

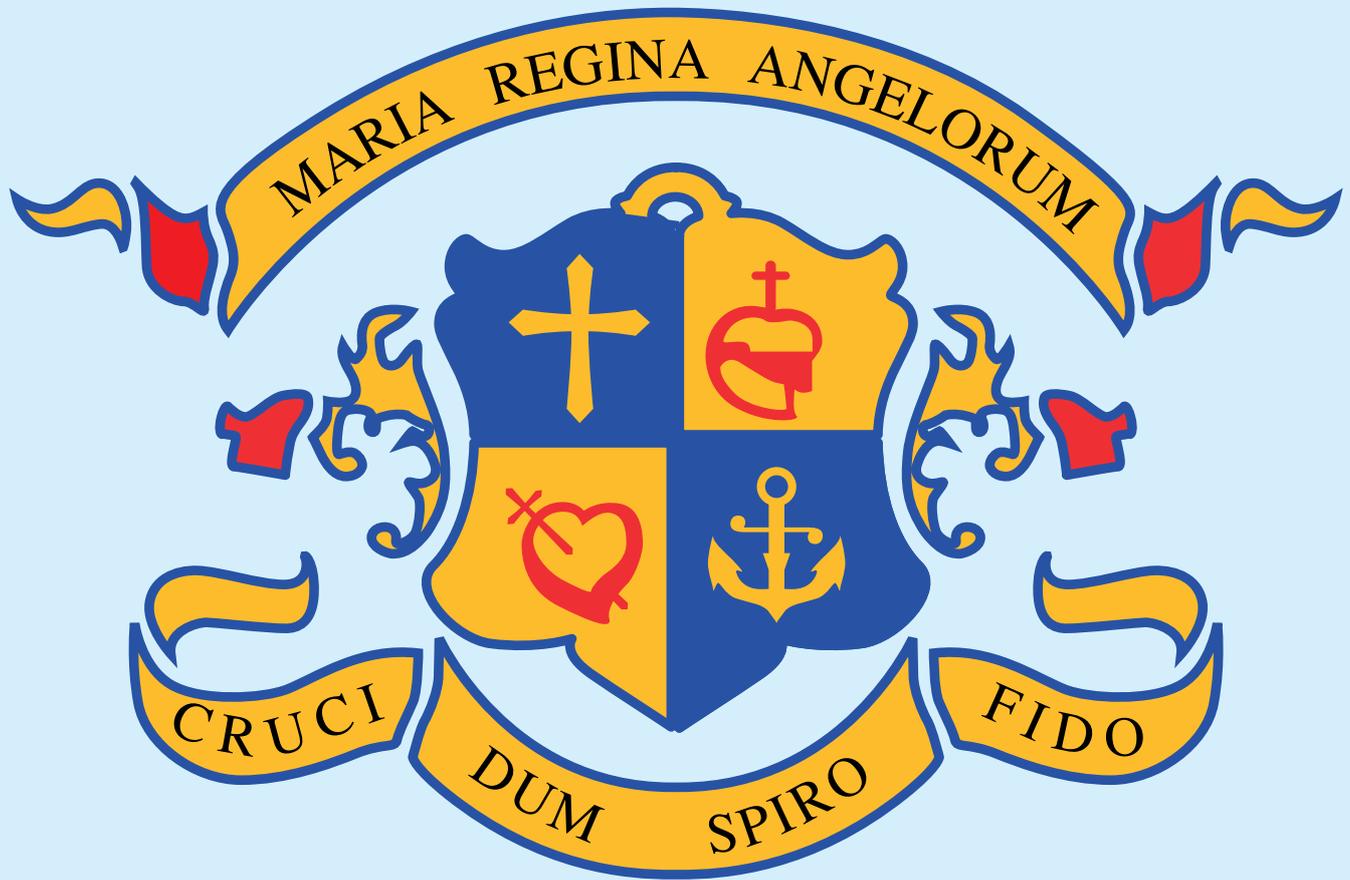


LORETO

Grammar School, Omagh



Post 16 Prospectus 20/21



LORETO

"Women in time will come to do much"

MARY WARD (1585-1645)

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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 2020 – June 2021 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. You have ambitions and a career ahead. We want to help make your dreams possible in this new decade of 2020.

Yours sincerely,

Mrs Gráinne T. O'Hanlon
PRINCIPAL



Principal Mrs O'Hanlon

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 Úna McGlinchey and I am honoured to have been appointed as Head Girl of Loreto Grammar School for this academic year. I believe that the empowering principles taught at Loreto have shaped me into the confident, poised young lady that I have always aspired to be. The countless opportunities and experiences I have gained throughout my time in secondary school have inspired me to be hard working, resilient and supportive of others.

I would like to extend a warm welcome to any external students who are considering transferring to Loreto for Post 16 level study, a prospect that may currently seem daunting. However, I can reassure you that Loreto's exceptional staff and pastoral team will help to ensure your seamless transition to Loreto and will always be available to guide and support you.

Only a few years ago, I was in your position, sorting through an overwhelming number of potential career pathways. This is an amazing opportunity for you to consider the wide variety of incredible subject choices that Loreto has to offer and gain greater insight into each subject's content. For those of you who have already come to a resolute decision about your A-Level choices, remember to keep an open mind and explore other subject areas, particularly those that are exclusive to A-Level study, or available in the Omagh Learning Community. This could reassure you that you have made the correct choice or may redirect you towards a different option. For those of you who are feeling lost and unsure, please do not despair. Loreto offers such a wonderful range of subjects at A-Level, there really is something for everyone. Take your time considering each subject individually and don't be afraid to approach the teachers and students at each stall for advice. For all students, ensure that you make a fully-informed decision, based on your own individual preferences.

Now in Year 14, I am continuing my Post 16 studies in Physics, Mathematics, Chemistry and Biology. While these Science and Numeracy based subjects prove to be very challenging, I can honestly say that I thoroughly enjoy my classes and would wholeheartedly recommend any one of these subjects to the curious and meticulous student who has the ability to grasp difficult concepts. No matter what combination of subjects you decide on, determination, hard work and commitment will be the key to success throughout your next two years of study, as

Senior Leadership Team 2019-2020



Head Girl, Una Mc Glinchey with Deputy Head Girls, Orla Murphy and Caoimhe Mc Loughlin

the course content and complexity increases drastically from GCSE. However, the teachers here at Loreto will be supportive of you every step of the way, to guide you towards fulfilment of your personal potential.

Post 16 is an exciting and dynamic period in Loreto, filled with new opportunities for personal development. In Year 13, every individual completes an Outreach Programme in the local community, in addition to volunteering opportunities, work experience and competitions that permeate into Year 14. Some examples include the Young Enterprise team, public speaking competitions, sports teams and student council, all of which play a massive part in contributing to our vibrant school community. In Year 13, I decided to participate in JPIC and uLink, as well as completing the Pope John Paul award, which were very fulfilling and rewarding experiences, and enhanced my sense of justice, my ability to support others and work as part of a team. Seizing these extra-curricular opportunities will allow you to personalise your final years at Loreto and I promise that you will truly enjoy the experience.

Overall, I wish you all the best of success in Post 16. It will be a new challenge for all of you, but I hope that you will embrace it and enjoy the journey. My best advice would be to work consistently throughout your two years and to believe in yourself. You can achieve anything you set your mind to. Success is a vehicle, which moves on wheels called hard work, but the journey is impossible without the fuel named self-confidence!

Head Girl – Una Mc Glinchey

The Transition to Year 13

Student Views

Making the transition from GCSE to Post 16 has been an exciting and enjoyable experience. I chose to study four subjects; Chemistry, Biology, Nutrition and Food Science and Religion. I find my subjects diverse, stimulating and highly engaging. I have found the study of A levels challenging and demanding but a worthwhile experience. I have become a more independent student and I have a greater understanding of how I can enhance my skills and knowledge. This year through the Aim, Plan, Achieve PD programme, I have set targets, reviewed progress and continue to strive to achieve my full potential. I have found our Year group assemblies motivating and thought provoking with different speakers on a weekly basis. This year I have formed new friendships with students in my new form class and my subjects. My advice to students making the transition to Post 16 is to stay open minded and broaden your horizons by connecting with new people and embracing new experiences. As an active member of the Senior Choir, I have thoroughly enjoyed participating in competitions, particularly our recent trip to Prague. I am looking forward to visiting Lourdes with the Religious Education department this summer. I know that you will enjoy your transition if you make informed decisions and embrace the challenge.

Ciara Diamond

The transition between GCSE and A Level was seamless. This new experience provided me with an opportunity to grow personally and develop academically. I chose four subjects; Maths, Chemistry, Business Studies and English Literature. Business Studies is a wonderful way of keeping up with current affairs and developing an understanding of the world around us. I find Chemistry interesting and this year I have developed my problem-solving skills. Maths has not always been my favourite subject but this year I have welcomed the relief of Maths as it helps balance my essay-based subjects. English Literature is one of my favourite subjects as I enjoy the interactive discussions about characters and themes. Post 16 at Loreto has offered me a wealth of opportunities to build my skillset outside the classroom. I have thoroughly enjoyed; the R.E programme, Loreto – The Voice and our weekly assemblies. Loreto will support me in making my dreams possible.

