, Future.**

### Past Pupil / Subject Ambassador

"My name is Kate Beattie and I am a second year undergraduate History student at Ulster University, Coleraine. My current areas of study examine many aspects of history on an international scale. Some of my modules are dedicated solely to the examination of one country for instance they may only focus on Irish history, whilst others are more general or thematic in nature, covering a broader region. Outside of academic study, for the school year 2017/18, I am the Chairperson of Ulster University's History Society. Through this role, it is my intention to spread a love and appreciation of History as well as to promote its study. My intention after I complete my Bachelor's Degree is to further my education and progress to study for a Masters and PhD, specialising in Russian History."

Kate Beattie



Year 14 pupils attended a Conference on "One History, Many Stories" looking at Ireland's involvement in World War One.

"History is an enjoyable and interesting subject at A Level. It requires consistent hard work, dedication and commitment. However, it is thoroughly rewarding and fascinating plus it provides skills that will be very useful in the future. History class is all about getting involved and developing your ability to debate".

Year 14 pupil

**Success at Northern Ireland Level 2014:**  
Caroline Slevin, achieved joint second highest in A Level History in Northern Ireland.



### RECOMMENDED GCSE SUBJECTS AND GRADES

History GCSE	A*/A/B
English GCSE	A*/A/B

### OTHER CONTRIBUTORY SUBJECTS

Politics, Religious Studies, English

### OTHER INFORMATION:

With History you develop the skills which provide the basis for further study of History and related subjects or progression to employment. History improves your individual awareness. It gives you a sense of identity and equips you with skills for life. The past is the present. So in order to understand the present and indeed the future you must understand the past.

The periods selected, for AS/A' Level build upon programmes of study at Key Stage 3 and GCSE. In History you study how men and women have interacted with their political, economic and social environment in the past and their ideologies/culture. History develops many important skills. It develops your knowledge and understanding. Also it fosters your ability to analyse, evaluate and make historical judgments.

### Great Opportunities



#### Lessons from Auschwitz Project

Two of our current Year 13 pupils, Ellie Catterson and Zara Mc Grath as part of the 'Lessons from Auschwitz' Project will visit Auschwitz on the 5th March 2019. This is a fantastic opportunity for the two girls with the final outcome of the project being that Zara and Ellie will become Holocaust Educational Trust Ambassadors.

### CAREER POSSIBILITIES

History is vocational, useful and exploitable in relation to careers

**VOCATIONAL:** (History is essential): Archaeology, Architecture, Broadcasting, History teaching, Publishing and Museum work.

**USEFUL:** (Actively sought by employers):- Civil Service, Local Government, Diplomatic Service, Journalism, Libraries, Political Research, Law, Teaching

**EXPLOITABLE:** (Employers show an interest): Banking, Computer Programming, Fashion Designing, Management, Social Work and Travel Agent.

### SUBJECT CONTENT

#### AS

**Module 1:** Germany 1919-45.

**Module 2:** Russia 1914-41

#### A2

**Module 1:** Clash of Ideologies 1900-2000.

**Module 2:** Partition of Ireland 1905-1923.

### METHOD OF ASSESSMENT

#### AS

**Module 1:** Structured question and sources

**Module 2:** Structured question - mini essays

#### A2

**Module 1:** One essay

**Module 2:** Structured questions and sources

AS Level Irish builds on the knowledge, understanding and skills developed within GCSE Irish at higher tier. We live in an interconnected world where international and cross-cultural working relationships are commonplace and a key aspect of the global workplace. Being able to speak another language, understand another culture and empathise with colleagues who are working in a second language is valuable for students with a range of future career plans.” From CCEA Specification Introduction.



### Top Achievers

**Bronagh Scallan achieved Joint 1st Place in NI for GCSE Irish 2018,**

**Dearbhla Scallan achieved 1st Place NI for GCSE Irish 2016 and 3rd place NI for GCSE Irish 2016**

## RECOMMENDED GCSE SUBJECTS AND GRADES

Irish A\*/A

### OTHER INFORMATION:

Students who choose AS/A2 Level Irish must be committed to their studies and it will be strongly recommended that they attend residential courses in the Gaeltacht. Independent study is also an important aspect of the course and, a wide range of resources are available to make provision for this.

A' Level students in Irish are given the opportunity to enhance personal development by taking a lead role in organizing support and activities for other year groups. Extra- curricular activities are a fun and prominent element of studying advanced level Irish.

## SUBJECT CONTENT

### AS

- Unit 1:** Speaking  
30% of AS / 12% of A Level
- Unit 2:** Listening, Reading & Use of Language  
40% of AS / 16% of A Level
- Unit 3:** Extended Writing  
30% of AS / 12% of A Level

### A2

- Unit 1:** Speaking  
18% of A Level
- Unit 2:** Listening & Reading  
24% of A Level
- Unit 3:** Extended Writing  
18% of A Level

There are 4 broad themes explored between AS and A Level study:

- **Relationships (AS)**
- **Culture & Lifestyle (AS)**
- **Young People in Society (A2)**
- **Our Place in a Changing World (A2)**

## METHOD OF ASSESSMENT

### AS

#### Unit 1: Speaking

- A 3min prepared presentation
- A 8min general conversation relating to AS themes

#### Unit 2: Listening, Reading & Use of Language

40min Listening examination with 2 recordings from 2 different themes

- Recording 1: Questions and answers in Irish
- Recording 2: Questions and answers in English

50min Reading examination

- Question 1: Comprehension with questions and answers in Irish
- Question 2: Translation from Irish to English

30min examination

- Questions 1-4 involve short grammatical exercises
- Question 5: Translate short sentences from English to Irish.

#### Unit 3: Extended Writing

1 hour examination with a written essay, offering a choice of 2 open-ended essay questions, based on 1 of the following pre-studied areas:

- Film: *Yu Ming Is Ainm Dom*, *Lipservice* or *Clare sa Spéir*
- Literary Text: *Péigí Rose: Anne*

### A2

#### Unit 1: Speaking

- A 1min introduction and 5min discussion based on an individual research project
- A 9min general conversation focusing on A2 themes

#### Unit 2: Listening & Reading

45min Listening examination with 2 recordings based on A Level themes

- Recording 1: Questions and answers in Irish
- Recording 2: Questions and answers in English

2hour examination

- Question 1: gap-filling in Irish
- Question 2: question, with answers in Irish
- Question 3: Irish reading passage to be summarised in English in 100 words
- Question 4: English to Irish translation

#### Unit 3: Extended Writing

1 hour examination with a written essay, offering a choice of 2 open-ended essay questions, based on 1 of the following pre-studied literary texts:

- *Anam na Teanga*
- *Lá Fhéile Michil*
- Poetry selection

## CAREER POSSIBILITIES

Education: Teaching in English or Irish Medium Sector; Lecturing; Development Officers with a range of organizations committed to the promotion of Irish Language.

Advertising  
Drama  
Hospitality

Management  
ICT  
Interpreting

Journalism  
Marketing  
Media

News-reading  
Radio  
Reporting

Scriptwriting  
Television  
Tourism

Translation  
Website Design



# MATHEMATICS

“The study of Mathematics is like the Nile; it begins in minuteness and ends in magnificence.”

## REVISED SPECIFICATION: SEPTEMBER 2019

**AS LEVEL:** Candidate studies Pure Maths and Applied Maths, incorporating Mechanics and Statistics.

**A2 LEVEL:** Candidate continues studies in Pure Maths and Applied Maths, incorporating Mechanics and Statistics.



Post 16 pupils enjoying lesson in Mathematics

## CAREER POSSIBILITIES

Accountancy, Actuary, Aeronautical Engineering, Architecture, Banking, Biomedical Sciences, Business Analyst, Chemical Engineering, Civil Engineering, Consultancy, Dentistry, Economics, Education, Electrical Engineering, Environmental Health, Finance, Forensics, Healthcare, Insurance, Law, Mathematician, Mechanical Engineering, Medicine, Operational Research, Optometry, Radiography, Pharmacy, Programming, Quantity Surveying, Retail, Software Engineering, Statistician, Veterinary.

## RECOMMENDED GCSE SUBJECTS AND GRADES

Mathematics: Minimum Requirement  
Higher Level (Modules M4 & M8)  
A\*/A/B – subject to exam performance and work ethic.  
\*\*\* GCSE Further Mathematics is beneficial but not essential.\*\*\*

## SUBJECT CONTENT

### AS

#### 2 Modules

Pure and Applied Mathematics  
Core Modules - AS1 and AS2

### A2

#### 4 modules

#### Comprises AS and A2

Pure and Applied Mathematics  
Core Modules - AS1, AS2, A21, A22

## OTHER INFORMATION:

Aptitude for the subject combined with consistent application and regular attendance at class is vital in this sequential course. Students must be prepared to undertake a large amount of independent study, for progression in the subject. Skills incorporating interpreting information and problem-solving are essential at this level of Mathematics. This will include the ability to solve contextualized problems set in novel and unfamiliar ways, with pupils selecting their approach and bringing together various aspects of the course content. Mathematics is a key contributory subject in the STEM initiative

## METHOD OF ASSESSMENT

### AS (end of Year13):

2 Written Papers  
**AS 1:** 1 ¾ hours  
**AS 2:** 1 ¼ hours

### A2 (end of Year 14):

2 Written Papers  
**A2 1:** 2 ½ hours  
**A2 2:** 1 ½ hours

“I decided to study A Level Mathematics, partly to keep my career options open but also to build on skills I developed in GCSE Further Maths. Throughout my years in Loreto I have always enjoyed maths and this passion has continued to grow as I have progressed through A Level. What I enjoy most about this course is how basic skills can be applied to a multitude of real-life problems. For me, there is nothing better than the sense of achievement when you reach a final solution to a complex mathematical problem. The numerical skills and accuracy I have developed in A Level Maths have been beneficial in my other subjects, particularly Chemistry. Next year I plan to embark on an Actuarial Science degree at UCD which will combine my love of problem solving with Maths. A Level Maths has equipped me with the skills necessary to undertake this course and has afforded me the opportunity to study in the Republic of Ireland, by acquiring me an extra 25 CAO points. A Level Maths is a challenging course but with perseverance and hard work, it quickly became my favourite subject and I would highly recommend it to anyone who loves maths and is willing to put in the work.”

Alex Bradley – Year 14

## Loreto Past Pupils Mathematics

Where opportunities arise Year 13 and 14 students studying Mathematics are encouraged to avail of subject related university support events and subject specific company workshops.

**Name:**

Edel Gordon

**Left Loreto in:**

2009

**A Level Subjects studied:**

Maths

ICT

Health & Social Care

Media Studies (AS Level)

**University:**

University of Ulster, Jordanstown

**University Course studied:**

Bsc (Hons) Quantity Surveying

**Grades Required:**

ABB

**What stimulated your interest in mathematics or influenced your chosen career path?**

I enjoyed Mathematics and decided to pursue a career related to the subject. I liked the idea of combining mathematics with an interesting and varied role in the Construction Industry.

**Job Title/Current Status:**

Quantity Surveyor for Heron Bros Ltd, recently completing on a £13.2 million School project in Newton Mearns, Glasgow.

**Name:**

Helen Barrett

**Left Loreto in:**

2006

**A Level Subjects studied:**

Maths

Physics

Chemistry

Biology

**University:**

University College, Dublin

**University Course studied:**

Veterinary Medicine MVB

**Grades Required: AAAA****What stimulated your interest in mathematics or influenced your chosen career path?**

When growing up my parents would have given my siblings and I little maths riddles to work out, which created some fun and competition and I've always seemed to have a flair for Maths. As a child and teenager I spent all my spare time helping with the animals on the farm and spending time with my pets, I believe my interest in helping animals and veterinary stemmed from there.

**Job Title/Current Status:**

Have recently opened my own small animal practice - Cara Veterinary Clinic in Fermanagh.

## Pupil Work Experience

When entering Post 16 I was eager to discover the many opportunities Mathematics can offer in my future career. Throughout both Year 13 and 14 I availed of the chance to gain work experience in ALMAC and Kainos.

In ALMAC I shadowed staff in their Diagnostics Department over three days, in which I was shown a variety of career paths within the company. My favourite area was the Bioinformatics, where I received some hands on experience in one of their emerging projects. In these tasks we handled considerable amount of data generated from clinical trials and displayed them graphically for ease of analysis and deciphering results. ALMAC are then able to identify patients ideal for a clinical drug in fighting illnesses such as Cancer. Though our mathematical skills were challenged, the work experience was exciting and gave me a much greater insight into how the skills we are learning in Mathematics now can benefit us in a fast, devolving new sector of technology and Stratified Medicine. It also highlighted how the company is helping to create technology that could potentially help treat patients more effectively and personalise treatments to suit individual people based on their genes.

In Kainos, I took part in a 4-day work experience where I learned soft skills and an introduction to coding languages such as HTML. I was given a tour through the company, experiencing many different sectors from cyber security to virtual reality. In all sectors Mathematics was essential from tackling complex problems in code development, to producing statistics on their products for clients such as Netflix, Booking.com and some NHS sectors. It was an amazing opportunity to work for a successful company who have many offices internationally. In this placement, I gained great insight into the varied opportunities Mathematics can present as well as the need for gender balance in the sector. In 2011 women in America accounted for only 27% of the workforce in Computer Science. In the future, I wish to pursue a career in computer science and the work experience I encountered emphasised the importance of how my current Mathematics and third level education will prepare me for these roles.

**Aoife Conway – Year 14 Mathematics student**

k a i n o s®

ALMAC



# Nutrition & Food Science



Post 16 pupils learning about Food Nutrition.

## “Your health is your wealth”

Nutrition and Food Science focuses on the health and well-being of people in their everyday lives. The course will help enable students to address increasingly complex challenges related to human needs, the management of resources to meet those needs and making informed decisions about nutrition and consumer issues.