Lucy Mc Cullagh

In September 2019 I transferred to Loreto Grammar school to continue my Post-16 studies. The staff and girls at Loreto are very welcoming and immediately made me feel at ease and this has made what could have been a daunting experience much easier. I am currently studying 3 A-level subjects; Biology, Health and Social Care and BTEC Sport. I can honestly say that I thoroughly enjoy all of my subject choices. Post-16 study has given me the opportunity to develop the skills of time management, independent study and to challenge myself in all areas. The support which I have received from staff at Loreto during my transition and throughout this year has been amazing and this has made me feel more content and at ease with my decision to transfer schools. This has been a challenging but overall great experience for me.

Alicia Quinn

In September 2019, I transferred to Loreto Grammar School to continue my education. My Post 16 journey here has been an exciting and welcomed change in my academic career. I am studying History, Health and Social Care and Spanish. I am passionate about Spanish and I have thoroughly enjoyed progressing in this subject this year. I thoroughly enjoy the variety in my subjects and I know they will prove useful in my future career. Although moving school was daunting at first, I have found the transition smooth and enjoyable. I have met wonderful friends and I have felt supported by all of the lovely Loreto staff. This year I have become more independent and I am filled with determination to achieve my goals at A Level. I look forward to continuing my Post 16 journey at Loreto.

Clíodhna Gallagher



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 2020-21 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.

WJEC A Level Specification

In September 2019, Psychology moved to the Welsh Board as they offer a modular style course.



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:

Sociology (AS/A2) and Design and Technology (A2)

BTEC Sport is delivered in Loreto Grammar School

BTEC Children's Care, Learning and Development is delivered in Loreto Grammar School.

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

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

POST 16 SUBJECT CHOICES: LORETO 2020 - 2021

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 specification as outlined in CCEA, AQA, WJEC 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 2020-2021 will be dependent on pupil uptake in August 2020.

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2019-2020	Modular	Linear
www.aqa.org.uk			
	Sociology		✓
www.ccea.org.uk			
	Art and Design	✓	
	Biology	✓	
	Business Studies	✓	
	Chemistry	✓	
	Digital Technology	✓	
	English Literature	✓	
	<i>French (OLC)</i>	✓	
	<i>Further Mathematics (OLC)</i>	✓	
	Geography	✓	
	Government & Politics	✓	

EXAMINATION BOARDS (Continued)

Examination Board	Subjects offered/availed of by Year 13 Loreto Students 2019-2020	Modular	Linear
www.ccea.org.uk			
	Health and Social Care	✓	
	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	✓	
www.edexcel.org.uk			
	<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>	✓	
	BTEC Sport	✓	
	<i>BTEC Children's Care Learning and Development</i> (CPLD under consideration as alternative 2020)	✓	
WJEC			
	Psychology	✓	



Omagh Learning Community / (OLC)

Note:

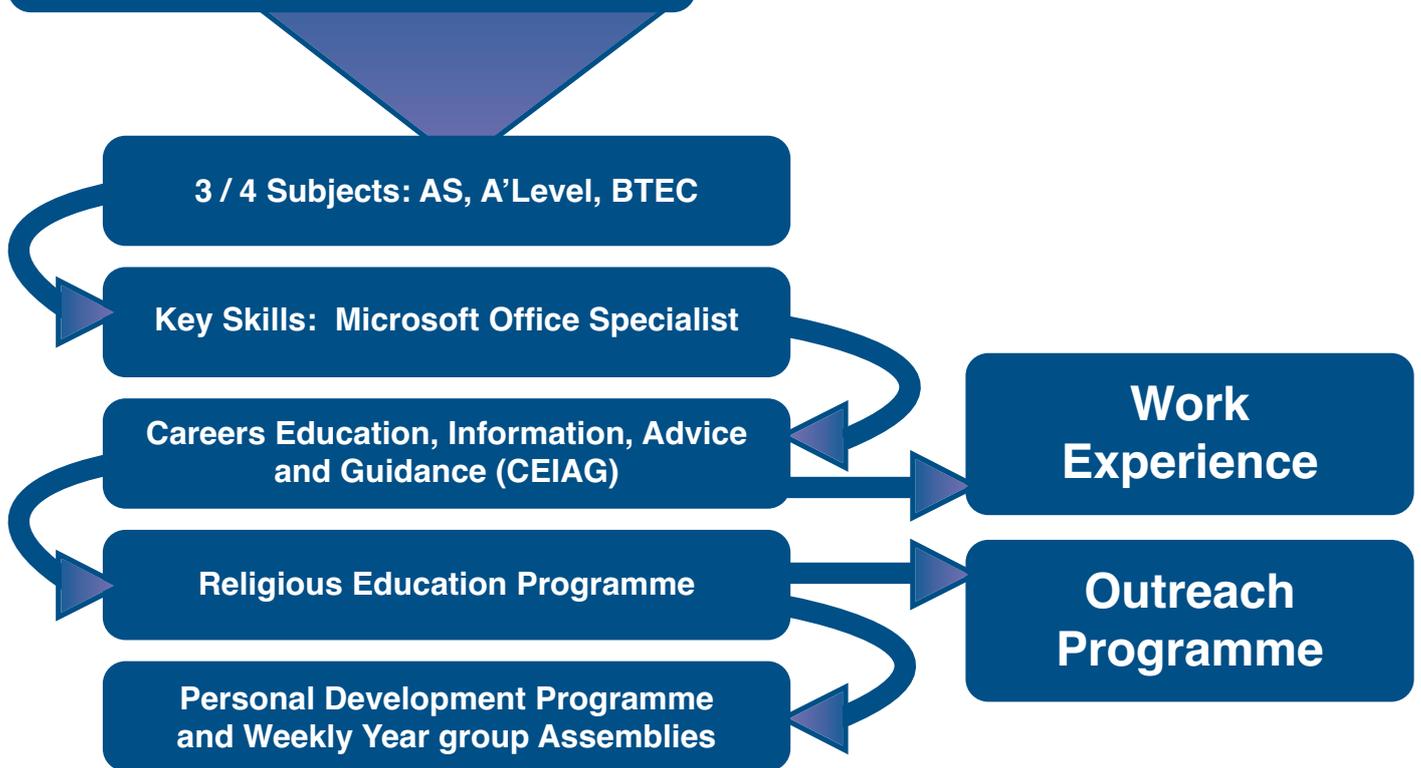
University Entry Requirements vary significantly. Please contact each University to check subject combination and qualification suitability carefully before applying. You must check the impact of Applied and General courses with each University.

In 2019-2020 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**



ART & DESIGN



Current Year 14 Art student exhibiting her work.



Examples of artwork



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)



This year, our talented Loreto artists, Alanna Gallagher and Hannah McGirr, are exhibiting their examination artwork in CCEA's prestigious 'True Colours' exhibition, at the Ulster Museum, Belfast.

Alanna skilfully illustrated a modern version of 'Little Red Riding Hood' and presented her artwork as a creative 3D book for her GCSE artwork and Hannah's contemporary style of photography mixed with her embroidery skills, sensitively captured her 'Teenage Disposition' theme, all presented in a show stopping installation with sound and video



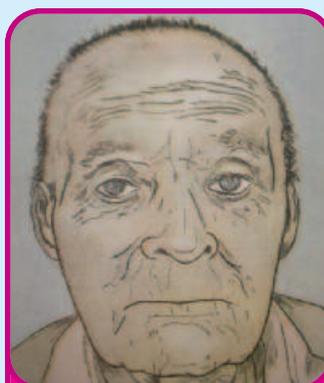
Post 16 students visit a local Art Gallery

"Studying Art and Design at A 'level has given me the opportunity to meet artists and designers. During this year, I have met and worked with local printmaker, Fionnuala O'Neill. I also attended a Careers talk by Caroline Baxter, a past pupil and award-winning fashion stylist. Both have made me more aware of the career opportunities open to me from studying this subject."

Alanna McAleer, Year 14



Printmaking Workshop



Example of Art work



Printmaking Workshop Outcomes

"I really enjoy studying Art and Design at A 'level as it gives me the opportunity to be creative through a variety of artistic media such as photography and painting. I also like visiting local art galleries to see the work of artists. This really helps me develop my ideas for my own artwork."

Julieanne Quinn 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.

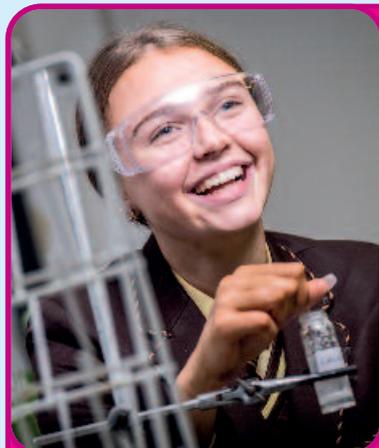
40% of A2 24% of A level

METHOD OF ASSESSMENT

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



BIOLOGY



A Level Practical Work



Maria Haughey – placed 2nd in Northern Ireland CCEA GCE Biology 2019

Biology... is for life!

'Biology is very interesting and enjoyable, allowing you to deepen your knowledge and understanding of a range of Biological processes.'

Maria Thompson

'I choose to study Biology because I really enjoyed it at GCSE. I like the content. It is harder but that's to be expected. I also study Food and Nutrition and there is actually quite a bit of crossover which is really helpful in both subjects.'