### CAREER POSSIBILITIES

Dietetics, Environmental Health Officer, Food Technology, Physiotherapy, Nutritionist, Trading Standards Officer, Hospitality Management, Nursing, Teaching, Public Health Nutritionist, Consumerism, Radiography, Pharmacy

### SUBJECT CONTENT

#### AS

##### Unit AS 1: Principles of Nutrition

Study micro and macronutrients and other dietary constituents, i.e. NSP and water. The unit will also look at nutritional considerations through the life span.

##### Unit AS 2: Diet, Lifestyle and Health

Explore the trends in food consumption that have led to increased prevalence of diet-related disorders

The unit will also discuss the barriers that prevent consumers from making healthy food choices and the health implications of making poor diet and lifestyle choices.

#### A2

##### Unit A2 1: Option A Food Security and Sustainability

Examine consumer behaviour when making food purchasing decisions and consider the issues and implications of consumer food choice.

##### Or Option B Food Safety and Quality

Explore securing a safe food supply from the primary producer to the consumer.

##### Unit A2 2: Research Project

Choose a research area from any of the other three units (AS 1, AS 2 or A2 1) and produce a report of no more than 4,000 words.

### METHOD OF ASSESSMENT

- AS 1:** External written examination (1 hour 30 minutes)  
50% of AS or 20% of A' Level
- AS 2:** External written examination (1 hour 30 minutes)  
50% of AS or 20% of A' Level
- A2 1:** External written examination (2 hours 30 minutes)  
30% of A' Level
- A2 2:** Internal Assessment  
30% of A' Level

### RECOMMENDED GCSE SUBJECTS AND GRADES

It will not be possible to take up Nutrition and Food Science without one of the following:  
Home Economics A\*-B  
Or  
Child Development A\*-A  
With Double Award Science A\*-A  
Due to the scientific concepts  
English Language GCSE A\*-B

#### OTHER CONTRIBUTORY SUBJECTS

Biology, Chemistry, Health and Social Care.

#### OTHER INFORMATION:

The Home Economics specification offers opportunities for educational visits and other practical activities.

Home Economics Past Pupil Profile

**Name:** Claire McAlinney  
**University:** Queen's University Belfast  
**Course Studied:** Food Science and Food Security

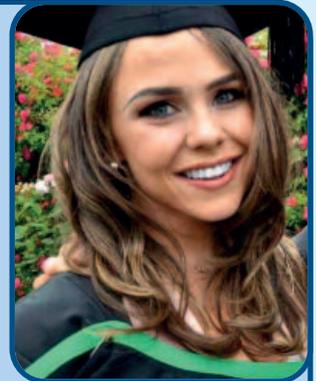
I achieved a first class honours in a Master of Science in Food Science and Food Security with Professional Studies at Queen's University Belfast. Due to my strong interest and passion in the food and retail sector I chose to apply for the Musgrave Graduate Programme to train to be a buyer. You may be more familiar with the Musgrave brands such as SuperValu, Centra and Mace. I'm currently based in County Cork and rotate to Belfast in August. I'm working in the Non Food team (this includes products such as baby, laundry, cleaning, health and beauty) but hope to gain experience in a food buying role in my second year whilst utilising the buying skills I've developed this year.



Home Economics Past Pupil Profile

**Name:** Kelly O'Neill  
**University:** Ulster University  
**Course Studied:** Dietetics

I decided to study Dietetics, a four year degree which led me to where I am today. A-Level Home Economics provided me with the core, fundamental knowledge of nutrition which I required for my degree studies. With topics covered such as nutrition through the life cycle and the role of vitamin and minerals in the diet, this helped me fully grasp the further in-depth study, found throughout this four-year degree. I graduated in July 2017, after undertaking a one-year placement based in Altnagelvin Area Hospital, as a student Dietitian.



During my Dietetic studies I started a blog on Facebook called "The Clever Cook", on this I shared my love for healthy eating and cooking, posting recipes and pictures of anything I could create in the kitchen when I had free time. I was lucky with the success that came with this blog - getting the opportunity to work with and share my recipes with Firmus Energy, a renewable energy company, who then were the leading sponsors of many sporting events throughout Northern Ireland. I also worked alongside a very well know Northern Ireland blogger, Tiffany Brien, who also shared a love for nutrition, tasty food and sport. Nonetheless, last May I decided to park the blog and focus on my final exams.

Since graduating I have worked privately in local gyms, providing tailored nutrition advice to athletes hoping to fuel their training, lose weight and to understand more about their own nutritional needs. In November 2017, I accepted my first clinical post, working full time for the NHS in "Community Dietetics". I absolutely love my job, as no two days are same. I work with all ages and cover topics daily including, nutrition in pregnancy, nutrition support/malnutrition, obesity, enteral feeding and IBS. These topics, all which had been introduced to me throughout my A-Level HE classes.

I hope this has helped give you some insight into the world of an A-level Home Economics and the impact it contributed to my studies and wider life. Who knows, maybe someday I might go back and do my PGCE and end up in the place where it all started for me- The HE room!



# PHYSICS



Post 16 students at work

“In Science we are launching the future.”

“It is a very interesting subject and great for people who like more science and mathematics based subjects because there is a lot of problem solving, using different formulae and looking at the real world applications of scientific theories”.

Eimear Curran

## SUBJECT CONTENT

### AS

#### Module AS1

Forces, Energy and Electricity

#### Modules AS2

Waves, Photons and Astronomy

#### Modules AS3

Practical Techniques and Data Analysis

### A2

#### Module A21

Deformation of Solids, Thermal Physics, Circular Motion, Oscillations, Atomic and Nuclear Physics

#### Module A22:

Fields, Capacitors and Particle Physics

#### Module A24:

Practical Techniques and Data Analysis

## METHOD OF ASSESSMENT

### AS 1 and AS2

Written Papers 1 hour 45 minutes

### AS3

1 hour practical test  
1 hour experimental analysis test

### A21 and A22

Written Papers 2 hours

### A23

1 hour practical test  
1 hour experimental analysis test

Physics is that branch of Science that deals with such basic ideas as energy, force, matter and time. It involves the study of heat, light, sound, electricity, magnetism, mechanics and the structure of the atom and its nucleus.

## CAREER POSSIBILITIES

AS/A' Level Physics provides a relevant basis for work in the fields of:

Engineering, Aeronautics, Civil Electrical and Mechanical, Broadcasting, Science, Journalism Medicine, Environmental Physics Optics, Information Technology Space Science, Geophysics & Meteorology

## RECOMMENDED GCSE SUBJECTS AND GRADES

Double Award Science - \*\* - BB  
Physics Triple Award - \* - B  
Mathematics - \* - B

## OTHER CONTRIBUTORY SUBJECTS

English  
Further Mathematics

## OTHER INFORMATION:

Students should develop their practical skills and essential knowledge and understanding in physics in order to use them in new and changing contexts.

“I don't mind if I don't know everything, as long as I am able to search for the answer”.  
- Richard Feynmann,  
Nobel Physics laureate.



Year 13 Psychology Students.

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.

*"Psychology is an amazing subject as it has taught me so many new things which have changed my outlook on the world around me. I find the class fun and engaging and I think the content is very memorable, making it easier to revise for exams. I would really recommend this subject."*

Seana Martin - Year 14

*"I love coming to Psychology class as I find it very interesting. In every lesson we learn something new and we are kept fully engaged by the teacher at all times"*

Kate Devlin - Year 14

*"Psychology class rarely has a dull moment! I chose this subject as I have an interest in the mind and how it works. It is a real eye-opener to amazing discoveries and the processes that are going on in your own head. I now aspire to study Psychology at degree level in QUB and to potentially specialise in Forensics. Without choosing this subject at A' level I would not have discovered the first step to my future!"*

Eirinn Duffy - Year 14

## CAREER POSSIBILITIES

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.

## RECOMMENDED GCSE SUBJECTS AND GRADES

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

### OTHER INFORMATION:

This course is designed to provide a broad introduction to the scope and nature of Psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking. There is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary Psychology. The demand for psychological services in schools, hospitals, substance abuse treatment centres and social services agencies, is expected to fuel the demand for trained professionals. Three job areas expected to be in high demand are in Clinical Psychology, Educational Psychology and Organisational Psychology.

"Psychology is my favourite subject. I find it really interesting and I especially enjoy learning about how the brain works through my study of the Cognitive approach. I also really enjoy learning about why people obey authority figures within the Social approach".

Emma Louise Mulryan – Year 14

## A' LEVEL SUBJECT CONTENT AND METHOD OF ASSESSMENT

### AS

#### Paper 1:

##### Overview of content

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

##### Overview of assessment

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

#### Paper 2:

##### Overview of content

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

##### Overview of assessment

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

#### N.B.

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

### A2

#### Paper 1: Foundations in Psychology

##### Overview of content

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

##### Overview of assessment

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

#### Paper 2: Applications of Psychology

##### Overview of content

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

##### Overview of assessment

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

#### Paper 3: Psychological Skills

##### Overview of content

Topic 9: Psychological skills:

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

##### Overview of assessment

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

“ The purpose of psychology is to give us a completely different idea of the things we know best. ”

### Past Pupil / Subject Ambassador

"My name is Shannon Diggin. I am 19 years old and currently enrolled in Queens University, Belfast, studying Psychology.

Through studying Psychology A' level in Loreto, I have developed a great passion for this subject and have chosen to pursue a career in this field. Psychology opens many doors, broadens the mind and provides the opportunity to study or engage in voluntary work abroad while studying at University Level. I am very excited to be travelling to Bali, Indonesia, this summer to partake in a clinical voluntary placement. This will give me an opportunity to work with children and young adults with specific needs.

Psychology is a fantastic subject choice and definitely studying it at A-Level has contributed massively to my success in maintaining a first-class average throughout my two years of university study to date."

Shannon Diggin





# RELIGIOUS STUDIES

“The glory of God is man or woman fully alive. (St. Irenaeus)”

“The one who believes is never alone. (Pope Benedict)”

A study of religious beliefs, teachings, doctrines, principles, ideas and theories as expressed in texts, writings and practices. The modules include a Textual Study and a Systematic Study of one Religion.

## CAREER POSSIBILITIES

Accountancy  
Journalism  
Philosophy

Business Administration  
Law  
Psychology

Environmental Studies  
Media Studies  
Teaching

Ethics  
Medicine  
Theology  
Or any Arts course

“My name is Caoimhe Grugan and I am a currently studying Religious Studies at AS Level.

During Year 13 my class complete a module on Luke’s Gospel and a module on the Celtic Church. This has helped us to gain a greater knowledge and understanding of the stories in Luke’s Gospel and the significant events in the early Celtic Church period. We are taught to include relevant quotations and scholarly opinions in our written work.

During class we debate a variety of issues and learn to develop our skills of critically evaluating different viewpoints. We also relate our studies to the local environment and to the wider world. This helps us to reflect on and develop our own values, opinions and attitudes in the light of our learning.”

Studying Religious Studies at AS Level has given me a greater knowledge and understanding of the significant role of religion in our society and a respect for the variety of religious teachings, values and beliefs which exist.”

Caoimhe Grugan Year 13



## SUBJECT CONTENT

### AS

Textual Study: An introduction to the Gospel of Luke or Acts of the Apostles

Systematic Study of one Religion: The Celtic Church in Ireland in 5th, 6th and 7th centuries

### A2

Textual Study: Themes in the Synoptic Gospels or Pauls’ Letters

Systematic Study of one Religion: Themes in the Celtic Church Reformation and post Reformation Church

## METHOD OF ASSESSMENT

**AS** – Two 1 hour 20 minutes externally assessed written papers - 40%

**A2** – Two 2 hour externally assessed written papers – 60%

## RECOMMENDED GCSE SUBJECTS AND GRADES

GCSE Grade B in Religious Studies

### OTHER CONTRIBUTORY SUBJECTS

English  
History  
Geography

### OTHER INFORMATION:

An interest in the subject and a commitment to work are the most desirable criteria.

## Success at Northern Ireland Level 2017:

**Joint 1st in Northern Ireland  
in Religious Studies,  
CEA 2017**



Caoimhe Mc Laughlin who placed 3rd in GCSE Religious Studies with her teacher Mrs Shields



## Past Pupil / Subject Ambassador

My name is Niamh McGirr and I attended Loreto Grammar School, Omagh from 2007 – 2014, studying Religious Studies, Biology and Business Studies at A-Level. I am currently on a two-month placement of School Experience at Loreto, and I am thoroughly enjoying being back and immersing myself into Loreto life again, this time on the other side of the desk!

I am a final year student at St. Mary's University College, Belfast and am pursuing a Bachelors of Education Degree in Religious Studies and Science in Post-Primary Education. The career pathway I have chosen has in no small measure been influenced and inspired by the positive experience I received at Loreto.

My passion for Religious Studies was ignited at A-Level where I studied the Synoptic Gospels and the beginnings of Christianity in Ireland. This laid the foundation and the zest for a more in depth study at third level education. Among the areas covered in the University course are studies of the Bible, moral theology, aspects of Church history and an overview of the key concepts, beliefs and practices of other world religions. The wide variety of modules explored afforded me the opportunity to develop and utilise core skills such as critical thinking, research, presentation and communication.

Religious Studies has created a greater intellectual curiosity within me, particularly in a modern society where the fundamentals of religion are being openly challenged. Given the deep roots of religion within humankind, Religious Studies offers a greater understanding of the social, cultural and philosophical issues which continue to evolve in the world.

My decision to pursue the teaching of religion stems from a desire to share my enthusiasm for the subject and equip others with a greater knowledge and understanding of religion and to aid faith development. I would encourage anyone with an interest in religion to pursue Religious Studies as it provides a rich platform for reflection and debate in the search for truth in a world of constant change and challenge.

Niamh McGirr

“ In sociology, things are not what they seem. ”



Year 13 Sociology Students.