Aoife McKinney

'I am really enjoying A Level Biology and find the course content very interesting and would highly recommend it to anyone thinking of taking on A Level Biology.'

Elizabeth Finnegan

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	Food Technology	Pharmacy
Biomedical Science	Food Science	Food Technology	Physiotherapy
Biotechnology	Medicine	Psychology	Veterinary Science

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.



BUSINESS STUDIES

"I began my studying Business Studies at GCSE and am now in my second year of A level studies. As well as being a subject I have a genuine interest and fascination in, it also has enabled me to gain a practical understanding of many aspects of the business world. Business Studies has equipped me with many valuable transferable skills, such as strong communication skills, problem solving, effective time management and logical thinking. Each of these skills are relevant and pertinent to the world today."

Ellie Lynch 14D

“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

<p>AS</p> <p>AS 1: Introduction to Business AS 2: Growing the Business 40% of A-Level</p>	<p>A2</p> <p>A2 1: Strategic Decision Making A2 2: The Competitive Business Environment 60% of A-Level</p>
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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



BTEC Level 3 National Award in CHILDREN'S CARE, LEARNING AND DEVELOPMENT

CPLD under consideration

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.

My name is Ursula and I am a year 13 BTEC Children's Care Learning and Development student. I studied Child Development at GCSE level and it really intrigued me to find out more about how to care for the baby as they develop into a child. This course brings forth many opportunities for you as a year 13 pupil. In order to get your certificate, you must complete a First Aid course that includes a paediatric element, you must also complete 60 hours of work placement in a Child Care setting where you are working with children under the age of 5. I have really enjoyed this element of the course as I have been given the opportunity to enjoy two hours a week back in my old primary school getting to know the children and their needs. This subject has also provided me with an insight into the world of work and is helping me decide what career

I want to engage in. Another benefit to this course is that, it is 100% coursework based and therefore you don't have to complete an exam in the summer.

Although there is a lot of work, time and effort involved in this course, I am really enjoying this course as it has opened many opportunities that I may never have pursued on my own.

Ursula Scallan



1st In Northern Ireland GCSE Child Development 2019



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.



Maria Haughey, 3rd place in CCEA A-level Chemistry 2019

"I would recommend Chemistry as a subject at AS level because it's really interesting and it's really satisfying when you understand the methods and get the questions right. It's really challenging at times as there is lots of maths involved which I didn't expect but I don't regret keeping it on."

Aoibhín Canavan Year 13

"I really enjoy A-Level Chemistry because while it can be challenging, it is also very rewarding. It is very interesting to learn about. However, it does require a lot of hard work and time. There are a lot of different practicals, which provides a break from the theory work."

Níamh Farley Year 14

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.



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

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 ICT. Involvement in exhibitions etc. and participation in competitions will be encouraged.

“ 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.

“A level has helped me to develop a lot of skills such as computer skills from using Solidworks to make a model of my project and PowerPoint for coursework. DT is a break from the essay subjects and working in the workshop is very therapeutic and it’s nice to do something other than sitting down in the classroom. DT has allowed me to develop problem solving skills and thinking on my feet. It has also allowed me to be creative while making design ideas for my project and when I am in the workshop.”

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 and accompanying portfolio (approx. 30 pages).

(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.”
Year 14 2020

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



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.

Year 14 2020

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 love studying English Literature because it provides a range of opportunities as well as beneficial life skills. I love the class discussions as they enable me to think more analytically and critically.'

Alanna Gallagher - Year 13 Student

'I have found the course to be interesting engaging and informative. Furthermore, the teachers have employed a range of techniques and furnished us with additional resources enabling our full potential.'

Meabh Murphy -Year 13 Student

'I really enjoy English Literature at A'Level as I find it provides a much needed break from my other subjects. It's genuinely interesting and an interactive class where I can pick up lots of skills which I can apply to other subjects as well.'

Lucy Mc Cullagh -Year 13 Student

'I chose to study A'Level English Literature as I thought that it would be very intriguing and fascinating. I have always loved reading as I can get lost in a world that somebody else created. The two texts we are studying are 'A Streetcar Named Desire' and 'Wuthering Heights'. Although it can be quite challenging at times, English is still my favourite subject.'

Níamh Cullinan - Year 13 Student



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.

'I really enjoy my English classes. I find analysing works, especially poems and plays very interesting. I also appreciate being able to contribute my interpretation of these works and hearing other opinions and viewpoints, so together we may gain a deeper understanding of them. The move from GCSE to A'Level has been manageable and I have been extending my vocabulary and improving my style in the hopes of improvement. I would recommend this subject to anyone with a passion for Literature.'

Caitlin Mc Anespy - Year 13 Student

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 Aideen Casey who achieved Second Place in Northern Ireland in A Level French in August 2017. Aideen 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 14 Geography Students

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, meteorologist, peacekeeper, pharmacist, physiotherapy, planner, pollution analyst, public policy research, risk assessor, refugee and asylum adviser, social worker, speech therapy, surveyor, teacher, 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 14

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



Geography Past Pupil Career Profile

Name: Caoimhe O'Neill

Dates you studied at Loreto Grammar

School: Sept 2003 – June 2010

A' Level Subjects Studied:

Geography, Religious Studies and ICT

Third Level Course/ Training Programme/ Qualification (with location) undertaken after leaving Loreto:

BSc Geography- Queen's University Belfast

MSc Leadership in Sustainable Develop - Queen's University Belfast

NEBOSH Certificate in Construction Health and Safety – BMAC Training, Crumlin

Currently completing a NVQ Level 5 in Occupational Health & Safety

What attracted you to this course?

I've always loved geography throughout my time in Loreto and wanted to continue to study it as it offered the opportunity to learn and enhance my skills which could be applied to many different fields. As someone who didn't know what they wanted to do, studying geography at A-Level allowed to keep my options open until I decided what I wanted to do.

Company you currently work for, Job Title and Location:

Currently working as Health, Safety, Environmental & Quality (HSEQ) Advisor for H&J Martin Limited which is based in Belfast. H&J Martin are a construction and facilities management company which was founded in 1840.

How has Geography helped you in your career? (skills development, e.g. time management, problem-solving, leadership, teamwork, literacy, numeracy, self-discipline, perseverance, etc)

Through studying Geography, I was able to gain and enhance various skills which have helped me throughout my time at Queens and in my career. Skills such as communication (verbal & written), planning and problem solving as well as time management and statistical analysis. I was able to build on the skills over the last ten years which I gain in Loreto which provided me a great foundation as I progressed in my career.

Has your study of Geography opened up new opportunities for you? (travel, working abroad, volunteering, leadership, etc)

I was able to complete a week field trip in Mallorca as part of my undergraduate degree. Working with various construction firms in Northern Ireland, I have had the opportunity to travel to Mainland UK to visit variety of construction sites to assess their environmental and H&S impact.

Why would you recommend A Level Geography to a young person today?

Geography has such a diverse range of topics from human to physical geography, and it gives everyone who studies it the understanding of how the world works and how we as human can have an impact on it. With the on-going issues of man-made climate change, by studying geography at A-level, students are able to gain a better understanding of the impact and gives students an appreciation for the Earth and provide insight for wise management decisions about how the planet's resources should be used. It also allows students to gain transferable skills that they can bring to any future degree and job.



A Level Politics Democracy Event



A Level Politics Students at BBC Top Table



A Level Democracy Event

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

Abraham Lincoln

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

Plato

“Government and Politics is a very interesting and diverse subject and I’m glad that I chose it for A Level. It’s a highly insightful subject which allows me to be more aware of the political world and key issues that will affect my future such as Brexit. In November I had the opportunity to attend a recording session of the Top Table hosted by Stephen Nolan at the BBC. This experience was brilliant as I witnessed first-hand politicians in action.

Along with Politics, I study Geography and Sociology and I find that these subjects complement each other well and that there is a good balance between them all. I would highly recommend taking on this subject.”

Leona Currie, Year 13 Student

“A Level Government and Politics is a really fascinating subject and there is never a dull moment because all the information is so relevant. My other subjects are History and Sociology, so Politics really goes well with them. One of the highlights so far has been attending Local Democracy event in October. The opportunity to meet with elected representatives face to face was excellent and very enlightening. One thing I would say about Politics is that you can’t ever slack off – you need to have a real interest in the news and the world around you as things change so quickly.”

Lara Turbitt, Year 13 Student

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 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)





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

HEALTH & SOCIAL CARE (Continued)

Health and Social Care gives an interesting perspective and insight into the importance of health care services and the skill set required to be a health care professional. Health and Social Care has allowed me to independently research relevant content and develop a skill base for life!

Rosie Year 14

My experience of Health and Social Care has been highly positive. I loved gaining insight into contemporary topic relevance to health, social care and early years' settings. The coursework aspect is a pleasant change from my other subject areas. As a class we have received excellent guidance and I feel very privileged to be in an award-winning department.

Laura Year 14

Health and Social Care is my most enjoyable A-level subject. I have been given great opportunity to explore many aspects of health care provision. It was through the study of early years' settings that cemented my interest in becoming a primary school teacher. The subject instils great time management skills and the brilliant support given to me by my teacher has allowed me to maximise my potential.

Molly Year 14

My experience of Health and Social Care has been highly positive from the coursework elements to the tested theory. The content is so interesting, and it differs from anything I have ever studied in the past. The skill base that I have acquired through this area will benefit me at university level.