If you are fascinated by the behaviour of others and why we act the way we do, then Sociology is for you. Sociology seeks to understand all aspects of Human Behaviour, including the social dynamics of small groups of people, large organisations, communities, institutions and entire societies. Sociologists are motivated by their desire to understand social life. If you choose to embark on the wonderful world of Sociology, you will begin to understand more about your motivations and behaviours whilst gaining a wide range of very valuable skills that can be applied to a variety of University courses and future careers.

## CAREER POSSIBILITIES

Contemporary research shows that students entering the job market will change careers several times, which begs the question, ‘why limit yourself to one type of job?’ Sociology trains you to answer the ‘what’, ‘how’ and ‘why’ questions about human societies, giving you a competitive edge and a strong intellectual background for University courses and the professions. Students find Sociology steers them into Health and Welfare Services, Education and Teaching, Law, Journalism, Public and Human Relations, Government and Research agencies and Criminal Justice.

## Past Pupil Profile

The study of Sociology provides a solid skill base for University such as insight into the social structures and knowledge of research methods. Throughout my Law degree, I always had my A-Level notes at hand especially those relating to Crime and Deviance and Ethical Practice. Knowledge gained from the study of Families, Education, Gender Roles and Beliefs in Society benefitted my professional practice as I had deeper insight into individual world views. During my Law tutorials I could critically evaluate arguments with ease and this came from studying Sociology. During my MSc in Governance and Management, my prior knowledge of Theory and Methods was pivotal to my success. Sociology helped me to grow intellectually. Sociology was the most enjoyable and engaging subject that set the foundation for my educational and professional development.

Aiofe Mc Sorley LLB MSc ACIS

## Quotes from Post 16 Sociology Students

“Like so many others, I knew sociology was the study of society and that it was somehow different to Psychology, but I assure you, it is far more enthralling than that. Sociology has been one of the greatest, most worthwhile aspects of studying AS-levels and never have I enjoyed school so much in my life thanks to this marvellous subject. Not only have I developed a greater understanding of our world and why it functions as we see it, I have also learned of so many different viewpoints and perspectives that highlight the vast majority of diversity in structures like family types and households. I feel every bright, inquisitive pupil, curious about the world around her, deserves to be able to make informed, evaluative arguments, decisions and opinions which are, of course, amongst the most sought after. Every class provides a plethora of knowledge and with support and encouragement from the best of the best kind of teachers, the window to the world. Sociology, is sure to take you far in life, having fun and achieving excellence along the way.”

Sociology is a great subject to choose for A-Level. The topics covered totally engage you as you analyse so many parts of society. As a class, we are continually intrigued to discover that in society things are never as they seem! You certainly will begin a journey in understanding life itself and continue to have a great sense of intellectual curiosity. Learning the content is never a chore!”

As a result of studying Sociology over the past two years, I have learnt to look deeper into society and the institutions within it. I have become a critical thinker and often question all societal interactions. Most notable my examination technique an application to essays has improved immensely and this has impacted upon all my A-Level subjects. I would wholeheartedly recommend Sociology as a subject to study as it is unique and enjoyable.”

Sociology is easily one of my favourite subjects as it has opened my eyes to the world around us, with all topics related to daily life, like that of Families and Households which has highlighted that there is a wide diversity of family types I never knew existed! It's a really enjoyable and interesting subject and I would highly recommend it to anyone wanting to know more about the society in which we live and to those who have a liking for essay based subjects.”

Sociology is a fascinating and thought-provoking subject which gives you a fantastic insight into things that go on in our society that you've never thought about it. I always look forward to going to sociology class and I'm never bored, because everything is so interesting to learn and very applicable to everyday life. This is a subject which would be useful for any career you choose, because it teaches you so much about what goes on around us. Choose sociology if you want to choose a subject with a difference.”



Year 13 Sociology Students.

## RECOMMENDED GCSE SUBJECTS AND GRADES

English at grade B or above  
Humanities at Grade B or above  
(Geography or History)

### OTHER CONTRIBUTORY SUBJECTS

Psychology, Health and Social Care, Political Studies, Religious Studies

### OTHER INFORMATION:

The skills you learn in Sociology make you very marketable and highlight your intellectual curiosity and understanding of the world around you. Sociological theory helps you become a critical thinker because it exposes you to many different ways of seeing the social world and this gives you an informed sense of social life to allow you to engage effectively in many courses and careers. You will develop great communication, interpersonal, analytical and leadership skills and together with your insights into the workings of society, it is not surprising that Sociology students are seen as highly desirable.

## SUBJECT CONTENT

### AS

**Paper 1(50% of AS marks)**  
Education (short answers and extended writing)  
Methods in Context (extended writing)  
**Paper 2(50% of AS marks)**  
Section A: Research Methods (short answer and extended writing)  
Section B: Families and Households (short answer and extended writing)

### A' Level

**Paper 1(33.3% of A' level)**  
Education (short answer and extended writing)  
Methods in Context (extended writing)  
Theory and Methods (extended writing)  
**Paper 2(33.3% of A' level)**  
Section A: Families and Households (extended writing) Section B: Beliefs in Society (extended writing)  
**Paper 3(33.3% of A' level)**  
Crime and Deviance (short answer and extended writing)  
Theory and Method (extended writing)

## METHOD OF ASSESSMENT

Students will be assessed externally through written examinations. Students will be assessed on their extended responses to the taught options within each paper and to draw upon integral elements and core themes. Students will be assessed on subject content and the skills of application, analysis and evaluation.

## Past Pupil Profile

"Sociology as a subject has enabled me to really succeed beyond Loreto to become a social science graduate and now a teacher. Sociology as a subject empowers you with such valuable knowledge about different types of cultures, belief systems, family structures and so much more beyond the confines of our localities. Sociology encompasses world knowledge taught so seamlessly within the classroom. As a result, I left Loreto with open mindedness and a sense of intellectual curiosity. Sociology as a subject was the only one relatable to my whole university experience, on many parts of my educational journey I was delighted to be reacquainted with Marx and Durkheim! When completing my dissertation my sociology files on theory and methods more than stood the test of time. Sociology is really the most complementary subject for your future studies and I could not recommend it more in terms of the subject content, style of teaching and the most amazing classroom experiences that will equip you to understand the complexities of contemporary living. I feel so fortunate to be able to continue to relay this subject knowledge today in my current position as a teacher of Sociology!"

Nadeen Doherty B.Sc. PGCE

“ Sonriete; estas en español! Smile, you’re in Spanish! ”



“Why choose GCE Spanish?”

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 Spanish speaking population is rapidly increasing, so demand for competent speakers in a variety of roles has escalated. The ability to travel further afield has opened up the Hispanic world to a greater volume of people who are now appreciating Hispanic culture. More and more people are exploring Latin America and the less well-known parts of Spain. The rise of Hispanic economies has also led to increased demand for speakers of Spanish in the business sectors.”  
From CCEA Specification Introduction

AS/A’ Level builds on the knowledge, understanding and skills developed at GCSE. Students will develop their awareness and understanding of the contemporary society, cultural background and heritage of countries and communities where Spanish is spoken.



Year 14 Spanish students with language assistant, Jose.

*“As a student of English and Spanish, I believe that the two languages complement each other excellently in helping to develop linguistic skills.”*

Molly McGirr - Year 14

## CAREER POSSIBILITIES

The study of Spanish aims to enable students to acquire knowledge, skills and understanding for practical use, further study and/or employment. Spanish is a language which allows students to take their place in a multilingual global society.

Employment includes:  
Business/Management, Education,  
Journalism, Law, Tourism and Media.

## SUBJECT CONTENT

### AS

**AS 1:** Speaking  
**AS 2:** Listening [A]; Reading [B]; and Use of Language [C]  
**AS 3:** Extended Writing

### A2

**A2 1:** Speaking  
**A2 2:** Listening [A]; and Reading [B]  
**A2 3:** Extended Writing

## METHOD OF ASSESSMENT

**AS 1:** 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)

**AS 2:**  
Section A - Listening  
Section B - Reading  
Q1 – Comprehension  
Q2-Translation from Spanish to English  
Section C - Use of Language  
Q 1-4: A series of short grammatical and lexical exercises  
Q 5: Translation of short sentences from English to Spanish  
(2 hours)

**AS 3:** Extended Writing- Students write one essay in Spanish in response to a set film or literary text. ( 1 hour)

AS = 40% of A Level

**A2 1:** Question 1: Students introduce and discuss one individual research project. (6 mins)  
Question 2: Conversation (9 mins)

**A2 2:**  
Section A - Listening  
Section B - Reading  
Q1-Gap-filling exercise in Spanish  
Q2-Comprehension  
Q3- Summary question  
Q4-Translation passage from English to Spanish  
(2 hours 45 mins)

**A2 3:** Extended Writing – Student write an essay in response to a literary text  
(1 hour)

A2=60% of A Level

## RECOMMENDED GCSE SUBJECTS AND GRADES

Spanish A\*/A

### OTHER CONTRIBUTORY SUBJECTS

Any other language also History, English, Art, Sociology

### OTHER INFORMATION:

Those who choose AS/A2 Spanish should be committed to their studies. An interest in general Hispanic culture is advantageous and a willingness to work on one's own (e.g. reading, computer based work internet research etc.) is very important.

Students should be able to communicate confidently, clearly and effectively in a variety of contexts.

*“Spanish offers a unique way of learning with an emphasis on independent study.”*

Chelsea McElroy, Year 14

*“I would highly recommend Spanish if you have an interest and flair for language.”*

Aimée Corry, Year 14

## Single Award

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focuses of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level. This is achieved over two years.

### UNITS TO BE COMPLETED – YEAR 1 (AS) & YEAR 2 (A2)

UNIT	TITLE	CREDITS	LEVEL
1	Principles of Anatomy & Physiology in Sport	5	3
2	The Physiology of Fitness	5	3
3	Assessing Risk in Sport	10	3
7	Fitness Testing for Sport & Exercise	10	3
****	*****	****	****
28	The Athletes Lifestyle	10	3
11	Sports Nutrition	10	3
5	Sports Coaching	10	3

## CAREER POSSIBILITIES

Physiotherapy, Fitness Instructor, Sports Development Officer, Teaching and Dietician.



"I really enjoy the BTEC Sport as it is clearly structured and guidelines are set in advance so I know what is expected of me. Working consistently and meeting deadlines is well worth it as my work is accredited throughout the year. The best aspect is probably that there is no end of year exam which takes off some pressure in June."

Roise Darcy, Year 14

## UNIT GRADING

All BTEC Courses are assessed by means of Units which comprise of several Assignments. Each assignment is designed to link to specific Learning Outcomes and Grade Criteria. These can be found on each assignment brief. At the end of the course your unit grades put together determines your overall grade through a points system. On completion of each unit you will be awarded a Pass, Merit or Distinction. These overall unit grades are based on the completion of the assignments within the unit.

### \*Pass

In order to achieve an overall pass you must have achieved all pass criteria as set out in the unit grading grid.

### \*Merit

To achieve an overall merit you must have achieved all pass and merit criteria as set out in the unit grading grid.

### \*Distinction

In order to achieve distinction you must have achieved all pass, merit and distinction criteria as set out in the unit grading grid.

Once your overall unit grading is awarded it will be converted to one of the following points equivalents.

Unit QCF Level	Points Per Credit		
	Pass	Merit	Distinction
Level 3	7	8	9

Once your overall unit grading is awarded it will be converted to one of the following points equivalents.

### Final Grading

On completion of all units your points total will be calculated and converted to overall grades using the following boundaries;

BTEC Level 3 Subsidiary Diploma		
Points	Grades	
420-459	Pass	P
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

# Key Skills Provision

## KEY SKILLS: MICROSOFT OFFICE SPECIALIST



Year 13 Students are awarded MOS certificates.

AS students are all encouraged to gain experience and qualifications in the Key Skill of Information Communications Technology. The Microsoft Office Specialist programme ensures students develop essential transferable skills that help to improve their learning and performance in education, training, work and life in general. The Microsoft Office Specialist programme is offered to all Year 13 students.

Microsoft Office Specialist (MOS) is a comprehensive, performance-based Certification Programme to validate desktop computer skills using Microsoft Office 2010.

MOS is recognised globally, as the number 1 credential to validate knowledge and skills, relating to the Microsoft Office systems.

Different modules can be completed in Word, PowerPoint, Excel, etc.

Microsoft Certification will increase a pupil's productivity, improve their job readiness and increase their employability capacity.

226 Microsoft Office Specialist, Level 3 Certificates were awarded in the academic year 2017-2018 with 117 obtaining PowerPoint and 109 obtaining Word



In light of success in MOS programme, Loreto achieved 'Centre of Excellence Award' from Prodigy for 2017-2018.

## ADDING CHOICE VIA OLC

Subjects, not offered in Loreto Grammar School, may be offered via the Omagh Learning Community. Please refer to the school's option pools, available in August in the relevant year. Also, subjects from the option pools may not be offered where a low uptake is anticipated in any given year. See information below on some of the subjects proposed for 2019-2020 via OLC (subject to change)



### BTEC Level 3 Certificate (AS)/Subsidiary Diploma (A2) Agriculture – Land Based Business



#### Course Structure

The course consists of 7 units covering a broad range of subjects and applications. Coursework includes practical and project work and assignments based on realistic workplace situations and activities.

#### Modules (60 credits total)

- 1 Understand and Carry Out Farm Livestock Husbandry (10 credits)
- 2 Grassland Management (10 credits)
- 3 Undertake an Investigative Project in the Land-based Sector (10 credits)
- 4 Undertake Land-based Industries Pollution and Waste Control Management (10 credits)
- 5 Manage Agricultural Environments (10 credits)
- 6 Understand the Principles of Plant Science (5 credits)
- 7 Understand the Principles of Plant Science (5 credits)

#### Key Features

- Focus on a vocational context and on development of specific knowledge and skills for the land based sector.
- Resources include local case studies of diversified land based production systems and businesses, a renewable farm associated with South West College and renewable energy demonstration projects.
- Students also visit relevant DARD Focus Farms to explore best-practise in the land-based sector.