Ellie Year 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



Aine Lawlor at the CEA award ceremony
December 2019

Success record - Congratulations to all!

For seven years, this department has achieved 'Top Performing A'Level Candidate' in Northern Ireland Award

2019 Aine Lawlor
2017 Kyra MacMahon
2016 Cora Devine
2015 Shannon Lennon

2014 Kerry Quinn
2013 Ellen Ward
2012 Brigin McWilliams



HISTORY

History is Past, Present, Future.

Past Pupil / Subject Ambassador

"When I was at Loreto, I studied History, Geography and Religion at A Level. My love of history had been longstanding and so upon leaving Loreto in 2016 I



decided to pursue the study of history further. I began a degree in History at Ulster University Coleraine. I spent three very happy years studying many different historical periods in depth and the skills I developed during this time were invaluable. I graduated from Ulster University with a degree in History in July 2019. Throughout my studies I had always been particularly interested in Russian imperial history. Therefore, upon obtaining my undergraduate degree I decided to further my education and study for a Master's degree in Russian Studies at University College London which I began in September 2019. Ultimately it is my goal to progress to PhD study, specialising in Russian history."

Kate Beattie

"History class is definitely the most enjoyable, motivating, interesting and enthusiastic. It does require consistent hardwork, dedication and commitment but it is manageable. The study of history has really helped to develop our communication and analytical skills while making us inquisitive and empathetic. History class is all about getting involved, challenging yourself and believing what seems impossible is achievable. It is one big happy family!"

Year 14 pupil

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 14 pupils. Zara Mc Grath and Ellie Catterson as part of the 'Lessons from Auschwitz Project' visited Auschwitz on the 5th March 2019. This was a fantastic opportunity for the two students. On completion of their project both students are now 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.

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.

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 Scallon achieved Joint 1st Place in NI for GCSE Irish 2018,

Dearbhla Scallon 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.”

CCEA Revised Specification

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

“Throughout my school life, I have always enjoyed studying Maths. It is a very challenging but rewarding subject. Studying advanced level Maths requires a lot of hard work, dedication, perseverance and commitment. It is a diverse subject which can lead to great opportunities in various fields. Studying Maths enables you to build on key skills such as problem solving, decision making and analysing. Such skills are transferable across a range of courses and careers including Engineering, Financial and Medical pathways. In Southern universities, A level Mathematics is worth an extra 25 CAO points. I hope to go to Queen’s University Belfast to Study Maths at third level, with the aim of becoming a Maths teacher. I would highly recommend this subject as it is very enjoyable, interesting and rewarding.”

Roisin Mc Anaw – Year 14 student

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

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

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 2018-2019

Aoife secured a place on QUB Software Engineering with Digital Partnership degree with PWC





Nutrition & Food Science



Post 16 students learning about Food and 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, Food Security, Food Sustainability, Food Quality Management

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 Nutrition & Food Science specification offers opportunities for educational visits to local food manufacturer Kerry Foods Ltd and utilise the facilities at CAFRE to support the specification.



Top Achiever in Nutrition and Food Science

Grace Kealey

Joint 2nd In Northern Ireland GCE Home Economics 2016

Home Economics Past Pupil Profile

Name: Michaela Fox

Job Title: Lecturer (Education) in the Institute for Global Food Security,
Queens University Belfast

I am currently Lecturer (Education) at QUB working on EIT Food education programmes. EIT Food is a pan-European consortium that focuses on entrepreneurship and innovation in the food sector. In my career, I work with a variety of personnel, from students and academics to industry partners, entrepreneurs and innovators who hope to revolutionise the way we produce, process, distribute and consume food – making it better for people and the planet. Home Economics provided me with a good understanding of food quality, safety and nutrition which I have been able to build upon throughout university and my career.

Any advice to current HE students in Loreto considering Stem related courses?

If I was to give students one piece of advice it would be to follow your passions. I believe you will excel and reach your potential if you have a strong interest in a subject and a desire to reach your potential. Work hard and take your time to understand new topics as they are introduced. There are lots of opportunities out there, particularly in the food industry, so do what you enjoy and doors will open.



Home Economics Past Pupil Profile

Name: Claire McKernan

I am a research fellow at Queen's University Belfast. Currently, I am working of a Safe food project titled, 'Use of antimicrobials in animal health on the island of Ireland: knowledge, attitudes and behaviour.' For this project, I have had the opportunity to work with other research bodies such as Teagasc and University College Dublin. Working in a multidisciplinary environment provides a holistic and stimulating working environment. I have had the opportunity to take part in focus groups and develop questionnaires to develop insight on how antimicrobials are used in food-producing animals. From this data we will be able to develop interventions to reduce imprudent antimicrobial use in Ireland. My role as a research fellow is versatile, therefore I have had the opportunity to project manage, attend conferences and training events (Italy & UK), write papers for journals, mentor students and continuously develop my own research skills.





PHYSICS



Post 16 students at work

“In Science we are launching the future.”

“A-Level Physics at Loreto is one of the most interesting and exciting subjects on offer, perfect for the curious and scientifically minded student. It incorporates a wide range of problem-solving, numerical manipulation, experimental work and real-life applications. It encourages students to think critically to gain a deeper understanding of challenging concepts, which I believe is the most rewarding part of this subject. Physics enhances your understanding of other subjects including Mathematics and Chemistry and gives you access to many career opportunities such as medicine and engineering.”

Una McGlinchey Year 14

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.

Studying Psychology at Advanced Level has been highly refreshing and is really different to any previous area of study. It has changed my perception of everyday events and situations, alongside human reaction. It has great application to my life course and I am always thoroughly engaged and anticipating the next topic.

RoiseMae Year 13

Each lesson in Psychology brings another revelation. We learn something new and relevant to our being every day. I am more aware of the human mind and behaviour and can apply theory to common behavioural traits.

Caitlin Year 13

Psychology is intriguing, especially when we focus on the inner workings of the brain. I am captivated by the content of the course and I really look forward to each lesson.

Tierna-Kate Year 13

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.

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



WJEC A LEVEL SPECIFICATION

In September 2019 we switched over to the Welsh Board (WJEC) as they offer a modular style course. WJEC's A' Level specification in Psychology is stimulating, distinctive and attractive, providing plenty of opportunities for the learners to study: a variety of psychological approaches including evolutionary, positive and psychodynamic; significant pieces of research covering a variety of perspectives and topics; the reality of applying psychological information to everyday situations; how psychological data is collected (through own research).

AS Level - Subject Content & Method of Assessment

Unit 1 - Psychology: Past to Present.

Five psychological approaches (biological, psychodynamic, behaviourist, cognitive and positive)
Written examination: 1 hour 30 minutes. 20% of A Level qualification (50% of AS qualification)

Unit 2 - Psychology: Using Psychological Concepts

Section A - Contemporary debate
Section B - Principles of research and application of research methods
Written examination: 1 hour 30 minutes. 20% of A Level qualification (50% of AS qualification)

A2 Level - Subject Content & Method of Assessment

Unit 3 - Psychology: Implications in the Real World

Section A: The study of behaviours
Section B: Controversies
Written examination: 2 hours 30 minutes. 40% of A Level qualification

Unit 4 - Psychology: Applied Research Methods

Section A: Personal investigations
Section B: Application of research methods to novel scenarios
Written examination: 1 hour 30 minutes. 20% of A Level qualification



RELIGIOUS STUDIES

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

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



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

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.

METHOD OF ASSESSMENT

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

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

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

“My name is Caoimhe Grugan and I am 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



Past Pupil / Subject Ambassador

My name is Carla McGlinchey and I attended Loreto Grammar School, Omagh from 2012-2019. At A-level, I studied Religious Studies, Business Studies and Government and Politics. I have just finished my first semester of my first year in Ulster University, Jordanstown studying Finance and Investment Management – BSc (Hons). I feel that the degree I have chosen has been influenced greatly by the wide variety of subjects I studied at A-Level. When I first embarked on my A-Levels, I wasn’t really sure of the degree I was going to apply for, hence why I chose a range of subjects which I knew would keep career options open.

Although Religious Studies is not directly related to the course I am studying, I feel that it was the right decision for me to select this subject as one of my A-Level subjects as I thoroughly

enjoyed it at GCSE and I was intrigued to see what Religious Studies could offer me throughout the A-Level course.

I found that I developed a passion and curiosity for Religious Studies when we studied the Acts of the Apostles and the beginnings of Christianity in Ireland. Religion classes were always interesting as I learned something new about Christianity every day. I have realised now that the wide variety of concepts explored in Religious Studies have developed many skills that I now require at University such as critical thinking, creativity, research and communication.

Through studying Religious Studies at A-Level, I have developed an understanding of the social, cultural and philosophical issues that are present in the world. In modern society, many of the fundamentals of religion are being challenged. In class, we debated many of these issues and I believe that these debates have led me to understand both sides of the argument and have taught me how to effectively argue my point.

I feel that studying the subject at A-Level largely contributed to my faith in God throughout the rest of my school years and certainly throughout the process of getting into university and embarking on this new adventure.

Carla McGlinchey

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

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

I chose Sociology, within a combination of science and humanities subjects, for A-Level. I moved on from Loreto in 2008, to study Medicine at Queen’s University, Belfast. From there, Psychiatry appealed to me as a fascinating and fulfilling speciality to work in as a doctor. I am now a Child and Adolescent Psychiatrist in NHS Glasgow, working with young people who have experienced mental illness.