#### Assessment

Each unit will be assessed and graded individually with an overall grade for the qualification awarded on completion. Assessment is 100% coursework based, with no exams.

#### Skills Developed

- Livestock and grassland practical management skills
- Enterprise and business development
- Specific knowledge of diversified land based activities



### BTEC LEVEL 3 ENGINEERING



Within Southwest College we offer the following qualifications for year 13 and 14 students from our local schools.

The courses allow students to gain qualifications that allow them to sample the area of Engineering. The courses are accredited through Pearson, are equivalent to AS and A2 qualifications and carry UCAS points.

Below are details of the present course structure for the qualifications. The design of the qualifications has taken into account local employment needs and developments within the field of Engineering. This ensures that students following these qualifications are using industry standard equipment and software which will provide them with a practical experience of Engineering.

The qualification assessment is through assignments and each individual unit is graded, either Pass, Merit, Distinction.

Below are details of the present course structure:

#### Year 13 modules (leading to Certificate)

- Unit 1** Health and safety in the Engineering Workplace.
- Unit 16** Engineering Drawing for Technicians
- Unit 26** Applications of Computer Numerical Control in Engineering.

#### Year 14 modules (leading to Subsidiary Diploma)

- Unit 5** Mechanical Principles and Applications
- Unit 15** Electro, Pneumatic and Hydraulic Systems and Devices
- Unit 53** Electronic Measurement and Testing

The overall grade awarded includes Pass, Merit, Distinction and Distinction\*



**A Level Music**



**Omagh Academy**

**Why choose GCE Music?**

Music is a combination of sounds, silence, rhythm, pitch, tone, melody and harmony that communicate emotions and ideas. It has great power to excite and to relax us.

Studying GCE Music, you can create and perform music which allows you to express your own particular musical interests and style.

Research shows that studying music can help students develop critical thinking, spatial reasoning and cognitive skills. It also helps develop communication skills and encourages creativity and expressiveness.

Students who play music develop skills in self-discipline, self-esteem and the ability to manage information. (CCEA)

**Subject Content**

- AS 1: Performing**
- AS 2: Composing**
- AS 3: Responding to Music**

- A2 1: Performing**
- A2 2: Composing**
- A2 3: Responding to Music**

**Please note:**

Students should already play an instrument and/or sing and have some understanding of basic harmonic progressions and staff notation. It is recommended that students have acquired at least a 'C' grade in GCSE Music or hold Grade 5/6 Practical examination and Grade 5 Theory certificates.

**Method of Assessment**

**AS Course:**

**AS Unit 1: Performing** (35% of AS; 14% of AL)

- Solo performance
- Viva voce

**AS Unit 2: Composing** (35% of AS; 14% of AL)

- A: Composition task OR
- B: Composition with technology task
- Written commentary

**AS Unit 3: Responding to Music** (30% of AS; 12% of AL)

- Music for Orchestra 1700-1900
- Sacred Vocal Music
- Secular Vocal Music

Two written examinations

- Test of aural perception (listening paper)
- Written exam (essay & score analysis)

**A2 Course:**

**A2 Unit 1: Performing** (21% of AL)

- Solo performance
- Viva voce

**A2 Unit 2: Composing** (21% of AL)

- A: Composition task OR
- B: Composition with technology task
- Written commentary

**A2 Unit 3: Responding to Music** (18% of AL)

- Music for Orchestra in the Twentieth Century
- ★ Sacred Vocal Music
- ★ Secular Vocal Music, 1600 to the present day

Two written examinations

- Test of aural perception (listening paper)

It is expected that students play a full role in the music extra-curricular activities at Omagh Academy.

Music qualifications can lead to employment in areas such as teaching, performing, composing, recording, radio/tv broadcasting and production, arts administration and music therapy.

**What you will study**

This specification gives you the opportunity to develop a multi-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.



**A Level Performing Arts**



**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.



# Performing Arts (Continued)

## Specification at a glance

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

## Career Options

An A Level in Performing 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 Performing Arts course has led many students on the path to various careers opportunities in areas such as:

Arts and Humanities	Art, Music and Entertainment
Creative Performers: Acting, Music and Drama	Media and Broadcasting
Media – Entertainments Planner	Television and Film
Presenting: TV and Radio	Drama and Music Therapies
Personal Assistant	Teaching; Primary and Secondary
Print and Broadcast Journalism	Law
Directing and Choreography	

## The Extras!

While you are studying Performing Arts there will be many opportunities to learn tips from 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.

Communication is a key part of what makes Performing Arts a success, whether it is 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.



# Construction

We offer two courses in Construction at the CBS.

**1: Edexcel BTEC Level 3 Subsidiary Diploma:**  
60 credits: 1 A Level

**2: Edexcel BTEC Level 3 Diploma:**  
120 credits: 2 A levels

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

## Overview of courses:

Edexcel BTEC Level 3 Subsidiary Diploma – 60 credits  
The 60-credit BTEC Level 3 Subsidiary Diploma has a specialist work-related focus and covers the key knowledge and practical skills required in this chosen vocational sector.

The BTEC Level 3 Subsidiary Diploma offers great flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one

GCE A Level. The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of additional general qualifications such as GCE AS Levels or

additional specialist learning e.g. through another BTEC qualification.

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

## Overview of Assessment & Grading:

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

Overview of Units studied in each course:  
Edexcel BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment: SINGLE AWARD; equivalent to one A' level

Students will study the following units—all units have equal weighting.

- Skills Developed
- Application of number
  - Communication
  - ICT
  - Problem solving

## CAREER POSSIBILITIES

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

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



# System Software 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 problemsolving, 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 ever-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 competition. 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.

## BTEC Level 3 Subsidiary Diploma in Applied Science

*New Subject to Loreto students in 2018-2019*

### The BTEC Nationals in Applied Science have been developed in the science sector to:

- give learners the opportunity to acquire technical and employability skills, knowledge and understanding which are transferable
- give learners the opportunity to enter employment in the science sector or to progress to vocational qualifications such as Applied Biology, Applied Chemistry or health-related or other science-related qualifications
- increasing understanding of the role of the science technician or assistant practitioner, their relationship with the scientific community and their responsibilities towards the community and the environment
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### This qualification may provide a route to employment in the science industry e.g.

- working as a quality control technician/analyst, where the employee works in a production plant
- laboratory carrying out analytical tests using modern instrumentation, ICT and data interpretation
- working in a research laboratory in the development of new drugs. Managing projects that include setting up apparatus, measuring and handling chemical substances, following procedures, carrying out observations and measurements, separating and analysing products
- working in the chemical industry, involved with testing materials
- working with the forensic science service or using their analytical skills in the chemistry industry
- working in chemical companies developing fertilisers and other plant feeds
- working for a scientific magazine or journal,
- working in a biotechnology laboratory carrying out fermentation and purification processes.

### A BTEC Level 3 Subsidiary Diploma in Applied Science is the equivalent of one A Level

The course is modular, with students taking six subjects over two years;

- Fundamentals of Science
- Working in the Science Industry
- Scientific Practical Techniques
- Perceptions of Science
- Microbiological Techniques
- Physiology of Human Body Systems

#### Entry Requirements

- Minimum 4 GCSEs (grade C or above – to include Maths and English and Science)
- A waiting list may be applied, subject to demand.

*New Subject to Loreto students in 2018-2019*

The UK's creative industries include television and film, publishing and advertising, radio and computer games development. The Department for Culture, Media & Sport estimate that the creative industries are worth £36 billion a year and employ 1.5 million people in the UK. The UK's creative industries have been identified as a strategic growth sector by the Government.

The Pearson BTEC Level 3 Certificate (180 GLH) in Creative Media Production (QCF) is part of a larger suite of Creative Media Production qualifications, in a range of sizes, which share the common purpose of helping people to become occupationally ready to take up employment in the creative industries at the appropriate level. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education (HE) in university or college. By studying a BTEC National, learners develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts. Learners can operate at a standard that can reasonably be expected of an 18-year-old in full-time education.

Within this suite, the Pearson BTEC Level 3 Certificate in Creative Media Production (QCF) is a vocational qualification, equivalent in size to an AS level. It covers many aspects of the UK's Creative Industries and contains the following six endorsed pathways:

- TV and Film
- Radio
- Sound Recording
- Print Based Media
- Interactive Media
- Games Development.

The BTEC Level 3 Diploma in Creative Media Production (QCF) has been designed to be taken alongside one or more substantial qualifications within a 16–19 study programme, which could include other vocational or academic qualifications. The qualification provides learners with an element of sector specialism as part of their wider programme by developing a primary common core of knowledge in the sector through mandatory content. This common core covers the content, such as pre-production techniques and communication skills, that is regarded as most important by employers. It also offers some opportunity for learners to focus their study on the aspects that will be of greatest value to them through a limited choice of optional units. It is therefore particularly appropriate for those with an interest in progressing to a career in a creative industry-related field, who want to pursue this via a principally academic route and take it alongside other qualifications, such as business and languages if learners want to go into a media career, or physics and mathematics if learners want to progress in a technical sound and/or television production-related careers. It is also appropriate for those aged 16 who are ready to start an element of level 3 vocational study while completing aspects of their level 2 programme.

The qualification was designed in collaboration with industry, so has the specific support of the Sector Skills Council (SSC) for the sector, Creative Skillset. The Pearson BTEC Level 3 Certificate in Creative Media Production (QCF) supports entry to a variety of HE courses in this sector and beyond, when taken in conjunction with other qualifications. This is confirmed by the specific support of a range of universities. In addition, the qualification carries UCAS points.

## Careers Education, Information, Advice and Guidance (CEIAG)



The main learning outcome in Year 13 is to ensure 'AS' Level students have the opportunity to investigate fully the options available to them at the end of sixth form and acquire the necessary skills to make informed, supported and independent career choices.

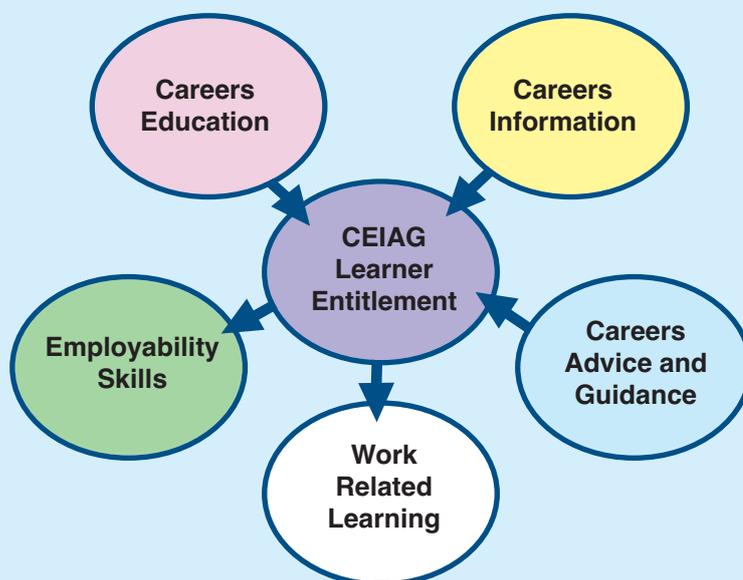
In Year 14 staff aim to ensure 'A2' Level students are fully aware of the relevant application procedures and receive up-to-date course information. Taught Class, coupled with Individual Careers Guidance Interviews will guide future choices and help students prepare, in an informed manner, for lifelong learning and the world of work.

### Key Attainment Targets for Post 16 Students

**Self-Awareness & Development** - identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.

**Career Exploration** - acquiring and evaluating information and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.

**Careers Management** - developing skills in career planning and employing effective career decision-making strategies to manage transition and make suitable career development choices, with the appropriate support, advice and guidance.





## Year 13 Content Programme of Study

Introduction – Options, Help and Personal Career Planning.

Square Peg Round Hole Scenarios – Websites Postcard.

Why we Choose the Careers that we do?

Styles of Decision Making.

Formula for good career decisions.

Which Degree? Student Case Studies/Destination Data.

Going to University – Four Questions.

Choosing Courses – UCAS Website.

Work and Study Options – Erasmus/BEI/DIAS

Prospects Website – What graduates do?

Sources of Information.

University Statistics.

Useful Websites.

Five Point Plan.

Going to University – Campus Tours.

Paying for University – The Facts!

UCAS Convention.

Experiences of Work – Planning and Preparation.

Higher Education Action Plan.

Getting More out of UCAS

Preparing for UCAS – Applying & Personal Statements.

**Correspondence to Parents and Study Leave Preparation.**

## Year 14 Content Programme of Study

Year 14 Induction – FT – Meeting for Early Applicants.

Open Days – QUB and UU.

HE Information Evening.

UCAS Registration Process and Forms – IT Suite.

Choice of University – CF and CI Courses.

Benefits and Pitfalls of Higher Education.

University Life - Challenges & Opportunities.

Post Application Round-up.

UCAS Track and UCAS Extra.

St Mary's Application Form.

CAO Application Process.

Plan B – Foundation Degrees and FE Colleges.

Interview Advice and Preparation.

Student Finance Application Process - Online

Budgeting and Personal Finance.

Accommodation – Halls of Residence.

Personal Safety & Independent Living.

Leaving Home – Challenges, Pitfalls and Benefits.

Future Employability – Rounded Graduate.

Final Reminders and Application Round-up.

Study Leave – Survey Monkey Questionnaire.