Choosing Sociology for A-Level has influenced and benefited my career journey to this point. It has also given me useful insights of relevance to my day to day job. In the journey into my career, psychosocial aspects of practice have been a key part of the curriculum. This has been the case throughout medical school, all the way to the postgraduate membership exams in Psychiatry, many years later! Studying Sociology at Loreto gave me an in-depth and thorough foundation for this, which I often reflected back upon.

Sociology also enlightened me with insight and perspective, very relevant practically to what is now my career. In my role within Psychiatry, the ‘institutions’ of society- family, education, the state and often, various different religions, have such massive significance in patients’ experience of and recovery from mental illness. Thinking about how these function and work together is an integral part of my work with each young person. Furthermore, early on in Sociology, I learned how the different, often opposing theories I studied, together provided the widest perspective on how complex society works. This approach has been very relevant to me, within my career, in managing complex situations with patient care. Listening to, and adopting alternative viewpoints, has been a necessary skill in gaining the most valuable perspective of problems encountered by patients, to provide the best care I can towards their recovery.

Dr Fionnghuala Murphy, Specialist Registrar, Child and Adolescent Psychiatry, NHS Glasgow

Quotes from Post 16 Sociology Students

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 complimentary 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

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

Current students

I really enjoy studying Sociology at A-Level as it’s so engaging. I love learning different theories regarding how society work. Sociology finds relevance with so many aspects of life. I highly recommend the study of this subjects for all who have great intellectual curiosity.

Niamh Year 13

Choosing Sociology was a great decision. It’s an eye-opening subject as we get to learn new insights regarding the world around us. I love our departmental motto that states ‘things are not what they see.’ Indeed, the more we study society we unravel our common sense notions and things are not what they seem!!

Amy Year 13



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?”

Over 600 million people speak Spanish as their first language, with up to 60 million living in the USA. 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

About the Course

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

Learners will study a **mixture of mandatory and optional** units

Key features of the BTEC Level 3 Sport:

Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to re-sit external assessments during their programme.

The styles of external assessment used for qualifications in the Sport suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Internally assessed units

In internally assessed unit's learners work will be marked and graded within the centre and not externally marked.

Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.

Grading

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only.



Level 3 National Extended Certificate in Sport (previously subsidiary diploma)

Equivalent in size to one A Level.

- 4 units of which 3 are mandatory and 2 are external.
- Mandatory content (83%).
- External assessment (67%).

Year 13

Mandatory - Anatomy - External Exam

Mandatory - Professional Development - Internal Assessment.

Year 14

Mandatory - Fitness training - Case study.

- External Assessment.

Optional unit - Internal Assessment

Mandatory units learners complete and achieve all units

Anatomy and Physiology	120	Mandatory	External
Fitness Training and Programming for Health, Sport and Well-being	120	Mandatory & Synoptic	External
Professional Development in the Sports Industry	60	Mandatory	Internal

Mandatory units learners complete 1 unit

Sports Leadership	60	Optional	Internal
Application of Fitness Testing	60	Optional	Internal
Sports Psychology	60	Optional	Internal
Practical Sports Performance	60	Optional	Internal

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSc (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

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.

232 Microsoft Office Specialist, Level 3 Certificates were awarded in the academic year 2018-2019 with 120 obtaining PowerPoint and 106 obtaining Word.



In light of success in MOS programme, Loreto achieved 'Outstanding Centre of Excellence Award' from Prodigy 2018-2019.

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 which communicate emotions and ideas. It has great power to excite and to relax us.

By studying A-Level Music, pupils can analyse, create and perform music which allows the expressions of musical interests and styles.

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 (32.5% of AS; 13% of A Level)
 • Solo performance
 • Viva voce

AS Unit 2: Composing (32.5% of AS; 13% of A Level)

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

AS Unit 3: Responding to Music (35% of AS; 14% of A Level)

- 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 (19.5% of A Level)

- Solo performance
- Viva voce

A2 Unit 2: Composing (19.5% of A Level)

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

A2 Unit 3: Responding to Music (21% of A Level)

- 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)
- Written exam

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.



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.

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.



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
Creative Performers: Acting, Music and Drama
Media – Entertainments Planner
Presenting: TV and Radio
Personal Assistant
Print and Broadcast Journalism
Directing and Choreography

Art, Music and Entertainment
Media and Broadcasting
Television and Film
Drama and Music Therapies
Teaching; Primary and Secondary
Law

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, namely:

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

2. Pearson BTEC Level 3 National Diploma in Construction and the Built Environment, equivalent to 2 A level's.

Both courses in Construction are qualifications that are designed to provide specialist work-related qualifications in all aspects of the Construction Industry. They give learners the knowledge, understanding and skills that they need to prepare them for employment and/or continue their study in the same vocational area.

Both courses provide education and training in technical and professional areas that are directly relevant to the changing needs of construction employees, employers and professions, coupled with understanding of the key issues of sustainability and health, safety and welfare within the construction industry

Overview of courses:

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

360 GLH, Equivalent in size to one A Level.
4 units of which 4 are mandatory and 2 are external.
Mandatory content (100%). External assessment (66%).
The Extended Certificate is for learners who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

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

720 GLH Equivalent in size to two A Levels.
10 units of which 7 are mandatory and 2 are external.
Mandatory content (75%) External assessment (33%).
The Diploma is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to higher education courses in construction areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject. This qualification can also be used to progress to Higher Apprenticeships.

Overview of Assessment & Grading:

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

Externally-assessed units Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. The styles of external assessment used for qualifications in the Construction and the Built Environment suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information.

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

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

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



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

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.

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.

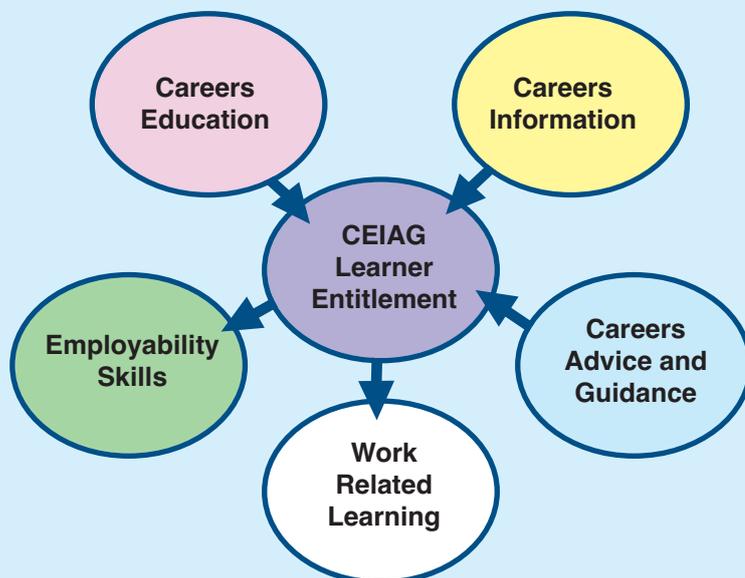
In Year 14 staff aim to ensure 'A2' Level students are fully aware of the relevant application procedures and receive up-to-date course information. Taught Class, coupled with Individual Careers Guidance Interviews will guide future choices and help students prepare, in an informed manner, for lifelong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



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).**



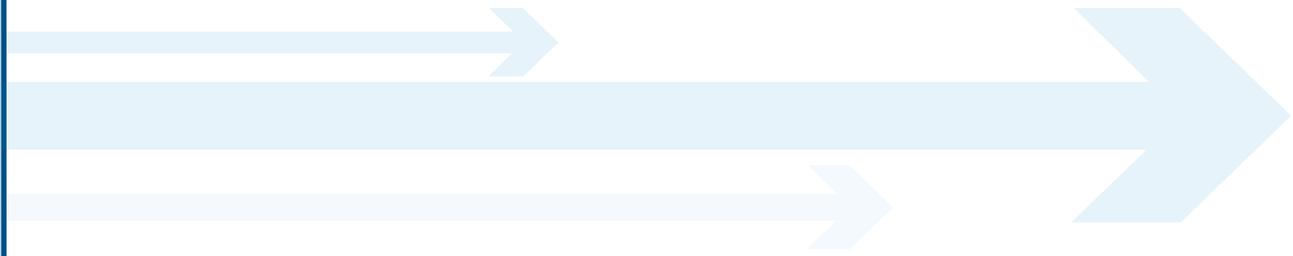
Students in Years 13 & 14 are also afforded the opportunity to attend Allied Health Profession workshops and seminars, organised by both the Belfast and the Western Health and Social Care Trusts. Furthermore, they are invited to apply to various vocational initiatives throughout the year, such as the 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, Work Inspiration, 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.

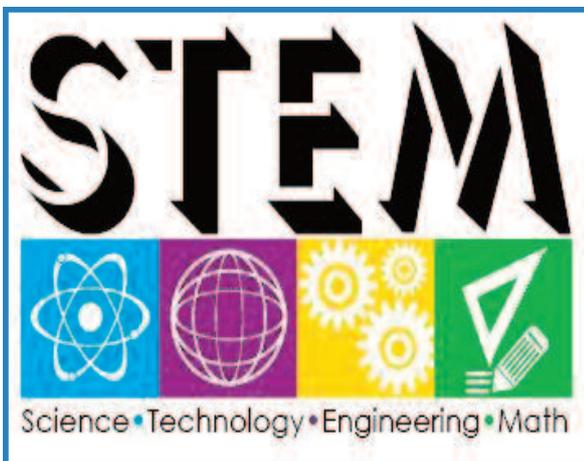
STEAM

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
- www.tomorrowsengineers.org.uk
- www.sciencecareerpathways.com
- www.nicurriculum.org.uk/STEMworks
- <https://tastycareers.org.uk>
- www.nidirect.gov.uk/careers
- www.mathscareers.org.uk
- www.stem.org.uk
- www.futuremorph.org



CAREERS GUIDE 2020

UCAS TARIFF POINTS (UTP) 2020

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

www.qub.ac.uk

Ulster University

www.ulster.ac.uk

St. Mary's Teaching College

www.stmarys-belfast.ac.uk

University and Colleges Admissions Service

www.ucas.com

Universities in the Republic of Ireland

www.cao.ie

University Guide and League Tables

www.guardian.co.uk/education/universityguide

Official University Information

<https://discoveruni.gov.uk>

Russell Group – Informed Choices

www.informedchoices.ac.uk

NI Careers Service

www.nidirect.gov.uk/careers

Careers Tools & Information

www.careerpilot.org.uk

<https://icould.com>

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	Maths Grade B or above
Accounting UU	None specified	ABB or BBB including Maths	Minimum Maths Grade B;
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*	AAA	Strong Grades required in Maths, Art, also require evidence of Artistic ability
Architecture UU	Art & Design subjects preferred - Portfolio	BBC	
Biomedical Engineering UU	Minimum of one from Physics/Maths/Chem/Technology/Biology/ Engineering	BBB – desirable subject offer = BBC	DA Award Science CC; Maths Grade B
Biomedical Science QUB	Biology or Chemistry (Preferably both)	ABB – AAB; depends on subjects offered	Strong grades in Science & Maths are advised
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. - AAA	Strong Grades in Maths and Science
Civil Engineering UU	Maths & one from T&D, Geog, Physics, Chem, Biology or Engineering	BBB	Maths B, 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.	Maths Grade C or better
Computer Science UU	All subjects considered; Desirable Subject List.	ABB – BBB depending on subjects	Maths Grade C
Computing & IT QUB	Computing, Maths or Science subjects	AAB - BBB depends on subjects	Maths Grade C or better
Criminology QUB	None specified	ABB	Good GCSE profile
Dentistry QUB	Chemistry and Biology	AAA, UKCAT and Mini Interviews.	Very high GCSE Threshold
Dietetics UU	Preferably Chemistry & one from Maths, Physics, Biology or N&FS	BBB HPAT	Grades C in 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;
English QUB	English Literature	ABB - BBB depends on degree option	Very good GCSE grades
Environmental Health UU	Grade A in at least one from Maths, Chemistry, Physics, Biology, Geog, H&S or N&FS	ABC	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
Interactive Computing UU	All subjects considered; desirable Subject Offer available	BBB – BBC depending on Subjects	Minimum GCSE Maths Grade C
Law QUB	None specified	AAA	Strong GCSE profile inc. English
Law UU	None specified – literary and essay based subjects are useful	ABB	Very good GCSE profile
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 Maths & Science
Occupational Therapy UU	None specified	BBB HPAT	GCSE Maths Grade C
Optometry UU	Two from Biology, Physics, Maths or Chemistry	AAB	Strong profile to include in 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 Maths and Science
Physiotherapy UU	One from Biology*, Maths, Chemistry or Physics	BBB HPAT	Maths and Science Grade C or above
Politics, Philosophy and Economics - QUB	None specified	AAA	Mathematics Grade B – strong profile
Product Design Engineering - QUB	Maths and one from Technology, Biology, Physics* or Chemistry	ABB – Maths and Physics preferred M.Eng - AAA	Grade C or above in English, Maths and Science
Psychology QUB	None specified	ABB	Maths grade C
Radiography UU	One from Maths, Chemistry, Physics or Biology	BBB HPAT	C in Maths; DA Science Grade BB
Social Work QUB	None specified	ABB – Voluntary Work essential	Maths Grade C
Speech and Language Therapy UU	1 from English, Maths, Science, Languages H&S Care, Geography	BBB HPAT	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
 The 12th Annual Pope John Paul II Award Ceremony last night. Archbishop Grzegorz Ryś, Archbishop of Łódź, Poland presented the award along with Bishop Donal Mc Keown, Bishop of Derry. 55 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 RE Programme.

Outreach Programme

Arvalee School and Resource Centre

"The Arvalee Outreach programme is a very worthwhile and rewarding experience. Every Friday we come together and plan what we will do with the students from Arvalee. It gives you great experience being a leader as each week a different group gets to lead the session. This also helps you grow in confidence. It has been really enjoyable meeting the students from Arvalee and having them come to Loreto and take part in the activities that we've organised for them. It's been great to see the bond forming between us. Although the visits are fun and exciting, they're also rewarding and I have learned a lot from them. The children really enjoy interacting with us through activities such as arts and crafts, sports, learning songs and dance which we all love to



Post 16 students who engage in the Outreach programme with Arvalee students.

participate in. I feel I've become more understanding and patient through this outreach programme and I have learned so much. I look forward to this every Friday."

Aoibhin Canavan.



Outreach to the Elderly, Hillbank Fold

"My name is Ailís, and I partake in the Elderly Outreach programme each Friday morning. This experience has afforded me the opportunity to engage with senior members of the community, with whom I would not usually have any contact. We have a full range of activities planned for each week such as playing bingo, singing songs, playing instruments and simply taking time to chat over tea and treats. I enjoy listening to all the residents' stories, and they seem to enjoy listening to us too! It's mutually beneficial. Through my active participation in this programme, my empathy, listening, and communication skills have all been enhanced. The Friday morning visit is certainly the highlight of my week. The experience has been enriching and humbling."

Ailís Keyes



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, Lara Turbitt has said "The Faith Friend programme has been really interesting and enjoyable. It puts a different perspective on the Confirmation journey. Engaging with the P7 students is a nice break on a Friday and as someone who had a Faith Friend in P7, it's quite fulfilling to be able to take on that role for someone else."



Year 13 student with P4 pupils from Holy Family Primary School preparing for First Holy Communion through the Faith Friends Programme

Saint Vincent de Paul: SVP

"My name is Aoife Martin and I am a member of the St. Vincent De Paul Youth Conference in Loreto Grammar School. Since joining SVP, I have participated in numerous activities and workshops with my group, such as selling tickets for a hamper, organising hampers for Christmas time, participating in the Sale of Work in November, and planning events with my team regarding issues in our local area. SVP

has given me the opportunity to learn about issues in the wider world which are affecting people today, and how I and the rest of my team can potentially help people who are affected by them, such as Fast Fashion and the workers who are unfairly treated whilst making our clothes. I have learned more about Period Poverty and how much money women must spend on sanitary products. I have learned many new skills in my time with St. Vincent De Paul such as being a team leader, co-operating with others, being more empathetic to others and it has helped me with my organisation skills. I have made lots of new friends on this team and have enjoyed being a part of SVP. "



SVP Loreto Christmas Hamper Collection

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 Grammar School. Social justice is a core element of the Loreto Mission as students are encouraged to be 'active citizens for change.'

The aim of JPIC, as part 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.

A key focus of our justice work in 2020 is to continue with our fundraising endeavours for our sister school, Loreto Primary and Secondary School, Rumbek, South Sudan, under the leadership of Sister Orla Treacy. We are proud supporters of Sr. Orla and the Loreto sisters as they courageously empower their students in an area characterised by conflict and chaos.

The JPIC group is run in connection with the Loreto Education Network. Each year a seminar is held, where the JPIC coordinators meet representatives from all the Loreto schools in Ireland. These seminars raise the social consciousness of the participants, empowering students and teachers in their role as agents of social change.

A vibrant and energetic 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 relevant topical issues throughout the world and what we can do as a student body to help.

The Senior JPIC Prefect, Naimh Mc Caul alongside the team of JPIC Prefects that include Catherine Mallon, Emer Duddy and Zara Mc Grath, lead the JPIC group.

The JPIC group was set up in 2007 and to date has raised awareness of many local and global 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 Empowerment of Women.

They support students from Years 8-12 and collaborate in whole school initiatives.

Niamh has highlighted her experiences to date as the appointed senior prefect.

Being appointed as the JPIC Senior Prefect for the year of 2019-2020 has been an enriching experience. The team meets every Monday to discuss various social issues, including global poverty and climate change. I look forward to these meetings as it is refreshing to meet with like-minded students who wish to abide by JPIC's core values and 'be active citizens for change.' Since joining the Justice and Peace group in Loreto, I have acquired an astute knowledge of how the current injustices in today's society affect everyone. We work to combat this through awareness-raising and fundraising within school, most notably through presentations at assemblies, The Voice LGS and The Formal Fashion Show. I would encourage membership of JPIC as the knowledge I have gained will facilitate me in my chosen career path and throughout my life, where I will encourage others to strive for global justice.