**Procedures in August – Information Sheet.**

## WORK EXPERIENCE & COMMUNITY LINKS

Work Experience and Work Shadowing opportunities are undertaken by all Post-16 students. The aim is to provide the students with a valuable opportunity to experience the world of work. Learning takes place through active participation in the normal events of the day. These opportunities allow students to view their current course of academic study in the context of employment and long term career aspirations. Students are encouraged to independently negotiate relevant experiences, and the Careers Department also helps students to identify and secure suitable opportunities with local employers and many high profile organisations such as:

- AllState NI
- ALMAC Pharmaceuticals Group.
- CAFRE.
- CM Public Relations.
- Danske Bank.
- Fermanagh & Omagh District Council.
- Fujitsu.
- Kainos.
- Liberty IT.
- NI Electricity
- Price Waterhouse Coopers (PWC).



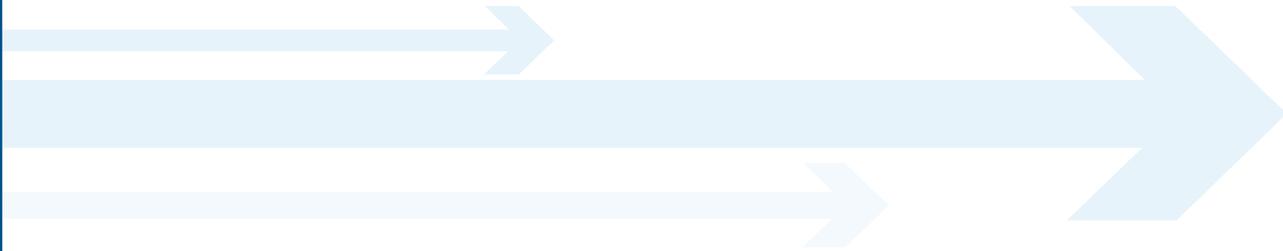
Students in Years 13 & 14 are also afforded the opportunity to attend Allied Health Profession workshops and seminars, organised by both the Belfast and the Western Health and Social Care Trusts. Furthermore, they are invited to apply to various vocational initiatives throughout the year, such as the Nuffield Research Placement and the Sentinus Insight into Engineering and IT schemes.

The Careers Department utilises important links with outside agencies, such as the Northern Ireland Careers Service, UCAS, CAO, SEC, SENTINUS, NISCA, CHARTER, Queen's University Belfast, Ulster University and many other Institutions of Further and Higher Education, who regularly visit the school to host talks, presentations and career workshops.

# STEAM

Graduates in STEM subjects are vital for the UK's future economic prosperity; due to the gender imbalance and skills shortages that exist in many STEM employment areas, vast opportunities exist for women to join companies, who are leading the global innovation race against powerful countries such as China, the USA and India.

Recent economic thinking has highlighted the need for Creativity in STEM development; subsequently there is an acceptance among business and government leaders that greater convergence is needed between STEM and Arts based subjects, in order to nurture creative thinking in future generations, hence the move from STEM to STEAM.



[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.tomorrowseengineers.org.uk](http://www.tomorrowseengineers.org.uk)

[www.sciencecareerpathways.com](http://www.sciencecareerpathways.com)

[www.nicurriculum.org.uk/STEMworks](http://www.nicurriculum.org.uk/STEMworks)

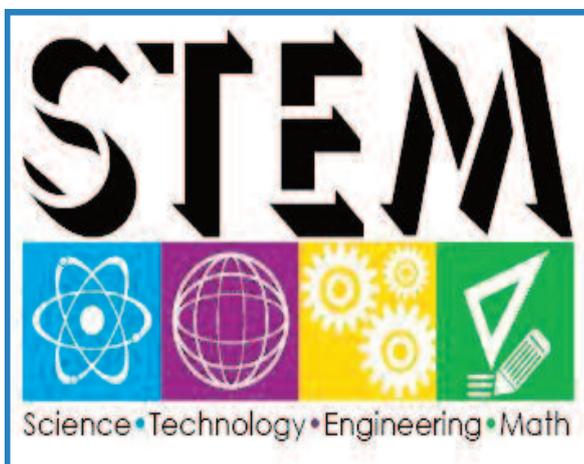
[www.tastycareers.org.uk](http://www.tastycareers.org.uk)

[www.nidirect.gov.uk/careers](http://www.nidirect.gov.uk/careers)

[www.mathscareers.org.uk](http://www.mathscareers.org.uk)

[www.stem.org.uk](http://www.stem.org.uk)

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



# CAREERS GUIDE 2019

## UCAS TARIFF POINTS (UTP) 2019

AS	UTP	A2	UTP
-	-	A*	56
A	20	A	48
B	16	B	40
C	12	C	32
D	10	D	24
E	6	E	16



Mr Wilson, Head of Careers advises Year 14 students

## USEFUL WEBSITES

Queen’s University Belfast	<a href="http://www.qub.ac.uk">www.qub.ac.uk</a>
University of Ulster	<a href="http://www.ulster.ac.uk">www.ulster.ac.uk</a>
St. Mary’s Teaching College	<a href="http://www.stmarys-belfast.ac.uk">www.stmarys-belfast.ac.uk</a>
University and Colleges Admissions Service	<a href="http://www.ucas.com">www.ucas.com</a>
Universities in the Republic of Ireland	<a href="http://www.cao.ie">www.cao.ie</a>
University Guide and League Tables	<a href="http://www.guardian.co.uk/education/universityguide">www.guardian.co.uk/education/universityguide</a>
Teaching Quality Information	<a href="http://www.unistats.com">www.unistats.com</a>
Russell Group (24 Leading UK Universities)	<a href="http://www.russellgroup.ac.uk/informed-choices">www.russellgroup.ac.uk/informed-choices</a>
NI Careers Service	<a href="http://www.nidirect.gov.uk/careers">www.nidirect.gov.uk/careers</a>
Careers Information & Tools	<a href="http://www.careerpilot.org.uk">www.careerpilot.org.uk</a>

# UNIVERSITY COURSE REQUIREMENTS

The following is a list of GCSE & A' Level subjects and grades required for a range of Higher Education courses. The information is based on entry to courses in Northern Ireland and has been extracted from the relevant university website.

This is not a definitive list and there is no doubt that entry to many courses can be accessed elsewhere in the UK with alternative subjects and grades. It is important to remember that course requirements change periodically.

For this reason, you should seek the most up-to-date information from the institution website to ensure you are fully informed and aware of any changes to subjects, grades and other entry requirements.

COURSE	A' LEVELS	GRADES	GCSE's REQUIRED
Accounting QUB	None specified	AAB	English Grade C and Maths Grade B or above
Accounting UU	None specified	ABB or BBB including Maths	Minimum Maths Grade B; English C
Actuarial Science QUB	Mathematics is essential!	AAA + A in 4th AS Level or A*AA	Very strong GCSE profile
Architecture QUB	Art is recommended – Portfolio Interview*	AAB	Strong Grades required in Maths, Art, also require evidence of Artistic ability
Architecture UU	Art & Design subjects preferred	BBB	
Biomedical Engineering UU	Minimum of one from Physics/Maths/Chem/Technology/Biology/ Engineering	BBB – desirable subject offer = BBC	Grade C or above in English; DA Award Science CC; Maths – Grade B
Biomedical Science QUB	Biology or Chemistry (Preferably both)	ABB – AAB; depends on subjects offered	Grade C or above in English, strong grades in Science & Maths
Biomedical Science UU	2 Science Subjects, one from each pool	BBB	
Chemical/Civil Engineering QUB	Maths and a 2nd Science related subject, preferably Chemistry or Physics	BEng. - BBB MEng. - AAB	Strong Grades in English, Maths and Science
Civil Engineering UU	Maths & one from T&D, Geog, Physics, Chem, Biology or Engineering	BBB	Maths B, English Grade C, DA Science BB
Computer Science QUB	At least one from Maths, Computing or SSD. Other combinations possible	BBB - ABB (BEng.) AAB - AAA (M.Eng) Depends on subjects offered.	English and Maths Grade C or better
Computer Science UU	All subjects considered; Desirable Subject List.	ABB – BBB depending on subjects	English Grade C and Maths Grade B
Computing & IT QUB	Computing, Maths or Science subjects	AAB - BBB depends on subjects	English and Maths Grade C or better
Criminology QUB	None specified	ABB	English and Maths Grade C or better
Dentistry QUB	Chemistry and Biology	AAA, UKCAT and Multiple Mini Interviews.	Very high GCSE Threshold
Dietetics UU	Preferably Chemistry & one from Maths, Physics, Biology or N&FS	BBB HPAT	Grades C in English, Maths & Science
Education (Primary) St. Mary's	At least 1 Primary Curriculum Subject	AAA - AAB Depending on main subject - Interviews	Maths, Science at English Grade C or better

COURSE	A' LEVELS	GRADES	GCSE's REQUIRED
Elec/Mechanical Engineering QUB	Maths and one from Physics*, Biology, Chemistry or T&D	BBB - (BEng) AAB - (MEng)	High Grades in Maths and Science; also GCSE English
English QUB	English Literature	ABB - BBB depends on degree option	English Grade C or above
Environmental Health UU	Grade A in at least one from Maths, Chemistry, Physics, Biology, Geog, H&S or N&FS	ABC	English & Maths grade C or above
Finance and Investment Management UU	None specified - Useful subjects include Maths and Business Studies	BBB or BBC if offering A Level Mathematics	Minimum Grade B in GCSE Maths and a C in English
Interactive Computing UU	All subjects considered; desirable Subject Offer available	ABB – BBB depending on Subjects	English and Maths Grade C or above
Law QUB	None specified	AAA	Strong GCSE profile inc. English
Law UU	None specified – literary and essay based subjects are useful	ABB	Very good profile to include minimum Grade C in English
Medicine QUB	Chemistry and at least one from Biology, Maths or Physics – Biology preferred	A*AA or AAA + A in 4th AS, UKCAT & Multiple Mini Interviews	GCSE Score out of 36pts from 9 best; UKCAT – 6pt band
Nursing QUB	Reduced offer if presenting one from Biology, Maths, Chemistry or Physics	BBC - No Science BCC - With Science	Min 5 GCSE's including English, Maths & Science
Occupational Therapy UU	None specified	BBB HPAT	English and Maths at Grade C or above
Optometry UU	Two from Biology, Physics, Maths or Chemistry	AAB	Strong profile to include English, Maths and Science
Pharmacy QUB	Chemistry and at least one from Biology, Maths, Physics	AAB inc Chemistry; Biology preferred to at least AS level	Strong profile including English, Maths and Science
Physiotherapy UU	One from Biology*, Maths, Chemistry or Physics	BBB HPAT	English, Maths and Science Grade C or above
Politics, Philosophy and Economics - QUB	None specified	AAA	Mathematics Grade B, English Grade C – strong profile
Product Design Engineering - QUB	Maths and one from Technology, Biology, Physics* or Chemistry	BBB – Maths and Physics preferred M.Eng - AAB	Grade C or above in English, Maths and Science
Psychology QUB	None specified	ABB	English and Maths grade C or above
Radiography (Diagnostic) UU	One from Maths, Chemistry, Physics or Biology	BBB HPAT	C in English & Maths; DA Science Grade BB
Social Work QUB	None specified	ABB – Voluntary Work essential	English & Maths Grade C or above
Speech and Language Therapy UU	1 from English, Maths, Science, Languages H&S Care, Geography	BBB HPAT	English, Maths & Science Grade C or above
Veterinary Science (GB)	Chemistry, Biology and preferably one from Maths or Physics	AAA + A/B in 4th AS Level	Very Strong GCSE Profile - Extensive Work Experience

**GCSE English Language (Minimum Grade C) or equivalent is a prerequisite for entry to all university courses throughout the UK.**

**HPAT** – Health Professional Aptitude Test  
**UKCAT** – UK Clinical Aptitude Test

**QUB** – Queens University Belfast  
**UU** – Ulster University

# Religious Education Programme

Religious Education continues to be progressive and creative in its approach to faith and community building and offers students the opportunity to develop spiritually and to nurture positive attitudes and values. It is complemented by weekly assemblies and annual retreats and it is supported by the school chaplain. In Year 13, all students are given the opportunity to participate in the Pope John Paul II Awards. The Year 13 R.E Programme offers a wide range of speakers on moral and religious issues.



## Pope John Paul II Award

12th annual ceremony. 4th February 2019 - Millennium Forum, Derry  
Keynote speaker – Archbishop Grzegorz Rys (Archbishop of Lodz, Poland)  
47 students achieved the Award this year.

In Year 13, all students are given the opportunity to participate in the Pope John Paul II Awards. The Pope John Paul II Award was created to commemorate a Pope who was committed to young people. Through the Award, students are enabled to take an active part in parish life and to develop community links through the Outreach Programmes in the R.E. Department. The Award acknowledges the leadership potential of young, adult Christians. It is an award given by the Diocese for service both to the local community and to the parish.



Sr Anne Kilroy and Norma share their experiences of working with asylum seekers and refugees at the Year 13 RE Programme.

# Outreach Programme

## Arvalee School and Resource Centre

"In our first term we planned and delivered an interactive game explaining the situation of Refugees in many parts of the world. I enjoyed delivering this with the others in our group to Year 10s during a Wednesday PD session. At the minute we are planning fun sessions for our Arvalee link. I can't wait to meet my Arvalee friend. We have lots of different activities planned."



Aine Coyle Year 13



Post 16 Students on Outreach programme with students from Arvalee

## Outreach to the Elderly, Hillbank Fold

"Every Friday we visit the residents in the local Fold, this experience has been super rewarding to date. I have met some incredible people with different stories and narratives to tell. It is so rewarding to know that our presence is making a difference and that for many of the residents our visits characterised by great buzz and excitement is the highlight of their week. Involvement in this outreach programme is a learning experience which I am truly glad I am part of. The visits develop my awareness and allow me to grow as a person, and I am so excited to continue my experience in the fold!"