We must build a new culture of life that confronts today's problems affecting life. The purpose of the Gospel is, in fact to transform humanity from within and to make it new. We need to begin within our Christian communities themselves."
Evangelium Vitae, John Paul II, 1995, (#95)

Senior Leadership and Post 16 Fundraising Events

On 18th October 2019, Post 16 Prefects and Year 14 students organised a fun filled 'Think Pink' day to raise funds for Cancer Focus NI. Our Post 16 prefects; Hannah Sheerin, Amy Mallon, Orla Mc Govern and Bronach Scallon led the events. We had a Pink Hamper, a Pink Photo Booth, a KS3 Think Pink Challenge, Year 14 coffee morning and a staff coffee morning. Almost £700 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 2019 in aid of Loreto Sudan.





Loreto Camps Cambodia July 2019

Our Cambodia Expedition July 2019

Hi everyone, my name is Lisa Denton and I'm currently a Year 14 student at Loreto. Throughout the entirety of July 2019, myself and five other Post 16 students had the opportunity to participate in an array of environmental and humanitarian projects in Cambodia's rural and most under-privileged regions. During our time in Cambodia we stayed in three different camps, focusing on different activities in each place. Our first project camp, named 'Beng Pae', saw us taking part in planting banana trees in a local family's garden, building concrete rings and constructing a toilet for the family, who had no access to this facility in their own neighbourhood. For most of us, we would take this necessity for granted but many families in the Beng Pae region would credit this as a luxury. It was amazing to see how thankful the family were after we completed the project. After four days in Beng Pae, we travelled to the mountainous region of Praeh Vihear, where every night there were spectacular lightning storms that transformed the dark sky into flashes of pink and purple. This was my favourite camp, partially because of the storms, but also because we helped to reinforce the local school's fence in order to protect the primary school children from animals that may enter the premises. We also gave the kids football jerseys that we received as a donation before we left. Whilst in the same area, we built the foundations of a man's house, to help him get back on his feet financially. Lastly, we stayed at 'Camp Beng Mealea' where we built a shared chicken coup for two families and donated a large bag of rice. These families were so impoverished that they could only rely on these two food sources as a means of survival. Helping the families was an eye-opening experience, and you cannot really understand their struggle unless you experience it first-hand. With that being said, I feel a genuine sense of satisfaction knowing that we helped improve their lifestyle.

All in all, our expedition to Cambodia was undoubtedly one of the most rewarding, beautiful and adventurous experiences we have had the luck of experiencing. I will always look back on it with fond memories, of both the country itself, and the truly inspiring friends I have made. From sun-burn and mosquito bites; blood, sweat and tears put into our project work; sight-seeing in the city on our days off and even learning to scuba dive in the gulf of Thailand, I can now understand why Cambodia is known as the 'Land of Smiles'.

Arkoun-Tran (Thank you)

Lisa Denton

"Together we can make real change happen."





Barcelona Trip 2019

Upon reflection, this trip was unforgettable in many ways. Despite being in Barcelona for only five days, we managed to fit in so many activities, and I think this trip has really helped me to develop my Spanish skills even more.

On the first day, we went to Las Ramblas with our tour guide, and he told us about the history of Barcelona and Catalonia which was very interesting, I realised that the Catalan language is blunter in comparison to traditional Spanish, for example, they say, 'Mercat' instead of 'Mercado'.

During our time on Las Ramblas, we went to the Boqueria which was amazing, it is a huge market with many individual vendors, selling a variety of fruit, meat, fish, alcohol, and the best smoothies. I loved the easy atmosphere and the variety of different people on the boulevards. Then, our tour guide took us to the Gothic quarter which was very beautiful, and there was a lot of history and culture enclosed within the walls of the Gothic quarter. Did you know that a river used to flow through Las Ramblas? In fact, some of the river's stone arches still exist today.

One of my favourite things we did was going to watch the human towers. Human towers are an integral part of Catalan culture. Do not miss them if you come to spend a few days! The tower starts with a group of robust men who form a base, "the pineapple", which will support the castle and cushion in the event of a fall. As the tower rises "the trunk", forms, which is made up of four couples who, according to their height, determine the stability of the tower. The trunk is completed with a couple forming a dome and on top of that, there is a small child wearing a helmet.

We really enjoyed going to the Pacho Flores concert. Flores is one of the best trumpeters in the world and is becoming increasingly recognised for his outstanding performances in solo, chamber and orchestral genres. He captivates the audience with his energetic dedication and beautiful tone. We loved the rollercoaster park 'Portaventura', because it was Halloween themed, so there were many people dressed up in scary costumes- even Doctor Boyle and José plucked up the courage to get on the scariest rollercoaster 'Shambhala'!

As a school, we are very lucky to have been given so many opportunities to travel around the world and experience totally different cultures and languages!

Orla Murphy



New initiatives led by Senior Leadership Team

The Loreto Compass

At the beginning of this school year, the Senior Leadership Team introduced the motto, "The Loreto Compass... guiding our paths." The word "compass" is Latin, derived from "corn," meaning "together," and "passus," meaning "way" or "route," and holds meaning for a traveller, as a simple tool for guidance in the right direction. The Loreto compass, which is at the centre of our theme, represents the values needed to guide Loreto students on our journey to personal and academic success. Our decision to use the compass was inspired by the Mary Ward Schools' Compass, a design based on the virtues Mary Ward, founder of Loreto schools, felt should be particularly emphasised within our Catholic schools. The Mary Ward Schools' Compass embodies the need to be rooted, responsive and relevant. Therefore, we have focussed on remaining rooted in the Loreto ethos, responsive to fellow peers, staff and the wider community, in addition to being relevant to our Loreto compass values, our own goals and aspirations. The Loreto compass that we have designed displays to all students that the core of success involves vital tools such as hard work, determination, faith and self-belief, all of which are to be utilised to achieve our goals in life. However, our motto is not solely fixated on academic success. A huge focus this year is the theme of kindness and how being pleasant, supportive and respectful towards one another can direct you along the path to the best person you can be.



Loreto – The Voice

Following last year's success, in November we decided to run 'Loreto - The Voice' again. This gave pupils the opportunity to share their singing talents with the school. The courage, confidence and enthusiasm of the many solo artists, duets and groups who auditioned was remarkable. The competition was incredible and our final winner was unique and thoroughly entertaining. Loreto has established some stars of the future! It created a great buzz and atmosphere around the school and provided enjoyable entertainment during lunchtimes. Each day we had an amazing turnout from pupils across the school and this live audience added to the light hearted atmosphere and gave great support to their fellow peers. We decided to use this opportunity as a fundraising event and it was hugely successful in raising over £950 for Loreto Sudan.



Liven up Your Lunchtime

The Student Senior Leadership Team organised 'Liven Up Your Lunchtime' events during the first week of every month since September, to give the Year 8 girls an opportunity to meet other girls in their year group, make friends and have lots of fun! These events turned out to be a great success amongst all the Year 8 pupils, as they are able to burn off some steam during Just Dance and take part in endless amounts of games, coordinated by the Senior Leadership Team. The Year 14 Senior Leadership Team enjoy these events just as much as the Year 8 students, as they are able to reflect on their time as Year 8s (which does not seem long ago at all!), as well as becoming friends with the younger pupils.



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”



Year 14 students engage in Self Defence Training with Mark Sproule and PSNI



Year 14 students give Racism the Red Card at Assembly



Past pupil and previous Deputy Head Girl Hannah Garrity shared her University experience with our Year 14 students.



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



Julie from Omagh Youth Council informs Year 13 students about volunteering opportunities in Omagh



The Translink Team inform Year 13 students about the new YLink Card



Angela Mc Goldrick from The Order of Malta delivers Adam's Gift Training to Year 13 students



Year 14 students develop their understanding of Domestic Violence from the Northern Ireland Human Rights Commission.

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

"As Head Girl of Loreto this year, it has been the greatest privilege to be the leader and representative of the student body. My years at Loreto have been filled with friendship, joy and personal development. I have been immersed in school life since my first year, and the resulting experiences have equipped me with the relevant skills to embrace my final leadership role in this school. Being Head Girl has been a thoroughly enjoyable experience to date and has allowed me to grow in confidence, as well as developing organisational skills and a capacity for responsibility, that will benefit me

throughout my future life. The support and encouragement within the Senior Leadership Team, particularly the help of the Deputy Head Girls, has been vital in overcoming the challenges of this role. This has been an amazing opportunity and I hope that I have inspired the young ladies of Loreto to aspire to leadership roles in their own school experience."

Una Mc Glinchey, Head Girl 2019-2020



"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



Extra-Curricular Activities and Opportunities

Sport opportunities and experiences at Post 16

Hello my name is Niamh Fox and I am Sports Captain of Loreto Grammar school for the school year 2019/2020.

During my seven years at Loreto, sport has been a significant part of my school life. From the sporting opportunities I have availed of, I've experienced successes and failures, but most importantly, sport has allowed me to advance my interpersonal skills such as time management, communication and discipline. Ultimately, physical activity in Loreto has led to the formation of great friendships and a sense of community among the sporting student body. As young athletes, regardless of team or individual sports, we motivate and support one another within our close-knit school environment.