Shauna Gallagher Year 13



Post 16 Students visit Hillbank Fold, as part of Outreach Programme.

## Faith links with Holy Family Primary School

“One option in the Year 13 Outreach Programme is to become a Faith Friend to a child in Primary 7 at Holy Family Primary School as they prepare to make the Sacrament of Confirmation.

It involves going to the Primary School regularly to visit with the children and during this time you and your P7 Friend will build up a friendship and by completing worksheets you will guide, instruct and share with them about the importance of Confirmation.

One of our current Year 13 students,

Una Mc Glinchey, says that “I feel very privileged to be a part of this journey in their faith. I hope to inspire them to have confidence in themselves and to be open minded, not only with regard to their faith, but in all aspects of life. I have thoroughly enjoyed building up a friendship with these Primary 7 children and I am eager to continue with this programme.”



Year 13 student with 2 P.4 pupils from Holy Family Primary School preparing for First Holy Communion through the Faith Friends Programme

## Saint Vincent de Paul: SVP

“My name is Catherine Mallon and I am a member of SVP Youth Conference in Loreto. This volunteering opportunity has allowed me to help local families and I have loved being part of it. I have taken part in many activities, such as bag packing and selling items at the SVP Annual Sale. I have learned so many skills, such as communication, leadership and empathy. The importance of campaigning and seeking justice for every human being is a lesson that I have learned from participating in this group.



SVP Loreto Christmas Hamper Collection

Catherine Mallon  
Year 13 SVP Youth Group



SVP Loreto Christmas Hamper Collection



Members of Year 13 SVP organise a Christmas Toy Appeal for families



## JPIC: Justice, Peace and Integrity of Creation



*"Be lovers of truth and doers of justice"*

Mary Ward

The values of justice, peace and the integrity of creation are promoted in Loreto. Social justice is a core element of the Loreto Mission – students should be ‘active citizens for change.’

The aim of development education is to increase awareness about the root causes of local and global poverty and injustice and to find meaningful ways to take action for change.

The JPIC group was set up in 2007 and so far has focused on raising awareness of issues such as the Millennium Development Goals, Fair Trade, the Trocaire Global Gift Campaign, Child Labour, Animal Rights, Human Trafficking, Homelessness, Climate Change, Environmental issues, Gender Equality and Poverty. A JPIC group, made up of Years 8 to 14 students, meet weekly at lunchtime with the aim of raising awareness in our school community about injustice issues throughout the world and what we can do help.

Year 14 Senior Prefect, Roisin McKenna and the Justice Prefects, lead this group and are assisted by Year 13 Mentors. They support students from Years 8-12 and they collaborate in whole school initiatives

2017-2018 JPIC [Justice and Peace] Group has been established, led by Justice Prefects.

### Year 14

**Rebecca Baxter**  
**Aoibhin McElholm**  
**Ella Baxter**  
**Maria McLaughlin**  
**Niamh Loughrey**

### Year 13

**Aoife Conway**  
**Erin Eves**  
**Brionna Gormley**  
**Eilish Maguire**  
**Seana Martin**  
**Zara McCrystal**  
**Nicole Sharkey**

## Senior Prefect – Roisin McKenna

I was appointed the leadership role of JPIC Senior Prefect for the 2018-19 school year. As a student who has a profound passion for the social, economic, political and religious justice in today’s world, I thrived in this position and strived to make an impact through hosting weekly meetings, educating the student body on local and worldwide issues and fundraising. Issues that would be researched and studied included poverty, equality, plastic pollution, homelessness, and global warming and through presentations to the different year groups in the school, the students were constantly involved.



My amazing experience as a JPIC Senior Prefect has been massively rewarding as I successfully contributed towards the education of the student body and community while enlightening and encouraging younger students to be successful ‘active citizens for change’.

## Loreto South Sudan

One key focus for our justice work is our sister school, Loreto Primary and Secondary School, Rumbek, South Sudan.

Under the leadership of Sister Orla Treacy, this school provides education to students in the Global South. We are proud supporters of our school in South Sudan.

We have supported the work of Sr. Orla and the Loreto Sisters by raising awareness of the issue of female education and raising much needed funds to support their work.

## Senior Leadership and Post 16 Fundraising Events

In October Year 14 had a "Think Pink" Day and Coffee Morning to raise funds for Cancer Focus NI.

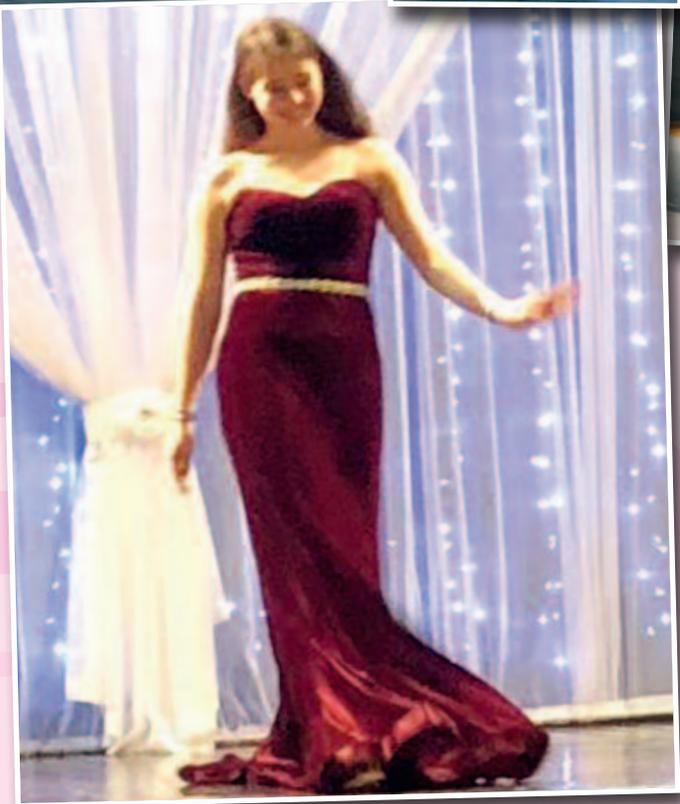
Post 16 Prefects Seana Martin and Emma Mc Gurren led the initiative, a total of £350 was raised and presented to Fundraising Officer Barbara Long, Cancer Focus NI through the Frances Lilly Forget Me Not Fund. Barbara Long delivered a presentation to Year 14 on Cancer Focus NI and how the money raised is used to develop research and resources to support those affected by cancer in Northern Ireland.

Prior to fundraising event, Judith West for the Cancer Prevention Team, Cancer Focus NI presented a "Be Body Aware" information session to Year 14 with a particular focus on Breast Cancer Awareness: facts, figures, signs, symptoms and advice on prevention.



# School Formal Fashion Show

The Senior Leadership Team also organised our traditional Formal Fashion Show in December 2018 in aid of Loreto Sudan. A total of £109 was raised.





# Loreto Camps Cambodia July 2019

6 pupils and 1 classroom assistant from Loreto Grammar School are preparing for 4 week Camps International expedition to Cambodia during the summer of 2019. "This expedition will allow students to live alongside rural communities and work on projects which could include helping to build classrooms, community centres, combating deforestation or protecting wildlife. Since Camps International started running expeditions in 2002, over 22,000 students have travelled with them from around the world. These students have collectively completed over 80,000 weeks of volunteering, worked on truly inspirational projects which have positively impacted on the lives of over 103,000 people". The cost of the expedition is £4, 000 and pupils are encouraged to fundraise between 50% and 75% through community projects and ventures. The money raised will be used for community projects in Cambodia.

My name is Lisa Denton and I am part of the Cambodia team- a group of six girls venturing to Cambodia to do project work for one month in July 2019.

The main reason I wanted to get involved in this amazing project was so I could improve the lives of the less fortunate. The first thing that struck me about Cambodia was that approximately only 31% of children have access to education. For myself, I find that having a good school to go to is taken for granted by many in our generation, but we should appreciate that this is not the case for every child around the world. As part of our journey to Cambodia, the team and I are going to help build a school for the children as this will help them to achieve their dreams and lifetime ambitions. We will also be involved in planting trees to combat deforestation in the Cambodian Rainforests and protecting wildlife species by cleaning up beaches to preserve animal habitats. The girls and I are fundraising about 75% of the costs that will go towards our work in Cambodia.

You have probably already seen us around the school selling raffle tickets for hampers, but one of the first fundraisers I did to raise money for this was by doing a coffee morning with my friend Zara, who is also going to Cambodia. We were amazed by the generosity of the people in our community who helped us raise over £1400 in just a few hours!

I think I speak for the whole team when I say that people really do come together to support a great cause. We could not be more pleased to say that we are part of this life-changing experience and I can't wait to make a difference to the lives of other people. In the words of David Attenborough at the UN climate talks in Poland,

***"Together we can make real change happen."***

Saum Arkoun (Thank you)





## Loreto to Lusaka October 2018

It has been one year since the Loreto to Lusaka outreach programme was formed and 15 girls alongside 6 leaders embarked on a journey which would change their lives and the lives of many others. In total the group raised £37,000 through donations, sponsorships and many fundraising activities including Zambia bands, fashion shows, coffee mornings, raffles and even curry nights. When the fundraising was complete, it was time to go on an adventure of a lifetime.

The group spent most of their time at St Theresa Parish where the school they were helping to resource was situated, as well as the SEN centre. While there, the team painted most of the school, resourced The SEN centre and painted a mural at the centre of a tree and placed the handprints of themselves and those attending the SEN centre on it.

The team visited the Chainda compound in a slum area and witnessed the greatest poverty they had ever seen. Those who lived there had absolutely nothing and the children ran around in bare feet; it was heart-breaking. One of the team's favourite places was the Marian Shrine Home of Joy, an orphanage for young girls in Africa. It was such a special place; a sanctuary surrounded with trees, filled with lovely girls. They welcomed us with a concert and sang our national anthem, it was so impressive! We donated clothes, jewellery and toys which brought such joy and happiness to all of the children. We painted a tree mural here also with the handprints of the young girls on it, it was so special.

While in Africa the team also visited other parishes, an elephant orphanage, a mother and baby clinic, the markets and much more.

When we returned from this life changing trip., we shared our stories and memories within our school and local community. We have come back with a new outlook on life and an appreciation for the little things. The Spirit of Paul Mc Girr Foundation is still working on the project in Lusaka which is going from strength to strength. The school has opened, a number of classrooms completed and great progress has been made.

Hannah Mc Garrity (Year 14)



The school has opened, the surrounding area has been levelled and three classrooms completed.

# New initiatives led by Senior Leadership Team 2018-2019

## Be Bold, Be Fearless, Believe

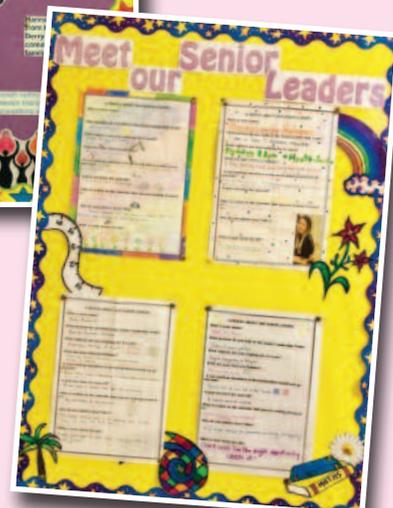
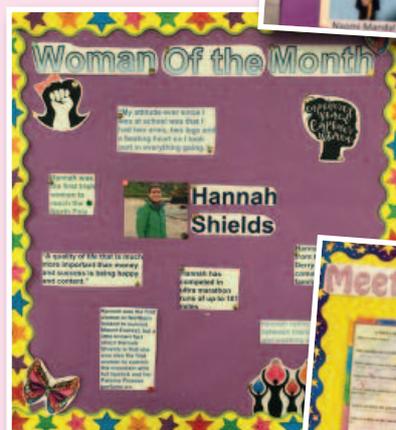
The Senior Leadership Team launched a motto for the school, 'Be Bold, Be Fearless, Believe'. The Head Girl and Deputy Head girls reinforced this at Junior Assemblies and The Board of Governors Meeting. It was put in place in order to empower the students. Through this motto we motivated and encouraged the pupils of Loreto to 'Be Bold' when trying new things. We wanted to encourage students to welcome new experiences and challenges. We recognised that challenges were unavoidable but how we deal with those challenges is very important. When faced with an obstacle, you must persist and 'be fearless' in order to overcome this. Our final message we relayed at assembly was to have self-belief. We fully recognise the power of self-belief and we strived to ensure our pupils believed in their skills and abilities. When you believe you can, nothing is impossible!

## House Challenge

The Health and Well-Being Team launched a new initiative this academic year. This initiative has become known as 'The House Challenge'. Each house has a class group from year 8, 9 and 10 and they are assigned names. 8A1, 9A1 and 10A1 have become known as 'Onederful', A2 groups are named twoeriffic, A3 are threemendous, A4 are fourtastic and A5 are fiveabulous. Each class has a house captain, a student from the Health and Well-being team in year 14 and one vice-captain from each class for each house. This initiative has been extremely successful and has motivated the girls to achieve house points through, taking part in extracurricular activities, acts of kindness and completing work to a high standard. At the end of the school year, the winning house will be awarded a surprise trip.

## Woman of the Month

The Head Girl and Deputy Head Girls have introduced a woman of the month initiative. Each month a woman is recognised for their achievements and contribution to society. We recognise this woman as someone who will inspire and motivate other young women to achieve their goals. We celebrate their achievements and identify this woman as a role model for our students.



## Personal Development Programme and Weekly Year group Assemblies

The Personal Development Programme is based on the 3 key concepts of Personal Development, as outlined in core curriculum guidance: Self Awareness / Self-Management, Personal Safety / Personal Health and Relationships. The design of each programme mirrors the focus of each Year group motto:

**Year 13: OMG – “Organise, Manage, Grow”,**  
**Year 14: LOL – “Life Outside Loreto”**



Angela Mc Goldrick and Dr Kevin Moore from the Order of Malta accept a donation from Year 14



Clear messages from New driver NI to inform students about road safety



Claire and Helena from TEREX speak with pupils about STEM opportunities



Judith from Cancer Focus NI speaks to Year 14 about being 'Body Aware'



Gavin Connolly from Volunteer Now speaks with Year 13 about the benefits of volunteering



Julie Donaghy from the Education Authority speaks with Year 13 about leadership opportunities



Mark and Arlene Sproule launch accredited training for Post 16 in self-defence and conflict management

# Leadership Experience in Loreto

## Senior Leadership Team

Leadership development and formation is an integral part of the educational experience at Loreto. We seek to develop dynamic student leaders in Year 14 with "heart", wisdom, vision, the will to influence and bring about change in the school community through a meaningful role of responsibility on the Senior Leadership Team.

A team of enthusiastic, energetic, committed Year 14 students lead by example in the following positions and assist the Senior Management and Staff in the smooth running of the school:

## Senior Leadership Team POSTS

- Head Girl
- Deputy Head Girls
- Senior Prefects
- Pastoral Monitors
- Sports Prefects
- Public Relations Prefects
- Literacy Prefects
- Environment Prefects
- Justice & Peace Prefects
- Health Promotion Prefects
- Post 16 Prefects

## Examples of SENIOR LEADERSHIP TEAM ROLES

### Head Girl

The Head Girl leads the students in Loreto Grammar School, and is an outstanding role model in attitude, behaviour, punctuality, attendance and school regulations. She co-ordinates the Senior Leadership Team, is a representative at school functions and liturgies and works closely with the Senior Management Team.

### Deputy Head Girls

The two Deputy Head Girls assist the Head Girl in leading the students and coordinating the Senior Leadership Team. They are outstanding role models, are representatives at school functions and liturgies and work closely with the Head Girl and Senior Management Team.

### Senior Prefects

They are committed leaders and excellent role models for a designated Year Group or area of responsibility. They work closely with the Head Girl, and designated teacher leading the identified area.

### Pastoral Monitors

Caring, committed leaders and excellent role models for a designated Form Class with whom they establish a pastoral relationship based on trust and sharing, promoting and nurturing the class spirit. They work closely with the Head of Pastoral Care, Senior Prefect, Head of Year and Form Teacher.

### Public Relations Prefects

The P.R. team members excel in hospitality and management at all formal school functions. The students are trained how to greet and receive guests and visitors and present a positive public image of the school at events such as Open Nights and Prize Giving. They work closely with the Public Relations Officer and the Senior Management Team.

### Sports Captain

A sporting role model for all students, promoting and demonstrating active participation, skills and interest in the area of Sport and Recreation in school life. The Sports Captain co-ordinates the Games Team and works closely with the Head of P.E

# Pupils' Leadership Experience

"Having the privilege to be named Head Girl of Loreto has been a wonderfully humbling experience that I will cherish forever. As this role has been a personal goal for me since first year, every day is as exciting as the one before and every challenge set I discover new skill. This role has showed me the importance of working in a team and for that I have to thank my fabulous team of prefects and wonderful deputies. The role has also shown me how to be a strong leader. Being a member of the Senior Leadership Team has been an invaluable experience that will serve me well in my future endeavours. As I come to the end of my time here in Loreto I can say without doubt that this has been an amazing experience and I am so blessed to go down in history as one of Loreto's Head girls."

Aoife Mc Girr, Head Girl 2018-2019



"Being Head Girl has been the most fulfilling and gratifying experience of my life! I cannot deny that it has not been without challenge, but I found myself being able to overcome adversity with the help of the wonderful Deputies, and by doing so, growing in confidence every single day. One of the most important lessons I have learned in Loreto, is to have the courage to throw yourself at the unknown, because you never know where you might land and how many new talents you will pick up along the way. I look forward to leading school projects and assemblies and being able to

give something back to this incredible school. Without doubt, being a member of the Senior Leadership Team and having the opportunity to make so many unique and beautiful friendships, has been a privilege and will be one of my fondest memories. The extraordinary thing about life is that nothing lasts forever, and as my time as Head Girl draws to a close, I hope that by leading the students in Loreto, I have been able to leave a lasting impression of positivity, joy and happiness, all of which I have gained in my role!

Emma Denton, Head Girl 2017-2018

"Being Head Girl and leader of the students in Loreto is a great honour. It is a diverse, exciting and enjoyable role. So far, my personal highlight has been cutting my hair and fundraising for the Little Princess Trust. I have been able to get involved in so many aspects of school life in Loreto, from open nights to assemblies and fundraisers. Along with my 3 deputies and the rest of the

senior leadership team, we take care of the younger students in the school. This is both a challenging and rewarding responsibility. Joining the senior leadership team is just one of the many opportunities available to you at Post 16 and I would really encourage all of you to consider applying for one of the many roles"

Anna Flanagan, Head Girl 2016-2017



Taking on the role of Head Girl has been an experience that I will carry with me long after I leave Loreto. It has given me wonderful and unique opportunities, such as leading a team of talented and dedicated prefects and being a representative for our school. Working closely with senior staff has been a complete privilege and I have learned valuable lessons about the importance of team work and commitment. Throughout our time as student leaders, I

have witnessed my deputies and I develop our skills and abilities, while maturing into young leaders. As I prepare to leave Loreto, I feel I have gained knowledge on the importance of dedication, team work and leadership. Thank you, Loreto, for this opportunity to show how I can contribute and make a difference to the school community. It has been wonderful."

Sinead McAleer, Head Girl 2015-2016

# Extra-Curricular Activities and Opportunities

## Sport opportunities and experiences at Post 16

Hello everyone! My name is Enya Haigney, and I am Loreto's Sports Captain for the academic year of 2018/2019. With the help of my Sports Team, I have made it my mission to promote sports within Loreto, and encourage students to get involved in school activities, as well as giving athletes within our school their well-deserved recognition for their sporting achievements throughout the year.

Loreto offers countless opportunities to get involved in all different types of sporting activities within the school environment. There really is a sport for everyone here at Loreto; with our sporting achievements ranging from Gaelic football to horse-riding, athletics to judo, netball to taekwondo and many, many more! Even those not involved in sport teams can still prove their sporting excellence through our PE classes, as our classes sample different types of sports throughout the year, including hockey, yoga, badminton and dodgeball.

During my time at Loreto, my school has helped me achieve things in my sport that I never would have

dreamed of, including representing my country four times, in countries such as Wales, England, Scotland, and even as far as Italy. Sports within Loreto has helped me gain confidence and has given me lifelong friends with whom I have shared experiences with that I will never forget. I would strongly advise any pupil within Loreto to get involved in some form of sporting activity within our school, as the achievements and memories gained will last a life time.

Enya Haigney



## Sports and Success at Post 16



Yr 14 Aimee Daly – Ulster schools  
All-star for Gaelic



Senior girls – first at E district

## A wealth of extra curricular opportunities at Post 16!

### Student Council

The Council enables students to become more actively involved in all aspects of their school life. Representatives on the council are elected annually from each year group and they consult widely with students on ways to make Loreto an even better place to learn. This group liaise with the Senior Management on emerging proposals.



**Year 13**  
 Katelyn Kirk,  
 Ellie Trench-Morris,  
 Elise Murray

**Year 14**  
 Aoife McGirr,  
 Brianna Gormley,  
 Hannah Garrity

### Young Enterprise 2018-2019

#### Young Enterprise Company Programme

The Young Enterprise group provides Year 13 students with the opportunity to experience the highs and lows of an everyday business by running a real business and working under the guidance of external advisors from the local business community. The Young Enterprise aim of "Learning by Doing" is very evident throughout the Company Programme with a strong emphasis on the importance of teamwork; and listening to and respecting the ideas and opinions of others. It allows participating students to develop life skills and demands the use of initiative. The company also competes against the other schools in the district at externally judged trade fairs. Loreto Grammar School has built up a very strong tradition of success in this area of the programme.

In Loreto Omagh the Young Enterprise Company Programme inspires and equips our students to learn and succeed through enterprise. In a busy, active and thoroughly enjoyable scheme we have a long history of success throughout the years having held the Sperrin and Lakeland Area Winning Company achievement and runner up position in Northern Ireland. The programme is not limited to Business Studies students, in fact it is of benefit to anyone wanting to enhance their skills base and get the taste of the life of a Director of a business.

#### Young Enterprise Company

Our Young Enterprise company, Bambeco, is dedicated to reducing the amount of plastic we use by selling and promoting reusable bamboo travel mugs and lunch boxes. We created custom tags to add a touch of personality to our products, and we have enjoyed selling our products at Omagh Trade Fair, St. George's Market, Belfast, and to the students in our school."

#### The team members:

- Aoibheann Gill
- Clara-Jayne Garrity
- Alina Duncan
- Aoife Eanetta
- Ciara Winters
- Éile Smith
- Eimear Hagan
- Katy Doherty
- Nicole-Rose McGirr
- Orla Murphy
- Rosie McBrien
- Shauna Gallagher
- Caoimhe McLaughlin
- Orla McGovern
- Ciara McCrory
- Aisling McCrory
- Bronagh Grimes
- Shakira McCann
- Hannah Sheerin
- Holly McWilliams
- Kathy McCorkell
- Áine McGeehan
- Ashlynn Doncaster
- Jodie Walmsley
- Aoibheann McCance



Young Enterprise Team in business!



Young Enterprise Product

## The Loreto School Choir



The Loreto Grammar School Choir

In 2016, Loreto Grammar School's Senior Choir arrived back triumphant from their trip to the Youth Choir Festival in Prague having won the Girls' Choir Competition. They achieved the highest accolade of a Gold Award. Choirs from around the world travelled to participate in the Young Prague Festival and Loreto Grammar, Omagh was the only choir from the U.K. and Ireland to win their competition and achieve the Gold Award. Conducted by Mr Gerard Bradley, the choir performed five songs, accapella.

Other notable achievements by the choir over the past academic year were

- Loreto Choir Omagh hosted a Celebration last February for six different Loreto schools in the Sacred Heart Church. (Feb 2016)
- Radio Ulster Broadcast with John Anderson Show April 2016
- Senior choir were later featured singing 'Joyful Joyful' at the Amazing The Space (Sept 2016) In the Maze, Lisburn in front of an audience of 3000.
- Joint first Place in the National Schools competition out of ten choirs from Ireland and England, at Derry Choral Fest (Oct 2016)

The Senior Choir will return to Prague in March 2019 to compete in the Young Prague Festival.



*"As a member of the Senior Choir I have the privilege this year to travel to the golden city of Prague, to perform in the Jazz section of the Young Bohemia*

*Festival. In preparation for this prestigious event and hoping to recapture former glories experienced by previous Loreto Senior Choirs. We rehearse as a whole choir every Thursday after school which has been the tradition since our musical maestro Mr Bradley graced Loreto with his expertise and dynamic enthusiasm for music 29 years ago. But even though a choir performs as one there are four sections which will gloriously unify on Friday the 22nd of March when we take to the stage in front of other choirs from around the world to represent not only Loreto, but*

*Ireland. Our repertoire includes the melodic Amazing Grace, finger snapping When I Sing, tender Embraceable You, uplifting Heaven Somewhere and romantic My Funny Valentine. Being a member of the senior choir demands commitment, passion and a willingness to let go and let the music take you from America's deep south to the serenity of church, to even Main Street in a cold December day when we entertained Omagh's busy shoppers while fundraising for our forthcoming trip. Apart from the sense of camaraderie and the anticipation of taking part in the festival parade, I am particularly excited about carrying on the Loreto tradition of singing acapella on the Charles Bridge and hopefully the citizens of Prague will 'feel a lot better when we sing!'*

Tara Lynne O'Neill – 13

## Mandarin Chinese at Loreto

"Ever since the beginning of my journey of learning Mandarin Chinese in first year, I have been awarded with an endless amount of amazing opportunities and a great amount of satisfaction. Being one of the most difficult languages in the world, learning Chinese has shown me that anything can be achieved through hard work. Last year, I participated in the hsbc mandarin speaking competition, competing both in a group with other students from Loreto and individually at intermediate level. Being the first year of the competition being brought to Northern Ireland, I managed to win the heat at the highest level and participate in the final at the British museum in London. Additionally, I got the opportunity to travel to Shanghai to represent the UK with four other students during

the summer, giving me a deeper passion for language learning and the Chinese culture. Through the school I have been able to sit my HSK 4 exam which is equivalent to higher than a GCSE qualification, which has provided me with the skills of determination and motivation to continually learn. I'm planning on studying Chinese with additional languages at university, and hopefully becoming a translator in the future. I have done many speeches within school and at South West College to encourage others to start learning Chinese and appreciate its beautiful culture. There's no doubt that my life would not be as interesting nor fulfilling without Chinese in it."

Chelsea Mc Elroy



Chelsea with Vice Principal Mrs Turbitt and Mr Zhu Gongquan, Mandarin Tutor

# Public Speaking & Life Skills

## Public Speaking at Post 16

Public Speaking enhances communication skills, develops confidence and presentational expertise. Pupils learn to formulate a persuasive argument and deliver a speech using an engaging and varied tone, pace and volume. They learn to use facial expression and body language to persuade their audience to agree with their ideas. Public Speaking is a valuable asset for the future as it is a wonderful way to improve interview performance. Public Speaking experience is valued by potential employers and it offers students the skills to influence decisions and motivate change.

The girls have a wide variety of opportunities throughout the year to compete in a range of Public Speaking /Debating Competitions.

### Other competitions include:

- An internal school Loreto Public Speaking Competition
- The Environmental Youth Speak Competition
- The Mary Ward Public Speaking Competition



## The Knights of Columbanus Public Speaking Competition

Two teams entered the competition.