There are a huge range of sporting activities we are proud to offer here at Loreto. These include Gaelic, Netball, Handball, Horse-Riding, Athletics, Swimming and much more. These sports are available to all year groups and allow our students to display their sporting talents and achieve excellence while representing Loreto. The achievements to date this academic year include; our Irish dancers attaining world titles, our swimmers winning the Omagh secondary school Swimming Gala and some of our horse riders were a part of the Irish team who won the FEI European Show Jumping Championship in Poland.

My position as Sports Captain has afforded me the chance to encourage all Loreto students to become the greatest possible version of themselves. I recognise that ill mental health is a growing issue among young people today. To ensure the safety and mental wellbeing of all students, I promote physical activity in teenagers' lives, as this improves physical health and acts as a form of therapy and relaxation. It allows people to become focused on physical movement which can act as a way of releasing pent up emotions, leading to teenagers feeling less stressed and anxious. I positively encourage pupils who have any queries, concerns or worries to come and speak to me at any time.



I am honoured to act as a role model for the Loreto student body through the promotion of school physical activity and sporting excellence. Throughout my time at Loreto, I have been provided with ample sporting opportunities and I'm extremely grateful that the position I was granted allows me to serve and give something back to the school.

Niamh Fox

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
Aine Dolan
Lauren Gaynor
Clara Jayne Garrity

Year 14
Una McGlinchey
Caoimhe McLoughlin
Orla Murphy

Young Enterprise 2019-2020

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 'Glow & Co' produce scented candles that are made from sustainable Soya Wax which use no fossil fuel derived wax in their manufacture. The packaging is made from 100% sustainable materials. The candles also have a very long burn time of around 12-18 hours thereby requiring fewer to be used, again cutting down on waste. The Company have traded since November 2019 and they have participated at the George's Market in December where their stall sold out of products!

The team members:

Chloe O'Hagan
Charlie McDermott
Caitlin Goodwin
Amy McCrossan
Sinead McGarvey
Ellen McGirr
Mia Gallagher
Aoife McKinney
Grainne Campbell
Rosa Maguire
Bronagh McCrory
Emma-Kate McGlone
Sarah Conway
Fionnuala Morris
Lucy McCullagh
Amy Liu
Meabh Murphy
Ailis Keyes
Aine Doran
Lauren Gayner
Catherine McGlinchey
Lara Turbitt



The Loreto School Choir



The Loreto Grammar School Choir

Our school choir, comprised of sixty talented senior students, who travelled to Prague on Thursday 21st of March to compete in the prestigious Prague Young Bohemia competition. This was our school's sixth time to participate in the festival and we were truly delighted to secure an 'overall' win for the second successive time. Under the supervision of Mr Bradley and Mrs O'Neill, the girls had a fantastic all-round cultural experience. The girls competed against choirs from Germany, Switzerland, Italy and the extremely popular Mount Sion Choir from Waterford. This success means that we have now won outright in the only two categories for which we are eligible – 'Girls Choirs' (2016) and 'Spiritual and Gospel' this time round."

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)
- Loreto Choir won the Girls' Choir Competition at Young Bohemia Prague 2019



As a member of the Senior Choir, I had the privilege last March to travel to the golden city of Prague to perform in the 'Spiritual and Gospel' section of the esteemed Young Bohemia Choral Festival. Along with sixty other choir members, I enjoyed four days of competitions, concerts and culture.

We represented not only Loreto, but Ireland, and competed against mixed choirs from Switzerland, Germany, Italy and America. Our repertoire included the melodic 'Amazing Grace', the finger snapping 'When I Sing', the tender 'Embraceable You', the uplifting 'Heaven Somewhere' and the romantic 'My Funny Valentine'. Competing against choirs from all over the world, we were overjoyed to not only achieve the Gold award for our performance but to win our section outright was fantastic.

To experience a new country and its beauty was incredible but winning confirmed that the months of

intensive rehearsals, when we sometimes rehearsed more than once each day plus the fundraising in the depths of winter by singing Christmas Carols to busy shoppers on Main Street were really worth it!

One of my highlights of the whole trip was definitely fulfilling the Loreto tradition of singing impromptu acapella outside the beautiful Prague castle on the Saturday morning before we took part in the parade through Prague city. Locals and tourists alike gathered to listen to our melodic voices filling the cobbled square.

Being a member of the choir demands passion and commitment and so to be rewarded for our dedication is uplifting and motivates us to perform even better each time. We hope to replicate the same success this year when we compete in the 'BBC School Choir of the Year' competition so that Mr Bradley, our musical maestro will continue to smile with his heart!

Tara Lynne O'Neill – 14

Mandarin Chinese at Loreto



I have been learning Chinese in school since Year 9, and it is one of the most rewarding opportunities that I have ever been afforded! Despite the difficulties I may face at times trying to learn how to read and write 汉字 (Chinese characters), being able to communicate with other people in a second language is very satisfying.

I have been granted the opportunity to participate in the HSBC British Council Mandarin Speaking competition twice during my time at Loreto. My first experience of this competition was in 2018, the competition's first year in Northern Ireland, as part of a group entry, where myself and four other Loreto students performed a play about Ho`u Yi , an ancient Chinese mythological archer who saved the Chinese people from drought. In November, I was given the opportunity to return to this competition, this time competing in the Advanced Category of the Individual Speaker section. I am the first (and only!) person to ever compete at this level in Northern Ireland, and it was brilliant to see the abilities and talents of other Mandarin learners from various places across the 6 counties through the HSBC competition.

I have also been able to take the Hànyǔ Shuǐpíng Kǎoshì (HSK) tests through school. These tests give me a valuable insight into how I am progressing with my language learning and help me to target any areas that I may need to ask my Mandarin teacher to help me with. I plan to sit HSK 3 this summer and I am only able to do this due to the support and encouragement that I receive from my Mandarin teacher, Zhang Xiaojing, and the brilliant Loreto community.

In the future, I sincerely wish to continue my Chinese studies. I have visited year group assemblies along with my friends, who also speak Chinese, to help promote the learning of Mandarin to those in younger year groups and show people the genuine joy that I experience by learning the language. Currently, one of my biggest dreams for the future is to visit China, as I would love to visit the many sights and also experience a culture quite unlike my own first-hand. Learning Mandarin Chinese at Loreto has given me a chance to expand my horizons and realise that the world truly is my oyster!

Ailis Keyes, Year 13



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:

- Knights of Columbanus
- Young Soroptomist
- Omagh Young Farmers Public Speaking Competition
- Euro Quiz
- Mary Ward Public Speaking in conjunction with sister Loreto schools
- Debating NI
- Environmental competitions



Life skills

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



Year 14 engage in Self Defence Training



First Aid Training with Dr Kevin Moore



Year 13 receive Adam's Gift Training

Shared Education Signature Project

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

“Shared Education involves the provision of opportunities for children and young people from different community backgrounds to learn together for better for better education and reconciliation outcomes.”



Student council visit Omagh High School for a Strule Shared Council Meeting



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



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
Better Reading Partnership		Numeracy Challenge	
Book Fair	All Year Groups	Numeracy Prefects	
Camps International Expedition 2021		Organised for Success Programme	
Chamber Choir	Years 10-14	Paediatric First Aid	Year 14
Choir Senior Students	Years 10-14	PALS (Play and learn skills)	
Choir Junior Students	Years 8-10	Pioneer Group	Years 8-14
Code Club	Years 8-10	Politics Club	Years 8 & 9
Creative Writing Competitions	All Year Groups	Pope John Paul II Award	Year 13
Debating Group	Years 11- 14	Prayer Group	All Year Groups
Eco - Group	All year Groups	Primary School Art Programme	Year 13
Education to Enterprise		Public Speaking	All Year Groups
Equestrian Team	All Year Groups	Reading Club	Years 8-10
Faith Team	Year 13	Reading Partnership Programme	Years 8-12
Fermanagh Feis - History		School's Fantasy League	All Year Groups
French Vidéothèque	All Year Groups	SENTINUS Robotics Roadshow	Year 9
Gaelic Year 8	Year 8	Social Skills	All Year Groups
Gaelic Under 20; Under 16; Under 14	Years 9 -14	SocSwat	Year 13
Heart Start	Year 8	South West College / Hanban Mandarin Chinese	Years 9-13
Home Economics Seasonal Cookery Clubs	Years 8-10	St. Vincent de Paul Youth Conference	Year 13
Homework Club	All Year Groups	String & Woodwind Ensembles	All Year Groups
Hopeful Minds Taught Programme		Student Council Representatives	All Year Groups
Hopeful Minds Trained Ambassadors		West Tyrone Feis- Art Design & Craft Sections	
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
LAMP (Loreto's Assertive Mentoring Project)		The EA Western Area provides peripatetic tutors.	All Year Groups
Literacy Prefects	Year 14		
Liturgy Group	All Year Groups	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 - Junior (JMC – Leeds University)	Years 8-10		
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 2019/2020, there will be retreats offered by some of these teams to KS3 and KS4:

- Clonard School Retreat Team
- Michaela Foundation – Heart and Soul Retreat
- Diocesan School Retreat Team
- Year 13 Pure in Heart Team – November 2020
- Year 14 Leavers' Retreat in Mullaghmore – October 2020

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) 2020/21

(Information correct at time of going to press.)

Students whose 16th birthday falls on or between 2nd July 2019 and 1st July 2020 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. Application forms are available from Spring 2020.

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 2020. 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 2020. 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

Where can I get more information?

Call 0300 200 7089

Email 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.

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