The girls who competed in the Loreto heat were:  
Eimear Hagan / Katelyn Kirk / Caoimhe Mc Loughlin

The girls who competed in the CBS heat were:  
Rachel Grainger / Megan McAnea / Meabh 'O' Neil.

Both groups produced excellent speeches which were delivered with passion, style, and confidence. They were very engaging and informative.

## Life skills

As part of our Post 16 developing life skills programme, Year 14 pupils registered for a twilight accredited First Aid course, facilitated by Western Emergency Skills Training.



First Aid Training with Dr Kevin Moore



Year 14 receive First Aid Certificates

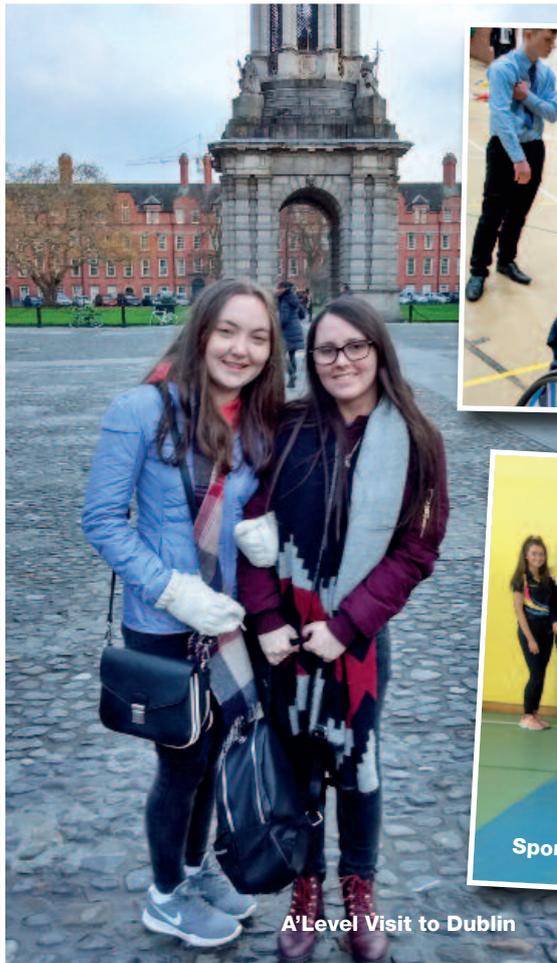
## Shared Education Signature Project

As part of the Shared Education Signature Project, partnership schools in Omagh are delivering a shared education programme.

“Equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion; and the efficient and effective use of resources”.



**Events:** Strule Student Council Visit,  
 BTEC Fitness Testing  
 Sport's Leadership Training  
 Boccia Competition  
 Education to Enterprise  
 History Project - Trip to Dublin  
 Home Economics - Cook Book



A'Level Visit to Dublin



BTEC Fun Fitness



Sports Disability NI



Minority Sports



# Extra-Curricular Activities in Loreto for Post 16

In keeping with the aims of Loreto Grammar School a wide range and variety of extra-curricular activities have been established, in which teacher and student involvement are appreciated in enhancing the sense of belonging to and outreach to the community. A list of current extra-curricular activities is outlined below.

Accelerated Reading Literacy Initiative	Year 8	Netball Junior	Year 10
Assertive Mentoring	All Year Groups	Netball Intermediate	Year 11 & 12
Athletics – cross country, indoor athletics, track and field	All Year Groups	Netball Senior	Year 13 & 14
Book Fair	All Year Groups	Number Day - NSPCC	Years 8-12
Camp International Expedition to Cambodia 2019	Years 11-13	Paediatric First Aid	Year 14
Chamber Choir	Years 10-14	Pioneer Group	Years 8-14
Choir Senior Students	Years 10-14	Politics Club	Years 8 & 9
Choir Junior Students	Years 8-10	Pope John Paul II Award	Year 13
Code Club	Years 8-10	Prayer Group	All Year Groups
Creative Writing Competitions	All Year Groups	Primary School Art Programme	Year 13
Debating Group	Years 11- 14	Public Speaking	All Year Groups
Eco - Group	All year Groups	Reading Club	Years 8-10
Equestrian Team	All Year Groups	Reading Partnership Programme	Years 8-12
Faith Team	Year 13	School's Fantasy League	All Year Groups
French Vidéothèque	All Year Groups	SENTINUS Robotics Roadshow	Year 9
French Speaking Club	Year 13	Social Skills	All Year Groups
Gaelic Year 8	Year 8	SocSwat	Year 13
Gaelic Under 20; Under 16; Under 14	Years 9 -14	South West College / Hanban Mandarin Chinese	Years 9-13
Heart Start	Year 8	St. Vincent de Paul Youth Conference	Year 13
Home Economics Seasonal Cookery Clubs	Years 8-10	Spelling Bee	Year 10
Homework Club	All Year Groups	String & Woodwind Ensembles	All Year Groups
Ingenious Female Student Awards	Year 13	Student Council Representatives	All Year Groups
Irish Club	Year 8	West Tyrone Feis – Poetry, Prose,	All Year Groups
Irish Inter-Schools' Quizzes	Years 10 & 11	Singing and Irish sections	
Irish Peer Teaching Led	Years 8-9	World Book Day	Years 8-10
Irish Traditional Music Group	All Year Groups	World Maths Day	Years 8-10
JPIC Group (Justice, Peace & Integrity of Creation)	All Year Groups	Year Group Ambassador Project	All Year Groups
Key Stage 3 Christmas Craft Fair	Years 9-10	Young Enterprise	Year 13
Literacy Prefects	Year 14	The EA Western Area provides peripatetic tutors.	All Year Groups
Liturgy Group	All Year Groups		
Maths Challenge - Junior (JMC – Leeds University)	Years 8-10	Currently we avail of the services of the Tutors for Strings, Woodwind, Voice, Guitar, Piano and Percussion. They operate a rotating timetable so that students do not miss the same class each week.	
Maths Challenge - Intermediate (JMC – Leeds University)	Years 11 & 12		
Netball Minor	Year 9		

New activities are added as the year progresses and new ideas emerge.

## Educational Visits

Art Galleries	Industries
Field Trips to geographical and historical locations	Museums
Inter schools Conferences	Theatre
Foreign Countries: Italy, England, the USA, the Czech Republic and Cambodia	Universities and Colleges
Historical sites	Work Experience Placements with local and regional businesses

## Retreats

We recognise retreat experiences as an important part of our school life enhancing our curriculum provision. These are occasions when students are enabled to withdraw for a day, to find sacred space to reflect on life issues and to discover their value as children of God.

### In 2018/2019:

<b>Year 8</b>	Year Group Retreat with Parish Team	May 2019
<b>Year 9</b>	Pilgrimage	May 2019
<b>Year 10</b>	Clonard School Retreat Team, Belfast	Jan 2019
<b>Year 11</b>	Pure in Heart, Dublin	Nov 2018
<b>Year 12</b>	Diocesan Retreat Team	Jan 2019
<b>Year 13</b>	Pure in Heart, Dublin	Nov 2018
<b>Year 14</b>	Leavers' Retreat	Sept 2018

# Pastoral Care Summary Policy

Full copies of all policies are available from the school office. In a Loreto school we accept the intrinsic pastoral nature of teaching. We recognise that the pastoral dimension is complementary to the academic and that both are necessary for effective learning and to enhance student progress. The school community expects that the relationships between students and students, students and staff, staff and staff are based on mutual respect, trust, caring and consideration for others, resulting in a highly motivated learning environment.

The Pastoral system exists to achieve the following aims:

- 1 To provide a safe, caring and supportive atmosphere for all members of the school community.
- 2 To be sensitive and responsive to the needs of individuals and to offer sympathetic, confidential guidance when required.
- 3 To provide a network of personal contacts for all members of the school community.
- 4 To monitor learning across the curriculum in order to support each student to achieve the maximum of her potential.
- 5 To empower students with the required social and interpersonal skills, experiences, knowledge and attitudes to develop as active, self-confident, responsible members of society.
- 6 To liaise with parents/guardians and appropriate external agencies to support individuals in all aspects of their education.
- 7 To promote high standards of behaviour and self-discipline. This is facilitated by the provision of a [Head of Pastoral Care](#), [Heads of Year and Form Teachers](#) who have special responsibility for the welfare and guidance of the students.
- 8 To create a stimulating and safe learning environment which acknowledges and respects the uniqueness, individuality and dignity of each pupil.

## Additional Provision and School Community Support

Induction   Senior Leadership Team   Anti-bullying Programme   Counselling Services

Student Council   Student Planner   Learning Mentor   Classroom Assistant   Teacher   Study Supervisor  
Learning Support Teacher   Senior Management Team   Special Educational Needs Co-ordinator   Friends

“Without a sense of caring, there can be no sense of community.”

Anthony J D'Angelo



## Assertive Mentoring:

Loreto's Assertive Mentoring Programme provides every pupil with the unique and individual opportunity to work on a one to one basis with a Mentor who wants to join in her journey to truly become the best that she can be... increasing confidence, self-esteem and overall learning and success!

# HOW TO SUCCEED

Some words of advice and encouragement from past Post 16 students

The work is different at A' Level so make sure you pick the right subjects and work hard in Year 13.

Join in activities and groups but do not forget you will also need good results in August – do not make any compromises with your grades.

Try your best at everything you do. I have found whatever you put into something you will always get it back.

Be in school, in class and on time!

Think ahead, think of what you want to do, where you want to be in two years' time – it will give you something to focus on and to reach for.

Do not give up at the first sign of difficulty – ask for help and keep reminding yourself why you are here.

Determination to do well and confidence in your own ability will help you to achieve your dreams – and try to stay calm!

Be a good friend and you will always have good friends.

I honestly think that exam success is determined by continuous work – instead of trying to revise everything in a short space of time.

Strive to achieve your personal best, do not compare your achievements with those of others – always be true to yourself.

Complete as many past papers as possible before the exam.

Be open to constructive criticism, and when you make a mistake, learn from it and avoid doing it again.

Use the exam board specifications when revising to ensure you cover everything.

Do every homework assigned by your teacher throughout the year.

Ensure you have an understanding of the topic at the time it is covered in class, if you do not, ask your teacher for help.

Take time out for yourself and relax. Take regular breaks and exercise regularly.

Make sure you get enough sleep and that you have a balanced diet.

Revise thoroughly for every class test throughout the year.

*Loreto....a wealth of experience,  
a wealth of opportunities.*

## ASPIRE HIGHER

Pupils are encouraged to use their Individual Learning Plans in subject areas, their “Aim, Plan, Achieve” and interviews with Form Teachers in Personal Development to review strengths, identify barriers to progress, set targets and plan effectively for improvement. Teacher feedback is central to support, progress and forward planning for students. All Post 16 students are encouraged to engage fully in independent learning and to avail of pupil support via resources or extra classes in order to reach their full potential:  
**“Every Day Counts”**

# EMA (Educational Maintenance Allowance) 2019/20

(Information correct at time of going to press.)

Students whose 16th birthday falls on or between 2nd July 2018 and 1st July 2019 are eligible to apply for an Educational Maintenance Allowance (EMA). This allowance is means tested. Students who are entitled to this allowance must fulfil the terms of a Learning Agreement and have full attendance at school. Students can receive an application form from their school at the end of June or they may download an application form from the Internet [www.nidirect.gov.uk](http://www.nidirect.gov.uk). Application forms are available from Spring 2019.

**Students are strongly advised to apply as soon as they are eligible regardless of where they decide to pursue their Post 16 education.**

Applications should be with EMA before the 30th September 2019. To be eligible for backdated payments, to the start of term, you must apply before this date. Payments will be backdated to the start of term by EMA, provided this deadline is met.

Once a student has applied for EMA and had her application accepted, the school is informed by the EMA Company. The school then confirms that the student is in attendance, punctual for class, making progress and adhering to the school code of conduct. The school can make allowance for absence due to circumstances beyond the student's control, such as bereavement. These circumstances should be made known to the school at the time. The student must keep an accurate record of her authorised and unauthorised absences, as this can be requested and checked at any time by the company that manages EMA.

Please visit our EMA stand to collect an information leaflet or speak to an EMA administrator.

EMA is paid directly into your bank or building society account.

Representatives from Local Banks are also in attendance to advise you on accounts.

## The facts about EMA

### What is it?

It is a fortnightly payment for Post 16 students designed to support and encourage students to focus on their education.

### How much is it?

£30 a week, with 2 additional £100 bonus payments per year, in January and June.

### How do I apply?

Complete an EMA application form and send it off as soon as you are eligible and before 30th September 2019. To be eligible for backdated payments, to the start of term, you must apply before this date. Contact school office or download form at [www.delni.gov.uk](http://www.delni.gov.uk)

### Where can I get more information?

Call 0300 200 7089

Email [ema\\_ni@slc.co.uk](mailto:ema_ni@slc.co.uk)

Canada

Peru

Ecuador

America

Ireland

Morocco

Gibraltar

Ghana

United

Spain

Kingdom

Sudan

Kenya

Tanzania

Italy

South  
Africa

Zambia

Nepal

Seychelles

Albania

India

Mauritius

Vietnam

Bangladesh

East Timor

Australia

*Loreto...*

*...a world wide network of schools*



# LORETO

Grammar School, Omagh

**Striving for Excellence  
- the Loreto way**

**Principal:**  
Mrs Gráinne T O'Hanlon B.Ed., M.Ed., P.Q.H.

Loreto Grammar School  
James Street  
Omagh  
BT78 1DL

**T:** 028 8224 3633  
**F:** 028 8225 1143

**W:** [www.loreto.gs.com](http://www.loreto.gs.com)  
**E:** [info@loreto.gs.omagh.ni.sch.uk](mailto:info@loreto.gs.omagh.ni.sch.uk)